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Patience, Persistence, and Process:  
Embedding a Campus-wide  
Information Literacy Program  
across the Curriculum

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**Title**

Patience, Persistence, and Process: Embedding a campus-wide information literacy program across the curriculum

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**Abstract**

This article discusses strategies for academic libraries to collaborate with faculty to institutionalize important information literacy training. The discussion is framed around a case study of a medium-sized academic institution in the United States that successfully embedded information literacy concepts into course-level learning outcomes for three required courses in a new core curriculum.

**Keywords**

Information literacy

Faculty-librarian collaboration

Core curriculum

Program review

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Tutorials

## Introduction

Librarians and faculty must work together and form authentic partnerships in order to achieve the academic library's primary goal of developing information-literate learners. One common element of best practices in information literacy programming, as defined by the Association of College & Research Libraries (ACRL), is "collaboration." Collaboration is category 6 in the *Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline* (Association of College & Research Libraries, 2012). The importance of collaboration is reinforced in proficiency 5.6 of the *Standards for Proficiencies for Instruction Librarians and Coordinators: A Practical Guide* which states that an effective instruction librarian "encourages, guides, and supports instruction librarians to collaborate with classroom faculty and administrators in the development of increased focus on information literacy – whether at the course, program, department, or campus-wide level" (Association of College & Research Libraries, 2008, p. 8). Furthermore, the "Educational Role" principle in the *Standards for Libraries in Higher Education* calls for library personnel to "collaborate with faculty to embed information literacy learning outcomes into curricula, courses, and assignments" (Association of College & Research Libraries, 2011).

How then can a library collaborate with faculty to institutionalize important information literacy training and build a scalable, sustainable information literacy program? What components are necessary for the successful incorporation of information literacy into a campus curriculum? This article presents a case study of a medium-sized academic institution in the United States that successfully embedded information literacy concepts into course-level learning outcomes for three required courses in a new core curriculum.

The case study explains situational factors on campus that allowed for unusually deep collaboration between librarians, faculty, and administration leading to the curriculum reform. It gives an overview of information literacy learning outcomes and assessment measures at the course level, program level, and institution levels, and describes the administrative support necessary to rebuild the information literacy program from the ground up so that information literacy was newly situated in the curriculum as a tiered,

sequential program across the academic careers of students. This article also describes how information literacy was marketed to stakeholders in collaboration with campus partners. It concludes with a list of the best practices and lessons learned and a list of further readings.

## **Cultivating Influence**

In the 2008-2009 academic year, the William H. Hannon Library at Loyola Marymount University (LMU) found itself stuck in a rut that may be familiar to instruction librarians throughout higher education. LMU's library instruction program had achieved reasonable success in reaching undergraduate students, but librarians were deeply dissatisfied with the disproportionate effort needed to achieve superficial, and largely unmeasured, outcomes. A comprehensive American Catholic university in Los Angeles and one of 28 Jesuit colleges and universities and five Marymount institutions, LMU serves over 6,000 undergraduates and over 2,000 graduate students. The primary method for reaching lower-division undergraduates was through English 110, a cornerstone of the University Core Curriculum. Although this class provided in-person library instruction to over 90% of first year students, it was a traditional "one-shot" model, with presentations of 50 or 75 minutes crammed with "essential" information ranging from such mechanical skills as using the catalog to such conceptual skills as topic narrowing. Further, all sessions were decontextualized from any course assignments. The approach was highly labor intensive and not very effective. Then a campus-wide revision of the University Core Curriculum provided an opportunity to reboot the Library's efforts while aligning with a major strategic priority of the University.

Initially, however, the opportunity did not seem to hold much promise. LMU's Core Curriculum used a traditional breadth "one from Column A, one from Column B" model. Dating back to the early 1990s, the Core had been increasingly seen as outdated and ineffective. When a University Core Curriculum Committee (UCCC) was formed in 2003, the Library was not invited to participate nor did it.

In this inhospitable terrain, the Library did have several advantages. The first was an explicitly stated role in the shared governance structure of the University. Although LMU librarians do not have faculty status, they are represented with two dedicated seats on the Faculty Senate. Equally important, through librarian lobbying and with the backing of supportive Faculty Senate leaders, librarians received a clear statement that they were eligible to serve as voting members on all Senate and governance committees. Crucially, this representation included curriculum committees.

