Questions for Consideration

1. How can an information fluency program be designed as a key element of History courses?

2. What are the key ingredients needed to build collaborative relationships among faculty, librarians and information technology staff?

3. How might chief academic officers be involved in information fluency planning?

4. How might students be involved in information fluency planning?

5. What ingredients of curricular, library and information technology planning need to be aligned in order for the three areas to work together effectively?

6. What kinds of spaces best serve students working on academic projects? How do we work with them to assure that the spaces met their needs?

7. What current activities can be changed, dropped, or outsourced to create time and energy for information fluency programs?

8. With the growth in electronic resources, open source materials, and other online course materials how can faculty, librarians and information technology professionals work
together to assure that students can take advantage of these resources?

9. How can we measure success?