

### QEP Topic Conversations: Library Staff (04.02.09)

- Mention was first made of the importance of our students developing their critical and analytical skills. It was suggested that this is tied to information literacy (i.e., critical selection process for sources), and the importance of helping students improve the basic skills necessary to succeed at this level.
- Building on this assumption of the intrinsic value of information literacy, emphasis was placed on having formal introductory sessions with incoming students as well as ongoing sessions with all students enrolled at CBU. One of the participants acknowledged the fact that time is such an important issue for students, and the need to be sensitive to the time that information literacy would take from class time. One possible remedy for this might be to incorporate or situate information literacy more firmly into the existing Freshman Orientation program.
- The observation was made that, at present, the involvement of the library staff with Freshman Orientation is limited to their inviting peer counselors to the library and encouraging them to encourage students to do so.
- Need to focus more on the intrinsic academic value of information literacy; this could also be tied to the issue of time management, a problem that continues to plague our students. Perhaps devote the second half of the semester to the academic side of information literacy, which has the potential to affect retention in a positive way. Within this we could address issues like plagiarism, intellectual property, copyrights, etc.
- Discussion then turned to the importance of “interfacing” with our students, with a view to their helping us to help them. Consequent on this is the fact that many students simply don’t understand what they’re supposed to be doing (e.g., on papers); library staff members have observed that many assignments are not articulated very clearly. What is the root issue here? It was suggested that there is a sort of disconnect with faculty who have written the same syllabus for fifteen years . . . There would seem to be a great opportunity here for students to gain an appreciation for increased interaction with faculty members and, by extension, with librarians.
- Emphasis was then placed on the importance of support for evening students, for whom there is often a general reluctance to seek help/assistance. Thus, Freshman Orientation must find some way to include evening students and, in so doing, address their unique set of needs, fears, etc.
- Finally, mention was made of the opportunity that was squandered by eliminating IDS. Students need to be able to relate to peers from the various disciplines (and, obviously, to see the need for this and the inherent value in doing so). Thus, one hoped-for outcome of the QEP might be a remedy to this void that now exists in the absence of IDS . . .

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