

Learning Resource Committee  
Minutes for meeting on 2/18/14

Members Present: Mary Aquila, Robert Burkhardt, Mike Essary, Bonnie Heatherly, Linda Hemmingway, Kimberly Jack, Mary-Beth Johns, Tony Moyers, Del O'Neal, Darlene Turner-White, Teresa Wanbaugh, Robert White, Jennifer Wolfe, Cathy Woodruff

Members Absent: Kim Bell [scheduling conflict], Gail Bergeron, Bryan Kennedy [Doctor's office]

Meeting convened 2:30pm, K.J. recording

#### Old Business

1. Minutes from 1/21/14 and 11/12/13 ratified
2. Was the committee's Charge presented to the Senate? (R.B.)  
BH: reported on Senate meeting
  - I. Requested clarification of committee name: Learning Resource Committee not Learning Resource and Information Literacy Committee
  - II. Senate re-formatted all committees' Charges for uniformity
  - III. Senate agreed to limit membership of all committees to 4 faculty from each College and 1 Library representative, although additional Library members could attend meetings Ex Officio for input and debate

Debate including DO, BH, ME, RB, JW, LH, and TW. Major points included:

- a) Concerns about reducing the diversity of the committee
- b) Need for a Senate member to be present at LRC meetings as a Liaison to communicate Senate discussion regarding LRC function and activities
- c) Concern about impact of limiting committee membership on annual evaluations, promotion and tenure
- d) Concern about needing continuity on committee to ensure knowledge of historical context for activities and debates
- e) Do we need a Faculty Convocation to debate revisions of the Constitution before the vote, which is anticipated in May
- IV. Clarification that all committees report to the Faculty Senate
3. Report on use of the Learning Commons (R.B.)  
Writing Group led by Tony Ricks meets every Thursday night. Turnout is roughly 14-18 people for each meeting, including diverse age groups and interests. Group is planning activities for each week in March (schedule attached).  
R.B. contacted Tena Bullington regarding promoting use of the Learning Commons to student organizations. Will meet with them on 2/19.

#### On-going Business

##### Development of Information Literacy Plan

(Discussion included RB, MJ, BH, DO, TW, LH, TM, CW)

1. R.B. passed out handout of common elements between other institutions' Information Literacy Plans (attached)
2. RB and BH have not gotten replies to requests for Information Literacy plans from other institutions
3. How other institutions evaluate: Gadsden State uses S.A.I.L.S. test to evaluate Information Literacy. Smith College also requires demonstration of skills and knowledge.(see attached links)
4. SACS does not currently require Information Literacy plans, but this expectation is common for Middle States and other accrediting organizations
5. We need to map what specific classes in each discipline already address information literacy, and which programs need to address this concern so we can help develop them. Campbell's break-down to be used

as a model for a worksheet to be completed by representatives of each discipline to collect data on current programs (attached). These worksheets will be due back to Cathy Woodruff by 3/13/14.

6. Need to address problem of students avoiding Foundations/Cornerstone courses that address information literacy until their last semester. Need to establish and enforce requirement that these courses be taken during the first semester.

Next Meeting set for 3/27/14 at 10 am

Meeting adjourned at 3:30 pm.

Information Literacy standards/plans for peer institutions and organizations

<http://www.ala.org/acrl/standards/informationliteracycompetency>

<http://www.msche.org/documents/Developing-Skills.pdf>

[http://www.uri.edu/library/instruction\\_services/infolitplan.html](http://www.uri.edu/library/instruction_services/infolitplan.html)

[http://www.american.edu/library/instruction/information\\_literacy.cfm](http://www.american.edu/library/instruction/information_literacy.cfm)

<http://www.marshall.edu/library/about/ilp.asp>

<http://library.sc.edu/infolit/infolitplan.pdf>

<http://www.kent.edu/library/about/depts/instruction/upload/information-literacy-plan.pdf>

<http://www.lib.campbell.edu/information-literacy/plan>

[http://www2.stetson.edu/library/publications\\_informationliteracy.pdf](http://www2.stetson.edu/library/publications_informationliteracy.pdf)

## Tentative schedule for Tony Ricks' Writing Group, Spring 2014

Feb 20 - Karen Middleton - Serial Novel - New chapter by Vicki Dintaman (the group is working on a serial novel collectively)

Feb 27 - Jacqueline Pepper - Activity to be determined

March 6 - Debbi - Discussion of book "A Writer's Book of Days" by Judy Reeves and in-meeting writing exercise

March 13 - Vicki Dintaman – AJ Coleman, a Young Adult author who has spoken at Kudzu Chronicles, will be visiting the group and giving a presentation.