Three factors aligned to provide an opening for radical transformation. The first was a reinvigoration of the drive for a new University Core Curriculum. In 2008, a new Academic Vice President gave a mandate for a new core curriculum by LMU's Centennial Year of 2011. At nearly the same time, a new Dean arrived in the Library, someone who understood the limitations of the existing instruction program and recognized the opportunity for the Library to more closely align its goals to the academic mission of the University by participating in the curriculum revision. Finally, and crucially, this period was when the culture of the University began to fitfully and gradually transform to emphasize outcomes and assessment as essential ways of operating.

LMU's accrediting body, the Western Association of Schools and Colleges (WASC), made a Special Visit to LMU in 2008. As those involved in accreditation know, in these cases being "special" is not a good thing. In the aftermath, LMU had a strong incentive to listen closely to WASC's strongly worded recommendations, which centered largely on the issues of strategic planning, developing clear learning outcomes, and assessment.

In this period of LMU's heightened self-examination, one of the earliest concrete results of the WASC visit was the hiring of a Director of Assessment to help build a culture of outcomes and assessment at LMU. The Library reached out to the new Director of Assessment soon after she arrived on campus. She helped us implement the iSkills assessment, which includes measurements that overlap with information literacy skills.

This collaboration proved fruitful on many levels. The Director of Assessment helped librarians learn more about assessment techniques; at the same time, the Library demonstrated itself an active and reliable assessment partner during a time when “assessment” was a four-letter word on campus, considered by too many faculty members an undue constraint on their academic freedom rather than as a way to measure and improve the academic experience of students.

These initial steps, although often hard fought and not universally appreciated, truly did set the University on a path toward establishing a “culture of assessment” across campus. For both the Library and LMU as a whole, it was important to be able to point upward to the accrediting body to explain and legitimize goals. The University regularly referenced WASC requirements to maintain focus during difficult campus conversations; similarly, the Library could also use WASC guidelines to explain and justify the focus on information literacy as an essential outcome. As LMU began to draft a list of learning goals and outcomes, we in the Library were able to point to Information Literacy as one of WASC’s Criteria for Review. With the next WASC visit drawing closer, LMU released a draft *Undergraduate Learning Goals and Outcomes* in September 2009. Among the numerous goals was the simple statement: *Information Literacy: Students will be able to identify information needs, locate and access relevant information, and critically evaluate a diverse array of sources* (see Figure 1). By aligning our key interests with the University’s strategic priorities, when the goals were adopted in February 2010, we had our hook. Information literacy was no longer a parochial interest for librarians, it was part of the stated priorities of the University.

Figure 1: LMU undergraduate learning outcomes

UNDERGRADUATE LEARNING OUTCOMES	
OUTCOME	
INTEGRATIVE LEARNING	Students will be able to integrate knowledge and skills from multiple disciplines to examine questions
CREATIVE & CRITICAL THINKING	Students will be able to ask questions, solve problems and produce works through the innovation of ideas and concepts and by developing and justifying solutions through critical evaluation and analysis
INFORMATION LITERACY	Students will be able to identify information needs, locate and access relevant information, and critically evaluate a diverse array of sources
WRITTEN & ORAL COMMUNICATION	Students will effectively express information both in writing and orally using conventions and forms appropriate to the intended audience
QUANTITATIVE LITERACY	Students will be able to comprehend, create and communicate arguments supported by quantitative evidence
LIFELONG LEARNING	Students will value intellectual growth, demonstrate curiosity about the world, and be able to increase their knowledge and skills outside of the experience of the classroom

2010 was the crucial year in which the Core Curriculum was developed. The Library had its lodestar: information literacy was a University learning goal. Next came the hard work by which we learned the true meaning of shared governance. The then Collection Development Librarian (now Head of Acquisitions & Collection Development) volunteered for and successfully lobbied to be a member of the UCCC. Long-term efforts to build alliances and nurture friendships across campus paid dividends in many ways; for example, the librarian was initially an ex-officio non-voting member of the UCCC. The UCCC Chair, a strong library supporter, took the issue to the Faculty Senate, reminded them that librarians are full voting members of all faculty committees, and had that status changed to a full voting member.

