

IRC Meeting Minutes

Wednesday, September 29, 2004

Present: Ann Henderson, Bob Jones, Ray Rodrigues, Sarah Goodwin, Ruth Copans, Susan Zappen, Joanne Devine, Andy Ashton, MaryBeth O'Brien, Michael Arnush, John Cosgrove, Jane Graves, Kris Szymborski, Beth Du Pont

On the agenda for today's meeting was to discuss the Middle States review and the First Year Experience at Skidmore.

Announcements:

- On 11/17/04 in the Intercultural Lounge there will be an IRC discussion on the delivery and use of digital images on campus. The library will present the directions they are pursuing with ArtStor, and we will also discuss other potential image delivery systems. Beth will arrange the media. (Need to revisit what time this will be at?) After this discussion, we will arrange a date for an open forum at more convenient times for faculty to gather their input.

CEPP Proposal on First Year Experience:

- It was noted that we need to look at the information technology and resources impact of this proposal. RAP and the use of an electronic portfolio.
- There would be 44 groups of 15 students. The proposal recommends a 4 credit hour course.
- We had a fairly lengthy discussion about the possibilities of the extra credit hour. Ruth would like to see this hour used to incorporate education/exposure to library resources. An information literacy component could be built into the 4th hour. There was debate over how this hour might be used, but it seemed to come down to faculty will choose how they want to use it, if the proposal is accepted.
- It was mentioned that CITS and the Library need to stay vocal and be advocates to faculty for taking advantage of community resources (Library, CITS, and The Tang).
- Some possibilities of the proposal: First year seminars clustering around themes? Let faculty members decide how to organize the course; Cluster organically around literacies; If passed, look at converting other LS courses into this seminar format and provide additional time for faculty development of new first year seminars.
- This is an opportunity to better formalize students acquisition of literacy skills.
- Expose students to library resources available online as well as get them in to the library to be exposed there.
- Give students a solid understanding of what plagiarism is.
- Ray suggested we might tie the extra hour into the Living and Learning program being promoted through the residence halls.
- Michael suggested a used car lot scenario. Faculty may potentially want information literacy options to be kind of a used car lot. Select what they need, when they need it, pertaining to the seminar material.
- Joanne cautioned the group that perhaps we are trying to fit too much into this course. the kitchen sink scenario. The danger of overloading a course. Is the suggested material integral to the larger framework? or is it an add-on? Is it part of what it means to be "educated"? Does the faculty agree this should be a part of an education? (Refer to seminar goal #2) Be intentional about building into the curriculum those things we expect students to know and be able to do by the time they graduate.

Where to go from here: Await the faculty decision on the CEPP proposal this Friday. CITS and the Library may want to craft a proposal to CEPP regarding recommendations of what to embed in every course - Library, IT, Tang? Get on CEPP's agenda for a discussion.