



# *Institutionalizing Information Literacy*

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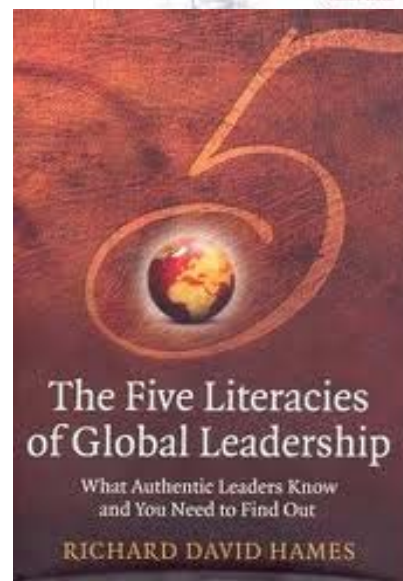
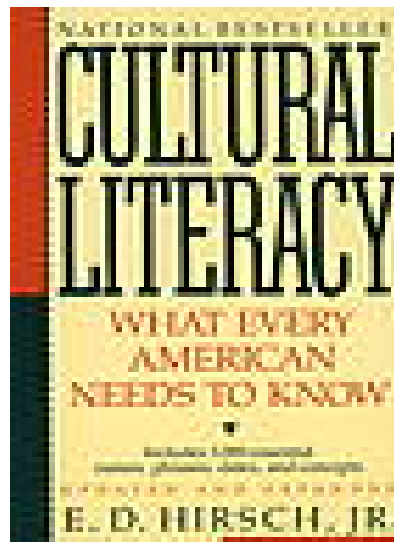
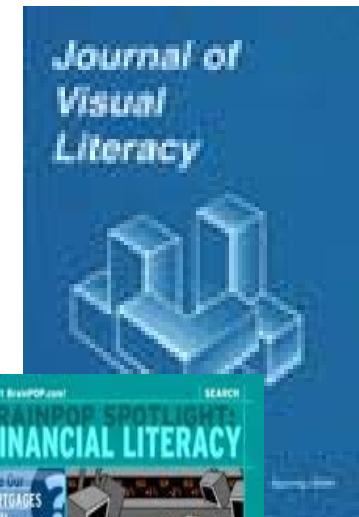
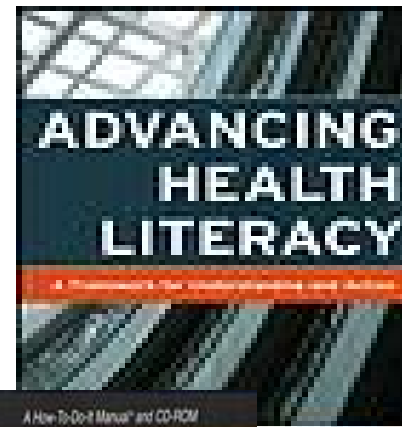
# Outline

- IL and different types of literacies
- Why IL continues to be
- an important issue
- Apply existing higher education organizational theory to IL





# Information Literacy...





# Why IL Continues to be an Important Issue

- Global recognition and efforts
  - Tied to individual and community empowerment, workforce readiness, global competitiveness
  - UNESCO IFLA TTT
  - Alexandria Proclamation
    - Essential to lifelong learning
    - Empowers people in all walks of life
    - Is a basic human right
    - Promotes social inclusion of all nations



## Why IL Continues to be an Important Issue

- Employers want information literate critical thinkers, problem-solvers
- No established, consistent strategy for instilling this competency throughout an institution (institutionalizing)



## Why is Institutionalizing IL an Issue?

- Difficulties associated with institutionalizing IL varied and complex
- Lack of understanding of value of IL
- Considered to be “extra” so not enough time, not enough money, not enough people



## Why is Institutionalizing IL an Issue?

- “Good enough” work can be successful
- Success stories without IL

● ● ● | Why is Institutionalizing IL  
an Issue?

IL crosses  
boundaries  
across all  
disciplines,  
so who is  
responsible  
for it?





## Why is Institutionalizing IL an Issue?

- Need research:
  - Are IL programs effective?
  - What do they contribute to student success, ability to engage in lifelong learning, employability?
  - What works in teaching IL?



## Why is Institutionalizing IL an Issue?

- Case reports, surveys, and focus groups can help to develop hypotheses, need formalized study
- These approaches may be ***useful in developing hypotheses***, but have not been subjected to formalized study

## Why is Institutionalizing IL an Issue?

Lack of understanding of the organizational functioning of colleges and universities may contribute to the difficulty





## Why is Institutionalizing IL an Issue?

- Need research to support a scientific approach
- Research is based on models and theories
- IL relatively new field—can borrow from other more-established disciplines



## Application of Organizational Theory

- Birnbaum, *How Colleges Work*
- Models of organizational functioning:
  - Collegial
  - Bureaucratic
  - Political
  - Organized Anarchy



# Characteristics: Collegial Model

- Small institutions
- Informal communication
- Administrators equals of faculty
- Faculty satisfaction from college activities rather than external



# Characteristics: Collegial Model

- Value thoroughness and deliberation
- Decisions take long time, influence and consensus
- Strong, coherent culture with distinctive symbols, rites (Dead Poets Society)



# Characteristics: Collegial Model

*Like a family*





# Collegial institutions: Strategies for effectiveness

<u>STRATEGY:</u>	<u>IL APPLICATION:</u>
Listen, to understand	Attend meetings, socials, events
Appeal to norms/values to inspire trust	Use symbols Sponsor forum Involve key people
Make deviations from group visible	Publicize IL efforts with disciplines, give incentives, awards



