

12-2023

Investigating Faculty Perceptions of Information Literacy and Instructional Collaboration

Angie Cox

University of Northern Iowa, angela.cox@uni.edu

Amandajeon Nolte

University of Northern Iowa, amandajeon.nolte@uni.edu

Angela L. Pratesi

Bowling Green State University, aprates@bgsu.edu

Follow this and additional works at: <https://pdxscholar.library.pdx.edu/comminfolit>



Part of the [Higher Education Commons](#), and the [Information Literacy Commons](#)

Let us know how access to this document benefits you.

Recommended Citation

Cox, A., Nolte, A., & Pratesi, A. L. (2023). Investigating Faculty Perceptions of Information Literacy and Instructional Collaboration. *Communications in Information Literacy*, 17 (2), 407–423. <https://doi.org/10.15760/comminfolit.2023.17.2.5>

This open access Research Article is distributed under the terms of the [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License \(CC BY-NC-SA 4.0\)](#). All documents in PDXScholar should meet [accessibility standards](#). If we can make this document more accessible to you, [contact our team](#).

Investigating Faculty Perceptions of Information Literacy and Instructional Collaboration

Angie Cox, University of Northern Iowa
Amandajeon Nolte, University of Northern Iowa
Angela L. Pratesi, Bowling Green State University

Abstract

This exploratory mixed-methods study investigates faculty perceptions of information literacy (IL), its instruction, and librarian collaboration teaching IL since the adoption of the ACRL *Framework for Information Literacy for Higher Education* at the authors' institution. Many previous studies examining these questions were completed when the ACRL *Information Literacy Competency Standards for Higher Education* was the guiding document for the profession. Like earlier studies, findings from this study clearly demonstrate that faculty value IL and that collaborations occur in differing and inconsistent forms. However, at the authors' institution, there is a misalignment between faculty and librarians in what IL is and what it encompasses, including the amount of overlap between critical thinking skills and IL. The data indicates a discrepancy between the value faculty place on IL and the instructional interventions supporting student IL skill development. The authors discuss the implications of these findings in their local context.

Keywords: information literacy, critical thinking, library instruction, faculty perceptions, ACRL *Framework*, ACRL *Standards*

Cox, A., Nolte, A., & Pratesi, A. L. (2023). Investigating faculty perceptions of information literacy and instructional collaboration. *Communications in Information Literacy*, 17(2), 407–423.

Copyright for articles published in *Communications in Information Literacy* is retained by the author(s). Author(s) also extend to *Communications in Information Literacy* the right to redistribute this article via other scholarly resources and bibliographic databases. This extension allows the authors' copyrighted content to be included in some databases that are distributed and maintained by for-profit companies. All other rights of redistribution are licensed by *Communications in Information Literacy* under Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0).

Investigating Faculty Perceptions of Information Literacy and Instructional Collaboration

Mirroring the Association of Colleges and Research Libraries (ACRL) *Information Literacy Competency Standards for Higher Education Standards* (2000), the American Association of Colleges and Universities (AAC&U) highlighted the importance of information literacy (IL) as a distinct, assessable skill by including the topic in its collection of VALUE rubrics (2013), which “articulate and measure the skills, abilities, and dispositions that students need” (American Association of Colleges and Universities, n.d., Initiative section). A few years later, ACRL introduced a more complex definition of IL by adopting the *Framework for Information Literacy for Higher Education* (2016), just as the phrase “fake news” became common parlance during the 2016 presidential election, putting IL in the national spotlight. These national conversations mirrored what was happening at the researchers’ institution. Faculty’s *Standards*-based understanding of IL existed in tension with librarians’ more nuanced and expansive *Framework*-based approach at a political time, making these skills urgent and necessary. (This article will use the term *faculty* to refer to instructors of record and *librarian* for library workers to conform with language typically used in the existing body of literature on this topic. The authors recognize that librarians can also be faculty and that the term librarian is rightfully contested.)

The University of Northern Iowa, the researchers’ institution at the time of this study, adopted the AAC&U VALUE rubrics to assess academic programs, expanding to include recent adaptations to assess the entire general education curriculum. Concurrent with the 2016 adoption of the *Framework*, the librarians at the University of Northern Iowa have seen a significant change and increased emphasis on IL on campus. From 2015 to 2017, the library hired five librarians with a strong focus on IL, which led to significant growth in library instruction and research consultations and more robust reference services with a strong emphasis on virtual reference and library student employee training. Around the same time, the campus began re-envisioning its general education curriculum and assessment of student learning in that program. As the three consecutive librarian representatives on this committee, the researchers were engaged in and witnessed conversations about the differences and similarities between critical thinking and information literacy and the best way to assess those skills in a general education context. Being privy to these conversations informed the researchers’ interest in seeing if librarians’

focus on the *Framework* had affected faculty's viewpoint or knowledge of IL and its concepts. They also wanted to investigate whether these efforts had impacted faculty's attitudes about who should teach IL concepts and whether their sentiments about librarian collaborations had changed.

