



Building student employability through interdisciplinary collaboration: an Australian Case Study

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ABSTRACT

Given that graduate employment is a clear outcome of education success, there is an urgent need to conceptualize course design strategically to maximize students' chances of employment. In this paper, we present an Australian case study in which we used a structured career information literacy learning approach to build employability in a biological sciences capstone course, through collaboration between the university library, academics, and career service. We report the context, method, measurement, outcomes of collaboration, and roles of contributors in this partnership. This case study lends itself to potential ways of incorporating career information literacy into an academic context.

KEYWORDS

Academic libraries; career service; career information literacy; employability; science capstone

Introduction

There is mounting pressure to make colleges and universities accountable for graduate outcomes. Externally, government funding bodies seek to use graduate outcomes and satisfaction survey results to drive funding changes in tertiary education (Baxendale 2017). Industry bodies and employers frequently attest to a skills short-fall and the need for universities to do better at producing work-ready graduates. Internally, tertiary education providers encounter growing student and parent expectations of return on educational investments in competitive job markets, where the relative value of university degrees is decreasing (Organisation for Economic Co-operation and Development (OECD) 2017). In response to such social and economic demands of external and internal stakeholders, universities have been exploring ways to improve student employability. The within-curricular approach provides direct assurance that all students receive relevant training or development opportunities to develop employability (Yorke and

Knight 2006). This approach sees the academic staff pick up the responsibility of providing employability content. However, academics often face unique challenges in this circumstance, since many academics share a common path to academia in which they are trained entirely within the university system. Consequently, they may not fully appreciate the issues students face in transitioning to professions outside of academia. Another common approach is to provide students with extracurricular, or co-curricular, non-credit bearing programs and services. These can be delivered by academic departments, but more often than not, they are left to professional staff who work in learning and teaching or student support services. These professional staff are specialists in vocational careers training and industry and employer liaison, but are not experts in the discipline-specific content that the students study.

We recognize that many factors affect the decision to facilitate career and employability learning in a curricular, co-curricular, or extracurricular way. However, the divide between the academic and professional staff centered models represents a missed opportunity. To develop a whole-institution approach to enhancing student employability, it makes sense to use expertise across discipline-specific and cross-discipline training providers in the university (Bennett, Richardson, and MacKinnon 2015). Here, we present the case for academic departments and professional staff from the university's career service unit and the library, to jointly design and deliver a capstone course that simultaneously addresses both discipline-specific skills and career development learning.

Literature review

Collaboration between academic libraries and career services within courses is not unprecedented, with examples documented as early as the eighties and nineties (Rose 1988; Abel, 1992). Both career services and university libraries have worked with academics, the former often in work integrated learning (Jackson et al. 2015), while the latter in research skills development (Pan, Ferrer-Vinent, and Bruehl 2014). Plenty of examples from US universities have illustrated how librarians and career service staff work together to improve career resources for students. An early example of service provision included the compilation of bibliographies, career information library paper guides with recommended career resources, and job listings (DeHart 1996), and the later development of online guides with electronic sources (Brian DeHart, 2014, e-mail message to coauthor, July 10, 2014; DePaul University Libraries 2019). College and university libraries have since partnered with career services, or collaborated with teaching faculty to develop instruction and workshops, online library guides,

assessment, and consultation services for career assignments on career paths and occupations research (Hollister 2005; Farrar et al. 2007; Joranson and Wider 2009; Howard 2017; Lafferty, 2019). Responding to the growing demands for digital access, career services and libraries have established shared cataloging of career resources (Quenoy and Orgeron 2003), co-developed and maintained digital resources such as career wikis (Dugan, Bergstrom, and Doan 2009, Miller 2010), organized special acquisition for loan and electronic access (Miller 2010), and provided social media instructions to help students create and update LinkedIn profiles by incorporating free professional headshots (Santiago et al. 2017). In promoting professional awareness, academic libraries have also created subject-specific resources to disseminate information from journals, trade magazines, professional associations, RSS feeds, blogs, and wikis (Davey and Tucker 2010).

