

ACRL COUNCIL OF LIAISONS APPLICATION – ATTACHMENT A

LPSS Liaison Activity with the American Political Science Association

September 2003, LPSS member Bruce Pencek attended the APSA Annual Conference and pursued...outreach opportunities and networked with teaching faculty at a session on assessment. He mentioned the ACRL information literacy standards as a possible foundation and let them know LPSS was looking for political science faculty to give input and recommendations.

In **September 2004**, Bruce Pencek, Chris Palazzolo, and Chair Lynne Rudasill attended the Annual Conference of the American Political Science Association. LPSS targeted meetings of the Undergraduate Education Section to promote the news of the Education Task Force's work on literacy competencies. The political scientists at the conference expressed interest in the work of the Task Force, and we came away with names of individuals who were interested in working with LPSS to bring these competencies into the classroom. Lynn also explored avenues for funding and personnel to host an APSA short course on information literacy in Washington, D.C. the following fall and recruited others interested in this project.

February 2005, APSA's 2nd Teaching and Learning Conference opened participation; the first was by invitation only. Four members of LPSS attended the American Political Science Association Conference on Teaching and Learning, February 19-21 in Washington, D.C. These individuals were involved in three of the eight tracks of the conference. Kathleen Fountain served as a presenter with her colleague Diane Schmidt, a professor of political science at California State University, Chico, in the "Research Methods and Techniques" track of the conference. Kathi was also a discussant at one of the sessions in the track. Catherine Shreve and Bruce Pencek were discussants for sessions of the "Technology" track, and Lynne Rudasill was a discussant in the "Global Perspectives/International Models" track. Participation in this conference provided the members of LPSS with an opportunity to expose classroom faculty to the draft document on information competencies. The feedback received further underlined the necessity for a separate, non-librarian focused version of the document

The conference was geared specifically at teachers of undergraduate students, and was intended to present them with information that will help them develop their teaching skills in the classroom, as well as to provide an opportunity to share what they were doing with colleagues. The contacts LPSS members made through this event have been very helpful in our work on information competencies.

September 2005, Chair Connie Stoner and member Bruce Pencek attended the Annual Conference of the American Political Science Association. They participated in the Undergraduate Education Section meeting to continue the dialog about the Political Science Competency guidelines and encouraged APSA members to give input. They promoted the idea of hosting a

discussant group with political science faculty at the 3rd annual APSA Teaching and Learning Conference.

February 2006, five members of LPSS attended the 3rd APSA Teaching and Learning Conference.

Connie Stoner, Chair of LPSS made the arrangements with the APSA office to schedule space, time and space in the Conference program for an LPSS workshop. CQ Press agreed to provide the food for the workshop. Seven political science teaching faculty attended and reviewed the LPSS Political Science Research Competency Guidelines.

They gave critical feedback to improve the accompanying rubric in development.

Summary of the session submitted by Kathleen Fountain:

The conversation was extremely productive, and it was heartening to hear that librarians and faculty are indeed in agreement about the skills our students need to find, use, and evaluate information. The LPSS goal is to develop a document that is relevant and understandable to political science faculty, we are very interested in your perception of it even in this draft stage.

Participants recommended the following changes to the draft rubric:

- Designate the content of the cells as "examples" of competence.
- Separate the civic examples from the other three categories somewhat since they don't fit into the same graduated scale of achievement.
- Have outcomes that are measurable.

The discussion expanded adoption, use and development of information literacy standards in political science.

Changes would include a better title for the workshop for clarity and persuade faculty to attend.

LPSS member Wendy Highby attended and commented:

How does a parliament of political scientists compare to a stack of librarians? The ratio of male attendees to female attendees was larger. ...my decision to join APSA...offers an affordable associate membership rate for non-political scientists. ...the aims and format of the Teaching and Learning Conference were particularly inviting both to newcomers and pragmatic librarians. The event is organized around a working-group model consisting of thematic tracks. We librarians were a strong presence at the Teaching & Learning Conference, as both presenters and participants. The "Teaching Research Methods" Track moderator, Dr. Kim Quaille Hill, took special note of the library contingent: "Two papers in our sessions were particularly distinctive from those in past Teaching and Learning Conference workshops on this topic because they offered insight into incorporating the expertise and efforts of professional university librarians into the course."

June 2006, planning begins to Co-sponsor a short-course workshop with GODORT at the American Political Science Association Annual Conference, late August in Chicago.

September 2006, LPSS members attend the APSA Annual Conference.

February 2007, LPSS members attend APSA's Teaching and Learning Conference

The **Teaching Research Methods track** tackled what many students detest as dry, overly statistical, and widely inapplicable beyond the classroom: the research methods course. The Teaching Research Methods working group sought to share alternatives to traditional teaching of research methods and to brainstorm ways to make the introduction to scholarly research more practical, applicable, and even fun. Over three days a group of 30 political scientists (and one librarian) shared papers and best practices about obstacles to teaching research methods, exploring alternative paths to instilling research skills into undergraduate students.

August 2007, four LPSS members presented at the APSA conference the free "short-course" (APSA's term for its pre-conferences) "Maximizing the Value of Your Library for Scholarship and Teaching". The four-hour program was a joint project of LPSS and GODORT. The Chicago-Kent College of Law hosted the session. There were 8 attendees and 2 pre-registered no-shows. A binder of materials and a CD of the same were provided and the schedule was designed to allow participants time to choose between a lab and a roundtable session. There were 7 themed sessions—Political Science Literacy's, ACRL standards: cultivation & dissemination, Literature Search Design and Research Design, Step by Step, 3 devoted to specific resources, i.e. Worldwide Political Science Abstracts, Instructional Design in the Classroom-Integrating Library Research Skills, Government information: Statistical Data Sources, Digitization, Copyright, Intellectual Property Rights, etc. and Keeping up with the literature: Alerts, and Table of Content Services.

Professor Shaw is the APSA-PSE section's program chair for the 2008 conference submits the call in the **Fall LPSS Newsletter**: The Political Science Education Section invites papers from librarians for presentation at the American Political Science Association Annual Conference in Boston, Aug 28-31, 2008.

February 2008

- LPSS members attend the APSA Teaching and Learning Conference,
- announcement Blackwell's Scholarship Award honors Lucy Lyons, LPSS member active in APSA. The Association for Library Collections & Technical Services (ALCTS) awarded the Blackwell's Scholarship Award for 2008 to Lucy Eleonore Lyons for her article, "The Dilemma for Academic Librarians with Collection Development Responsibilities: A

Comparison of the Value of Attending Library Conferences versus Academic Conferences," published in *The Journal of Academic Librarianship*, volume 33, issue 2, March 2007, pages 180-189. Lyons explores the dilemma librarians with collection responsibilities often face when deciding whether to attend library conferences or relevant academic conferences. She offers an illustrative comparison of the limitations and advantages of the American Library Association's annual meeting and the annual conference of the American Political Science Association, utilizing a methodology that could easily be adapted for other disciplines. She concludes that neither type of event can be responsibly ignored and offers concrete strategies for resolving the dilemma