The purpose of this mixed-methods study is to investigate faculty perceptions of IL, its instruction, and librarian collaboration in teaching IL since adopting the *Framework* to inform librarians' strategies for future collaboration, instructional praxis, and priority-setting related to using the *Framework*. This study takes Bury's (2011) landmark examination of faculty conceptions of and experiences with IL as its inspiration and is influenced by the goals of Guth et al. (2018) to learn the impact the *Framework* has had, overtly or covertly, on local curriculum and practice.

Though the *Standards* align better with the assessment orientation of higher education today (Drabinski & Sitar, 2016), the *Framework* lays a foundation for expanding librarians' instructional role. This richer, more nuanced articulation of librarians' knowledge and expertise—and the skills librarians teach—can strengthen faculty partnerships by connecting with their values regarding student learning (Guth et al., 2018) and disciplinary content.

Literature Review

The importance that faculty place on IL has been thoroughly documented in the literature (Bury, 2016; Dubicki, 2013; Guth et al., 2018; Kaletski, 2018; Moran, 2019; Saunders, 2012). Some studies have measured value through faculty incorporating IL concepts into their learning outcomes (Dubicki, 2013; Rockman, 2003; Saunders, 2012). Collaborating with librarians is another way of gauging the importance faculty place on IL with distinctions based on institution and context. Mounce (2010) reviewed the literature on librarian–faculty collaborations (i.e., the incorporation of library instruction in a course) from 2000 to 2009, identifying specific examples in various disciplines. Since 2010, a set of studies has demonstrated faculty support of collaboration with librarians. Cope and Sanabria (2014) found that faculty and librarians are equal partners in teaching IL skills. Kaletski's (2018) faculty believed they were responsible for teaching just under half of the *Framework*'s knowledge practices. Bury (2016) reported that a significant percentage of faculty wished to teach IL skills themselves but felt ill-equipped to do so. The differences in these findings underscore the importance of local contexts in librarians' work.

Some studies found that faculty did not incorporate library instruction into their courses. Weiner (2014) noted that faculty strongly agreed that they should provide IL instruction but generally did not collaborate with the library or other instructional services. Singh (2005) found that only about a quarter of those who made assignments requiring library research a regular part of their classes incorporated library instruction. Vander Meer, Perez-Stable, and Sachs (2012) asserted that the lack of librarian-led instruction was primarily due to faculty not knowing librarians provide IL instruction and for other reasons, including not wanting to give up class time, not finding library instruction relevant to their course, or opting to teach the concepts themselves.

Similarly, Moran (2019) found that a majority of faculty felt it was their responsibility to teach these skills, but they needed confidence. Despite this apprehension, less than a third invited librarians into their classes to teach these skills. Saunders (2012) asserted that a large majority of faculty believe IL instruction is the responsibility of both librarians and faculty and that faculty should lead the effort with collaborative support from librarians. Upon deeper investigation, most treated the collaboration as an “add-on, and heavily dependent on whether the faculty member can give up class time” (Saunders, 2012, p. 231) rather than a partnership through assignment design, learning outcome development, co-teaching, or other instruction and learning collaborations. Bury (2011) found that a large majority of faculty believed IL skills should be collaboratively taught by faculty and librarians; however, in practice, only about half incorporate IL instruction in their courses, with or without librarian collaboration. Even though there is support for librarian collaboration, a common theme across individual institution-based studies is a waning commitment in practice.

The history of IL in the academy and the adoption of the *Framework* has had local institutional impacts. This study investigates those impacts to better understand the state of IL at the authors’ institution and the larger implications of faculty perceptions of IL.

Methods

A survey instrument (available upon request) producing quantitative and qualitative data was developed to learn more about faculty perceptions and knowledge of IL related to the *Framework* and the scope of IL instruction across the undergraduate curriculum at the authors’ institution. The survey utilized skip logic and included multiple choice, open-ended, multiple response, and optional demographic questions. It received IRB approval,

and the instrument was distributed in the spring of 2021. The inclusion criteria were: (1) faculty at the authors' institution during the fall 2020 semester, (2) who taught undergraduate students, inclusive of faculty librarians. Participants were recruited via direct email with the assistance of the university's Office of Institutional Effectiveness (OIE).

The OIE provided a distribution list of a representative sample of the tenured, tenure track, term, and temporary faculty. Three hundred faculty across all colleges were invited to participate out of the 641 employed by the university during the 2020–2021 academic year (Institutional Research and Effectiveness, 2020). Sixty-one consented to participate, with 57 meeting the inclusion criterion of teaching undergraduate students (in any capacity), for an overall response rate of 20.33%. The online survey was open for twelve days, with a reminder sent two days before closing.

Participants represent a range of departments and university colleges. While they do not represent an exact cross-section of college affiliation on campus, the College of Humanities, Arts and Sciences is well represented; the College of Social and Behavioral Sciences and the Library are slightly overrepresented; and the Colleges of Education and Business are slightly underrepresented in this study.