Two key factors aided us. First, the Library could solve a problem for the University, by handling a Learning Goal that was unfamiliar to most faculty members. Most faculty had no idea what “information literacy” was, not that they weren’t ready to supply their own definitions. Librarians stepped forward to say not only do we know what Information Literacy (IL) is but we are also willing to take responsibility for ensuring the IL goal is met across the curriculum—whether by faculty, by librarians, or, ideally, by some combination of both.

The second factor was the unique spatial and conceptual position the library occupies on a campus. A university is a thoroughly political organization with strong cross-currents among academic disciplines and between organizational units of schools and colleges. During a core curriculum revision, all the usual tensions between academic disciplines, philosophical perspectives, and differences of practice—as well as any grievances and historical slights—are brought to the fore because the process involves change to a document that defines what it means to be a student at the institution. Amid the skirmishes and differences of opinion sits the library, the Switzerland of the campus. Capitalizing on this status, The William H. Hannon Library never missed an opportunity to serve as a central and neutral venue for discussion and events. Years of UCCC meetings were held in the library. We hosted numerous Open Forums for campus conversations about the Core. Every time tempers flared, we volunteered to host a

discussion. And in exchange for cheese and wine (we are a Jesuit campus after all), we sometimes asked for a few minutes to discuss the Information Literacy component of the core. Faculty appreciated the Library's (and the librarians') nonpartisan role during the turf struggles that arose in this process.

The price we paid was in time. One librarian attended more than 100 meetings over four years: UCCC meetings, Core Implementation Task Force meetings, retreats, listening sessions, information sessions, and on and on. Some of those meetings passed with hardly a word about the Information Literacy component. When it was discussed, we were at the table to explain, defend, and plan. Over the same period, librarians were doing a tremendous amount of work on the actual information literacy components of the Core (discussed below). However, the best information literacy ideas in the world remain ideas until they are adopted into the curriculum. Bolman and Gallos (2011, p. 65) discuss the Three P's of Change in higher education: patience, persistence, process. Shared governance is painfully slow, fitful, and inherently political. This cultural ecosystem is where academic librarians must succeed to achieve our goals. The payoff came in the spring of 2011 when the new Core Curriculum was adopted by a campus-wide vote of faculty (including librarians!) with nearly 70% in favor.

## **Implementation**

### *Information literacy curricula based upon the core documents*

In response to the new Core Curriculum, the library developed a three-tiered information literacy program aligned with the information literacy goals and outcomes expressed in the documents approved by the University Core Curriculum Committee, endorsed by the Faculty Senate, and approved by a full faculty vote (Loyola Marymount University, 2011). This three-tiered information literacy program was developed to reflect the developmental and progressive nature of the new Core Curriculum and to align with the stated learning outcomes in the Core Curriculum documentation. In short, the basic structure of the three-tiered information literacy program at LMU is as follows: foundational information literacy concepts and introductory academic research skills are

introduced in the fall of the freshman year during the senior-faculty–led First Year Seminar (FYS) course; the information literacy skills and concepts are reinforced and expanded upon during the second semester in the Rhetorical Arts course designed to teach LMU students the time-honored Jesuit tradition of “the good person writing and speaking well for the public good”; and, lastly, in order to prepare students for advanced scholarship within their discipline, general information literacy skills are further enhanced and discipline-specific information literacy skills are introduced within the student’s major through departmental courses at the sophomore level or higher that are “flagged” for information literacy.

Developing this sequential information literacy program and getting it ready for implementation took a number of years. Upon the approval of the new Core Curriculum in 2011, committees throughout campus were formed to begin planning for implementation. One such committee, the First Year Core Curriculum Criteria Committee Working Group, was charged with planning and designing the new Core’s first year curriculum. The library representative on this committee used her expertise to help refine the information literacy learning outcomes related to information retrieval and evaluation. Members had numerous ideas about appropriate strategies for information literacy instruction and appropriate level of library involvement. The library representative successfully advocated that the official course criteria for the First Year Seminar state that at least 10% of the final grade be based on assessed information literacy delivered through the medium of online tutorials (Loyola Marymount University, 2013a). This librarian also helped refine the information literacy learning outcomes for the Rhetorical Arts course to focus on distinguishing between source types and collecting, interpreting, evaluating, and citing evidence. In response to her advocacy, the course criteria also included a mandatory librarian-led workshop and one or more course integrated assignments focused on information literacy worth at least 10% of the course grade (Loyola Marymount University, 2013b).

