Embracing Challenges in Times of Change: A Survey of the Readiness of Academic Librarians in New Jersey for Transition to the ACRL Framework

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Abstract

Many academic librarians in the state of New Jersey (NJ) have successfully integrated information literacy (IL) into the curriculum using the ACRL IL Competency Standards for Higher Education (*Standards*). These *Standards* formed the underpinnings of IL curriculum mapping and assessment plans, and have been adopted by administrators in higher education institutions across the state. The advent of the ACRL Framework for Information Literacy for Higher Education (*Framework*) prompted the author to survey IL coordinators to investigate how their institutions are embracing the opportunities presented by the challenge of looking at IL through this new lens. This paper presents a snapshot of NJ librarians' readiness to adopt the *Framework*: challenges, opportunities, new approaches to IL integration, and gaining buy-in from relevant campus partners. This study is timely because the *Standards* were rescinded two months following the administration of the survey.

Keywords: ACRL Framework, ACRL Standards, NJ Academic Librarians

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Introduction

The advent of the new ACRL Framework for Information Literacy for Higher Education (*Framework*) in February 2014 generated professional discourse among librarians from all types of institutions. Many hoped that they would see a co-existence with the ACRL Information Literacy Competency Standards for Higher Education (*Standards*). In fact, in January 2015, a group of librarians in New Jersey (NJ) penned an Open Letter (Dalal, 2015) specifically asking the ACRL Board that this be considered by stating, "the *Standards* do need revising, and in doing so can be mapped to the *Framework* to create cohesive documents that are used in tandem." Notably, this letter garnered 352 signatures from 38 states. Those signing the letter represented medical, law, naval academy, online, state, and research institutions.

Co-existence of the documents was particularly important for NJ librarians. Significant strides were made working with faculty and administrators to integrate information literacy (IL) competencies into curricula, and to develop structured paths as students progressed through their academic careers from community college and beyond. Dempsey, et al. (2015) outline these accomplishments as:

1. The agreements involving transfer of credits from community college to a public four-year institution, which have been in practice since 2008 under the Lampitt Law's *Comprehensive Statewide Transfer Agreement*.
2. The use of *Information Literacy Progression Standards* (*Progression Standards*) (New Jersey Library Association, 2009) for "curriculum planning and course mapping, and for articulation agreements that guarantee credit transfer between institutions. They have also been used to discuss IL expectations with faculty to help integrate IL into the general education curriculum" (p.166).
3. The use of the *Standards* for "outcomes development, collaboration with faculty, and assessment" by those NJ institutions not using the *Progression Standards* (p. 166).

In addition, some NJ institutions are currently using an IL scoring rubric based on the *Standards* to determine IL benchmarks for community colleges and four-year institutions. These reasons suggest that a legitimate rationale for the co-existence of both ACRL documents was evident. Accordingly, the purpose of this study was to examine the following questions:

- How were NJ librarians embracing the *Framework?*
- How prepared were their institutions to adopt it?
- What existing courses had they identified as ready for integration/adoption of threshold concepts?
- Did the *Framework* provide an opportunity to attract instructors who had traditionally not worked with librarians?
- How confident were librarians in communicating the changes inherent in the *Framework*, and what would help them to become more confident?
- How familiar with the *Framework* terminology were the relevant constituents at that point in time, including fellow librarians?
- Were any institutions faced with an impending accreditation visit and how would the *Framework* influence that preparation?

A survey of IL coordinators in NJ provided a snapshot (prior to the rescinding of the *Standards*) of how academic librarians were preparing to integrate aspects of the *Framework* into their IL programs. Findings revealed that 35% of NJ's academic librarians felt confidence in communicating the changes presented by the *Framework* to their constituents, and 31% indicated that they would begin the process of moving toward the *Framework* in the new academic year. Further, having already adopted and integrated *Standards*-based IL into institutional documents, administrators had changed focus to other matters in higher education, such as retention and assessment. This new focus would make it very difficult to bring them back to a discussion of the needs presented by the *Framework*.

Literature Review

Since the introduction of the *Framework* in February 2014, several works have been published that demonstrate how to use it, highlight the challenges that it presents, note opportunities that it offers, and present concerns on the local level. The literature reflects the debate that the *Framework* has spawned and demonstrates a polarity in viewpoints.