The authors calculated the quantitative data as percentages. Qualitative responses were individually coded using two *a priori* codebooks: (1) *Standards* (*find, evaluate, use, not Standards, and unclear*) and (2) *Framework* (*authority, creation, inquiry, value, conversation, exploration, not Frames, and unclear*). Most responses received multiple codes from each codebook. The results represent the percentage of responses coded relating to an umbrella concept in the *Standards* or *Framework* (see Table 1).

Table 1: Representative Statements and Coding

Statement	Standard(s)	Frame(s)
"Being able to search, read, write, and cite print and digital sources."	Find, Evaluate, Use	Exploration, Inquiry, Value
"Ability to summarize large amounts of information."	Use, Not Standards	Inquiry
"Use research support to make a persuasive argument."	Use	Creation
"Critical thinking and writing, ability to evaluate scholarly sources."	Evaluate, Not Standards	Authority, Creation, Not Frames

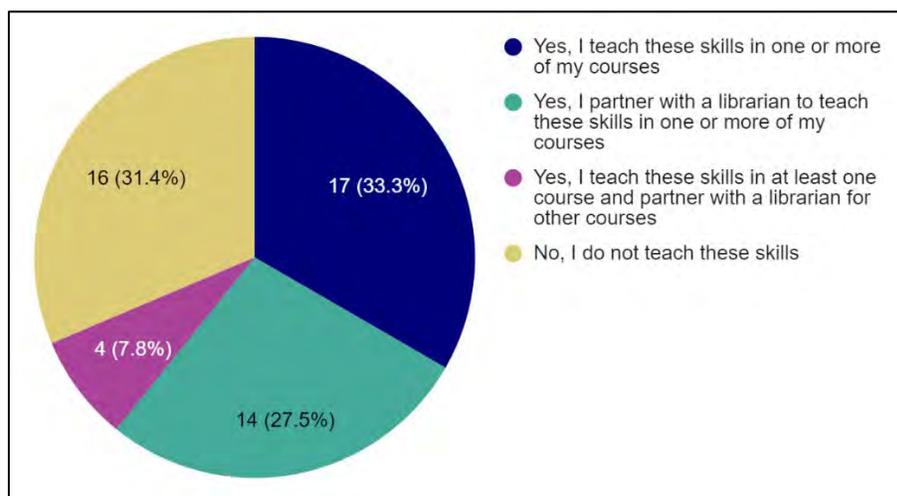
The authors calculated interrater reliability (IRR) for both sets of coding. The *Standards* had an initial 84.6% IRR. Differing opinions primarily impacted IRR on the definition of *inquiry* and the implied components of research skills. After a discussion of discrepancies, IRR increased to 97.8%. There was a 95.4% IRR for the *Framework* coding.

At the beginning of the survey, participants were provided with a definition of IL, to begin with a shared understanding: “Information literacy can be understood as the set of integrated skills a person uses to find, evaluate, and use information. Information literacy can refer to both course materials and information sources.” Understanding the criticism of the *Framework*, the researchers were concerned it would not resonate with the faculty. Also, as a campus using the AAC&U VALUE rubrics (2013), faculty are familiar with *Standards*-based language to assess information literacy skills, though librarians have been incorporating *Framework* language into their instruction for several years. The researchers chose to follow Guth et al.’s (2018) example and use *Standards* language that would resonate with faculty.

Results

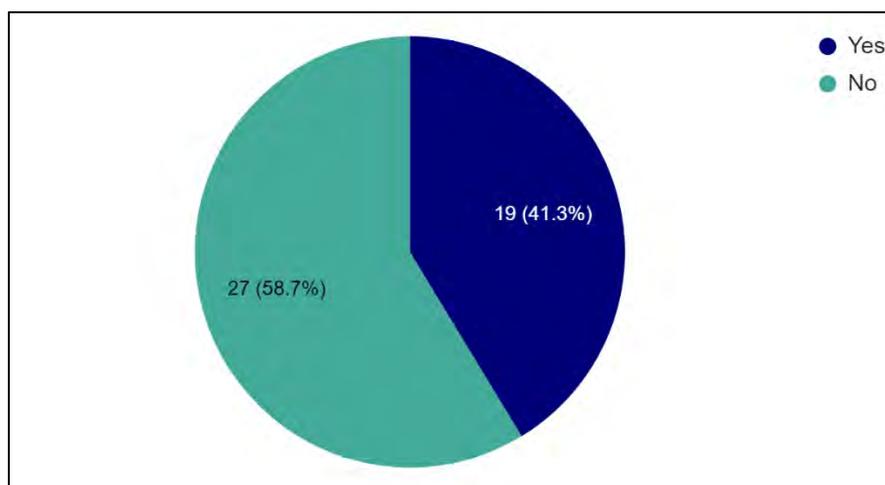
All respondents (100%, n=51) asserted that students need to develop IL skills, and 88% reported that students need to use information sources in one or more of their courses. When asked if respondents taught IL in one or more of their courses, 68.6% (n = 51) reported (1) teaching IL skills in one or more of their courses, (2) partnering with a librarian to teach these skills in one or more of their courses, or (3) teaching these skills in at least one course and partnering with a librarian for other courses (see Figure 1).

