



**Creating  
the  
Library - Faculty Connection:  
Cultivating Pedagogical Partnerships**

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# “The Seven of Pentacles”

*Weave real connections, ...*

*Reach out, keep reaching out, keep bringing  
in....*

*for every gardener knows that after the digging,  
after the planting,  
after the long season of tending and growth,  
the harvest comes.*

Marge Piercy

# Questions

- Why is this an opportune time for creating library-faculty connections?
- What are the areas of expertise that we bring to these conversations?
- What challenges do we face in collaborating and how do these relate to a cultural divide between librarians and disciplinary faculty?
- What is our understanding of pedagogy and how does it affect our role?
- Who are we as teachers?
- What are some specific strategies for encouraging pedagogical partnerships?

# Pedagogy

“The art and profession of teaching “

*American Heritage Dictionary*

# Personal Case Studies on Status

- “The Status of the Status of the Librarian” (1983)
- “Why is a library science degree anything more than a trade degree?” (1985)
- “The School Librarian: Caretaker, Colleague, Catalyst for Change” (1987)
- “Could you feel like a peer with a faculty member who has a PhD?” (1996)

# An Opportune time

- Technological changes
- Rapid growth of electronic resources
- Student use and misuse of the Web
- Concerns about plagiarism
- Use of classroom management software

## An Opportune Time (cont.)

- Use of citation management software
- Wired classrooms
- Expanding emphasis on assessment
- Need to have students graduate information literate

# Librarians' Expertise

- Teaching critical thinking skills,
- Tapping into a spectrum of disciplinary conversations,
- Collaborating on discipline-based research assignments,
- Evaluating resources,
- Distinguishing between information and knowledge.

# Information vs. Knowledge

- Information is discrete, whereas knowledge consists of a network of connections;
- Information need not be contextualized, where as knowledge is created and exists within a cumulative intellectual and social context;
- Information can be accessed and transmitted; knowledge is constructed within a community of thought.
  - Ann Grafstein, "A Discipline-Based Approach to Information Literacy," *The Journal of Academic Librarianship* 28.4 (July 2002): 200.

# Information Literacy Action Plan

- “Quality research goes beyond learning how to access information in its most expedient form. What is critical for students is to become proficient with the more complex processes of hypotheses, search strategies, critical evaluation, and independent ownership of knowledge.”
  - St. Olaf College Libraries, *Information Literacy: An Action Plan*, Northfield, MN: St. Olaf College Libraries, March 2000.

# Language: A Bridge or a Barrier?

- “Information literacy”
- “Intellectual competencies”
- “Developmental research skills”
- “Research education”

# Where's the agreement?

- Critical thinking skills
- Transferable concepts and competencies
- Evaluation of resources
- Ethical use of information
- Distinction between information & knowledge
- Research strategies that vary from discipline to discipline

# A Cultural Divide: Different Training, Expertise, Culture & Perspectives

- Faculty

- PhD – Publish or perish
- Disciplinary specialty & scholarly research
- Preference: Work independently
- Focus on content

- Librarians

- Service oriented
- Generalists with wide interdisciplinary knowledge
- Preference: Collaboration & partnerships
- Focus on process

## Cultural Divide (cont.)

- . “The teaching faculty are committed to having students adept at the terminology, theoretical foundation, [and content] of their particular discipline, [while our] instructional expertise resides more in process, ... critical thinking, and research strategies that focus on having students become skilled in accessing a broad range of information.”
  - Hutchins, “Building Strong Collaborative Relationships with Disciplinary Faculty.” In *The Successful Academic Librarian: Winning Strategies from Library Leaders*. Ed. Gwen Meyer Gregory. Medford, N.J.: Information Today, Inc., 2005: 15.

# Why Faculty May Not Ask

- Students can and should figure out the library on their own
- Students will ask for help when needed
- Faculty will teach the necessary research skills
- There is no time in the course for library instruction
- Librarians may not understand the course's subject content
  - Manuel, Kate, Molly Molloy, and Susan Beck. "What Faculty Want: A Study of Attitudes Influencing Faculty Collaboration in Library Instruction." 2003:2.

# Goals

- Understand the distinction between ourselves and faculty in other disciplines.
- Be able to describe our areas of expertise in “ways that are analogous to [their] work....”
  - Hill, Janet Swan. “Constant Vigilance, Babelfish, and Foot Surgery: Perspectives on Faculty Status and Tenure for Academic Librarians.” *portal: Libraries and the Academy* 5.1 (2005): 14.

# Paradigm Shift: Key Voices

- “Break out of the tired old teaching versus research debate and define, in more creative ways, what it means to be a scholar.”
  - Boyer, *Scholarship Reconsidered: Priorities of the Professoriate*. San Francisco: Jossey-Bass Books, 1990,xii.
- “Those in charge of information services on a campus are the renaissance people who are able to guide students through the typology of knowledge and help them discover the relationships that no single department and no single professor can provide.”
  - Boyer, Ernest. Presentation on “Connectivity” at the Symposium on Libraries and the Search for Academic Excellence (March 1987) quoted by Patricia Senn Breivik, “Making the Most of Libraries in the Search for Academic Excellence.” Change 19.4 (1987): 46.

# Paradigm Shift: Key Voices (cont.)

- Shift from the teacher as the deliverer of knowledge to the students as “active discoverers and constructors of their own knowledge.”
  - Barr, Robert B. and John Tagg. “From Teaching to Learning: A New Paradigm for Undergraduate Education.” *Change* 27.6 (1995): 21.
- Change “the prevailing undergraduate culture of receivers into a culture of inquirers, a culture in which faculty (and students) share an adventure of discovery.”
  - Boyer Commission. *Reinventing Undergraduate Education*. Carnegie Foundation for Advancement of Teaching. 2000. 10.

