Minutes of Meeting of the Curriculum Committee
7 December 2009 at noon

In Attendance: Derek Buescher, Alyce DeMarais, Brad Dillman, Greg Elliott, Leon Grunberg, Alisa Kessel, Kriszta Kotsis, Caitlin Martin, Brad Reich, Rob Schaller, Brad Tomhave, Kurt Walls, Barbara Warren, Steven Zopfi; Visitors: Jane Carlin, Lori Ricigliano

Minutes from November 9, 2009: M/S/P

Jane Carlin, Director of the Library, came to distribute and discuss "Report to Curriculum Committee: Submitted by Jane Carlin, Library Director, on behalf of LMIS Committee" (cf. online version)

1. Research 101: http://library.ups.edu/research101/index.html
2. Academic Integrity @ Puget Sound: http://alacarte.pugetsound.edu/subject-guide/6-Academic-Integrity-Puget-Sound
3. Information Literacy Portal for Faculty: http://alacarte.pugetsound.edu/subject-guide/5-Information-Literacy-A-Portal-for-Faculty

She thanked all of the librarians who had been very active in working on much of what was outlined in the report.

While much in the report was discussed at a general level and briefly, discussed in some detail and at some length: it is odd that incoming students are not introduced formally to the Library during Orientation Week, although the OW-schedule is packed with all manner of non-academic activities. Information Literacy is something the university is supposed to stress, and studies at Puget Sound and nationwide indicate students arrive at college woefully underprepared to conduct academic research in a Library. Hooper wondered, as he has since he arrived on campus in 1986, whether all of the non-academic activities and presentations during OW start students off in college thinking more about extra-curricular matters than about academic matters. Students on the committee explained that incoming students need this week to adjust emotionally, psychologically, and socially to a new environment. Hooper rolled his eyes, if not literally, than certainly figuratively.

The committee was interested in the role and the degree to which librarians are featured in classes and learned that both vary depending on department and then within each department on individual faculty members.

M/S/P Brad Reich's proposal for Connections 387: Children and the Law

Kessel, speaking on behalf of the subcommittee, recommends that the lingo in the Social Science Core area remain as is. There was a desire to have the lingo allow for flexibility in the types of classes that fulfill this Core area; various changes that were considered

would have worked to constrain which types of courses would have fulfilled this Core area--which was not viewed as desirable.

Working Group -- working on Asian Studies Review

Working Group -- working on Business Review

Fine Arts Approaches Rubric Modification Proposal
Proposed rubric:
 Aesthetic Approaches: A course to develop understanding and awareness of aesthetic expression and artistic traditions and to develop skills in employing methods of critical analysis of aesthetic expression and the processes that contribute to the production of works of art. This course should be taken during the first three years.

Many courses currently in the Humanities Core would seem to be appropriate for the Fine Arts were the Fine Arts lingo changed only slightly -- the name of this Core, too, would then need to change to Aesthetic Approaches, and Kotsis spoke eloquently for the need to make these changes -- one positive outcome that result with this change (at least in the eyes of Kotsis and others): literature classes could then be proposed to fulfill the Aesthetic Approaches Core.   M (Elliott)/S (Hooper) to accept the recommendation of the subcommittee, but this motion was **Tabled** to allow for further discussion and for CC members to bring the issue back to their home departments for discussion.

Minutes submitted in brief by Hooper

**Information Literacy Competencies for First-Year Puget Sound Students
DRAFT**
    Since 2006, several liberal arts colleges, including the University of Puget Sound, have used the Research Practices Survey to measure the research experiences and competencies of their incoming first-year students. Results consistently show that incoming first-year students, including our own, struggle with understanding and applying basic information literacy concepts. Recognizing the importance of information literacy competencies to lifelong learning, several of our peer institutions have begun to address this issue by incorporating specific information literacy rubrics within their first-year curricula.
    At the University of Puget Sound, both librarians and faculty have been paying keen attention to the need to provide our students with multiple opportunities to develop information literacy competencies. To support this effort, the Collins Library librarians have drafted a recommendation that first-year students be introduced to a set of six information literacy competencies. Because the acquisition of information literacy competencies is an iterative, developmental process, we have indicated which skills should be mastered by the end of the first year of college, and which concepts should simply be introduced.
    These six information literacy competencies are not presented in weighted order; instead, we consider them to be interconnected.
- **Citations/Plagiarism/Academic Integrity**

- o **Mastery by end of first year**
  - Ability to read citations to determine whether the item is a book, an essay within a book, a journal article, or a work of multimedia (i.e., a film or a piece of recorded music).
  - Ability to create a bibliography in a specific style (i.e., APA, MLA, Chicago, etc.) of commonly used types of materials (books, journal articles, etc.)
  - Principles of academic integrity (when to cite and why)
- o **Introduction to concepts**
  - Uses of knowledge management tools like RefWorks or Zotero
- Nuances in the realm of copyright and intellectual property
- **Types, Purposes, and Uses of Information**
  - o **Mastery by end of first year**
    - Ability to identify the following types of information, with the understanding that definitions are contextual:
      - Scholarly vs. Popular
      - Primary vs. secondary
      - General vs. specific
      - Current vs. historical
      - Empirical vs. anecdotal
      - Qualitative vs. quantitative
  - o **Introduction to concepts**
    - Information cycles among the disciplines
    - When, how, and why to use various types of information within various disciplines
- **Information Retrieval Skills, Search Strategies, and Search Construction**
  - o **Mastery by end of first year**
    - Basic structure of academic libraries, stressing their interconnectedness (SIMON, SUMMIT, WorldCat, Interlibrary loan)
    - Known-item searching:
      - Use SIMON to locate local holdings of books, DVDs, and CDs
      - Use call numbers to physically locate books in the stacks
      - Use Journal Locator to locate specific articles, whether in digital or paper formats
      - Use interlibrary loan when materials are not available locally (SUMMIT for books, ILLiad for journal articles)
  - o **Introduction to concepts**
    - Discovery searching:
      - Identify appropriate databases to search (Research Gateway)
      - Use Boolean logic to broaden or narrow searches, as needed
      - Use knowledge of classification systems (Library of Congress, discipline-specific thesauri) to locate relevant sources
- **Formation of Research Questions (also introduced under rubrics for first-year seminars)**
  - o **Introduction to concepts**
    - Appropriate use of general information resources (subject encyclopedias, textbooks, etc.)
    - Formation of research questions within the disciplines

- **Evaluation of Information**
  - **Introduction to concepts**
    - Critically evaluates sources for biases, reliability, scope, and situational appropriateness
    - Seeks out best possible sources, rather than settling for "good enough"
    - Moves away from binary opposition of "good vs. bad sources" to a more nuanced understanding of what kinds of information are appropriate within the disciplines
- **Seeking Help**
  - **Introduction to concepts**
    - Recognizes situations when help or advice is needed
    - Uses online resources (tutorials, library course research pages, etc.) to answer basic questions
    - Seeks advice/help/input/feedback from appropriate experts (librarians and professors) during the research process