However, there is general agreement that the *Framework* is a valuable tool for revisiting how we teach IL, and for exploring evolving information habits, contexts of information creation, and the needs of students in a changing higher education landscape (Bombaro, 2016; Burgess, 2015; Carncross, 2015; Christensen, 2015; Dempsey, et al., 2015; Drabinski, 2016; Foasberg, 2016; Jacobson & Gibson, 2015; Oakleaf, 2014; Pagowsky, 2015; Seeber, 2015; Swanson, 2017; Witek, 2016). Drabinski sees the *Framework* as "one point and platform in the ongoing scholarly conversation about IL, one that draws on work within and beyond our field" (p. 384). Others agree that the *Framework's* theoretical and philosophical language is useful when talking to students (Bombaro, 2016), faculty, and others in higher education (Echavarria-Robinson, 2015) about information literacy concepts. Dempsey, et al. (2015) conclude that "the *Framework* and the *Standards* serve different purposes and have different intended audiences and are thus both valuable to the profession" (p. 164).

Challenges associated with learning outcomes, assessment, and curriculum mapping that are raised by the *Framework* are addressed by Drabinski and Sitar (2016) and by Oakleaf (2014). Oakleaf acknowledges the assessment challenge presented by the *Framework* since it does not provide learning outcomes. She provides examples of creating learning outcomes that align with the frames, but she also notes that if librarians are looking to "connect their learning outcomes to institutional outcomes, accreditation standards, or professional association documents… [they] will need to seek an even greater level of agreement" (p. 512). Drabinski and Sitar (2016) see the *Framework*'s lack of standardization of IL learning outcomes as "[giving] up the platform on which librarians stand when making claims for resources at an institutional level" (p. 58).

Oakleaf (2014) and Jacobson and Gibson (2015) view curriculum mapping as a strategy that can still be employed under the *Framework* to scaffold our instruction. Oakleaf states that "all (instructional) approaches can be utilized to teach threshold concepts and other 'big ideas' via outcomes…" (p. 512). However, she cautions librarians to rely less on surveys and multiple choice type tests and to use more performance assessments that can provide formative and summative assessment opportunities. She believes that it is possible for librarians to report to stakeholders what threshold concepts have been taught.

Bombaro (2016) argues the *Framework* is elitist, given the "posture assumed by proponents of the document that eventually led to alarming rifts within the academic librarian

community" (p. 553). These rifts revealed two groups of librarians: "philosopher librarians" and "practical librarians" (p. 555). The former group view the *Framework* from "highly theoretical perspectives" (p. 556) and are generally faculty at large academic institutions. The latter group do not have faculty equivalence and seek to apply the *Framework* in practical ways (p. 556). Bombaro also attributes elitism to the ACRL Board's abrupt decision to rescind the *Standards* in June 2016 despite requests for co-existence with the *Standards* and for more assistance in applying the frames; in her view, librarians were left to "figure out for themselves how to proceed" (p. 561). Conversely, Farkas (2016) argues that the *Standards* seem elitist rather than the *Framework,* which makes allowances for diversity of population and the ability to create learning outcomes at a local level. She does agree that the ACRL Board was elitist in rescinding the *Standards*, given the call by the membership to allow the two documents to coexist.

The relevance of the *Framework* at the community college level is addressed in the literature (Craven, 2016; Dempsey, et al., 2015; Reed, 2015; Swanson, 2017). Reed (2015), by mapping knowledge practices of the *Framework* to the performance indicators of the *Standards*, finds that not all frames are applicable at that level. Dempsey, et al. (2015) report that faculty at a NJ community college described Framework concepts as "wordy, confusing, and irrelevant to the work done by community college students" (p. 167). Craven (2016) adds that "many community college librarians live in a results-driven world" (p. 3), and "for the purpose of communicating value in concise, compelling terms in a results-driven environment, it (the *Framework*) is a bug" (p. 4). Conversely, Swanson (2017) states that faculty "felt that the novice-expert trajectory outlined by threshold concepts presented a useful way to define the relation between faculty member, student, and learning outcomes" (p. 12).