However, what is clearly missing from the literature are models of collaboration that encompass all three invested parties simultaneously directly within the curriculum: the library, career services, and academia. Here, we advocate for a three-way partnership model between academic departments, career services, and university libraries. We acknowledge the value of the two-way initiatives but also recognize their limitation in delivering student careers learning holistically and effectively. One point of conjecture is that facilitations outside of the curriculum means minimal control of equity in access to career and employability content and training, since not all student cohorts are exposed to them. We believe a three-way partnership will provide an effective means by which to deliver discipline relevant career information training within the curriculum, and thus provide direct coverage and domain expert facilitation, more so than two-way and extra-curricular models.

Context of the three-way collaboration

Our collaboration took place at Macquarie University, a large, public, multidisciplinary, research university in Sydney, Australia, with a student population of approximately 40,000. Academics from the Department of Biological Sciences engaged the Career and Employment Service to create a new capstone course. The designated career consultant had been working on a Career Information Literacy (CIL) learning approach and therefore, strongly recommended that the research librarians be involved in this course. Engaging students through courses and the curricula seemed like a sensible idea, given that both the career service and the library have limited personnel. Over the years, librarians' involvement evolved from instruction workshops in the tutorials to formal lectures and recently, the creation of assessments.

Table 1. A career information literacy learning approach in a capstone course.

<i>Career Development Learning</i>	<i>Information Literacy</i>		
	Generic	Situated	Transformative
Self awareness	Self-understanding of interests, skills, values, strengths, etc.	Discipline-based knowledge, skills, and approaches	Critical reflective ability on one's motivation and behavior in making career transitions
Opportunity awareness	Knowledge of broad career options	Knowledge of specific work opportunities and industry requirements related to disciplined based learning	Motivation and know-how to contribute to any work in a meaningful way
Decision making	Ability to evaluate one's preferred career choices	Ability to target specific work, based on relevance to one's personal profile and their study	Ability to think outside of the box in career decision making
Transition learning	Practical skills in securing work, such as handling job applications and recruitment processes	Ability to effectively show how one can add value to an employing organization based on who they are and what they study	Ability to challenge one's existing practice and take critical actions to adapt to changing environments

Career information literacy refers to a learning framework that integrates three fundamental concepts of career development, information literacy, and critical thinking. These three concepts are central to career services, library science, and academia, respectively. It seems logical that a collaboration between these three sectors should result in a more effective, and likely more efficient, delivery of career-focused initiatives than any of the parties would achieve working independently. The CIL Learning approach (Table 1) developed by Lin-Stephens et al. (2017) is based on Watts's (2006) career development learning model of self awareness, opportunity awareness, decision making and transition learning, and an adapted version of Lupton's (2008) information literacy framework within Generic (cross-discipline), Situated (cross-discipline) and Transformative (trans-discipline) contexts. In this framework, learning is defined as an ability to work with information and create knowledge. This refers to the ability to locate, access, comprehend, interpret, evaluate, and synthesize information to create knowledge for personal and professional use.

For the purpose of our example, career information literacy refers to the intelligence and ability to navigate in an information abundant world to generate personal knowledge for one's career decision-making and planning. This requires students to locate, obtain, interpret, evaluate, synthesize, and prioritize relevant internal (personal) and external (professional and contextual) information. Internal information refers to self-discovery through the consideration of personal reflections and narratives. External information refers to hard data (such as statistics, classifications, and

structured pathways) and soft data (such as opinions, perspectives, sentiments, public beliefs, stereotypes). Both internal and external information gathering is an integral part of the main components of the capstone unit.

The biological sciences capstone course

A capstone course is a final year course that consolidates students' prior knowledge and skills to prepare for the transition into work, further study or other professional and personal development (Goldberg 2007; Stanley and Marsden 2013). During the course, students reflect on and synthesize their academic and personal learning thus far, with an outward view of applying and contributing to future workplaces, professional communities, and the wider society (Benton-Kupper, Brooks, and Slayton 2004). This process typically requires students to a) construct meaning of their prior learning from their program of study and their experience of university life; b) evaluate personal skills, strengths, interests, and value; c) obtain occupational, industry, and work opportunity information; d) acquire life-stage appropriate career management skills; and e) gain an understanding of professional practices and career development.