Figure 1: Do You Teach Information Literacy in One or More of Your Courses?



Distinct from partnering with a librarian to provide IL instruction, many but not most faculty reported collaborating with a librarian (41.3% collaborate, 58.7% do not collaborate, $n = 46$) in at least one course to develop or enhance student learning or assess outcomes (see Figure 2). Though a smaller percentage have librarians provide IL instruction, it appears that faculty partner with librarians in a variety of ways to improve student learning. Those partnerships may include research consultations, course-related LibGuides, assignment reviews, curriculum mapping, and other activities outside the classroom.

Figure 2: Do You Collaborate with a Librarian in at Least One of Your Courses to Develop or Enhance Student Learning or Assess Outcomes?



When asked to select from a list of the IL topics they teach and those a librarian teaches, in this context, just under half (20, $n = 44$) indicated partnering with a librarian on IL instruction (see Table 2). It is worth noting a modest discrepancy between the results in Figure 1 and those in Table 2, indicating that some respondents who initially reported that they do not teach IL discovered topics in the list of IL skills that they do teach.

The top five IL topics that respondents report teaching or having librarians come in to teach are citing, search techniques, authority of source type, and plagiarism, respectively, with (re)search process and peer review tying for fifth. These rankings align with similar studies that identified faculty prioritizing evaluation and plagiarism as the most essential IL skills for students to learn (Bury, 2011; Dubicki, 2013; Gullikson, 2006). These results differ slightly when compared to what faculty report teaching themselves—citing, plagiarism, authority of source type, search techniques, and (re)search process—and the top five topics they report having a librarian teach—search techniques, authority of source type, citing, peer

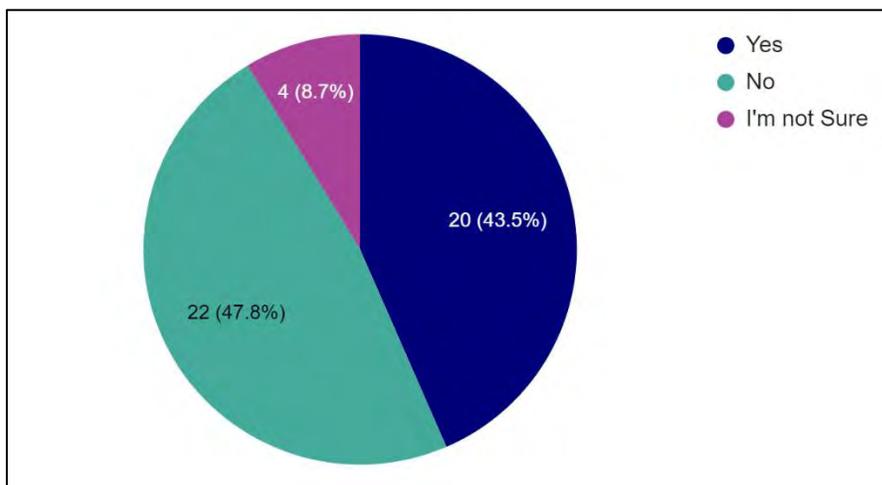
review in scholarly publishing, and specific sources. Plagiarism is the only topic in the top five that faculty report teaching themselves that does not appear in the top five for librarians. Specific sources is a top-five topic that faculty report having a librarian teach that is not at the top of their own instructional content. The expectation of having librarians teach specific sources indicates that faculty expect librarians to stay current on discipline-specific sources.

Table 2: Common IL Topics Taught

Topic	Disciplinary Faculty (n = 44)	Librarian Co-Teach (n = 20)	Total
Citing	33	10	42
Search Techniques	23	16	39
Authority of source type	25	12	37
Plagiarism	28	5	33
(Re)search Process	23	8	31
Peer Review	22	9	31
Specific Sources	19	9	28
Accessing Information	15	8	23

When asked if IL is a learning outcome in one or more of their courses, 47.8% (n = 46) of the respondents reported that it is not, while 43.5% said that it is, and 8.7% indicated they were not sure (see Figure 3).

Figure 3: Is Information Literacy a Learning Outcome in One or More of your Courses?



Participants provided examples of learning outcomes related to IL for their courses. The coded responses indicated an emphasis on *Evaluate*, *Use*, *Authority*, and *Exploration* (see Figures 4 and 5). No responses were coded for *Conversation*. A notable portion did not relate to the *Standards* or the *Framework* (39.5% for the *Standards* coding and 33% for the *Framework* coding), or the responses were too vague to determine whether they clearly related to IL or not. To account for this lack of clarity, learning outcomes invoking disciplinary content, communication skills, critical thinking without an explicit IL component, or similar were coded as *Not Standards*, *Not Frames*, or *Unclear*.