Some authors suggest ways to assist librarians with the *Framework*. For instance, Nichols Hess (2015) proposes that "those involved in designing professional learning…design and deliver learning experiences that incorporate transformation learning theory, use principles of social learning theory, and consider learners' goal orientation and motivation" (p. 771). Still, Filbert and Ryan (2016) discuss the need for more clarification of the *Framework*:

> ACRL's "Framework for Information Literacy for Higher Education" is a tremendous conceptual structuring tool for our discipline, demonstrating clearly that "the library is a growing organism" embedded in and

corresponding with our world. But for a visioning frame to be successful it
necessitates *clarification* and *resolution* for successful *integration*. (p. 201)

The literature includes a range of perspectives on the *Framework*; however, there are no
studies or statistics on the readiness of libraries or librarians to implement it. The present
study fills that gap and demonstrates how a segment of the profession is still trying to
understand the document, while grappling with *Standards*-integrated curricula. This
investigation is also noteworthy because the *Standards* were rescinded two months after the
survey was conducted. Librarians in other states might find their own situation reflected in
this work and may choose to replicate the study to find ways of embracing the challenges
presented by the *Framework* in the absence of the *Standards*.

Methodology

The purpose of this study was to determine the level of preparedness of NJ
libraries/librarians relative to the *Framework* and their prior work with the *Standards*. To
that end, a snapshot of the IL practices in NJ was needed. Using Qualtrics software, an
online survey (see Appendix) was distributed via a statewide listserv to academic librarians
at community colleges, four-year institutions, research, state, for-profit, and private
institutions. Those individuals whose job titles and duties indicated responsibility for IL
coordination were invited to complete the survey. Pre-defined criteria for participation
included working with library colleagues, faculty, and administrators. The survey included
multiple-choice and open-ended questions, and it remained open for one month. The
author sought to investigate how NJ institutions were addressing the challenges of looking
at IL through the new lens of the *Framework*, and to highlight those challenges, the new
approaches to IL, and the ways to gain buy-in from relevant campus partners.

Results and Discussion

The survey received 34 complete responses (74%) from all categories of post-secondary
institutions. Of these respondents, 79% were responsible (solely or in part) for the
integration of IL into the curriculum at their institution. While 28% were waiting for more
examples from ACRL regarding how to integrate the *Framework*, 50% had already begun to
work with fellow librarians, and 22% had done so with teaching faculty. Thirteen percent of
respondents indicated that they were likely to transition to the *Framework* in the upcoming
academic year, and 31% indicated that this was highly likely (see Figure 1).

Figure 1: On a scale of 0-10, how likely are you to begin the process of integrating the Framework into your curriculum in the next academic year 2016-2017?
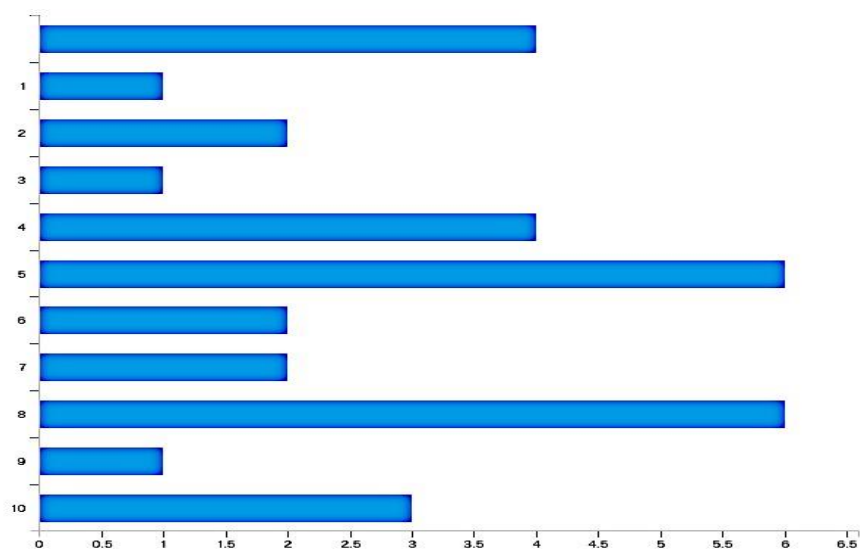
A Snapshot of Librarians and Their Campus Constituents