Once the committee agreed upon the information literacy learning outcomes for First Year Seminar and that a component of the instruction on these skills and concepts was to be delivered through online tutorials, library administration approved the Reference

and Instruction Department's request to hire a temporary Reference & Instruction Fellow to help with the task of developing the online information literacy component of the course. With the help of this new hire, the department explored the best practices and activity ideas for online tutorials (Loyola Marymount University LibGuides, 2012), reviewed all of the tutorials in the ACRL PRIMO database (PRIMO) tagged for a first year audience, and evaluated various eLearning authoring software packages. During this time a number of high priority goals were achieved. The department was able to decide which activities to adapt from other online tutorials and create new content for the tutorial. The Reference and Instruction Fellow then created a storyboard for the entire project and began working on the interface design for the tutorial. The library also selected Articulate Storyline as our eLearning software choice at this time. This software package was chosen because it provided a platform to create highly customizable tutorials and was compatible with the campus Learning Management system (LMS), Blackboard.

In Fall 2013, the four online modules and stand-alone quizzes of the Lion's Guide to Research & the Library First Year Seminar tutorial were integrated into all 74 sections of the FYS course through the LMS reaching 1,334 students. The tutorials were designed to be modular so that faculty could embed them as stand-alone units or as fully integrated complements—complete with sample assignments and integration ideas—to course material. 84% of all students enrolled in a FYS course completed each module and quiz in the first year of implementation, on average. Given that the average score across all assessed components was 85%, the module was successful at teaching introductory information literacy and research skills. A version of the tutorial was made available on the library's website and could be accessed by anyone outside of the LMS (Loyola Marymount University, 2013c).

During the first year of implementation of the library's online tutorials into each FYS section through the campus LMS, there were a number of challenges: students complained that the tutorials sometimes crashed, did not load, and/or failed to save final grades. Often these problems were due to faulty internet connections, failure to follow the technical specifications outlined in the beginning of the tutorial, and/or

communication problems between the tutorial files and the LMS that were beyond the library's control. Our Instructional Design Librarian became the dedicated first point of contact to help faculty with questions about the tutorial. This role proved challenging as some faculty members teaching First Year Seminar courses were unfamiliar with Blackboard, others were uncomfortable with her having full access to their course in the LMS in order to troubleshoot problems and improve future iterations, and still others were openly opposed to the idea of online instruction and questioned the tutorial's effectiveness. The library was able to create workarounds to many of the technical problems, such as including a printable certificate of completion at the end of the tutorial with the final grade and adding a new page where the student signed off as having understood the technical specifications. Support materials were created to help FYS faculty implement the information literacy tutorial in Blackboard and in their course, including sample syllabus text about the tutorial and a "Faculty Handbook" with tutorial content overviews, technology troubleshooting tips, and activity and assignment ideas for reinforcing the content of the tutorial (Loyola Marymount University LibGuides, 2013a).

Those who are opposed to online instruction remain an ongoing challenge. In some cases, the faculty members were unaware of the sequential information literacy program created by the library to align with the core curriculum. They were operating under the false impression that the goal of the tutorial was to teach students every information literacy concept and skill they would need to know. For others who doubted its effectiveness, the library made sure to assess the tutorial's effectiveness and to share the results of the assessment widely among faculty members and key administrative stakeholders. Regardless of ongoing efforts to show the effectiveness and utility of the online tutorial, there will always be faculty who disagree with our pedagogical decisions.