The biological sciences capstone course we designed involves the integration of discipline-based knowledge, transferable skills, and career management skills, which are underpinned by our career information literacy approach. Students enrolled in medical science, biology, and science education programs undertake this final year compulsory course. The range of programs that enter this course presents a challenge as it is difficult to deliver discipline-focused materials that satisfy all students' needs. Instead, the unit offers 'shell' activities in which the students can insert their discipline-specific knowledge. One of the examples is a key group activity requiring students to write grant applications based on their areas of interest relevant to their chosen fields of study. In the end, the unit provides ample opportunity for students to reflect, appraise, and articulate key knowledge and skills acquired throughout their respective programs of study. By sharing their experiences gained within the capstone and being compelled to articulate their knowledge, skills, and experience, students develop readiness for future aspirations.

Roles of the librarian, career development consultant, and academic within the capstone

The Librarian

The librarian is the information expert as well as the curator of information resources. The role of the librarian is two-fold, delivering face to face

instruction to students, and designing online resources that enhance skill development and serve as stand-alone support for students to refer to as needed. Face to face instruction focuses on enhancing students' career information management abilities in key phases of the job search. This includes using library tools and resources to explore the commercial environment, the public sector, and hidden networks. Strategic search techniques are used to move students away from the general Google search to advanced enquiry, with emphasis on conducting company and industry research using specialized databases. Students are given the opportunity to practice these skills via activities requiring them to apply the demonstrated strategies to their own information needs. Hence, the instruction and activities contribute to a student's overall information literacy and research skills development. The librarian also creates and maintains a careers and industry page in the discipline-specific library subject guide (LibGuide) to host career resources and information, including the industry databases, industry association directories, subject-specific and general career books, and useful links.

The career development consultant

The career consultant is the career learning specialist who provides career education content, based on gaps identified through student and employer data and literature, and contemporary graduate recruitment practices. Students' ability to articulate both their discipline-based and non-discipline-based assets in recruitment and selection activities is a key focus of the career consultant's facilitation. Therefore, practical skills such as how to handle job applications, assessment centers, and interviews are framed with reference to students' disciplines. To ensure holistic career information literacy learning, the career consultant also organizes student-industry engagement opportunities. This exposes students to diverse career options that past graduates from closely related degrees have taken. In contrast to the library instructions which allow students to access text and audio-visual based resources, the career consultant ensures students obtain diverse narratives through professional interactions to assist with students' decision making.

The academic

The academic course convener is the science domain expert who plays the role of head of a consultancy group, with students being the consultants. The academic also controls the content and delivery to remain discipline-centric, to tightly integrate non-discipline specific content with students' disciplines, to avoid students treating their studies and future career paths

Table 2. Mapping assessments according to career information literacy.

<i>Career Development Learning</i>	<i>Information Literacy</i>		
	Generic	Situated	Transformative
Self awareness	I, P, J	I, P, J, S, R	I, P, J, S, R
Opportunity awareness	I, P, J	I, P, J, S, R	I, J, S, R
Decision making	I, P, J	I, P, J, S, R	I, P, J, S, R
Transition learning	P, J, S, R	P, J, S, R	I, P, S, R

I: Informational interview presentation.

P: Portfolio.

J: Job interview.

S: Selling ideas.

R: Research proposal.

as separate entities. The academic contextualizes all activities relative to the nuances of the types of workplaces most of the students may encounter. One such nuance is the fluxing nature of science-related pursuits which results in rapid turnovers of short-term projects that are diverse in focus and will require on-the-job learning. The academic unit convener helps students develop the capacity for upskilling by creating situations where students need to pick additional practical skills, and also sourcing expertise to provide such training. This includes ensuring appropriate discipline-specific guest speakers are invited to engage with students and introduce them to potential career paths.

Assessments mapped to the CIL learning framework

The integration of discipline-based and non-discipline-based skills are developed through lecture contents and tutorial activities which culminate in five main formal assessments. The assessment tasks, learning content, and activities are mapped firstly with the university's graduate capabilities framework, which are problem solving and research capability, effective communication, professional and personal judgement and initiatives, critical, analytical and integrative thinking, creativity and innovation, engaged and ethical local and global citizens, socially and environmental responsibilities, and commitment to continuous learning. We then map the learning outcomes of these assessments to the career information literacy learning framework (Table 2) to examine how our approach is aligned.