March 20 - Karen Middleton - Serial Novel - New chapter by Jeremy Young

March 27 - Harriette Rost - Activity to be determined

Saturday "write-in" planned for March sometime; this is going to be off campus. It's a morning dedicated to writing

## **Mapping Information Literacy Across the Curriculum**

(modeled after Campbell University Library: <http://www.lib.campbell.edu/information-literacy/plan>)

**Instructions:** For each of the following 5 Competency Standards, indicate which of the listed Outcomes is covered in your discipline's courses by highlighting the Outcome. If possible, under "Skills to Teach," indicate how that Outcome is adapted to your specific discipline's requirements, and which existing course(s) already address this Outcome. Multiple Outcomes may well be taught and assessed in a single course or project. You are encouraged to review Campbell's example at the above link.

### **Competency Standard One: The information literate student determines the extent of the information needed.**

#### **Performance Indicator(s):**

1.1 The information literate student identifies a variety of types and formats of potential sources for information

#### **Outcomes:**

- 1.1a Recognizes differences between popular and academic information.
- 1.1b Knows what information exists in print and electronic formats.
- 1.1c Identifies reference materials to learn basic information about a topic.
- 1.1d Understands the difference between general and subject-specific sources.

#### **Skills to Teach:**

### **Competency Standard Two: The information literate student accesses needed information effectively and efficiently**

#### **Performance Indicators:**

- 2.1 Investigates the scope, content, and organization of information retrieval systems.
- 2.2 The information literate student constructs and implements effectively-designed search strategies.
- 2.3 The information literate student retrieves information online or in person using a variety of methods.
- 2.4 The information literate student refines the search strategy if necessary.
- 2.5 The information literate student extracts, records, and manages the information and its sources.

#### **Outcomes:**

- 2.1a Identifies what types of information are contained in a particular system
- 2.1b Selects the appropriate tools for research on a particular topic
- 2.1c Identifies the differences between freely available Internet search tools and subscription or fee-based databases.
- 2.2a Develops a research plan appropriate to the investigative method.
- 2.2b Identifies keywords, synonyms and related terms for the information needed.
- 2.2c Constructs a search strategy using appropriate commands for the information retrieval system selected.
- 2.2d Implements the search using investigative protocols appropriate to the discipline.
- 2.3a Uses various search systems to retrieve information in a variety of formats.
- 2.3b Uses various classification schemes and other systems to locate information resources within the library or to identify specific sites for physical exploration.
- 2.3c Uses specialized online or in person services available at the institution to retrieve information needed.
- 2.4a Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized.

- 2.4b Identifies gaps in the information retrieved and determines if the search strategy should be revised.
- 2.4c Repeats the search using the revised strategy as necessary.
- 2.5 Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of sources.

**Skills to Teach:**

**Competency Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.**

**Performance Indicators:**

- 3.1 The information literate student articulates and applies initial criteria for evaluating both the information and its sources.
- 3.2 The information literate student determines whether the initial query should be revised

**Outcomes:**

- 3.1a Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias.
- 3.1b Selects information that provides evidence for the topic.
- 3.2a Reviews search strategy and incorporates additional concepts as necessary.

**Skills to Teach:**

**Competency Standard Four: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.**

[note: Campbell does not include specific Outcomes for this Standard. Please think about and indicate what your discipline would consider Performance Indicators, Outcomes, and Skills taught for this Standard]

**Competency Standard Five: The information literate student understands many of the economic, legal and social issues surrounding the use of information and accesses and uses information ethically and legally.**

**Performance Indicators:**

- 5.1 The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.
- 5.2 The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information.

- 5.3 The information literate student acknowledges the use of information sources in communicating the product or performance.

**Outcomes:**

- 5.1a Demonstrates an understanding that not all information on the Web is free.
- 5.1b Demonstrates an awareness that the library pays for access to databases and full-text resources.
- 5.2a Identifies the elements of a citation needed to cite the source.
- 5.2b Uses appropriate passwords and other forms of ID for access to information resources.
- 5.3a Demonstrates an understanding that the appropriate documentation style may vary by discipline.

**Skills to Teach:**