

ABSTRACT

Title of Dissertation: FACULTY PERCEPTIONS OF INFORMATION
LITERACY AT MID-ATLANTIC COMMUNITY
COLLEGES

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The purpose of this quantitative study was to use Senge's theory of the Learning Organization to examine faculty perceptions of the importance of information literacy education and the integration of information literacy instruction at three Mid-Atlantic community colleges. The researcher examined faculty characteristics (gender, race, and age) and experiences (tenure status, employment status, and years of teaching). In this study, this researcher extended McAdoo's (2008) case study on the faculty perceptions of information literacy and its incorporation into the curriculum.

The research surveyed 49 faculty members from three Mid-Atlantic community colleges. Most of the faculty in this study were female (74%), White (69%), between the ages of 40 and 49 (29%). Descriptive statistics were employed to analyze the faculty characteristics and experiences. The major findings in this study revealed that female faculty were more likely to perceive the

importance of information literacy at a higher level than their male counterparts. In addition, faculty identifying as Black or African Americans age 30 to 49 and, faculty identifying as Other age 40 to 49, were more likely to perceive the importance of information literacy education at a higher level than for faculty identifying as White aged 59 and older. Furthermore, tenured, full-time faculty were more likely to perceive the effective integration of information literacy into the curriculum at a higher level than non-tenured, part-time faculty.

Faculty Perceptions of Information Literacy

At Mid-Atlantic Community Colleges

by

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DEDICATION

I dedicate this study to my parents Papa Clement Ugwuezuono Mezu and Mama Rose Nlem Mezu, whom I promised that I would complete my studies before they passed on. I also dedicate this study to the Almighty God who stood by me throughout the most trying period of my life while I was pursuing this program.

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CHAPTER I:

INTRODUCTION

Background of the Study

With the rapid expansion of computers into education and the use of online resources, information literacy has become a critical skill needed by students at all levels of education. Current students must be able to locate, retrieve, filter, and appropriately use information obtained from different sources. As defined by Bloom's (1956) taxonomy, current trends in American higher education emphasize higher-order thinking skills that involve evaluation, analysis, and synthesis of information, rather than more basic skills of comprehension and recall promoted by programs that stress memorization (Saunders, 2011). The objective of such education, according to Saunders (2011), is to produce students who do not simply absorb and repeat information but to produce students who can relate their knowledge, abilities, and skills across varied situations and experiences. Developing lifelong learners is central to the mission of higher education and in particular, it is central to the community college mission.

Community colleges serve a diverse student population, many of whom are minority, low income, first-generation, and those who lack the basic fundamental skills to complete research in any format (Anderson, 2016; Stock, 2008). Community college students are also more likely to start college with lower levels of information literacy skills than those of their counterparts in a four-year college (Anderson, 2016; Patterson, 2008). However, community college

faculty can play an important role in developing information literacy instructions for their students (Patterson, 2008). Thus, “faculty buy-in is critical [in order] for an information literacy instruction program to be successful” (Anderson, 2016, p. 73).

In 1974, Zurkowski coined the term information literacy to describe the skills and abilities to use information tools he perceived would be necessary to deal with the rapid increase in information. He used this term in his proposal to the United States National Commission on Library and Information Science. He described information literate people as those who were trained in information application concepts and have learned the techniques and the skills for utilizing a wide range of information tools as well as primary sources in molding information-solutions to their problem (Zurkowski, 1974). Further, he stated that information is not knowledge but rather a concept or an idea that enters the person’s field of perception and can change the person’s concept of reality or ability to act (Zurkowski, 1974).

Prior to the formation of the National Forum on Information Literacy (NFIL) in 1989, organizations such as the American Association of School Librarians (AASL), the Association of American Colleges & Universities (AAC&U) as well as the six regional accreditation organizations in the United States, recognized information literacy as an essential tool to improve learning outcomes for postsecondary students (Folk, 2016). Similarly, in 1989, the American Library Association (ALA) Presidential Committee on Information Literacy defined the characteristics of an information-literate person as one who can “recognize when

information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989, para. 3). In addition, the Association of College and Research Libraries (2000) further expanded on ALA’s statement by clarifying the five main behaviors that an information literate student should exhibit. These include the abilities to

- Determine the nature and extent of the information needed;
- Access needed information;
- Evaluate information and its sources critically and incorporate selected information into his/her knowledge base and value system;
- Use information effectively to accomplish a specific purpose; and
- Understand the economic, legal, and social issues surrounding the use of information and access and use of information ethically and legally (Association of College and Research Libraries, 2000, p. 3).

The Association of College and Research Libraries (ACRL), a division of the American Library Association, is responsible for the learning, teaching, and research needs of the higher education community in the United States. The organization is also responsible for defining the role of librarians in the teaching of information literacy skills in higher education (Folk, 2016). The aforementioned qualities as laid down by ACRL became the approved Information Literacy Competency Standards for Higher Education in 2001 by the American Association for Higher Education. In 2004, the U.S. Council of Independent Colleges also gave their nod to the same standards. Accreditors

have stated that ACRL information literacy standards are essential for higher education (Bell, 2013).