By selecting 'Yes', 35% of respondents seemed to express confidence in communicating to their fellow librarians, teaching faculty, and administrators the needed changes to their instructional programs resulting from the *Framework*. Fifty-six percent selected 'Maybe', and 9% selected 'No'. Those who responded 'Yes' were asked to select the campus colleagues with whom they felt confident: 83% selected fellow librarians, 59% chose teaching faculty, and 34% selected administration. Those who did not select 'Yes' were asked to state what they needed to gain confidence in the *Framework*. The common themes were:

1. *More examples* of how to implement the *Framework*
   a. *Application* in one-shot sessions
   b. *Comparative approaches* of *Standards* and *Framework* in an existing course
   c. *Specific examples* or cases, especially from smaller institutions
2. *Simplification* of the wording to communicate the *Framework* outside the libraries
3. *Professional workshops*
4. *Link* the *Framework* to the *Standards,* which already form the basis for institutional learning outcomes
5. *Application at the community college* level
6. *More time* for synthesizing the document and for experimentation in the classroom

It appears that these respondents who were not fully confident (65%) were aligned with the "practical group" of librarians—defined by Bombaro (2016, p. 555)—who were seeking concrete ways to implement the *Framework*. This would not necessarily exclude the other 35% who professed confidence in communicating the *Framework*. Accordingly, this latter group was not asked what they needed to feel more confident.

The results demonstrated that there were still gaps in the knowledge or understanding of the *Framework* among librarians who must in turn generate buy-in from teaching faculty. It will take time for the majority of IL coordinators to involve relevant constituents inside and outside the libraries in adopting the *Framework*; the majority of them indicated they did not feel fully confident in it. A need for the provision of learning opportunities at conferences and workshops and at the home library was revealed. As Nichols Hess (2015) notes, "shifting and integrating the new threshold concepts into everyday practices may require professional learning and training opportunities, both external and job-embedded" (p. 772). To that end, the ACRL Framework for Information Literacy Sandbox (*Sandbox*) was developed as a repository of materials to assist librarians with adopting and implementing concepts put forth in the *Framework*. However, there were just 68 contributors to this resource as of January 2017. Had the *Standards* been allowed to co-exist with the *Framework* longer, more NJ librarians would have had time for experimentation, professional development, and possible contribution to the *Sandbox*. Additionally, in an interview about the *Framework*, Lisa Hinchliffe stated that at a national level, "The examples we've seen of the good work with the *Framework* have mostly been at the individual librarian level innovating their own personal pedagogical practice" (Bombaro, et al., 2016, para. 8). This augurs well for the profession, but it will take time to generate examples and to share them in a structured way. Additionally, Sharon Mader stated in an interview that she would like to see "more online training…that integrates new and innovative online learning formats that allow for true interactivity for large groups" (Berkman, 2016, p. 49). As the survey results in the present study demonstrate, NJ librarians would welcome the provision of more professional development opportunities.

Fifty six percent of respondents agreed to varying degrees (strongly agree, agree, somewhat agree) that they thought academic administrators were conversant with the term IL *Standards* (see Figure 2). This is supported by the fact that the *Standards* are found in institutional agreements: namely, the *Comprehensive State-Wide Transfer Agreement* (New Jersey Presidents' Council, 2008) and the *Progression Standards for Information Literacy* (New

Jersey Library Association, 2009). Respondents also indicated that IL, based on the *Standards*, had been integrated into the following institutional documents: library mission (73%), institutional goals (35%), and learning outcomes (76%). Survey responses also show that the *Standards* were evident in general education goals, strategic planning documents, and campus wide assessments.

