Present: Dean Connie Foster, Brian Coutts, Deana Groves, Sandy Staebell, Amy Hardin, Haiwang Yuan, Jennifer Wilson, Tracy Harkins, Bryan Carson, Mike Binder and Jan Renusch

Minutes: The May 2, 2011, minutes were approved as corrected.

Dean’s Report: Connie was at DUC at 7 a.m. as part of the WKU administrators volunteering to serve the free breakfast to faculty/staff/students.
-The SAALCK Next Generation workshop is June 9-10. Eight people will be attending. Connie and Mike plus two people from each department. It is on a first come first served basis. Registration is covered but hotel and mileage must be paid.
-Michael Ann Williams contacted Connie about the digitization of Southern Folklore Quarterly, Southern Folklore, and Kentucky Folklore Record as a project of folk studies partner Indiana University. Once digitized, these journals will be placed in TopSCHOLAR as part of the Folk Studies and Anthropology site to enable the most straightforward full-text searching.
-CLDH and individual meetings will not meet weekly during the summer break. The next CLDH meeting is Monday, June 13th. Individual meetings will also take place that week.

Web & Emerging Technologies: Haiwang has been working with Corie Martin from WKU Public Relations and Eric Wolfe from University IT to work out the layout of the WKU Libraries’ Web site to prepare for its migration to OUCampus CMS. It has been a steep learning curve and took some time to get things right, which is essential to the migration and future maintenance. More folders will be added to the site in OUCampus to make the transition smoother as in each folder there is a template with its unique links. Haiwang will share the progress on the migration with CLDH as it unfolds.

Development: Amy and Theresa Clark have compiled a list of top prospects for the HIK exhibit and will be meeting with them between now and the end of the capital campaign. Amy will continue to accept edits for the library development brochure through June 1. All development wants/needs should be submitted to Amy ASAP via email. Amy will meet with Jack Montgomery and Connie to discuss the future funding of the Noontime Concert Series.

Community Outreach: Tracy is working on transition of her position. She is also working on the Louisa May Alcott event for the fall. There is a Book Fest Partners meeting on May 18th at 10:00 am at Barnes & Noble and a Writer’s Conference meeting on Tuesday, May 10. Discussion ensued on the importance of maintaining the Book Fest partnerships and changing the Community Outreach Coordinator title to Literary Outreach Coordinator.

Marketing: Jennifer reported that the Horse in Kentucky video won The ALA Best of Show in the category of fundraising video. Bryan Carson will be accepting the award on behalf of WKU Libraries at the summer conference in New Orleans. Jennifer distributed the new TopSCHOLAR brochures and asked anyone needing some for their areas to just let her know. The newsletter is in a rough draft form and will be going to the printer soon. Jennifer mentioned that the late hours have been promoted and WKU Libraries was voted...
as the Best Place to Study by the campus community. She displayed the tabloid and showed WKU Libraries’ thank you ad. There was discussion on an annual report and when the best time is to have one developed. Jennifer suggested we evaluate the purpose, audience and intention of the report before completing.

**Grants & Projects:** Bryan reported that the application for the “Lincoln and the Constitution” exhibition has been filed.
- Task Force on Universal Information Literacy: Bryan reported as task force chair on the recommendations, and passed out a draft executive summary with recommendations. (See Attached) Bryan stated that he would email the document to the Dean and department heads with a request for comments. These comments are due on Monday, May 23. The final document will be presented to the CLDH at its meeting on June 13.

**Department Reports:**
**DLTS:** Nine members of Bibliographic Access will be attending the Ohio Valley Group of Technical Services Librarians conference, May 15-17. During the business meeting, a proposal will be brought forth to create a permanent annual conference web site on TopSCHOLAR.
- The second shipment of Chinese Learning Center materials was due to us on May 3rd, but they have not been delivered.
- Technology Highlights: Provided setup for Interim Dean’s meeting w/Library staff; began working to resolve budget issues w/3 laptop orders for faculty grants.
- DLTS: installed secondary monitor for one staff; resolved computer boot up/video problem for one staff member; continued equipment shelving installation project in tech office.
- DLPS: re-imaged and re-installed all software on one public access computer in HeIm e-Reference area, one VPAL Circ Desk computer to resolve Windows OS file errors, and one faculty computer to resolve Windows OS errors and ILL software problems; disinfected one staff computer w/major virus infections; re-configured one barcode scanner on one faculty member’s computer in Gov Docs; re-configured one barcode printer; updated software and resolved issues on netbook for one faculty.
- DLSC: Re-imaged one computer and re-installed all software for faculty member to resolve bindery program errors.
- Systems: Josh worked on TDNet projects.