Informational interview presentation

After lessons and exercises on exploring skills, values, interests, and occupations, students are required to complete an assignment in which they interview a person who is working in the field they wish to enter. Students are free to seek out a potential interviewee through their own networks. They can also source the interviewee from a professional networking event and guest presentations organized in this course for students to meet

industry representatives. Then, in three-minute presentations to their tutorial groups, students report on the rationale for their choice, and their findings. This includes reporting back on who their interviewee was, where they worked, what they did, how they got into the field, any other relevant information from the interviews and whether the student will take any additional action following their experience. To complete this exercise, students first must examine their own interests and intentions, then conduct research and locate persons and industries of interest. Then, they address the person-environment fit between their perceived ideal choices and industry realities through both data obtained from research database searches and genuine narratives of working professionals. The exercise ends with students evaluating the tips and advice they received from the interviewee, and reporting on how this investigation had contributed to their thinking in career options and pathways. Through the presentations, students learn the diverse pathways relevant to their degrees, many of which were not obvious to students even as they approach the end of their degrees. It also provides an opportunity to build student presentation skills towards standards expected in a professional environment.

Portfolio

Following instructions on the job search, students need to identify a suitable job, study program or another opportunity. Students are taught to conduct job analyses, including researching the background of the organizations and industries advertising the opportunity. The strategic approach to job analyses is taught primarily by the career consultant and librarian, while the academic convener addresses discipline-specific requirements contained within the applications. Following the job analysis, students must first assess their own suitability regarding skills, attributes, and experience to the selection criteria; then articulate their suitability within a cover letter and curriculum vitae. Students need to outline their general suitability and how their studies and discipline approaches will add value to the work they are pursuing. Students are also asked to challenge their own thinking by looking at nontraditional pathways where they can use their discipline-based skills.

Job interview

Articulating skills is an area many students need to improve on, since failing to articulate skills can be misinterpreted as a student's lack of skills. Following interview training, attending industry networking events and guest presentations, students undergo a short mock job interview. The interview is designed to establish a student's motivation and knowledge of

the opportunity they are pursuing based on the previous assignment. Four questions are posed for students to illustrate their recent experience in using generic and discipline-based skills to solve problems. The exercise takes most students out of their comfort zone. However, the process clarifies students' goals, actions, and what they have to offer. It also provides a valuable opportunity for relatively inexperienced students to practice job interviews, which most people find daunting. Students are interviewed by a panel of two, one from the academic department and the other from career services, and they receive feedback upon conclusion of the interviews.

Selling ideas (science communication)

Underlying all of the above activities is the need to effectively market oneself. An extension to this need is having the capacity to advocate one's ideas. Indeed, scientists, in general, spend considerable time trying to convince others that their ideas are innovative and if implemented, will make meaningful contributions to the broader community. The purpose of this formal assessment is for students to devise an original idea, draw connections between their ideas and available data, and then sell the merit of that idea to someone else who was not aware of or may not necessarily share their vision. More specifically, the students must produce a blended media pitch on a novel topic with little existing scientific information. The assessment is embedded in a workplace-workshop scenario in which students must attend a professional workshop on blended media production and documentary methods. The added value of this assessment is an original product showcasing not only scientific reasoning and communication but also creativity.

Research proposal (grant writing and ethics application)

A key process for anyone wishing to make a meaningful contribution to society is to gain the funds required to execute their research. Grant writing combines both the promotion of oneself and the selling of ideas. Students are asked to work in teams and write an abridged version of an Australian Research Council (ARC) grant on a topic related to contemporary biologically related global challenges. In Australia, research on humans, vertebrate, and some invertebrate animals requires an application for ethics review. Students are instructed on the appropriate background to this process before writing an abridged version of this application. The outcome of this process is a greater appreciation of both research and welfare-based ethics in the scientific process and how to achieve this in a professional research environment. Students are mentored through the process by tutors

familiar with the topic areas. The skills gained also prepare students for future business proposal writing in the commercial world.