Figure 2: How conversant are your constituents with the following IL terms?
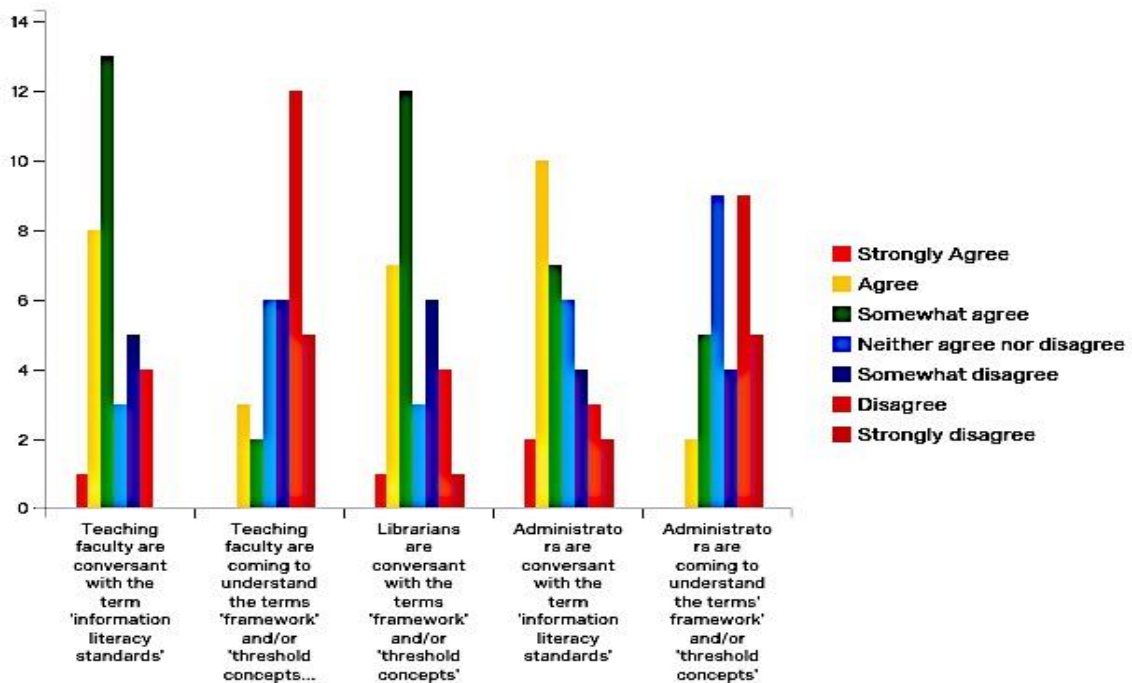
Craven (2016), states that "Demonstrating value in terms meaningful to our stakeholders is an ongoing, crucial task for many of us in two-year college settings. Now we find ourselves trying to tease that message out from a Framework which is not designed to convey it, or looking elsewhere for acknowledgement of generally recognized, measurable information literacy skills" (p. 4). This comment is substantiated by the fact that survey respondents from a variety of institutions indicated that they thought that 20% of administrators were conversant with terms like "*Framework"* and "threshold concepts" as they relate to IL. One respondent commented that "this does not seem to be a high priority for administration at this time." Another stated that, "administration is mostly interested in …graduation rates (retention)." Dempsey, et al. (2015) highlight this predicament by arguing "While the Framework can improve our teaching on an individual level and encourage us to think

more broadly about our goals for students, for many of us real change needs to come at an institutional level and requires stakeholder support…" (p. 167). Furthermore, Drabinski and Sitar (2016) assert, "Given a higher education environment where compliance and accountability are standards-based, the Framework attends in interesting ways to the critical concerns of classroom practice, but obscures the very real operations of power that produced that classroom in the first place" (p. 60).

Therefore, NJ academic librarians must try to rework entrenched institutional documents by collaborating with administrators who had already embraced *Standards* terminology. The situation became especially critical when the *Standards* were rescinded in June 2016; as highlighted by Drabinski and Sitar (2016), documents from a profession's governing body "should enable librarians to fulfill institutional mandates and make claims for institutional resources" (p. 54), and furthermore, the "Framework…makes it harder for librarians to do this" (p. 54). This seems to be the most challenging aspect of the transition for NJ librarians: namely, the level of entrenchment of *Standards*-based IL in institutional documents.

Eighty two percent of respondents indicated that their IL programs were supported by teaching faculty, which was echoed by the NJ academic librarians in their Open Letter to the ACRL Board (Dalal, 2015). Further, 37% of the respondents indicated that teaching faculty were ready to work on adopting the *Framework*. Therefore, NJ librarians were poised to move toward the *Framework* while leveraging the connections already made with their faculty. Indeed, 22% had already begun to work with their faculty on this transition in April 2016. If the ACRL documents were permitted to co-exist, "librarians would be able to continue the theoretical discussions that may resonate in the 'philosophical' circles and also with some faculty, while still giving the 'practical librarians' a set of statements they can use to satisfy the requirements of lesson planning, self-study and accreditation" (Bombaro, 2016, p. 561). Still, because of the large number (82%) that stated they had faculty support for their IL instruction, these relationships can be leveraged for transition to the *Framework*.