In the Rhetorical Arts (RA) course that students take in their second semester, the library builds upon information literacy skills gained during the First Year Seminar. The Reference & Instruction department collaborated closely with the multidisciplinary RA course developers on assignments and grading rubrics for the information literacy

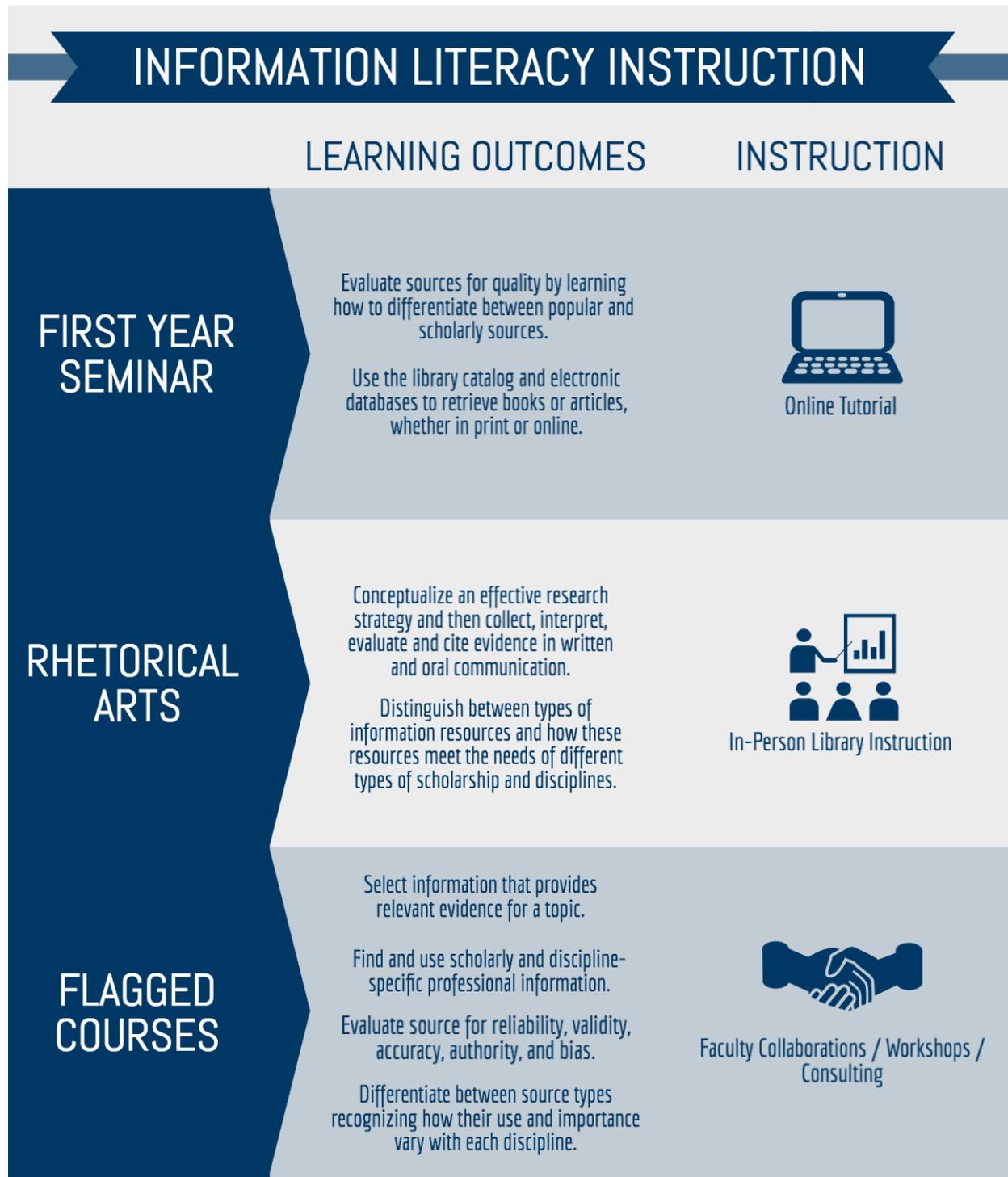
learning outcomes of the course. In 2013, the “Annotated Bibliography” assignment and grading rubric asked students to interpret, evaluate, and cite evidence using the RADAR (relevance, authority, date, accuracy, and rationale) framework. The assignment was placed in the common syllabus for Rhetorical Arts that was sent to all instructors. We contributed additional material designed to support information literacy in the course, including the “Research Strategies Tutorial” and a “Research Exploration” exercise. Our Instructional Design librarian also created “The RADAR Challenge,” a game that students play in teams during the required library visit; all of these materials can be viewed on the library’s Rhetorical Arts LibGuide (Loyola Marymount University LibGuides, 2014). Librarians attended the training session for RA instructors and briefly introduced the new information literacy material and explained the process for scheduling a library visit. 100% of all Rhetorical Arts sections came to the library for information literacy instruction with a librarian in spring of 2014 and 2015.

