

FORGING SUCCESSFUL RELATIONSHIPS WITH FACULTY

Supporting Critical Information Literacy

Presented by:

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AGENDA

- Introduction
- Objective
- Case Studies of Successful Partnerships
- What the Literature Says
- What Others Say
- Keys Themes for Reflection
- Recap
- Q&A

INTRODUCTION



Megan York, MLIS

Title: Education Librarian

Liaison Assignments:

- Curriculum & Instruction (CIED)
- Counseling, Leadership and Research Methods (CLRM)
- Education Reform (EDRE)
- Communication Disorders & Occupational Therapy (CODT)
- Indigenous Studies

Also works with Evidence Synthesis.



Kay Strahan, MSLIS, AHIP

Title: NW Campus Librarian

Liaison Assignments:

- Northwest Campus Colleges and Programs
 - Colleges of Medicine, Nursing, & Pharmacy
 - DPT/DOT Programs
 - Allied Health Programs
- Institute for Community Health Innovation

Also works with Evidence Synthesis.

OBJECTIVE

To probe into best practices and strategies for forging open, collaborative relationships with faculty and librarians built on mutual respect, trust and expertise to support critical information literacy.

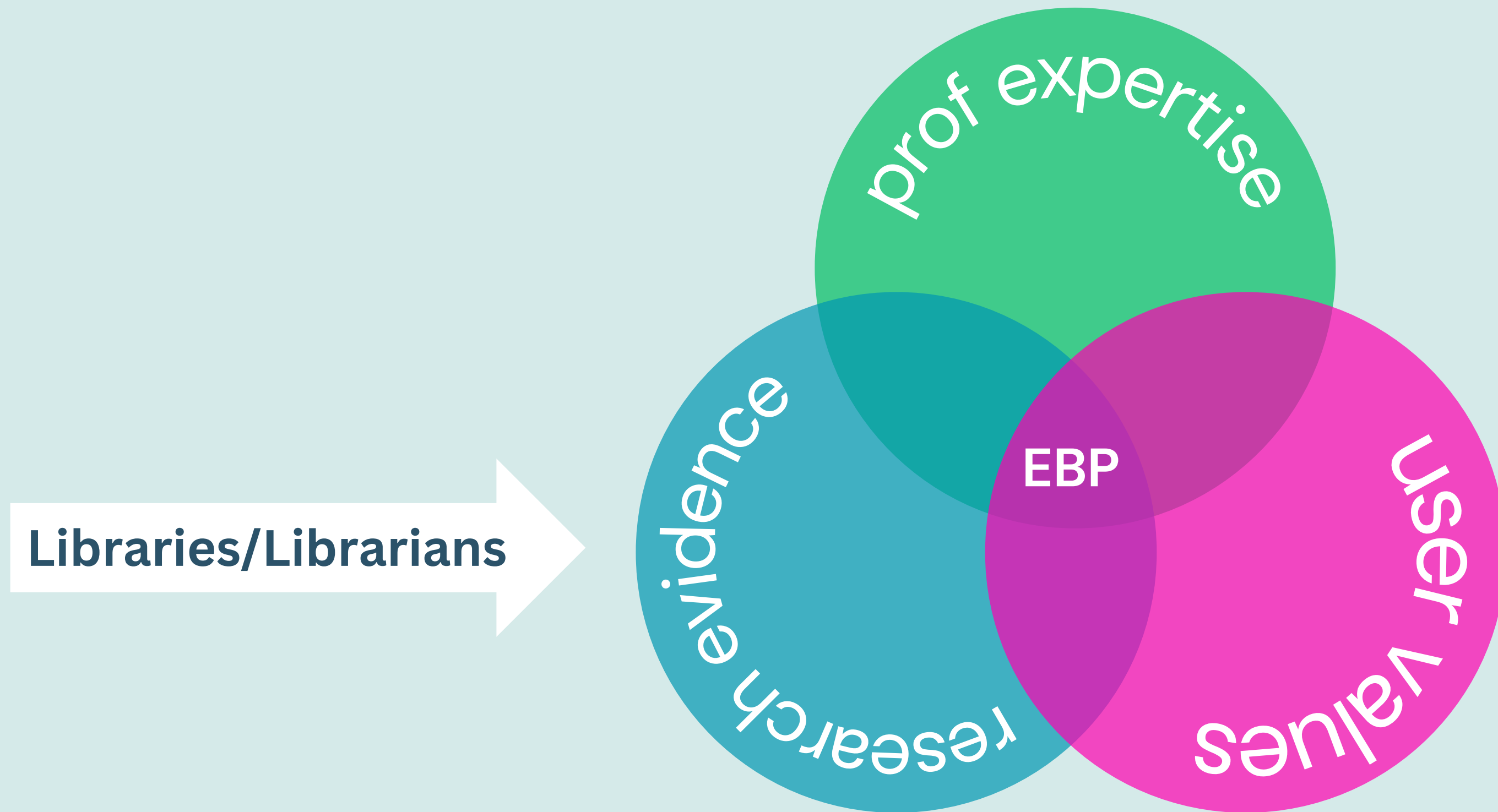
THE HISTORICAL ASPECT

No citation needed: forging faculty relationships can be hard! It's something we continually strive for as librarians, but it's contextual for faculty members.

