June19, 2014

Hi everyone!
Thank you to those who came to our informal meeting this morning, and those who arrived late, or sent regards. Since the meeting was informal, I'm not typing up complete Minutes. Those who attended did want everyone to be kept informed, though, especially since we still have a few things we need to try to do before Fall. We discussed the current ACRL document, and agreed that it was rather ambiguous and theoretical, and tends to cater to graduate study rather than our own student population. We agreed that we would like our own Policy to take a clearer, more practical form for our students. To that end, we, as a committee, need to (1) read and respond to the ACRL Framework, and (2) prepare to move forward in the Fall with creating our own Policy.

First, we should all endeavor to read and respond to the current ACRL draft. We discovered that the complete draft was exceedingly difficult to access, so I saved the PDF and am attaching it.
- Please read the attached PDF of the ACRL's latest draft of their Information Literacy Framework
- Focus especially on the "Suggestions for Using the Framework" (p. 34 of the PDF, but numbered 30 on the bottom of the page)
- If available, join Robert Burkhardt and myself in the Library to view the live-hearing on the ACRL draft on Friday, July 11, at 10 am. CST so that we can discuss the feedback and pool any additional comments

We also need to begin formulating our own Information Literacy Policy. We agreed that the initial stage of this should be a very brief survey distributed to all faculty at the August 15 Faculty In-Service, and collected at the end of the In-Service. The rough format for the survey includes the following questions:
1. What is your discipline or field of study?
2. How is Information Literacy defined in your discipline?
3. What are your Information Literacy expectations for your students?
During the 2014-2015 year, we can then:
- formulate a definition of Information Literacy that distills the definition of both the ACRL (p. 6, numbered 2 of the PDF) as well as our faculty's definitions,
- formulate a list of clear, practical standards (alternate wording includes "objectives" or "expectations") for Information Literacy that should be taught and assessed across the curriculum,
- and review data we have already begun collecting and collect further data to determine which standards are already taught and assessed in each College and Department.
The long-term goal of this project, which may not be feasibly completed in 2014-2015, is to:
- work with Faculty to share, develop, and implement assignments that teach and assess each element of our Information Literacy Policy across the curriculum. [Note: The ACRL document includes "Sample Assignments that Support the Framework," beginning on p. 17, numbered 14]