# Collegial institutions:

## Strategies for effectiveness

<u>STRATEGY:</u>	<u>IL APPLICATION:</u>
Use established communication channels	Campus newspaper, discussion list, blog, social occasions, mtgs
Use expert power	Give presentations, write, consult
Influence, not coercion	Discuss and persuade
Direct, don't sanction or alienate	Prepare recommendations



# Characteristics: Bureaucratic Model

- Larger institutions
- Efficiency, effectiveness are goals
- Org chart—systematic division of labor; defines status, communication channels, codifies functions
- Campus units isolated, no consistent beliefs

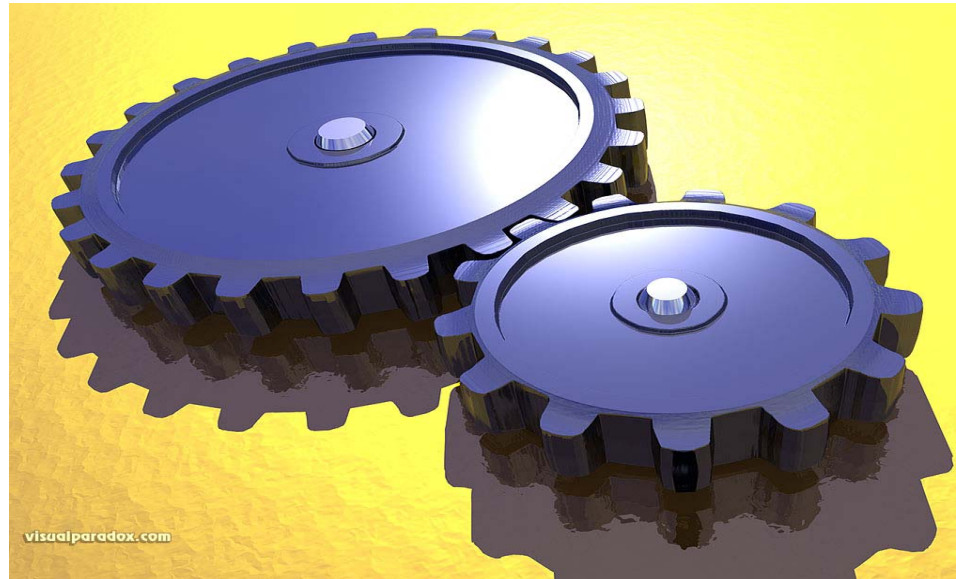


# Characteristics: Bureaucratic Model

- Rules/regulations guide behaviors, ensure consistency, fairness
- Rational—objectives, goals
- Administrators are specialists, spend little time with faculty, talk to other admins and external non-faculty

# Characteristics: Bureaucratic Model

*Like a machine*





# Bureaucratic institutions:

## Strategies for effectiveness

<u>STRATEGY:</u>	<u>IL APPLICATION:</u>
Place in org chart	Dean involvement; IL Director reporting
Use power to reward, punish; superiors give directives	Other Deans, Provost, Senates, incentives, awards
Decisions by rational analysis, data	Use literature, conduct studies, benchmark
Processes, procedures are accepted	Develop a plan
Individuals have control of specific areas	Meet with Provost, Deans, Chairs, Senate, Student Affairs, fundraisers, etc.



# Characteristics: Political Model

- Complex organizations; compete for power, resources
- Power, decision-making diffused
- Power is issue-specific
- No pervasive culture



# Characteristics: Political Model

- Conflict
  - inherent; choices between competing goods
  - between different authority groups
  - increases cohesiveness



# Characteristics: Political Model

***Like a shifting kaleidoscope of interest groups, changing as issues emerge***





# Political institutions:

## Strategies for effectiveness

<u>STRATEGY:</u>	<u>IL APPLICATION:</u>
Get agreement on values, then design programs consistent with the values	Sponsor forum or retreat, structured
Conflict and disagreement are normal; negotiate	Anticipate reactions, plan for conflict resolution
Realize you may not get all you want but can usually get something; make incremental progress	Decide in advance what is critical to win, what can be deferred; develop strategy for next steps
Coalitions	Meet with stakeholders in advance to get support



# Political institutions:

## Strategies for effectiveness

<u>STRATEGY:</u>	<u>IL APPLICATION:</u>
Find common ground; compromise	Learn about agendas and priorities across campus
Reduce cost of participation, give incentives	Assign staff to participate in implementation; awards and incentives
Use intuition, experience, sense of the particular situation	Find out about what the org climate is like
Be present, timing is critical; can then influence	Ear to the ground; engage all library staff; network



# Characteristics: Organized Anarchies

- Problematic goals, vague, unclear
- Unclear processes to achieve goals
- Fluid participation in issues
- Garbage-can decision making



# Organized anarchies

## Strategies for effectiveness

<u>STRATEGY:</u>	<u>IL APPLICATION:</u>
Spend time to influence a decision	Meet formally and informally
Persist; due to garbage can, may not succeed first time	Have backup plans; maintain momentum
Focus attention on a limited agenda	Identify most critical things to accomplish
Facilitate opposition participation	Involve possible opponents in planning



# Organized anarchies

## Strategies for effectiveness

<u>STRATEGY:</u>	<u>IL APPLICATION:</u>
Overload the system	Saturate faculty and administrators with library items
Manage unobtrusively	Listen for curriculum reviews, new programs Publish in discipline journals
Identify small innocuous changes with large-scale effects	Rovers, embedded librarian, First year experience program, retirement learning, college reads, book discussion groups
Interpret history	“When the university was founded...” Refer to respected professor



# Conclusion

- All institutions of higher education have characteristics of each mode
- 1 characteristic usually dominates
- Develop strategies for effectiveness given the predominant model's characteristics



Thank you!

Comments and questions?