The final component of the new Core Curriculum where information literacy is formally integrated is the upper-level courses that carry a flag for information literacy. This flag indicates that the course includes a specific emphasis on information literacy. Within the new Core Curriculum documentation, a course is required to assign 10% or more of the course grade is based on assessed information literacy in order to carry the flag. Newly designed or designated flagged courses go through an approval process and must be approved by the Department Chair, Dean of the School/College, and the University Core Curriculum Committee’s Approval Subcommittee for FYS, Rhetorical Arts & Information Literacy. While there is no mandatory library or librarian involvement in these courses, librarians serve as information literacy consultants by instigating and maintaining collaborations with faculty across the university in designing assignments, providing library instruction when requested or recommended, and supporting all efforts that introduce students to discipline-specific resources and research methodologies to develop advanced information literacy skills for these courses. Courses flagged for information literacy continue to be developed and approved; the current number is 81.

The support of the library’s administration played a key role in the Reference & Instruction department’s ability to quickly develop not only the online tutorial but also the

entire sequential information literacy program that aligned with the new core curriculum. In the summer of 2013, the University approved the library administration's request for a new permanent Instructional Design Librarian and the Reference & Instruction Fellow was promoted into this new position. In the Library's new strategic plan, proficiencies in information literacy became the number one initiative. With information literacy as a high priority, the Reference & Instruction department could continually assess, revise, and improve the program. Administrative support for the new information literacy program was crucial because it recognized and rewarded librarian contributions and justified the commitment required to rebuild the entire information literacy program from scratch. See Figure 2 for an overview of LMU's new information literacy program.

Figure 2: LMU's new information literacy program



## *Outreach*

For a faculty overwhelmed by the flood of information related to the new Core, the library developed a series of personal invitations and online resources to communicate our message. Between 2012 and 2015, the authors of this article gave over 30 presentations to campus stakeholders. LMU's Center for Teaching Excellence (CTE) also offered "Core Course Development Grants and Workshops" a series to support the development of new core courses or for substantive revisions of existing courses to meet core course requirements. Faculty was paid for attending up to 5 half-day workshops. At the end of each summer, faculty participants were required to submit a syllabus and a final report as well as a course proposal application. As part of this series, two librarians also offered a half-day Information Literacy workshop. Using the Train-the-Trainer approach to model information literacy instruction, we worked with first-time FYS instructors and instructors in need of course revision. The Library's *Information Literacy LibGuide* was used for these workshops (Loyola Marymount University LibGuides, 2013b).

The library continues to have representation on key campus bodies, such as the University Core Curriculum Committee and the UCCC Approval Subcommittee for FYS, Rhetorical Arts & Information Literacy. The advent of the new core curriculum has allowed us to implement a more fully realized assessment program. By looking at student scores across all sections of the course, we can measure student learning directly from the FYS tutorial. In addition, we indirectly measure usability and effectiveness through surveys to students and faculty. Problem areas can be identified, improvements made, and presentations made to key stakeholders each year (Loyola Marymount University, 2014). In addition, we assist in measuring the information literacy learning outcomes for the Rhetorical Arts course and report to key stakeholders.

## **Challenges and Lessons Learned**

*Librarians need to be engaged in the governance of the university*

Serving on campus-wide committees and participating in campus curriculum forums, not limited to those related to information literacy, can ensure that faculty members and

administrators recognize the value and importance of the library's perspective and commitment.

- The campus hosted many open “Core Listening Sessions” and faculty noticed the high librarian turnout and engagement.
- A librarian was a member of a taskforce where deliberations were deadlocked on a key issue for several weeks before all the issues were resolved in one meeting when one intractable member was absent. *Always* be at the table when your chance comes.