**DLPS:** Leisure Magazines Committee (Brian Coutts, Brenda Wood, Alan Logsdon, Doug Wiles, Jack Montgomery and Daniel Peach) met on Wednesday, May 4 at 2:00 p.m. in Helm 201. The Committee approved the following new subscriptions: Cuisine, PC Gamer, L’Uomo, Poder Hispanic, Backwoodsman, Horse Illustrated, News China and ForeWord. Voted to cancel at expiration: Family Handyman, Kentucky Explorer, Looking Back, Reason, Scots Magazine, Newsmax, Ode, and Verge. Y’all has ceased. For better management Jack agreed to establish a separate fund code, 600B and 600s for the collection. The committee will draft a “mission/purpose” statement prior to the fall, 2011 meeting. They also agreed to explore a possible migration of the collection to Craven 4 for greater visibility.
- Owensboro Campus Library - In April the library handled 85 questions, circulated 68 items, ordered 48 items from the main campus library, provided 280 accesses to computers, taught 33 students, checked out 25 laptops, served coffee to 170 patrons and copied and scanned 75 items.
- MARCIVE Update - Rosemary Meszaros reports that as of April 30, 2011 her staff have cataloged 92,874 documents onto TOPCAT. Work continues on the following sections: Health and Human Services, Dept. of Interior, Fish and
- Carol Watwood, Health Sciences Librarian, contributed articles on Adolescent Medicine, Allied Health, and Radiologic Technology to this new reference source published in May 2011 by Neal-Schuman.
- Elizabethtown Campus Librarian Search - Interviews are underway for this new part-time faculty position. Kath Pennavaria is chair of the search committee.

DLSC: Museum Education is preparing for summer camps.
- The Kentucky Library faculty and staff are focusing on getting certificates and diplomas entered into Past Perfect.
- Timothy picked up Drs. Wang & Liang at the airport in Nashville on Sunday along with a second pair of lenders to the exhibit: Guan Baozong and Ms. Lu Guijun.
- Work on the Confucian exhibit at the Chinese Learning Center continues - artwork is being installed on the walls, mounts for the shadow puppets are underway, installing of the roofs in the space is also underway. Artifacts from the Kentucky Museum collection or borrowed from local sources have been prepped. The wood carvings and shadow puppets are in-house, and the final installment of snuff bottles is due to be delivered today.

Adjournment: With no further business before the Council, the meeting was adjourned at 12:20 pm.

For the Council,

Jan Renusch
Task Force on Universal Information Literacy:

Bryan began by discussing the background of the task force, the proposal, and the structure the task force chose for their report. He noted that the recommendation wording uses the phrase “WKU Libraries recommends” because once the document is adopted, it will be a policy document of WKU Libraries. He also noted that the document was only 90% complete, with some sections left to be written.

The task force was convened after Dr. Emslie stated on the record that the University Experience class should be required, and that library instruction was an integral part of that process. An instruction meeting was held in November, leading to the creation of this task force. In addition to Bryan, the volunteer membership consists of Sara McCaslin, Amanda Hardin, Tammera Race, John Gottfried, Amy Slowik, and Jonathan Jeffrey.

Bryan also explained the task force’s recommendation for procedure once the report is adopted by CLDH. The recommendation (subject to revision by the Dean and department heads) is to first have CLDH and the Dean adopt the proposal. After that, Sara McCaslin will bring it to her department head and to the Dean of University College for their endorsement. After that, the proposal will be sent to the Provost and brought to the Faculty Senate to seek an endorsement from that body. And, of course, the final report will be made available on TopSCHOLAR.

Connie mentioned that the Provost’s office is working very quickly to make University Experience mandatory, even though it will not be included in the general education distributions. Deana mentioned that the Faculty Senate had some controversy recently over a proposal to require an honors class. She thinks that the UE class might be controversial in some quarters.

Sandy Staebell was in attendance, substituting for Timothy Mullin. She said that the museum faculty might be interested in helping to teach some of the classes, but that they would need to practice working with the main library functions. She also suggested that having lesson plans and an outline would allow the museum faculty to cover the necessary learning outcomes in a consistent fashion with the library faculty.

One constructive suggestion that came from the meeting involved the overall learning outcomes in the executive summary. The information literacy outcomes are listed in the summary. However, it was suggested that these are too specific for an introduction or an executive summary. Bryan mentioned that the learning outcomes suggest five general categories, namely (a) space and physical layout of the libraries; (b) services provided by library faculty and library units; (c) how to use the library’s website and its online resources; (d) how to evaluate materials and resources (critical thinking), including primary vs. secondary and scholarly vs. popular materials; and (e) how to make legal and ethical use of resources. The department heads recommended that these five categories would be better to use in the executive summary.

[Note: Bryan has made this change in the accompanying executive summary draft.]

Bryan stated that he would email the document to the Dean and department heads with a request for comments. These comments are due on Monday, May 23. The final document will be presented to the CLDH at its meeting on June 13.
Information literacy skills are vital for today’s college student. These skills are associated with beneficial behaviors that improve student performance, academic achievement, and persistence, improve critical thinking skills, and prepare life-long learners. Employers consistently ask colleges and universities to place more emphasis on information literacy (Peter D. Hart Research Associates, 2008). Library use is positively associated ($p \leq .001$) with active learning and engaged writing behaviors and with faculty-student interaction (Whitmire, 2002, p. 117). These desirable behaviors in turn are associated ($p \leq .001$) with student intent to persist (Braxton, Milem, Sullivan, & Shaw, 2000, p. 572; Berger & Braxton, 1998).

