Thursday, March 12, from 8:30-10:00 a.m. in Alcuin U12, SJU.

CCVC members attending: Don Fischer, David Arnott

The meeting began with a brief history of the work of the CCVC and discussion of previous versions of the common curriculum/core

**1. How does your program contribute to liberal arts education now?**

-The library has space, resources, and people. Two buildings, printed and electronic materials, and staff to access everything.

-Access is available on site and off including live librarians

-Strong collaborative relationship with many FYS instructors, particularly with regard to teaching information literacy. Also, the librarians have relatively frequent interactions with first-year students.

-Capstone courses are successful when they incorporate library in the syllabus

-We rely on goodwill of faculty-but work better and more effectively when information literacy is institutionalized and embedded in curriculum

-BIOL and ENVR embedded information literacy in their curriculum—discipline specific

-Reference is focused on individual attention/assistance

-Librarians have taught FYS in the past

**2. Are there ways in which you would like to see your program contribute to liberal education that so far it has not been able to do?**

-More information literacy across the curriculum, embedded in both in the Common Curriculum and academic majors.

-Figure out ways to straighten out the curve: students spend time in the library first year and fourth year, but not so much second and third. Drop-off in library usage seems to be due to curricular requirements rather than lack of interest.

-With regard to academic departments—we would like to be able to offer specific help in disciplines

-Our students’ information literacy ability lags that of our peers. They come in about the same as our peers—but they do not advance as far.

-We want to help our students gain a better understanding of using information ethically. The ethical use of information is an aspect of an information literacy that first-year students may not be developmentally ready to handle, providing support for the need to integrate information literacy across the students’ four years.

-Better articulation between faculty roles and librarian roles

-Develop more collaboration with faculty (and others) on campus in curating and managing collections of materials

-See more mentorship of junior faculty by senior faculty in curation of materials

-We want to help with all interdisciplinary courses

-Aspirational goals—how to get students prepared for information literacy issues post-graduation

-There is more worry about domestic students from distant locations (CA/LA) than about international students as far as their library needs

-How do we help address the composite 20 ACT student who is 15 writing and 25 math? How can admissions and academic advising prepare library staff for those needs? Communication??

-Chinese students are requesting materials in Chinese creating a budget allocation issue.

-Academic preparedness diversity is the biggest problem

-What do we want of our students by way of reading? Sophistication? Shorter works rather than longer works? We need to be deliberate in understanding what we are losing by this approach.

-We want our students to understand what a scholarly monograph is.

-Articles vs. books affects the big picture view.

**3. What else would you like CCVC to know? For example, do you have opinions about the current Common Curriculum that you would like us to know?**

-The library staff is committed to life-long learning and liberal education

-We think of ourselves as more than a collection of individuals

-In the future—we don’t want to lose the ground we have gained with respect to interaction with FYS

-Overall, the implementation of the current First Year Seminar course and the assessment process has resulted in what appears to be greater adherence to course learning goals and objectives (there is less of a range in FYS courses).

-A common reading or a yearly institutional theme (example: a Benedictine value or topic such as food) would provide a topic of conversation across both campus. The library could facilitate the conversation through resources, people and space.

-What do we expect of our students in terms of reading? There appears to be more of a shift towards students reading shorter, more summarized works and avoiding more challenging texts, particularly books. Is this acceptable? If not, how do we cultivate a culture where reading of more challenging texts is more the norm?

-It would be helpful to have a librarian on any committee planning any common curriculum coursework in the future.