### *Have a plan and support it with data*

Being ready with a plan for incorporating information literacy into the core curriculum can build faculty confidence in librarians' expertise and forge a constituency for the librarian plan. Since a ready-made plan is less work for them, faculty might use it rather than starting from scratch. Further, including data to support your suggestions is often persuasive. Faculty respect and understand claims backed by research evidence.

- Many of our ideas were incorporated into the full core document because the library was ready with a draft proposal.
- During presentations to faculty, we always cited published research studies that pointed to gaps in students' understanding of IL concepts. These studies bolstered our arguments for our approach to information literacy: Project Information Literacy, the ERIAL Project, and The Citation Project.
- We had a pitch speech ready for all occasions. Sometimes it seemed we spent more time presenting about the new core than working on it, but always being prepared to present or make the case for information literacy helped us succeed.

### *Stay vigilant and be prepared to continue the process*

Core implementation is a multi-year process. During the implementation phase and even after adoption, logistical and structural issues, as well as pedagogical disagreements, will arise that require consideration. Unless you are prepared, one

minor logistical or structural problem could result in pressure for major curricular changes. Instead of finding the least drastic solution to a problem, there may be a proposal to uproot the entire structure. Logistical problems should be solved with logistics, not curricular change that weaken the underlying philosophy of the core.

- A group of administrators complained, “we have to change the core curriculum because X group of students won’t be able to graduate in four years!” The Core Curriculum Committee repeatedly showed flexibility during the transition period so that students caught between old and new core were not disadvantaged, but were committed to not change the structure of the new core.

Owing to the long-term nature of adopting a new core, another problem occurs when members of core committees rotate off or develop “core fatigue” and burn out. This can lead to institutional amnesia. New committee members may not be as knowledgeable about the core and can make decisions that weaken its structure. It is important to take every opportunity to reinforce the information literacy message and keep informing faculty about the history and process.

#### *Incorporate assessment*

Assessment should be part of the design. The library took responsibility for learning outcomes in information literacy and created self-grading tutorials and assignments with rubrics. When advocating for information literacy with faculty, it’s important to urge them to stay the course and wait for the next assessment cycle before making changes. It should be clear that the process needs to be ongoing: implement, assess, adjust. Then continue the cycle.

Assessment data or evidence can be used as leverage for making well-informed, long-term decisions that support student learning. Some faculty members may be skeptical and suspicious of assessment. Detractors may try to advocate for change based on feelings or personal anecdotes. Rather than anecdote, data can persuade faculty to systematically evaluate a problem or reveal a need for a change in classroom behavior.

- We found sharing our early assessment results helpful. If committee members didn't understand where we were in the assessment cycle, we discussed it with them.

### *The library can support institution-wide communication*

A new core curriculum may require a shift in campus culture, which is often resistant to change. The library should work with forces striving to promote communication between faculty, departments, schools and colleges, and as well as the parties with the greatest interest, and the most expertise, in the new core curriculum. There is a problem, though. As Bolman and Gallos note about academic culture, "autonomy and individuality, which are highly valued, impede consensus and collaboration" (Bolman & Gallos, 2011, p. 151). Additionally, faculty has disciplinary perspectives that make it harder for them to cross disciplinary boundaries. Even though faculty has a culture of autonomy, librarians can play the role of interdisciplinary mediators. They can focus on relationship building and finding ways to encourage faculty collaboration, while constantly promoting the benefits of a sequential information literacy program.

- Librarian liaisons at LMU used the curriculum mapping procedure to address faculty's narrower focus on their courses (Archambault & Masunaga, 2015). Curriculum mapping allowed librarians to document where information literacy skills were taught across a departmental curriculum in order to locate gaps and redundancies within the library instruction program. They could identify courses in their liaison area that would make good candidates for the "information literacy flag."

A new core curriculum is the perfect opportunity to offer faculty training; this relationship building can lead to further collaboration. As librarians, we sometimes try to push collaboration, but we can also forget to listen. A wine and cheese social can do wonders for communication. By pursuing a variety of approaches, librarians can target different levels of faculty engagement.

- Faculty may prefer to learn from each other rather than from a librarian. We brought in faculty guest speakers to the CTE workshops to share how they

successfully implemented information literacy in their courses. During portions of the workshop, we facilitated active learning exercises that resulted in faculty discovering the best practices for themselves rather than being told by a librarian.