Since the survey showed that 65% of NJ librarians did not feel fully confident with the *Framework*, it will be a significant task for those who coordinate IL to influence the individual librarian's integration of it into their own instruction. If a librarian does not recognize the potential benefits of adopting the *Framework*, it will be a challenge to gain their buy-in or that of their faculty. Oakleaf (2014) underscores this by stating, "For many librarians, threshold concepts are unfamiliar constructs, represent a different way of

thinking about instruction and assessment, and require a concerted effort to integrate into practice" (p. 510). Further, librarians may need convincing to move in the direction of the *Framework* if they feel like Bombaro (2016): "This transformation (from *Standards* to *Framework*) in one swift stroke, could potentially undo my 13 years' worth of work based on the *Standards for Information Literacy for Higher Education*" (p. 552). To this point, one survey respondent commented, "We just worked like crazy to get them to embrace the current (now rescinded) *Standards*." Moreover, since the IL coordinators were waiting for professional development assistance themselves, the transition to the *Framework* will take some time. Fortunately, 83% of those librarians who had confidence in communicating the *Framework* to institutional constituents felt positive about communicating with fellow librarians

A Snapshot of the Curriculum that can Potentially Accommodate the Framework

Fifty-eight percent of the survey respondents confirmed the existence of academic programs at their institutions that collaborate with their libraries and lend themselves to adopting characteristics of the *Framework*. These programs include first year experience, English composition, core curriculum, freshman writing, and biology. Notably, several respondents listed first year writing programs. The characteristics of listed programs included the following: IL embedded into syllabi (88%), partnerships with teaching faculty (69%), support from library administrations (64%), support from institutional administrations (25%), integrated course assignments (69%), and embedded librarians (50%) (see Figure 3).

Figure 3: Characteristics of the program that currently lends itself to the *Framework*.
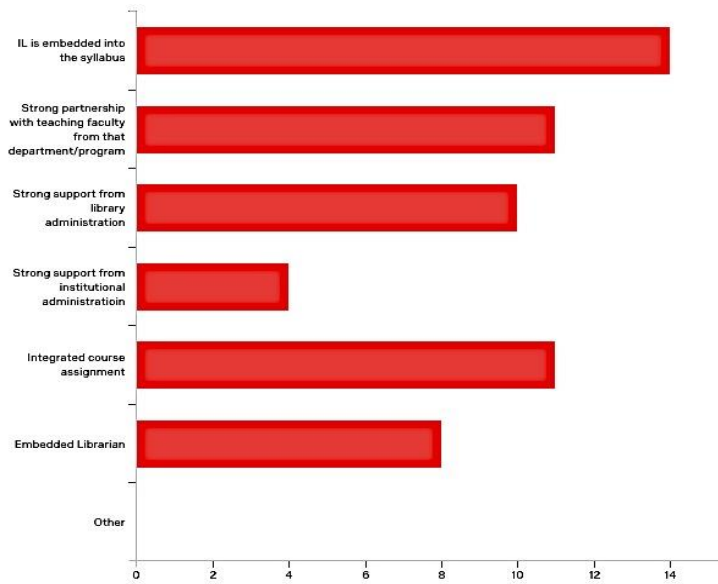
In order to move forward with the *Framework*, an inventory of courses that already have a strong IL presence might be in order. Considerations of the characteristics of these courses, as identified above, might illuminate the best paths to take in the transition to the *Framework*. Courses that already have faculty support for IL could become models or represent the early adopters of the new approaches. Leveraging the relationships that already exist around IL instruction could also accelerate the integration of the *Framework*.

From a different perspective, 71% of the respondents identified programs or departments lacking buy-in that can be approached with the *Framework* (see Figure 4). Current IL integration seems mainly focused on freshman classes and writing programs that are also appropriate for the frames. According to Christensen (2015), "By focusing program development and course design (via the *Framework*) on incoming first-year students, organic program development may occur: as students progress through their undergraduate years…teaching based on the Knowledge Practices and Dispositions may advance along with their studies" (p. 98). It also appears that the *Framework* has the potential to support IL integration across the curriculum including capstone and science courses.

