# KEYS TO COLLABORATION: BREAKING THE BARRIERS BETWEEN LIBRARIANS AND FACULTY

NC11
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# Reasons for Collaboration

- Better curricular integration
- More relevance for students
- Better assessment
- Information literacy is more than just library skills
- Accreditation organizations and other stakeholders are asking for it

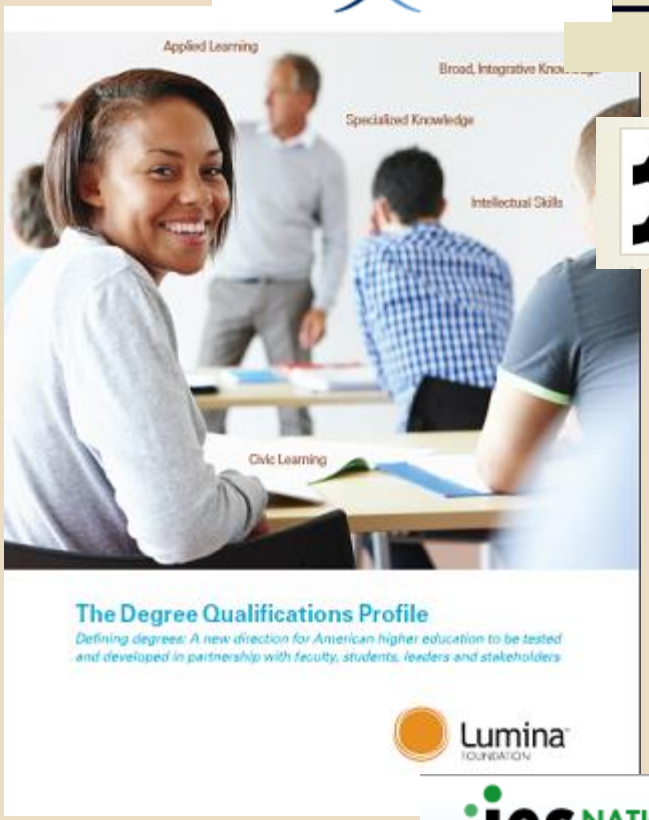
# Information Literacy: Making the Case

LUMINA FOUNDATION FOR EDUCATION

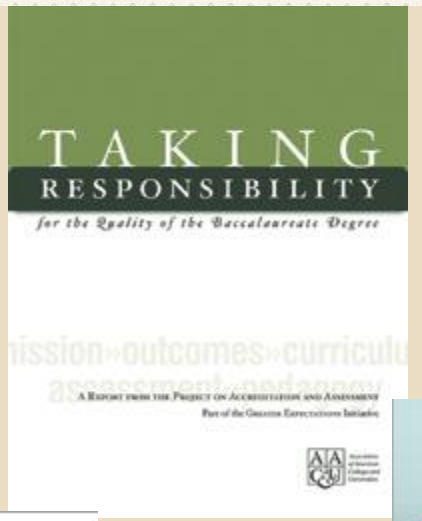
BHEF BUSINESS-HIGHER EDUCATION FORUM

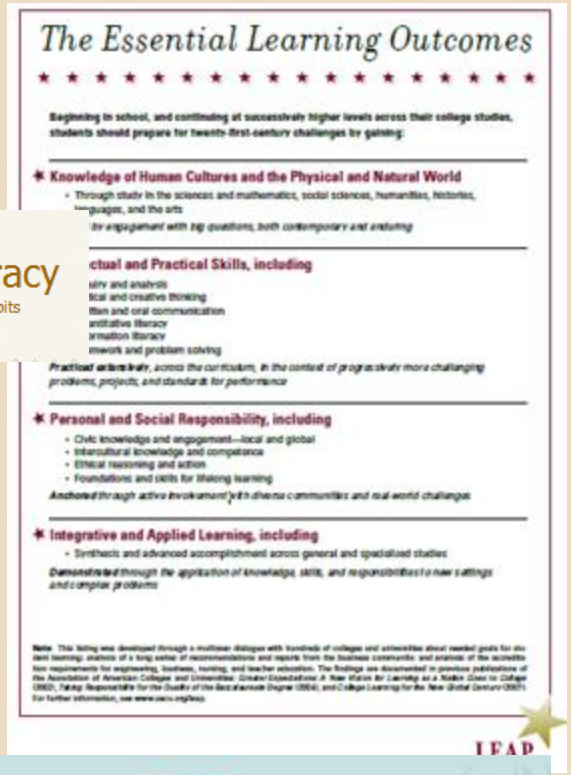
AAC&U Association of American Colleges and Universities

UNITED STATES DEPARTMENT OF LABOR




Project Information Literacy
A large-scale study about early adults and their research habits




ies NATIONAL CENTER FOR EDUCATION STATISTICS

ACRL Association of College & Research Libraries
A Division of the American Library Association

