

LIBRARY ADVISORY COMMITTEE
A Subcommittee of the Academic Senate Governing Council

MINUTES

Tuesday, May 15, 2018, 4:00-5:00 p.m.

Location: 18-206

Present: Jesenia Diaz, Sarah Mangin, Michelle Mullane, Darryl Stanford, Elnora Tayag

Meeting called to order at 4:05pm

Approval of agenda

Information Items:

- A. Ellie's Library Report: Library will be participating in the Maker Fair Bay Area event the weekend of 5/19. The Library is preparing to collaborate once again with Math and Science Departments for Family Science Day in the fall. Facility changes in the Library will take place immediately after the end of the spring semester.

- B. Division Representation next year: in the Creative Arts and Social Sciences Division, Margaret Kaluzny will be replacing Janet Black.

Both of our current co-chairs, Sarah Mangin and Jesenia Diaz, will be going on maternity leave in the middle of the fall semester, so a new chair or co-chairs will be needed for next year. Sarah and Jesenia are still planning to serve on the LAC as regular members before and after leave, and will convene the initial meetings in the fall to ensure continuity. They'll also keep the LAC abreast of any Senate committee reconfiguration.

Discussion Item: Information Literacy and professional development opportunities in and across divisions

Identifying the Problems:

Shelly: Based on discussions with colleagues, our students seem to lack the critical thinking skills and the ability to understand or evaluate what they're reading, which ties into deficits in information literacy—and students aren't aware of those deficits. There are worries about transfer preparation and the ability to do research independently. Students are reporting (perhaps unreliably) that previous English classes or Librarians had less rigorous standards ("My other teacher told me Wikipedia is okay!"), so we're concerned about consistent standards across campus. And underlying all of this is student anxiety about research and accessing the Library.

Jesenia: what inconsistencies do we have in our standards, across disciplines and teachers, when it comes to holding students accountable for research, citations, information literacy? How much are these components really scrutinized in each class? Is it possible to pass courses with no evidence of information literacy achievement if the rest of the work is passable?

Ellie: today's students can be mystified by the "digital flatness" of online resources. They have access to lots of great resources and databases, but they don't really know what an academic journal *is*.

Solutions and Ideas for Improvement:

Sarah: It seems important to increase the number of experiences *all* CSM students have in the Library and/or doing quality research across all of their classes. Repetition and reinforcement are key to building good habits and reducing student anxiety; this can't just be an "English class" process. Still, there's a real challenge to build in the time to 3-unit, content-heavy courses.

Ellie: To address the "digital flatness" problem, show students actual physical versions of sources so that their digital/virtual forms are more comprehensible.

Darryl uses semi-popular/academic sites (Citizen Science, Astrobites—a "reader's digest" website which is run by grad students) to ease students into outside research. These sites link to academic sources, and students enjoy them because they corroborate what they're learning in class. Maybe teachers in all disciplines can use such general/popular sources as controlled gateways to the hardcore peer-reviewed articles, building students' confidence and helping them to overcome the raw "Google" impulse.

Sarah: instead of treating "research" as a stand-alone unit, or primarily isolated to the "Library orientation day" in the course, instructors could build in more regular, fifteen-minute lessons/reminders. We can't expect Librarians to do it all.

Ellie: let's find/revise/create some quality information literacy rubrics that break down the standards we're looking for and discuss/use a rubric across all divisions. Our Librarians likely have a rubric structure in place already.

Darryl: having Librarians come into classes is especially important for large lecture courses

What we want to know (to prepare for the discussion of problems/best-practices in upcoming division meetings in the fall...):

-How many/which faculty in all departments actually go to the Library for research orientations?

-How can we encourage more faculty to emphasize the Library and information literacy in their courses?

-What kind of rubric might CSM use that can help students and teachers understand consistent standards for information literacy?

Meeting adjourned at 5:00pm

Next Meeting: September 2018, date TBD