WKU Libraries has adopted a series of student learning outcome objectives for the information literacy program. Each of these areas supports more specific student learning outcomes. These objectives fall into five general categories, namely:

(a) Space and physical layout of the libraries;
(b) Services provided by library faculty and library units;
(c) How to use the library’s website and its online resources;
(d) How to evaluate materials and resources (critical thinking), including primary vs. secondary and scholarly vs. popular materials; and
(e) How to make legal and ethical use of resources.

While there are several potential places within the curriculum where information literacy instruction could be embedded, the basic models are (a) a stand-alone for-credit course; (b) as a unit within English writing classes; or (c) as a unit within first-year experience programs such as UE 175. **WKU Libraries recommends incorporating information literacy within the University Experience course.**

The current practice of using only one class period for library instruction is problematic—a conclusion that has been shown by UE 175 evaluations (McCaslin, 2009). Explaining the library assignment and demonstrating Blackboard takes about 30 minutes, leaving a scant 20 minutes or so to teach students about the library. **Because of the need to deal with dissimilar outcome categories, the physical facilities in Helm-Cravens Library and the Kentucky Library & Museum, and the need to explain Blackboard and the library assignment, three class periods are needed to adequately attain the student learning outcomes.**

Efforts are underway within University College to increase UE 175 to three credit hours. There is a parallel effort to make UE 175 mandatory for first-time freshmen during their initial semester of enrollment. **WKU Libraries enthusiastically supports these initiatives.** We believe that they will increase student persistence and lead to greater graduation rates by improving the academic achievement of freshmen at WKU. **The expansion of University Experience to 3 credit hours will also allow for enough time to properly teach information literacy.**

In 2010, 1,868 first-time freshmen out of 3,229 took University Experience. If mandatory, University Experience would teach an additional 1,670 students annually. Enrollment in general UE sections is currently limited to 24 students, although this is not the case in major-specific sections. Increasing the seat limit to 30 in general sections will allow the UE program to
accommodate these students with 136 sections. With 24 librarians available to teach information literacy, each librarian would teach an average of 6 course sections (each with 3 class periods of information literacy), totaling an average of 18 class periods. This is not an excessive addition to the workload, and would allow for equitable workload distribution.

The faculty of WKU Libraries believes that student learning assessment can best be accomplished by having the instructor of record assign full papers or projects that incorporate library research, as is currently done for students in honors sections and some major-specific UE classes usually write. However, we understand that some instructors want librarian involvement in this aspect of the course. In the alternative, the faculty of WKU Libraries suggests that the annotated bibliography project be supplemented by having students keep a research diary, and by other assignments as appropriate.

In light of the foregoing research and evidence, the Task Force on Universal Information Literacy feels confident in making the following recommendations. These proposals are made by consensus, and have been adopted unanimously by the task force.

1. **WKU Libraries recommends that information literacy instruction be implemented within the context of the University Experience program.** Both programs have similar objectives, and both provide students with necessary tools for academic success. Because both programs are concerned with evaluation and critical thinking, there is a natural fit between information literacy and University Experience.

2. **WKU Libraries recommends that University Experience be made mandatory for all first-time first-semester freshmen.** This point is already under discussion in University College and the Provost’s Office. Whether through the general education requirements or another mechanism, University Experience is vital to retention efforts at WKU, and is too important to be left to a later semester. This initiative will help to increase student persistence and lead to greater graduation rates by improving the academic achievement of freshmen at WKU.

3. **WKU Libraries recommends that University Experience be expanded to three credit hours.** Again, this initiative is already being discussed within University College. Two-credit classes are difficult for students and faculty alike. Some students are hurt by the lack of a 3-credit class, and instructors are not given enough time to meet the learning outcomes of the course.

4. **WKU Libraries recommends that each University Experience course include three class periods of information literacy instruction.** There are a number of dissimilar areas that students must understand in order to be academically successful at WKU. The outcomes can be broadly characterized as falling within 5 general categories, namely (a) space and physical layout of the libraries; (b) services provided by library faculty and library units; (c) how to use the library’s website and its resources; (d) how to evaluate materials and resources (critical thinking), including primary vs. secondary and scholarly vs. popular materials; and (e) how to make legal and ethical use of resources. Obtaining these outcomes (some of which cannot even be accomplished within the same building) requires a minimum of three class periods.

5. **WKU Libraries recommends that class sizes for University Experience be increased from 24 students to 30 students.** The program will have to accommodate almost twice as many students as it does currently. Increasing the class size slightly would allow this process to take place in an orderly fashion without greatly overburdening University Experience or University Libraries faculty.

6. **WKU Libraries recommends that student learning assessment consist of a full paper or project.** This is currently done with students in the honors section and in some major-specific sections.

   a. WKU Libraries’ faculty believe that a full paper or project—created, assigned, and graded by the instructor of record—is the most appropriate measure of student learning, and that the annotated bibliography project does not challenge students as much as we would like.
b. In the alternative, WKU Libraries’ faculty suggests that the annotated bibliography project be supplemented by having students keep a research diary, and by other assignments as appropriate.