Figure 4: Standards-Coded Learning Outcomes

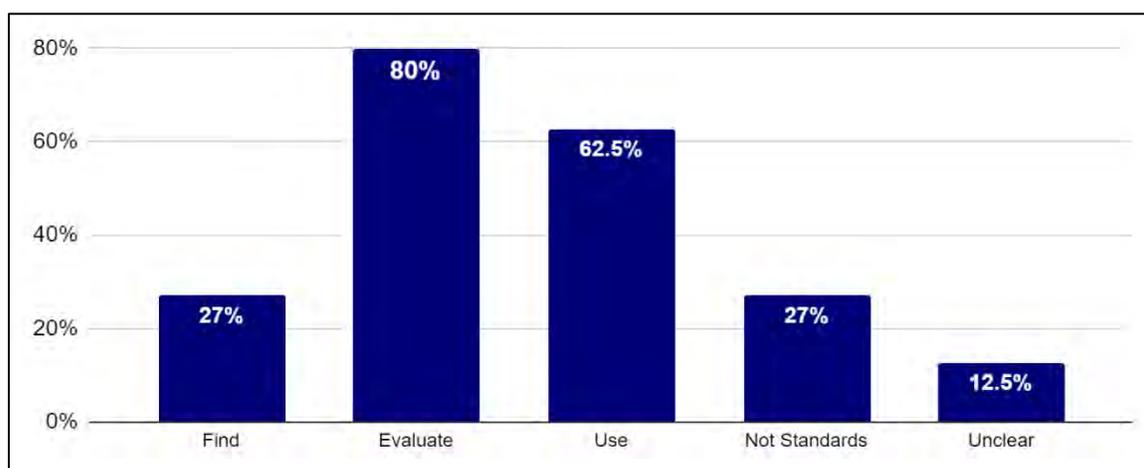
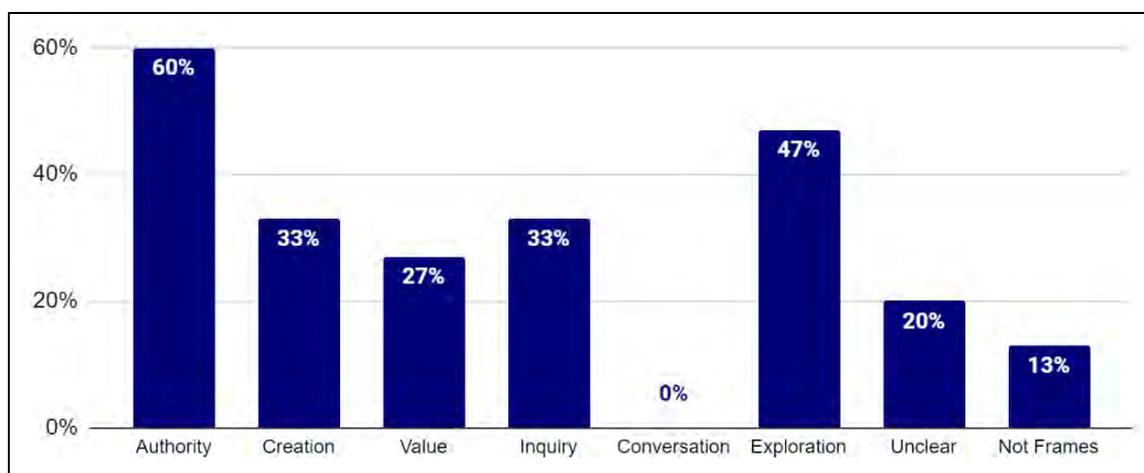


Figure 5: Framework-Coded Learning Outcomes



The survey asked respondents about their familiarity with the *Framework* and/or the VALUE Rubric for Information Literacy to gauge knowledge of formal documents

codifying the many ways of understanding the IL skill set. Only 15% of respondents ($n = 46$) reported familiarity with one or both.

Overall, this study confirms earlier findings that faculty value IL and many collaborate with a librarian to teach IL. It also shows a disconnect between belief and practice when teaching IL and collaborating with librarians. However, the most interesting findings relate to the *Standards*-based definition of IL common on campus compared to the *Framework*-based approach librarians are using.

Discussion

The findings on our campus mirror previous similar and related studies (Bury, 2016; Dubicki, 2013; Kaletski, 2018; Moran, 2019; Saunders, 2012), with 100% of respondents indicating they value IL. On the surface level, this is a positive finding. As part of the survey, respondents were asked to provide their names if they would be interested in talking to the researchers further about this topic, which many opted to do. An examination of this list showed that many were faculty partners and advocates for IL. This participation bias may have skewed results. However, the researchers expected this bias would show a correlation between librarian's increased outreach and IL efforts and their findings, which it did not.

