

# 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



Association  
of American  
Colleges and  
Universities



## Project Information Literacy

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



### The Essential Learning Outcomes

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Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

- \* Knowledge of Human Cultures and the Physical and Natural World**
  - Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
  - for engagement with big questions, both contemporary and enduring
- \* Critical and Practical Skills, including**
  - critical and analytical skills and creative thinking
  - written and oral communication
  - information literacy
  - reasoning and problem solving

*Practical skills relevant across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*
- \* Personal and Social Responsibility, including**
  - Civic knowledge and engagement—local and global
  - intercultural knowledge and competence
  - ethical reasoning and action
  - foundations and skills for lifelong learning

*Anchored through active involvement with diverse communities and real-world challenges*
- \* Integrative and Applied Learning, including**
  - Synthetic and advanced accomplishment across general and specialized studies

*Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems*

Note: This listing was developed through a multistep dialogue with hundreds of colleges and universities about needed goals for the next learning outcomes of a baccalaureate and reports from the Business Association and members of the academician requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Stakeholder in College Quality* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *College Learning for the New Century* (2007). For further information, see [www.aacu.org/laq](http://www.aacu.org/laq)

## The Degree Qualifications Profile

Defining degrees: A new direction for American higher education to be tested and developed in partnership with faculty, students, leaders and stakeholders



IFAD

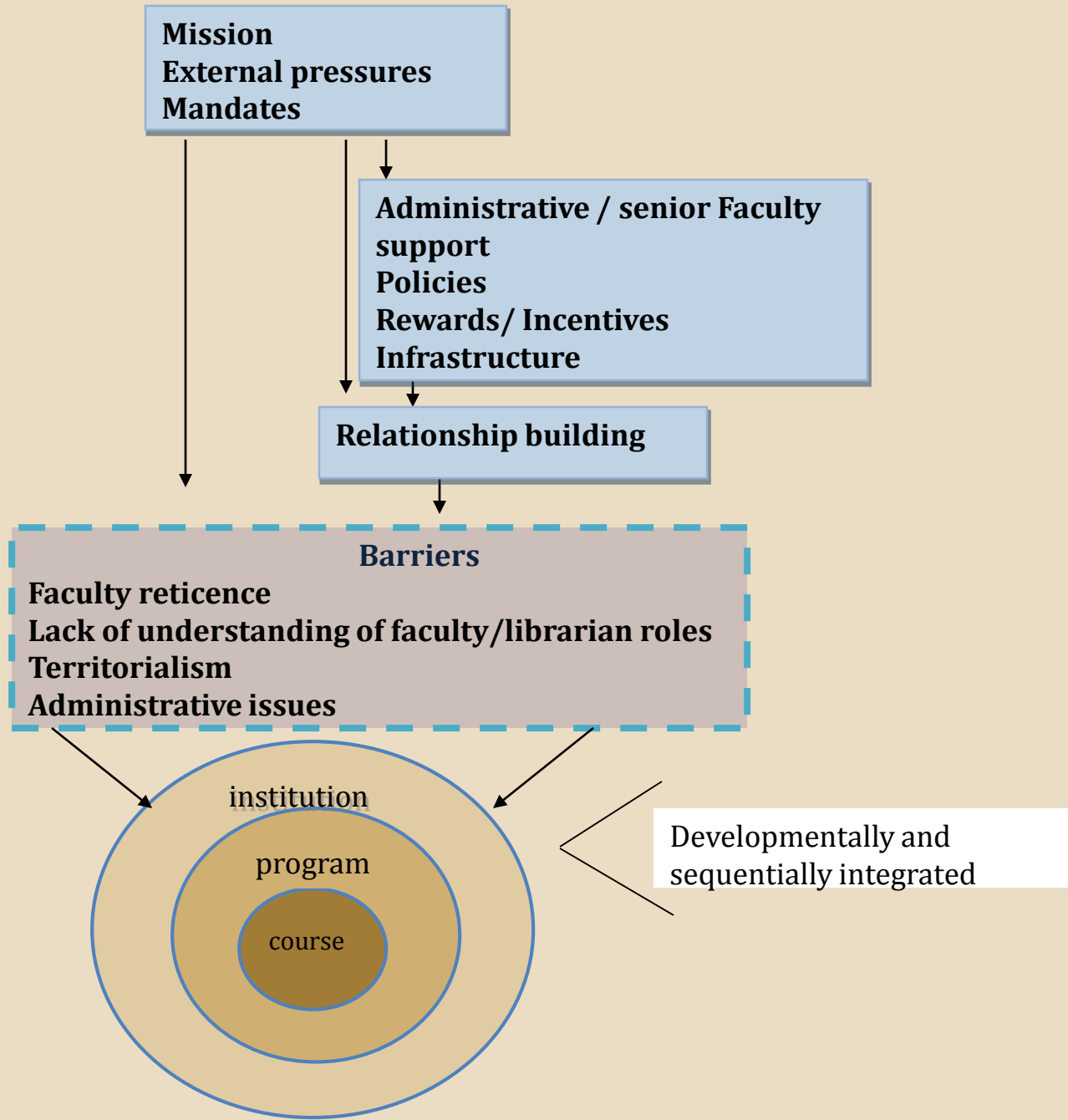
# Barriers

- 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



# 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?

