Activity #1: Creating Meeting Protocols

If you had to commit to weekly meetings... How would you like those meetings to proceed? What rules would you establish to encourage equal participation, and a collaborative and collegial atmosphere?

My ideal meeting rules would include:
Activity #2: Mini Environmental Scan

Take a moment to reflect upon these stakeholders: What facts, trends, attitudes emerge about these stakeholders. List any documents we should use to guide our thinking.

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<th>Library Profession/Regional Partners?</th>
<th>Our Campus (Students)?</th>
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<td>Our Campus (Administration/Staff)</td>
<td>Our Campus (Faculty)</td>
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<td>Ourselves?</td>
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Activity #3: Example of weekly homework

Each Librarian
• Adds outcomes from their area of responsibility they think fits the Heading
• Brainstorms alternate heading titles and possible taglines

Heading: Gather
Tagline: Strategically searching and retrieving information

Outcomes Brain Dump (add outcomes from your area of responsibility, if applicable):

1. Demonstrates ability to revise search
2. Uses a variety of techniques to efficiently retrieve information
3. Understand the difference between a keyword search and a subject search
4. deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations;
5. Students understand the “big red box” search
6. Student understand how to access full text
7. Uses a variety of resources to efficiently retrieve information
8. Identify how information systems are organized in order to access relevant information
9. Uses found sources to identify more, using learned vocabulary and citation pathways
10. Students recognize the implications of information formats that contain static or dynamic information;
11. Breaking questions down into keywords
12. Creates an effective search statement
13. Students recognize issues of access or lack of access related to information sources and know how to resolve lack of access problems.
14. Manage searching processes and results effectively (Frame: Strategic Exploration) [keeping track of searches]
15. Demonstrates mental flexibility to pursue alternate avenues as new understanding develops (Frame: Strategic Exploration)
16. Learners who are developing their information literate abilities consider research as open-ended exploration and engagement with information;
17. value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process
18. demonstrate intellectual humility (i.e., recognize their own intellectual or experiential limitations)
19. Match information needs and search strategies to appropriate search tools (frame: strategic exploration
20. formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information;
21. maintain an open mind and a critical stance;
22. Students understand that intellectual property is a legal and social construct that varies by culture (Framework: Information Has Value) Evaluate, Integrate
23. Students can interpret the parts of a citation and/or related sources
24. Explore ideas, test topics, and refine a research question in context
25. “…Seek out many perspectives, not merely the ones with which they are familiar.”
26. “[Develop] familiarity with the sources of evidence, methods, and modes of discourse in the field…”
27. acknowledge they are developing their own authoritative voices in a particular area and recognize the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice Create/Integrate
28. understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time
29. Students realize that searching is an activity that requires a strategy or a plan
30. experts look to the underlying processes of creation as well as the final product to critically evaluate the usefulness of the information
31. Evaluates sources based on initial information need (Suitable for the purpose) - Lavery Plan Evaluate
32. Students realize that the library has stuff (databases & books) that will yield reliable information
33. determine an appropriate scope of investigation;
34. use various research methods, based on need, circumstance, and type of inquiry;
35. monitor gathered information and assess for gaps or weaknesses;
36. organize information in meaningful ways;
37. synthesize ideas gathered from multiple sources;
38. draw reasonable conclusions based on the analysis and interpretation of information.
39. appreciate that a question may appear to be simple but still disruptive and important to research;
40. seek multiple perspectives during information gathering and assessment
41. seek appropriate help when needed
42. value intellectual curiosity in developing questions and learning new investigative methods Define/Inquire
43. follow ethical and legal guidelines in gathering and using information;
44. appreciate that a question may appear to be simple but still disruptive and important to research;
45. Novice learners begin to recognize the significance of the creation process, leading them to increasingly sophisticated choices when matching information products with their information needs.