Librarians' contribution to the assessments

Information gathering, evaluation, and representation are central to the assessments above. The librarians enrich students' information practice by modeling exploratory and iterative approaches, underpinned by the ACRL Framework threshold concept of "Searching as Strategic Exploration." The instruction and activities are designed to directly support students to successfully complete the *Informational interview presentation*, the *Portfolio* and the *Job interview* assessments through their focus on information search tools and strategies. Students are encouraged to identify potential sources of career information, including library resources such as books and videos, as well as industry associations and social networks. Students are also directed to investigate webpages belonging to various relevant government departments or entities. The librarian demonstrates the use of company, industry, and news research databases to explore the commercial environment and find companies in students' targeted fields of work. These instructions aim to enhance students' opportunity awareness and prepare them to identify potential interviewees and prepare for a job interview. The information literacy knowledge practices incorporated throughout work and industry research prepares students for further assessments in selling ideas, research and outreach proposals. Students are introduced to identifying potential gaps in the market and/or research literature. The Industry and Careers page, located within the Biological Sciences library subject guide, is a valuable reference source which students can continue to access even after they complete the course.

Materials and methods

After two iterations of running the capstone course, measurement of students' career information literacy learning focuses commenced to quantify how students responded to the course design, based on the CIL learning approach. Specifically, we wished to profile students' focus on the four career development learning aspects (self-awareness, opportunity awareness, decision making, and transition learning) within generic, discipline-specific, and transformative information learning contexts. Students completed a CIL questionnaire at the end of the course, reporting their focus on 12 career information literacy items on a 5-point Likert scale ([Appendix 1](#)). The items denote attributes of career information literacy according to [Table 1](#). We collected data in this capstone unit over the two years. Web survey

Table 3. Characteristics of the Biological Sciences capstone course student respondents.

Students		
Responses		158
Enrollments		216
Response rate		73%
Sex		
Male	69	44%
Female	88	56%
Age		
19 or under	0	0%
20-25	126	80%
26-30	21	13%
31-40	5	3%
41+	6	4%
Residency status		
Domestic	138	87%
International	5	3%
Not reported	15	9%
Work History		
Total paid work history		5y7m
Total unpaid work history		1y6m
Activities in the past 12 months		
Part time work	140	89%
Job search	98	62%
Volunteer or community work	86	54%
Unpaid work experience	63	40%
Student groups/societies	41	26%
Professional association involvement & networks	20	13%
Full-time work	19	12%
Project work involving external clients	14	9%
Overseas exchanges or studies	7	4%
Plan within 1 year of completing degree		
Work	99	63%
Further study	83	53%
Other	24	15%

links were provided to those who could not attend classes in person. Participation was voluntary, with ethics approval obtained from the university (Macquarie University ethics approval Ref: 5201500815). In year 1 we received 87/102 (85%) responses and 71/114 (62%) in year 2. The demography of year 1 and year 2 student cohorts were similar. Therefore, we reported the combined results from both years. All analyses were carried out in R (The R Foundation 2018). We tested if there was a significant difference between the average ratings for each career development learning aspect (Self-awareness, Opportunity awareness, Decision making and Transition learning) across the three literacies (Generic, Situation and Transformative).

Findings

We summarized students' age range, sex, residency status, work history, recent past activities and future plans in Table 3. We found a high percentage of students with part-time work (89%) and job search experience