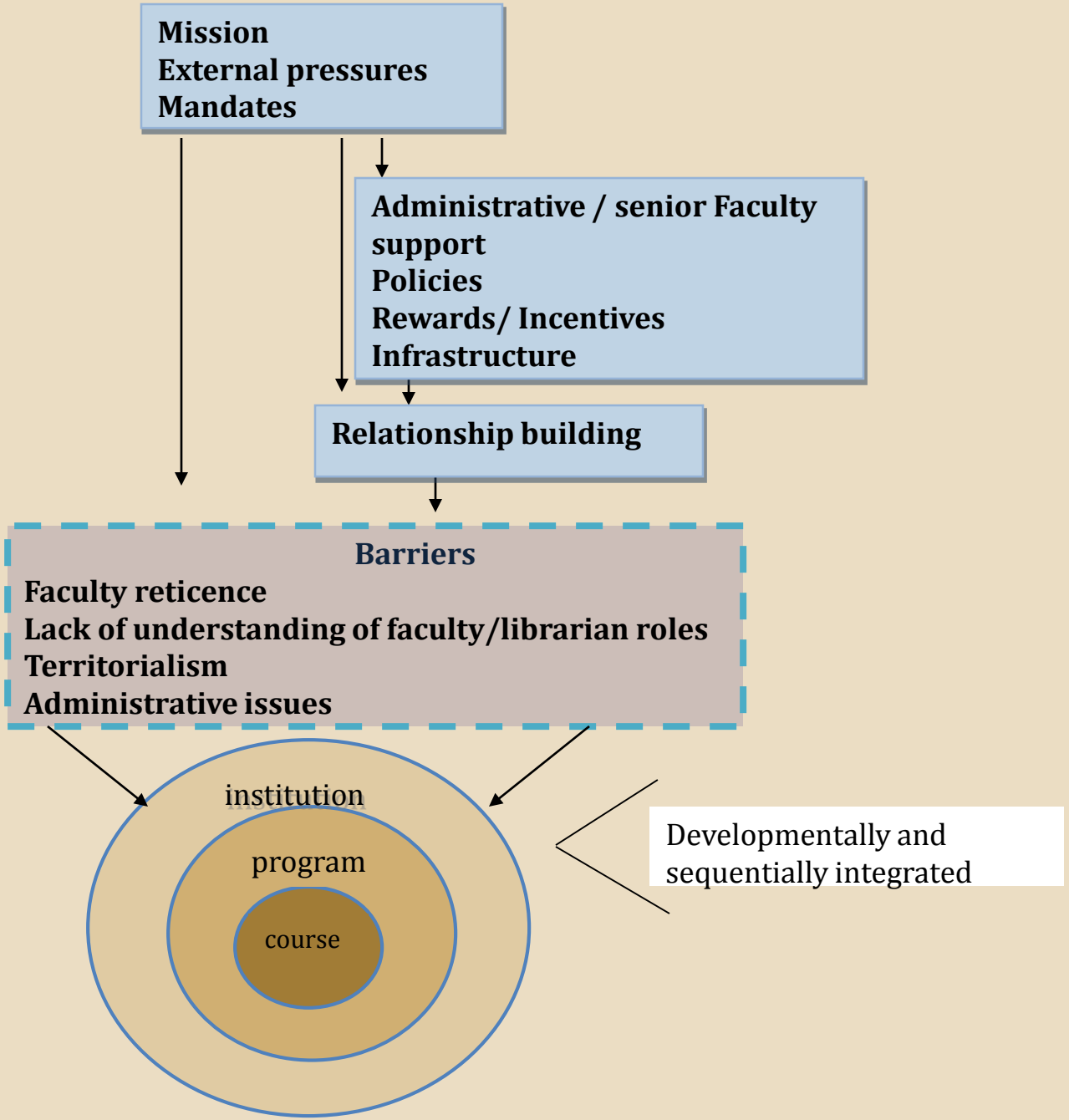
# Barriers

- What keeps collaboration from happening?
  - Librarian perspective
  - Faculty perspective

- Working in pairs/small groups identify the barriers you have experienced

# Barriers Include

- Lack of time
  - Too much “content” to cover
- Lack of staff
- Lack of understanding of information literacy
- Confusion over roles and responsibilities
  - Territorialism
  - IL as the orphan of the curriculum
  - Sense that this is “being covered”
- Culture of higher education


Mission
External pressures
Mandates
Administrative / senior Faculty support
Policies
Rewards/ Incentives
Infrastructure
Relationship building
Barriers
Faculty reticence
Lack of understanding of faculty/librarian roles
Territorialism
Administrative issues
institution
program
course
Developmentally and sequentially integrated

# Finding the Key(s)

- How can we overcome these obstacles?
- Looking at specific barriers, try to identify strategies for collaboration

# Keys Include

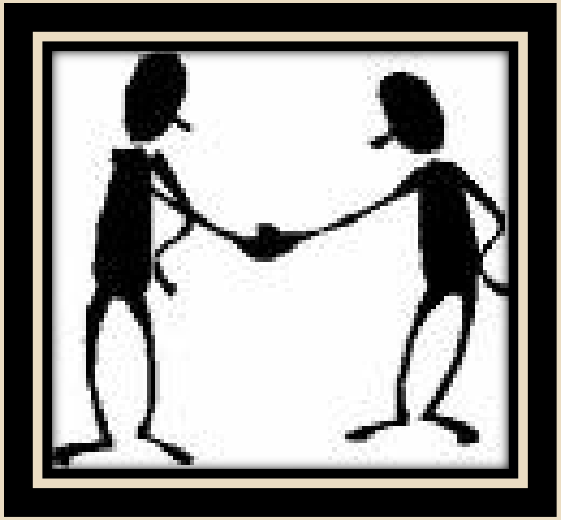
- Relationship building & networking
  - Beyond classroom faculty- chairs, deans, provosts, etc.
  - Leverage pressure of outside stakeholders
    - Who are our stakeholders and what are their demands?

# External Pressures

- The New England Association of Schools and Colleges (NEASC, 2005, p. 9) links information literacy to lifelong learning and critical thinking
- States that graduates should exhibit the abilities of "critical analysis and logical thinking; and the capacity for continuing learning, including the skills of information literacy."

# Keys Include

- Initiate discussions
  - Locally-developed definitions
  - Focus groups
  - Curriculum mapping
- Targeted outreach
  - Attention to organizational culture/departmental differences

# Action Steps

- How can we get from a plan to a program?