In their respective studies, Saunders (2012) and Dawes (2019) found that faculty were teaching these skills in the classroom regardless of knowing the IL threshold concepts, which is consistent with this study. More respondents reported teaching specific IL topics than those who claimed to teach IL in general. Additionally, this study showed no IL skills related to *Inquiry* appeared in the top five topics faculty or librarians teach, yet 33% of respondents included *Inquiry* content in their learning outcomes. While this result is technically possible, it is improbable. What is probable, or at least possible, is that faculty view inquiry skills as discipline-specific rather than as a component of the transferable set of IL skills. The typical methods of inquiry vary by discipline. The Frames do an excellent job of distilling inquiry into knowledge practices and dispositions relevant to all disciplines; however, this view may be more relevant and salient to librarians than faculty.

Two-thirds of respondents reported the instruction of IL skills and topics in one or more classes, whether in partnership with a librarian or not. Just over half of these respondents partner with a librarian. While these findings are encouraging, this study also highlights the disconnect between librarians' instructional potential and what they are invited to do in practice. Faculty seem to request librarians teach within a limited scope of IL topics. This

finding was discouraging because the researchers knew that many of the respondents were our partners. Faculty may not know the scope and scale of IL topics librarians can teach despite concerted outreach efforts to introduce *Framework* concepts and definitions. The *Standards* remain the standard on campus.

There also appears to be a misalignment of instructional content and learning outcomes. Faculty reported that citing is the most frequently taught IL skill, but the two Frames related to citation—*Value* and *Conversation*—received the lowest *Framework* coding of the learning outcomes with 27% and 0%, respectively. This finding could indicate that citing is a foundational skill and an implied component within research and writing that does not rise to the occasion of an explicit learning outcome. It may indicate that faculty view citing as mechanical (and plagiarism as an ethical value), often distilled into a list of rules to be followed by rote. However, librarians using the *Framework* understand that citing is also about constructing arguments, crafting sentences, and other skills related to *Value* and *Conversation*.

Notably, the researchers did not code *Conversation* at all. It is difficult to make generalized assertions about this finding; however, it does have implications worth exploring. First, even if this topic is not an explicit learning outcome, that does not mean it is not discussed or taught in the course content. Second, faculty may not have included learning outcomes that refer to *Conversation* because it is excluded from the *Standards*. Knowing this result, librarians can intentionally strategize how to incorporate these knowledge practices and dispositions into their instruction and in conversations with faculty about IL and the Frames.

Interestingly, the researchers often include the “Scholarship as Conversation” frame in their instruction. Librarians can and do work larger IL concepts into the spaces in which they are welcomed. The potential for creativity and expansion of instructional content beyond faculty request or stated outcome is important. Instruction invitations are an opportunity for deeper conversation.

IL is taught by some faculty, as seen in their learning outcomes. Coding shows that faculty prioritize the *Standards* concepts of *Evaluate* and *Use* and the *Framework* concepts of *Authority* and *Exploration*. A smaller portion of the responses relate to *Find*, which is notable given how frequently librarians are invited to teach library resources and navigation to find

sources. This result could indicate that faculty see librarians' contributions as instructional support that does not rise to the level of established learning outcomes.

The not insignificant percentage of responses coded as *Not Standards* (27%), *Not Frames* (13%), or *Unclear* (12.5% for *Standards*, 20% for *Frames*) further demonstrates a disconnect between how faculty understand IL and the ways librarians define the concept. It is reasonable and understandable that critical thinking may be the broad learning outcome of which IL is a component. Given the data available in this study, it is not possible to determine how faculty conceptualize IL as a discrete skill set within the scope of critical thinking, but it is clear that 10–25% of learning outcomes included knowledge or skills that did not clearly or explicitly relate to IL as defined by the *Standards* or *Framework*. This pattern is challenging for librarians trying to support student learning while meeting faculty expectations. However, regardless of whether faculty are operating with different definitions of IL and critical thinking from librarians, it is advantageous that these skills are being taught and is consistent with other research.

If faculty are more comfortable defining and constructing IL using the *Standards* (*Find, Evaluate, Use*), it makes sense that they see librarians primarily fulfilling the instruction for search and find. The *Standards* are about building skills. While the *Framework* includes skill building, it also delineates habits of mind and foundational approaches to information. Librarians may grow frustrated with such a narrowly defined role and lack of true academic partnership.

The researchers coded more outcomes related to the *Frames* than the *Standards*, demonstrating that the *Framework* is a more robust and accurate representation of information literacy. Local context is essential. The University of Northern Iowa is a *Standards*-based campus that relies on the AAC&U VALUE rubrics for assessment and curricular outcomes. However, campus librarians work closely with the *Framework*, using it to complicate and deepen our lesson plans. This discrepancy means at least some of the content librarians teach is not being assessed at the department or university level.

Though the *Framework* is not the IL standard for assessment on campus, it does a better job of bridging IL and critical thinking, which matters in assessing course learning outcomes. Importantly, it also shows that respondents understand IL is broader than the definition used on campus, but it does not mean they know the *Framework*. Faculty may have an implicit understanding that IL is more than find, evaluate, and use; however, they are not engaging with librarians to teach the depth and breadth of IL skills and concepts.