Just because librarians provide the resources doesn't mean that faculty will truly integrate them into the course. Particularly in an FYS scenario where faculty are encouraged to "teach their passion" with highly personalized seminars, information literacy can be seen as skilled-based training that detracts from the content of the course.

- Some faculty members failed to integrate the content of the FYS tutorial into their coursework and assigned all the tutorial modules as homework either at the beginning or the end of the semester, which decreased its effectiveness. Our assessment of the first year of the Core indicated that students noticed this disjuncture. When training faculty for the second year of FYS, we shared this data with them and focused on best practices for tying the tutorial modules with the course content, including steps as simple as encouraging faculty to share their own research methods as part of their lectures.
- In order to encourage FYS faculty to integrate the tutorial concepts into coursework and aid faculty in their course proposals for the "information literacy flag," two of the authors applied for and received a 2-year Statewide California Electronic Library Consortium (SCELC) grant to expand on the Reference Department's collection of information literacy assignments and teaching resources so that they could be tweaked or easily adapted to fit into any information literacy curriculum. The project is now called "CORA (Community of Online Research Assignments)," and it is available to LMU faculty, as well as librarians and faculty worldwide (CORA, 2015).

*True collaboration is a two-way street*

Librarians are increasingly attuned to the need for librarian-faculty collaboration, but the same is not always true of faculty. Therefore, librarians need to be prepared to try a

variety of approaches, from deep collaboration (team-teaching) to grab-n-go assignment-based solutions.

Librarians strive to be supportive of faculty requests and are always appreciative of faculty who support the library and value library instruction. However, in order to maintain a sustainable library instruction program, it is sometimes necessary to say “no” to faculty requests for instruction, even among faculty with whom the library has a long-term positive relationship.

- To help offset these challenges, the library updated its instruction policy to prioritize Rhetorical Arts and information-literacy flagged courses based upon the information literacy learning outcomes of the new Core Curriculum.
- We engaged in discussion with our library allies about the developmental nature of our instruction program and how specific courses did, or did not, fit into the scaffolded nature of the new Core.

## **Conclusion**

Librarians can collaborate with faculty to link the library’s information literacy learning outcomes to wider learning outcomes at the accreditation, institutional, program, or department level. LMU utilized some of the Association of American Colleges & Universities’ “High-Impact Educational Practices” by embedding information literacy learning outcomes into students’ “Common Intellectual Experience” of the new core curriculum, in particular embedding a required standardized and modular online tutorial into students’ “First-Year Seminars and Experiences.” Furthermore, LMU created a parallel to “Writing-Intensive Courses” by substituting information literacy for writing and emphasizing it across the curriculum through required course that are “flagged” for information literacy (Kuh, 2008).

Even at this early stage, LMU’s information literacy program has received multiple awards and commendations. It has been recognized as an Exemplary Program by the Association for College & Research Libraries in the categories of Goals and Objectives

and Articulation within the Curriculum because “the combination of University-level adoption of information literacy into the core curriculum and the librarian-created scaffolded approach of introducing, reinforcing, and enhancing information literacy outcomes makes [LMU] a model program” (ACRL, 2015). The *Lion's Guide to Research and the Library* FYS information literacy online tutorial was recognized by the ACRL Peer-Reviewed Instructional Materials Online (PRIMO) Committee for excellence in online information literacy instruction. The library's Information Literacy Workshop LibGuide is also a featured site on Project Information Literacy's “Practical PIL” page.

Librarians embedded information literacy into LMU's new core curriculum through multi-tiered collaboration with faculty and other campus stakeholders. This collaboration posed many challenges, including cultural differences between faculty and librarians, faculty resistance to change and assessment, and the need for continuous outreach in order to resell the information literacy message over and over again. The ACRL standards, guidelines, and best practices for information literacy served as helpful resources, but they were not a one-way street to implementation. In order to truly succeed, we needed to use the learning outcomes and accreditation standards that best supported our unique institutional context and work strategically within this structure. Librarians will never have the authority to implement information literacy on their own, but through close interaction with faculty and the curriculum they can work to secure greater campus-wide understanding of information literacy. Giving up some measure of control to work within the greater institutional context ultimately leads to greater curricular impact.

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