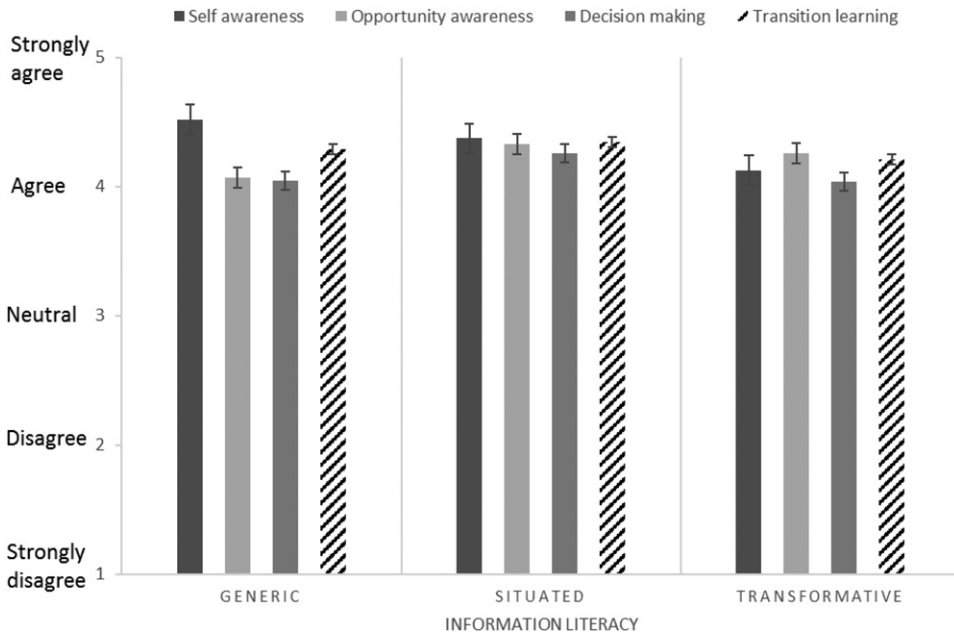


Figure 1. Mean scores of student career information literacy.

(62%). Overall, most students are planning to work upon completing their degrees (63%). More than half of them (53%) also plan to do further study.

Based on the CIL item ratings, we obtained Cronbach alpha values of 0.84 and 0.81 for year 1 and year 2 respectively, suggesting good internal consistency of the question items. From [Figure 1](#), we can see that students rated the importance of all CIL elements positively, mostly agreeing or strongly agreeing with their importance. We can also observe variance of student ratings of the four career development learning types within the generic, situated and transformative information literacies. Overall, students put the most emphasis on self-awareness in the generic information literacy and the least emphasis on decision making in the generic information literacy. However, for the rest of the career development learning aspects (opportunity awareness, decision making, and transition learning), students focused most on the situated (discipline-specific) context. Intriguingly, decision-making was rated the least important across all literacies.

Our analysis showed a distinctively different focus on the four aspects of career development learning, i.e. self-awareness, opportunity awareness, decision making and transition learning ([Table 4](#)). This meant that students did not view these different career development aspects as the same thing and that they valued certain aspects more than the others in different contexts. Student responses were similar with respect to the generic and situated literacies but not the transformative literacy ([Table 5](#)). Overall, the

Table 4. Differences in ratings of career development learning.

	Self awareness	Opportunity awareness	Decision making	Transition learning
Self-awareness	–	0.009*	0.00002*	0.042*
Opportunity awareness	–	–	0.0118*	0.0366*
Decision making	–	–	–	0.0035*
Transition learning	–	–	–	–

* $p < .05$.**Table 5.** Differences in ratings of information literacy.

	Generic	Situated	Transformative*
Generic	–	0.9357	0.0277*
Situated	–	–	0.0279*
Transformative	–	–	–

* $p < .05$.

transformative information literacy items were rated significantly lower than generic and situated.

Discussion

Student responses to the CIL questionnaire provided initial confirmation of agreement between our approach and student focuses. Across all learning aspects, students agreed that the items measured were important. In promoting generic learning, we were careful not to compromise on discipline-based learning. Therefore, it is reassuring to see that students valued making the most out of their degrees in both the generic and discipline-specific sense. The responses also showed that the transformative information literacy received slightly less attention from students than the generic and discipline-specific literacy. These responses provided directions for future course delivery. For example, we will continue to support students' self-exploration as part of their general personal development, since they placed a high value on self-understanding. We will also continue to support situated information literacy development for employability, since it is the most dominant focus across the four types of career development learning aspects. However, as course conveners, we will also need to discuss and propose further support for enhancing opportunity awareness for transformative learning, as transformative capacities are increasingly required by employers (Lin-Stephens, Manuguerra, and Uesi 2018).