There are practical challenges to making space for all information literacy concepts. Of course, faculty must make difficult decisions about course content, which can be in tension with the concepts their librarian partners may want to prioritize. It is particularly difficult for librarians on a *Standards*-based campus to try to utilize more *Framework*-based concepts. For many, there is an issue of scalability of instruction methods, assignment types, and grading as higher education faces many new and old challenges like funding, enrollment, the pendulum swing of our current political climate, and shifting notions of the purpose of education and learning.

As Guth et al. (2018) noted, “higher education institutions and their student and faculty populations vary widely, which leads librarians to question how transferable findings are from one institution to the next” (p. 698). There are common themes in the literature investigating similar questions (e.g., faculty value IL), but local context impacts local practice. Librarians at institutions where IL is an explicit learning outcome that is mapped across the curriculum may find they spend more time in the classroom, while librarians working in places where IL is not part of a broader campus conversation may need to spend more time on outreach efforts to individual faculty to garner instruction invitations. The best way to understand a specific institution’s context is to conduct a local survey and use that data to develop an instruction and outreach strategy supporting student IL learning.

Limitations and Areas for Future Study

A limitation of all studies like this one is that it is not generalizable, but that does not preclude it from being useful for other institutions that could use or adapt the questions and methods to learn about their local context. Institutions with similar contexts may find enough salience in this study to bypass the need to conduct their own. Additionally, the fact that this study was only allowed to survey a sample rather than a population due to institutional practices eliminates the possibility of drawing statistically significant conclusions for our campus. The sample’s lower response rate means this study can only suggest preliminary findings and directions for future research, like most similar studies. As noted previously, participants appear to work with librarians more than others. For this reason, data may be skewed to favor those who value IL instruction and are more aware of the value of partnering with a librarian.

The research team intended to conduct interviews with respondents to ask further questions as a follow-up study. COVID-19 disrupted these plans. By the time the

interviewing phase could begin, the context, faculty make-up, and availability had shifted too much to pursue.

There are many opportunities for future studies that build on the current body of literature. The authors encourage other researchers to prioritize qualitative methods and content analysis to investigate more of the “whys” and “hows” of IL instruction. A valuable contribution would be an in-depth investigation of the IL skills and topics faculty find essential at each level of the scaffolding process and how they intersect with the skills and dispositions of the *Framework*. A content analysis of a cross-section of syllabi would more meaningfully investigate where IL concepts appear across the curriculum. One way to bridge the librarian-faculty disconnect could be to introduce discipline-specific companions to the *Framework* to faculty.

Conclusion

All authors of this study have had the experience of being asked to teach skills-based topics (citing, search techniques) and using that invitation to fulfill the faculty member’s request while also complicating and deepening the classroom discussion to include conversations on information systems and *Framework* dispositions. This simple fact highlights that the purpose of this study is to examine faculty perceptions on our campus and is not an objective analysis of classroom practices at our institution. However, the apparent discrepancies between faculty reporting and a high occurrence of our library colleagues’ anecdotal instructional experiences lead the authors to believe that different research methods could shed light on how exposure to librarian instruction affects faculty perceptions and understanding of IL.

This study suggests some direction for IL instruction and faculty collaboration with librarians. If we, as educators, understand that students require instruction to learn and perform, providing IL instruction whenever these skills are necessary for successful assignment completion should be a baseline expectation in course content. This study focused on instructional collaboration; however, the authors acknowledge that there are other areas for partnership. No matter the method, the focus must be on teaching and learning both course content and IL in conversation with each other.

Though faculty and librarians may have different definitions of IL, as it appears they do, the interrelated concepts and skills are broadly valued. The lack of clarity of definitions is only one point of dissonance. Librarians have taken on and developed IL as a niche area of

expertise. Faculty may not recognize or understand the depth and breadth that librarians can bring to a course or curriculum. Bridging this divide is possible, but it takes time, energy, resources, and strong relationships, leading to scalability issues.

The authors recognize that these conclusions come from individual experiences and analysis of findings from one institution. While librarians experience difficulties in all institutions, there are different problems and challenges. In places where librarians feel pushed to do more, where quantitative assessment and growth are the expectation, and there are limited accepted modes for demonstrating the value of libraries and library services (or even the need to do so), there may be acute pressure to garner invitations to teach in the classroom. This reality is not only a library issue but a campus culture issue.

In the same way, faculty have subject expertise that includes nuanced definitions of concepts, and librarians have expertise that spans disciplines and informs what it means to participate in our constantly changing information age. Understandably, there may be communication barriers or misunderstandings within librarian-faculty partnerships. Empowering students to be ethical members of society can only happen when librarians and faculty prioritize IL goals by explicitly recognizing their importance and dedicating time to teaching, learning, and assessment. This vision will require greater collaboration to empower the next generation of information finders, users, evaluators, and creators and requires librarians to understand their institutional contexts.