Figure 4: Name the program and state why this would be favorable for the *Framework*.

Course	Why Favorable for the Framework?
Allied Health	No reason provided
Capstone Courses in each Major	No reason provided
Communication	It covers topics like scholarly communication and information has value
Computer Literacy	No reason provided
Education, Reading	These pre-service teachers will understand the ideas more readily than other disciplines
English Department	No reason provided
Graphic Design	No reason provided
History	Because they seek to create researchers
Interior Design	No reason provided
Nursing Program	Because of the nature of integration amongst courses
Psychology and Speech	The work assigned is a perfect fit for the threshold concepts
Public Administration	The faculty are sensitive to educational and public policy initiatives, and national standards already exist
Sciences	No reason provided
Spanish Majors	No reason provided

Librarians seeking curricular areas for advancing their IL instruction programs can use the range of existing courses that seem favorable for the *Framework* presented in Figure 4. Another approach might be to seek partnerships with untapped faculty or departments. Librarians can use the *Framework* to start new conversations that might not have been possible previously.

A Snapshot of the Status of Assessment and Accreditation

Thirty eight percent of respondents indicated that they have an IL Assessment Plan. Among these participants, 17% indicated they were certain that their institutions use the AACU Information Literacy Value Rubric. Seventeen percent selected 'Definitely Yes' indicating that they had identified ways of aligning the IL Assessment Plan with the *Framework*; 58% selected 'Not Sure at This Time', and 17% chose 'Definitely Not'.

Fifty seven percent of the respondents indicated that their institutions have Middle States Commission on Higher Education (MSCHE) accreditation visits scheduled between 2016-2019. Of these, 53% affirmed that the *Framework* will influence their preparation. Libraries seeking to move their IL agendas forward on a campus level and to demonstrate institutional value might have to look elsewhere for authority. Since there is no longer endorsement of the *Standards,* libraries might leverage conversations with faculty and administrators by considering what Hinchliffe refers to: "the IFLA Guidelines on the Information Literacy for Lifelong Learning, the AAC&U VALUE Rubric, and/or the Lumina Degree Qualifications Profile language on research and information use" (Bombaro, et al., 2016, final para.).

A Snapshot of the Most Challenging Next Steps for Academic Librarians in NJ

The final survey question was asked to determine the most challenging next steps in adopting the *Framework*. Using the Qualtrics software, a word cloud was generated to convey the results of an analysis of these open-ended comments. The most frequently occurring words are represented from larger to smaller font (see Figure 5). The need to gain buy-in from faculty regarding the changes brought about by the *Framework* is of great concern as seen in frequency of the words 'faculty', '*Framework*', 'change', 'concept', 'buy-in', and 'communicate'. Further, the results suggest there is need for more direction from ACRL and concerns relative to administrative acceptance.

Figure 5: In your opinion, what is the most challenging next step for you in adopting the Framework?

Conclusion

The results of this investigation suggest that although the ACRL Board invited feedback from librarians when the *Framework* document was introduced, more time was needed for librarians to digest it and to start to work locally to integrate the concepts, and to have more examples of implementation. Accordingly, the author would argue that the rescinding of the *Standards* was premature. Although this survey focused on NJ librarians, the 352 signatures on the Open Letter (Dalal, 2015) demonstrated a sentiment among many members of the profession for a co-existence of the *Standards* and the *Framework*. Perhaps an investigation on the readiness of librarians nationwide or in another state would be appropriate to provide a broader understanding of the progress being made. Still, NJ librarians are preparing to transition to the *Framework*, and they are identifying potential steps forward: for instance, leveraging strong faculty partnerships around the *Standards* to adopt the *Framework*. Further, NJ librarians are seeking new opportunities to form productive *Framework* partnerships with faculty.

More guidance, from ACRL and through peer-sharing, is recommended for integrating the *Framework* into institutional curricula. The *Sandbox* is a useful start; the generous culture of the IL community should help to move the agenda forward collectively. Information literacy coordinators will need to convince their fellow librarians to transition to the *Framework* by providing local professional development. Getting administrators to embrace the new terminology will be difficult since other issues take priority. Although great effort will be required to get to the stage of transfer agreements using the *Framework*, NJ librarians are embracing the challenge.