The demographic and activity information generated by the survey provided valuable data on the composition and recognition of activities by students. For example, we were surprised to see that 53% of the students contemplated further study in full-time or part-time modes. This supported our practice of inviting the department head and higher degree research program advisors to come and share their expertise on future study pathways. We were also surprised to find that only 13% of the students

recognized their exposure to professional networks and the wider professional community, since such engagements were organized throughout the course. In fact, students met more than a dozen industry representatives in 'warm' engagement activities. We suspect that students may have identified such activities as course activities, rather than personal industry engagement activities. We will need to work on shifting students' thinking and behavior towards active industry engagement. It is possible that some students may have attended the events merely as part of a course requirement and therefore, potentially missed the opportunity to maximize the benefits of industry engagement events. Unfortunately, there was no comparable data to compare students taught in this format with those who were not. Therefore, moving forward, we recommend gathering data before and after the course to evaluate the effectiveness of our teaching, based on the career information literacy approach.

Outcomes and limitations of the collaboration

This collaboration has been a fruitful experience with positive student evaluation and feedback. Through the university's learner experience of unit survey, we found that students benefited greatly from the library's participation. Prior to this experience, most had equated job search with looking for available jobs in online job databases. Furthermore, although most students are familiar with online job databases, few use their functionality fully, such as using advanced search options and job alerts. The program's success in the Biology Capstone resulted in the expansion of librarian instruction into other capstone units across the Faculty of Science and Engineering, including Chemistry and Bimolecular Sciences, Environmental Sciences, Physics and Astronomy, and Earth and Planetary Sciences. This collaboration also resulted in the acquisition of more vocational guidance print and eBooks tailored to different disciplines of the Faculty, to reflect current changes in job search and self-promotion.

Adopting a structured approach for our three-way collaboration provides a rigorous process of embedding employability in a course. The data gathered through the survey based on the same approach provided valuable information to assess the alignment between our objectives and student outcomes. Based on the information, we know what to continue focusing on and what adjustments to make for future delivery. However, we acknowledge that there are potential limitations or considerations for other educators who wish to adopt this approach. This course does have multiple contributors, in addition to guest speakers; therefore, careful planning in advance is necessary. We were also very fortunate with the contributor dynamics, but this may not be taken for granted in all settings.

Furthermore, the support given by the wider teams behind the three main contributors from the library, career services, and the academic department, must be acknowledged.

Conclusion

Employability is a complex phenomenon which requires interdisciplinary collaboration across academic and professional units in the university system. Addressing employability requires key sources of knowledge and special facilitation to converge and meet institutional objectives. At the same time, new approaches and purpose can add value to the individual work of collaborators and fulfill the missions of different parts of the university, such as in this case, the library, career service, and academic departments. Academics seek to help students make the most use of their degrees, while career services endeavor to embed support into the curriculum to improve graduate outcomes. Likewise, librarians aim to enhance all aspects of students' information literacy skills.

This case study illustrates a three-way collaboration between academics, the career service, and the library to achieve a common institutional goal, with a structured approach which integrates discipline-based learning, career development learning, and information literacy. We consider the career information literacy approach to be a valuable step forward in capstone teaching, and replicable in other programs of study. We especially appreciate the library's role beyond being an information storage facility and becoming information facilitators, a strategic development as recommended by both the ACRL Plan for Excellence (Association of College & Research Libraries (ACRL) 2018) and the Council of Australian University Libraries (CAUL) (2014). Our case study highlights the value of interdisciplinary collaboration in delivering capstone courses, which will have impact on student, and ultimately, institutional success.

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Appendix 1. The CIL Question Items for Students

How important are the following to you for your next career move (work, study, other plans)? 5-point Likert scale (strongly disagree, disagree, neutral, agree, and strongly agree)

Understanding your own interests, skills, values, strengths, etc.

Your discipline-based knowledge, skills and approaches

Critical reflective ability on your motivation and behavior in making career transitions

Knowledge of broad career options

Knowledge of specific work opportunities & industry requirements to which your disciplinary learning would be an asset

Motivation and knowing how to contribute to any work in a meaningful way

Ability to evaluate your preferred career choices

Ability to target specific work, based on relevance of your personal profile, experiences, circumstances and capabilities

Ability to think outside of the box in career decision making

Sound skills to handle job application & recruitment process

Ability to effectively show how you can add value to an employer from your discipline-based learning

Ability to challenge your existing practices and take critical actions to adapt to changing environments

Other (please specify):