Acknowledgments

The authors are grateful for the support and insight provided by Mary Losch from the Center for Social and Behavioral Research at the University of Northern Iowa. The analysis in this paper is better for her guidance. This study would not have been possible without the help of the UNI's Office of Institutional Effectiveness & Planning.

References

- American Association of Colleges and Universities. (2013). *Information literacy VALUE rubric*. <https://www.aacu.org/initiatives/value-initiative/value-rubrics>
- American Association of Colleges and Universities. (n.d.). *Valid assessment of learning in undergraduate education (VALUE)*. <https://www.aacu.org/initiatives/value>

- Association of College and Research Libraries. (2000). *Information literacy competency standards for higher education*. <https://alair.ala.org/handle/11213/7668>
- Association of College and Research Libraries. (2016). *Framework for information literacy for higher education*. <https://www.ala.org/acrl/standards/ilframework>
- Bury, S. (2011). Faculty attitudes, perceptions and experiences of information literacy: A study across multiple disciplines at York University, Canada. *Journal of Information Literacy*, 5(1), 45–64. <https://doi.org/10.11645/5.1.1513>
- Bury, S. (2016). Learning from faculty voices on information literacy: Opportunities and challenges for undergraduate information literacy education. *Reference Services Review*, 44(3), 237–252. <https://doi.org/10.1108/rsr-11-2015-0047>
- Cope, J., & Sanabria, J. E. (2014). Do we speak the same language?: A study of faculty perceptions of information literacy. *portal: Libraries and the Academy*, 14(4), 475–501. <https://doi.org/10.1353/pla.2014.0032>
- Dawes, L. (2019). Through faculty's eyes: Teaching threshold concepts and the *Framework*. *portal: Libraries and the academy*, 19(1), 127–153. <https://doi.org/10.1353/pla.2019.0007>
- Drabinski, E., & Sitar, M. (2016). What standards do and what they don't. In N. Pagowsky & K. McElroy (Eds.), *Critical library pedagogy handbook. Volume 1: Essays and workbook* (pp. 53–64). Association of College and Research Libraries. http://digitalcommons.liu.edu/brooklyn_libfacpubs/25
- Dubicki, E. (2013). Faculty perceptions of students' information literacy skills competencies. *Journal of Information Literacy*, 7(2), 97–125. <https://doi.org/10.11645/7.2.1852>
- Gullikson, S. (2006). Faculty perceptions of ACRL's *Information literacy competency standards for higher education*. *The Journal of Academic Librarianship*, 32(6), 583–592. <https://doi.org/10.1016/j.acalib.2006.06.001>
- Guth, L. F., Arnold, J. M., Bielat, V. E., Perez-Stable, M. A., & Vander Meer, P. F. (2018). Faculty voices on the *Framework*: Implications for instruction and dialogue. *portal: Libraries and the Academy*, 18(4), 693–718. <https://doi.org/10.1353/pla.2018.0041>
- Institutional Research and Effectiveness. (2020). *University of Northern Iowa Fact Book, 2020-2021*. University of Northern Iowa. https://scholarworks.uni.edu/ire_factbook/29/

- Kaletski, G. (2018). Faculty perceptions of the *Framework for information literacy for higher education*. *Endnotes: The Journal of the New Members Round Table*, 8(1), 26–35.
<https://journals.ala.org/index.php/endnotes/article/view/6574>
- Moran, C. (2019). Disconnect: Contradictions and disagreements in faculty perspectives of information literacy. *The Reference Librarian*, 60(3), 149–168.
<https://doi.org/10.1080/02763877.2019.1572573>
- Mounce, M. (2010). Working together: Academic librarians and faculty collaborating to improve students' information literacy skills: A literature review 2000–2009. *The Reference Librarian*, 51(4), 300–320. <https://doi.org/10.1080/02763877.2010.501420>
- Rockman, I. (2003). Integrating information literacy into the learning outcomes of academic disciplines: A critical 21st-century issue. *College & Research Libraries News*, 64(9), 612–615.
<https://doi.org/10.5860/crln.64.9.612>
- Saunders, L. (2012). Faculty perspectives on information literacy as a student learning outcome. *The Journal of Academic Librarianship*, 38(4), 226–236.
<https://doi.org/10.1016/j.acalib.2012.06.001>
- Singh, A. B. (2005). A report on faculty perceptions of students' information literacy competencies in journalism and mass communication programs: The ACEJMC survey. *College & Research Libraries*, 66(4), 294–311. <https://doi.org/10.5860/crl.66.4.294>
- Vander Meer, P. F., Perez-Stable, M. A., & Sachs, D. E. (2012). Framing a strategy: Exploring faculty attitudes toward library instruction and technology preferences to enhance information literacy. *Reference and User Services Quarterly*, 52(2), 109–122.
<https://doi.org/10.5860/rusq.52n2.109>
- Weiner, S.A. (2014) Who teaches information literacy competencies? Report of a study of faculty. *College Teaching*, 62(1), 5–12, <https://doi.org/10.1080/87567555.2013.803949>