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Appendix: ACRL Framework IL Coordinators Survey Questions: Spring 2016

1. I have read the above consent form and desire to participate in this study.

❍ Yes
❍ No

2. Are you responsible (solely or otherwise) for the integration of Information Literacy into the curriculum at your institution?

❍ Yes
❍ No

3. Which best describes your academic institution? Select all that apply.

- ❑ Community College
- ❑ 4-Year institution
- ❑ Research Institution
- ❑ For-Profit institution
- ❑ State institution
- ❑ Private institution

4. Is Information Literacy stated in your… (Select all that apply)

- ❑ institutional goals?
- ❑ library mission?
- ❑ learning outcomes (departmental or otherwise)?
- ❑ Other
- ❑ Comments _____

5. Which best describes the status of your institution with regard to adopting the ACRL Framework? Select all that apply.

- ❑ Waiting for more examples from ACRL regarding how to integrate the Framework
- ❑ Still working with the ACRL Standards
- ❑ Working with Librarians on integration of the Framework
- ❑ Working with teaching faculty on integration of the Framework
- ❑ Comments _____

6. I am confident that I can communicate the changes needed in light of the ACRL
Framework to my constituents.

❍ Yes

❍ Maybe

❍ No

7. What do you need to help you become confident about communicating the changes
needed in light of the ACRL Framework?

8. I am confident that I can communicate the needs of the ACRL Framework to... (Select all
that apply)

❑ teaching faculty

❑ fellow librarians

❑ administration

❑ Comments _____

9. On a scale from 0-10, how likely are you to begin the process of integrating the Framework   into your curriculum in the next academic year 2016-2017?

- ○ 0
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ 6
- ○ 7
- ○ 8
- ○ 9
- ○ 10

10. The Information Literacy program at my institution is supported by teaching faculty

- ○ Strongly Agree
- ○ Agree
- ○ Somewhat agree
- ○ Neither agree nor disagree
- ○ Somewhat disagree
- ○ Disagree
- ○ Strongly disagree

11. Please answer each question in this matrix.

	Strongly Agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Teaching faculty are conversant with the term 'information literacy standards'	○	○	○	○	○	○	○
Teaching faculty are coming to understand the terms 'framework' and/or 'threshold concepts'	○	○	○	○	○	○	○
Librarians are conversant with the terms 'framework' and/or 'threshold concepts'	○	○	○	○	○	○	○
Administrators are conversant with the term 'information literacy standards'	○	○	○	○	○	○	○
Administrators are coming to understand the terms' framework' and/or 'threshold concepts'	○	○	○	○	○	○	○

12. Select the constituents at your institution that you think are ready to work on adopting the ACRL Framework. (Select all that apply)

❑ teaching faculty
❑ fellow librarians
❑ administration
❑ Comments _____

13. Does your institution have an Information Literacy Assessment Plan?

○ Yes
○ No

14. Does your institution utilize the AACU Information Literacy Value Rubric?

○ Yes
○ I am not sure
○ No

15. Have you identified ways of aligning the IL Assessment Plan with the ACRL Framework?

❑ Definitely yes
❑ Not sure at this time
❑ Definitely not
❑ Comments _____

16. Is there an academic program that collaborates with the library and currently lends itself to adopting characteristics of the ACRL Framework?

○ Yes
○ No

17. What's the name of the program?

18. Select all the characteristics of the program that apply:

❑ IL is embedded into the syllabus

❑ Strong partnership with teaching faculty from that department/program

❑ Strong support from library administration

❑ Strong support from institutional administration

❑ Integrated course assignment

❑ Embedded Librarian

❑ Other _____

19. Is there a program/department with which the library does not yet have buy-in that can be approached with the Framework to gain buy-in?

○ Yes

○ No

20. Name the program and please state why this would be favorable for the Framework.

21. Over the next three years: 2016-2019, Do you have an upcoming visit from the Middle States Commission on Higher Education?

○ Yes

○ No

22. Will the Framework influence how you prepare for this visit?

❑ Yes

❑ No

❑ Comment _____

23. In your opinion, what is the most challenging next step for you in adopting the
    Framework (in whole or in part)?