

Agenda/Notes for 29 January 2016 Conference Call:

1. Roll call, hellos, waiting for everyone, etc. (5 mins)

Present: Bahde, Crisp, Daines, Horowitz, Katz, Landis, Richardson, Sjoberg

Absent: Grob, Morris, Swan

1.1. Volunteer to take minutes? Lisa

2. Recap of Boston meeting and any questions arising from it (25 minutes max.) - please look over minutes from the meeting in advance:

<https://docs.google.com/document/d/1O3P5kCjnpj6FAeBgnQDI4H9pwA2EEAXTxm-HCFYaNEE/edit?usp=sharing>

Bill summarized the Boston meeting. There was a wide-ranging discussion. The group discussed the definition of primary source literacy. The working definition is "A person with primary source literacy has the knowledge, skills, and abilities necessary to effectively and efficiently find, interpret, evaluate, and ethically use primary sources, with particular attention to the whole object, within the context and structure of the discipline in which they work and their research question."

The meeting was helpful for discussion. Some action plans were determined.

Many people attended the meeting and were interested in the topic. Generating guidelines that are useful but not constrictive will be our challenge.

The group grappled with the term "literacy." People attending from outside the task force didn't discuss this at length. The majority of this discussion was from the task force. The task force realizes this term is not ideal, but we don't have an answer for it yet. We agreed to ponder this more but not let us deter our productivity.

3. Discussion of plan for moving forward (30 minutes max.)

Next steps with the four docs Heather created as a "to do" following the Boston meeting

<https://drive.google.com/drive/folders/0B19xnBnkTJmUfm0xdkw3SnFScDEzc3Z5NDZHUIJNOXo2Yi1NTEN2QWFCOUhKc05USkZ0U2c>

Four documents are:

- 1- Definitions of primary source literacy
- 2- Key concepts of PSL
- 3- Learning goals - learning outcomes
- 4- Shape/model of our documents

One idea of next steps:

- Small groups will go through our original reports and amalgamate like content (documents 1-3 listed above)
- The goal is to distill the content about which we can solicit feedback or discuss

What do we mean by a definition of primary source literacy?

- The goal is to have a one sentence definition of primary source literacy
- This definition will be the preamble to the document

Final document will include the following:

- Definition/preamble
- Key concepts/guidelines
- Learning outcomes/objectives

- We want these guidelines to be relevant beyond archives and special collections. Key concepts/guidelines, when addressed broadly, can be used broadly. Learning outcomes/objectives can be more specific to collections.
- Whoever works on the key concepts doesn't need to figure all of this out.

Groups:

- Primary source literacy definition: Lisa, Sammie, Julie
- Key concepts: Gordon, Leah, Anne, Heather (Heather and Gordon are willing to switch if needed)
- Learning outcomes: Bill, Sam, Robin, Sarah

- The remaining task force members who are not on the call will be queried to see which group they would like to join.
- All groups will report back at Feb. 12th
- Hopefully the primary source literacy definition group will have a draft out for comment.

Other notes:

- Heather noted that our ACRL Information Literacy Framework Standards Committee Liaison has been appointed - Theodore Mulvey
- The RBMS web team is looking at alternatives for soliciting feedback. Approximately 6 weeks before we are ready to roll out a draft, we are to reach out to RBMS web team.
- Bill is liaising with Nancy to figure out the meeting time and location. Ideally, we will meet at the very beginning of the sessions.
- Hopefully we can get the collaborative joint task force meeting on the same day as our individual task force meeting

Items still to be discussed:

Some issues from Boston discussion to get us started:

- Alternative term for 'literacy'
- Working definition of 'primary source [literacy]': Are we happy with Sarah's suggestion: "[A person with primary source literacy has the knowledge, skills, and abilities necessary to effectively and efficiently find, interpret, evaluate, and ethically use primary sources, with particular attention to the whole object, within the context and structure of the discipline in which they work and their research question.](#)"
- Scope and purpose/audience for guidelines, especially articulating their intended relationship to information literacy framework.
- Mapping our work thus far into key concepts as initial step towards guidelines.
- Form vs. primary sources (e.g., what differs in terms of [literacy] when using an original vs. a digital surrogate? What the gauge for "literate enough to get done what someone needs to get done"? Another way of stating this is what is core vs. what is peripheral in terms of the guidelines.