WHAT IS CRITICAL INFORMATION LITERACY (CIL)?

“Critical information literacy (CIL) is a theory and practice that considers the sociopolitical dimensions of information and production of knowledge, and critiques the ways in which systems of power shape the creation, distribution, and reception of information. CIL acknowledges that libraries are not and cannot be neutral actors, and embraces the potential of libraries as catalysts for social change (Drabinski & Tewell, 2019).”

WHY DOES CIL MATTER TO FORGING RELATIONSHIPS WITH FACULTY?



EXAMPLES OF SUCCESSFUL COLLABORATIONS

CASE #1: OTD PROGRAM



CASE #2: EVIDENCE SYNTHESIS



CASE #3: PROF DEVELOPMENT



THEMES FROM THE LITERATURE

- **Build trust and credibility:** Have consistent communication, demonstrate expertise, be proactive, persistent, and maintain a positive attitude
- **Strategic engagement:** Identify and target new faculty, get involved in campus committees and the faculty teaching support center, utilize social media and other communication strategies, align with institutional goals and strategic plans
- **Reframe the librarian role:** Propose librarian-directed solutions to fill gaps, rethink traditional roles and adopt a team-based approach, offer expertise in educational technologies, and position librarians as partners



THEMES FROM THE LITERATURE

- **Demonstrate value:** Provide responsive instruction tailored to faculty and curricular needs, offer high value services like evidence synthesis and data analysis, support faculty development in relation to information literacy, frame information literacy as a solution to pedagogical challenges
- **Cultivate relationships:** Be intentional and persistent in communication, be visible in campus and faculty spaces, develop peer networks that cross disciplines and colleges, display empathy and understanding of faculty concerns
- **Leverage expertise:** Utilize informed learning design, offer support in areas like interprofessional education, evidence-based practice, problem-based learning, experiential learning



THEMES FROM A ROUNDTABLE DISCUSSION

Questions



- What strategies have worked for introducing library services to faculty?
- How do you handle challenges like time constraints or differing priorities with faculty?
- Are you currently embedded in any courses or departments, and if so, how has that impacted your relationship with faculty?
- How can librarians align their services with faculty's teaching and research goals?
- Can you share successful examples of librarian-faculty collaboration?
- How do you start conversations with faculty about information literacy?

- What are your tips for staying connected with faculty year-round?
- How can librarians better support faculty research and publishing?
- What digital tools have helped you collaborate with faculty?



- What advice would you give new librarians building faculty relationships?

**Tell us how we did!
Please scan here for
survey.**



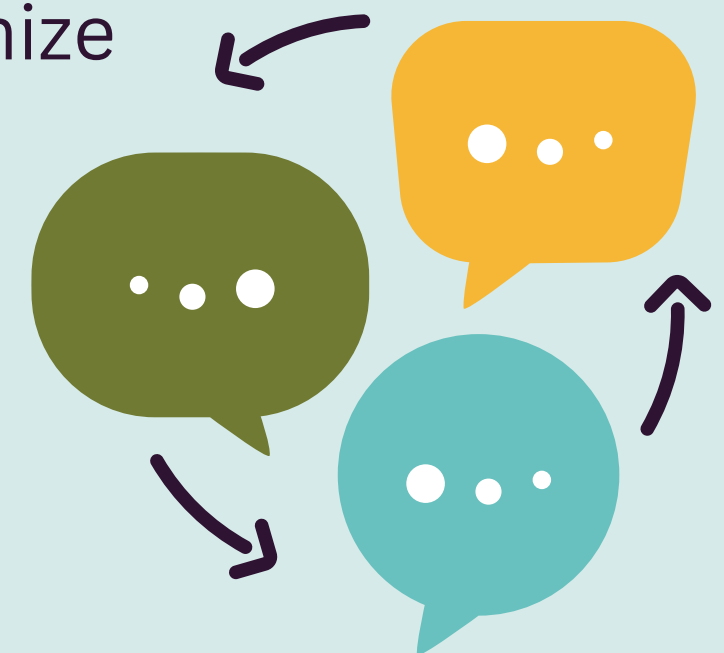
THEMES FROM A ROUNDTABLE DISCUSSION

- **Strategic engagement:** Connecting with influential figures, like those who organize orientations or sit on curriculum committees
 - Positions librarians as allies and introduces library services
- **Embedded librarianship:** Embedding within specific programs, departments, or committees and offering tailored support
 - Allows observation and addressing needs of faculty
- **Leveraging professional development:** Aligning instruction to curriculum goals and campus initiatives: AI, data management, etc.
 - Meet faculty where they are and fosters collaboration
- **Persistence:** Be steady and patient
 - Use data, engage in dialogue, stay present in campus or departmental discussions