# Role Change

- Service providers or educators?
- Trainers or teachers?

# Instruction Librarian Competencies

- Delineate goals and objectives
- Develop lesson plans
- Understand learning theory and assessment tools
- Formulate research methodologies
- Know about the use of media.
  - ACRL BI Section Survey (1993) cited by Judith M. Arnold, "I Know It When I See It. Assessing Good Teaching." *Research Strategies* 16.1-28.

# Traits of a Good Teacher

- Student-centered
  - Knowledgeable
  - An effective presenter
  - Flexible/Creative
  - Organized
  - Enthusiastic
  - Motivational
- Arnold, Judith M. "I Know It When I See It. Assessing Good Teaching." *Research Strategies* 16.1-28.

# Good Teaching

- “Good teaching can never be reduced to technique. The key to good teaching is a ‘capacity for connectedness.’”
  - Parker Palmer. *The Courage to Teach*. San Francisco: Jossey-Bass Publishers, 1998:10.
- “Every academic librarian should acknowledge his or her professional passion, and channel it into energy and enthusiasm for the people and things we need to pay attention to if our organizations and we are to excel [...].”
  - Steven Bell. “A Passion for Academic Librarianship: Find It, Keep It, Sustain It-A Reflective Inquiry.” *portal: Libraries and the Academy* 3.4 (2003): 633.

## Good Teaching (cont.)

- Proficiency with technology, tightly framed learning outcomes, even multicultural awareness are secondary to the passion (teachers) bring to their subject matter .... Great teaching comes from spirit not from technique [...].
  - Diana Chapman Walsh. "The Academic Calling: Creating Spaces for Spirit." *Change* 31.4 (July/August 1999):22.

# Teaching Resources

- ALA. Library Instruction Round Table Research Committee. (LIRT) *Library Instruction Teaching Tips*. 1999. 22 February 2006. <http://www.baylor.edu/LIRT/brochures.htm>
- Judith Arnold. "I Know It When I See It. Assessing Good Teaching." *Research Strategies* 16.1 (1998): 1-28.
- Esther Grassian and Joan Kaplowitz. *Information Literacy Instruction: Theory and Practice*. Neal-Schuman Publishers, 2001, Part IV.
- Marilyn Wiemer's work on teaching in higher education.

# Shared Discourse

- Honors the disciplinary faculty's subject expertise and the librarians' expertise in the research process.
- Integrates information literacy into the curriculum with whatever model suits their particular discipline.

# Library-Psychology Collaboration

- IL into all Level I-III courses with research modules
- 3-hour IL lab required of all majors
- Shared brainstorming *re* competencies student majors would have upon graduation
- Curricular grid embedding IL sequentially throughout the major
- Joint participation in NFL grants
- Creation of a step-by-step semester-long research process incorporating information and technological competencies into a large Level I lecture course.

# Key Elements in Creating a Strong Library-Faculty Connection

- Having faculty status or its equivalent;
- Incorporating library instruction into the library's mission statement so that the library is seen as a center for teaching and learning;
- Developing an information literacy action plan;
- “Talking the talk”... Librarians need to know the curriculum and engage faculty in discussions about it;

## Key Elements in Creating a Strong Library-Faculty Connection (cont.)

- Being aware of different disciplinary discourses among academic departments and also *between* the library and academic departments;
- Including library instruction in all First Year Seminars and upper-level disciplinary courses with library research components;
- Empowering departments to create curricular grids identifying where IL competencies are embedded sequentially in their major;

## Key Elements in Creating a Strong Library-Faculty Connection (cont.)

- Supporting departmental and institutional goals, initiatives, and accreditation standards so librarians are seen to be contributing to the institution's educational mission;
- Having IL part of the general education and/or graduation requirements;
- Establishing systematic forms of information literacy assessment;
- And, above all, establishing a strong library liaison program or its equivalent.

# An Expert in Your Midst!

- Donham, Jean and Corey Williams Green. “Developing a Culture of Collaboration: Librarian as Consultant.” *The Journal of Academic Librarianship* 30.4 (July 2004): 314-321.
- Cornell & Colorado College Libraries. *Focusing on Assignments: Engaging Students in Library Research*. Fall 2004. 6 September 2006.<  
<http://www.coloradocollege.edu/library/acmassign/>>

# Initiating a Liaison/Consulting Librarian Relationship

- Assisting faculty in the design of research assignments embedded in their courses;
- Including IL competencies in course outcomes;
- Creating course-specific, web-based research guides designed to support particular assignments and linking these to the course web page as well as the library web page;
- Being added to a class alias so that all student research queries come to both the course professor and librarian;

## Initiating a Liaison/Consulting Librarian Relationship (cont.)

- Being aware of and utilizing course management software such as Blackboard or WebCT, so that the librarian can be part of online class discussions;
- Creating web-based tutorials to which faculty members can refer their students;
- Offering a workshop to a department updating them on new resources, databases, and other changes.

# Cross-Campus Visibility

- Serve on campus committees and newly formed task forces,
- Attend faculty meetings if this is permitted,
- Participate in discussion of GE requirements,
- Work closely with the Writing Center and Instruction Technology Center,
- Collaborate with the Teaching and Learning Center,
- Make sure the library is represented on the Curriculum Committee.

# Cultivating Pedagogical Partnerships

- Risk being passionate.
- Know the culture of your institution and its departments.
- Be informed about the disciplinary faculty's interests and priorities.
- Affirm that classroom teachers and librarians share the same goals and that they can make a strong team by combining complementary areas of expertise.

# Creating Connections

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