THEMES FROM A ROUNDTABLE DISCUSSION

- **Informal interactions:** Use book clubs, workshops, or department events for informal conversation.
 - Creates spaces for faculty to learn about library resources in a more relaxed way
- **Focus on junior faculty:** Junior faculty are often more receptive to library support, making them ideal initial partners.
 - Target their needs to establish supportive, long-term relationships and cultivate a generation of faculty who are advocates for the library
- **Demonstrate expertise:** Publishing with faculty, co-creating resources, like LibGuides, supporting accreditation, etc.
 - Helps establish the expertise, reinforces value, and helps faculty recognize librarians as research and teaching partners
- **Adapting communication styles:** Handle difficult conversations professionally, communicate the library's value
 - Follow up respectfully on misunderstandings or resistance to improve perceptions of libraries and librarians





THEMES FOR REFLECTION

THEME #1: TRUST

“Trusting relationships are built when the library is responsive and able to partner and support education initiatives of the college (Knehans et al., 2020).”



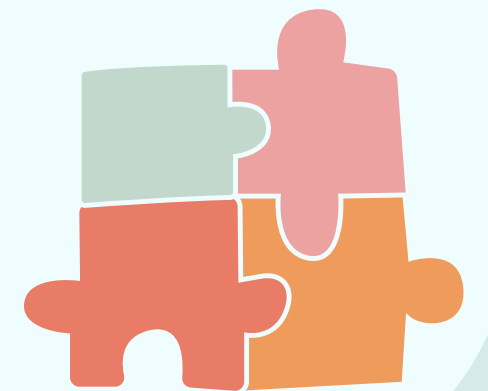
THINK. PAIR. SHARE.

What strategies do you currently use to build rapport with faculty?



THEME #2: COLLABORATION

“Collaboration involves reaching across organizational divides, sharing responsibility, and contributing to a common goal (Crowe et al., 2022).”



THINK. PAIR. SHARE.

What strategies could we employ for more effective and open communication with faculty?



THEME #3: PROFESSIONAL DEVELOPMENT

“The key to success is being in the right place at the right time, recognizing that you are there, and taking action!” - Ray Kroc



THINK. PAIR. SHARE.

What types of PD could be mutually beneficial for librarians and faculty?



THEME #4: CRITICAL INFORMATION LITERACY

Brookfield (2012) laid out seven concepts for critical learning theory, they are 1) challenging ideology, 2) contesting hegemony, 3) unmasking power, 4) overcoming alienation, 5) learning liberation, 6) reclaiming reason, and 7) practicing democracy.



THINK. PAIR. SHARE

How could you incorporate critical information literacy into your partnerships with faculty?



LET'S RECAP

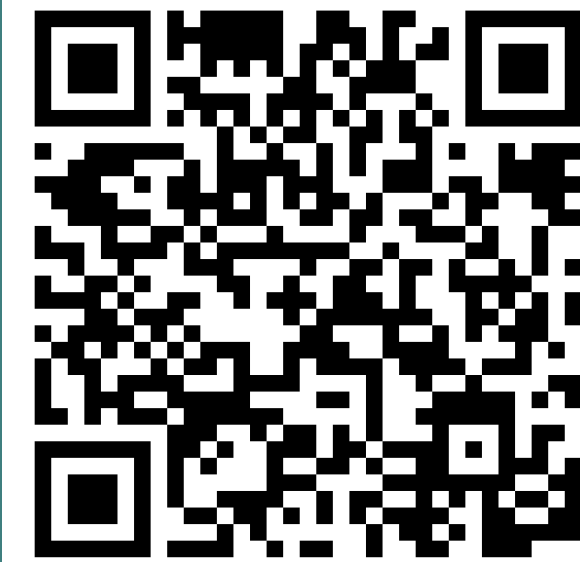
While forging relationships with faculty can be hard, there are strategies for building open, collaborative relationships between librarians and faculty. We can use those relationships to integrate critical information literacy into subject disciplines.

Scan for References



THANK YOU!

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