Consequently, many countries around the world have adopted Information Literacy Standards (Folk, 2016). Bell (2013) asserted that the ACRL's standards are the accepted universal definition of information literacy. Therefore, Information Literacy Standards as prescribed by ACRL form the basis of information literacy standards for many countries, such as the United Kingdom, Australia, New Zealand, and Finland. The accreditation standards in both the United Kingdom and Australia acknowledge information literacy as important in skill development.

During the past 20 years, there has been a significant change in the way we access and use information (Fielding et al., 2013). In support of expert opinions about *Information literacy*, the Middle States Commission on Higher Education agrees that information literacy is critical to the enhancement of teaching and learning situations (McAdoo, 2008). Furthermore, the term *information literacy* continues to appear in an increasing number of accreditation expectations, student learning outcomes, and college mission statements in higher education (McAdoo, 2008). However, multiple interpretations of the information literacy concept have led to considerable confusion, which then leads to confusion among community college faculty members on how to work with students to advance knowledge of information literacy (Franklin, 2013). At the same time, as Saunders (2011) pointed-out, faculty members who have the most

direct contact with students are often missing from the conversation about information literacy.

From the 19th to the late 20th century, librarians often left their libraries to assist faculty in the classroom or faculty would send their students to the library for bibliographic instruction (Daniel, 2012; Nilsen, 2012). Today, librarians no longer provide such instruction; instead, they teach information literacy and lead the way in defining and promoting the concept of information literacy (Nilsen, 2012; Saunders, 2011). It is no surprise that many librarians identify the teaching of information literacy as one of their core mandates (Nilsen, 2012). On the other hand, faculty members who are in charge of their classrooms and curriculum development tend to have perceptions of and attitudes towards librarians regarding information literacy, many faculty report that librarians should be teaching information literacy (Breivik, 1998; Nilsen, 2012). Nonetheless, the importance of the faculty's involvement in leadership from the beginning cannot be overlooked (O'Banion, 1997) because they stimulate the transition from teaching to learning.

The information above formed the basis for the researcher's investigation of faculty perceptions regarding effective integration of information literacy into the curriculum, and the importance of information literacy education at three Mid-Atlantic community colleges. The researcher also examined faculty characteristics within the contexts of (gender, race, and age) and their experiences (tenure status, employment status, and years of teaching).

Theoretical Framework

This research was grounded in the work of Senge (1990, 2006). Learning organization theory is based, in part, on Argyris and Schon's (1978) assertion that people hold maps in their heads about how to plan, implement and review their actions. The authors believed that people espouse other theories rather than their own. Another way of putting this is that there is a split between theory and action (Argyris & Schon, 1978).

Senge developed an organizational theory that supported (1) teamwork, (2) adapting to the changes in the work around them, (3) creating a learning environment where everyone becomes interested and develops efficiency in their work, (4) flexibility, (5) employee participation and (6) staff development, and continuous learning (see Figure 1). He argued that learning organizations are those "where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to learn together" (Senge, 1990, p. 1).



Figure 1. Senge's (1990) Learning Organization Theory

Senge (1990) contended that organizations learn by adapting to the changes in the work around them. Nonetheless, this does not mean that organizations learn or adapt to changes at the same pace, rather, those that adapt faster are the ones that consider learning as part of everyday work (Senge, 1990). It is essential, however, that organizations create a learning environment where individuals become interested and develop efficiency in their work. The attributes of a successful organization are flexibility, employee participation, teamwork, staff development, and continuous learning.

Since the publication of literature on learning organizations in the 1990s, there has been a renewed interest in organizational development as a 'future-proofing' strategy that encourages creativity and innovation, manages dynamic changes, and enhances workforce capabilities (McAdoo, 2008). Senge's (1990,

2006) seminal text has guided both academic and commercial interests in organizational learning and knowledge development.

Similar to Senge, Garavan (1997) argued that efficiency was the goal of the business world of the 1980s with little attention paid to the management of the technical and other challenges faced by organizations. This led to a movement from inattentiveness towards organizational improvement and growth with a strong emphasis on staff development and individual learning—thus, constituting the guiding principle of the learning organization. While Senge's work originally targeted the corporate community, his theories may be useful to many types of organizations, including community colleges (McAdoo, 2008).

Even though learning should naturally result from the work of colleges, many researchers have questioned whether colleges can function as learning organizations for a variety of reasons, ranging from their bureaucratic structures to their long-standing traditions that do not support a culture of learning (Senge, 1990, 2006). Specifically, Senge (1990, 2006) argued that people not only want to learn but they also want to understand why things are as they are. He believed that much of what human beings receive are fragmented structures that require a connection in order to solve human problems.

Senge (1990, 2006) outlined five *disciplines* for building a learning organization: personal mastery, mental models, shared vision, team learning, and systems thinking which integrates the other four. Senge explained that the five disciplines, as a body of theory and techniques, are placed into practice with the premise that an organization learns when people learn. These disciplines

can be seen as paths for developing specific skills and competencies, including information literacy skills, as defined by the ACRL (2000, 2015). Therefore, Senge's theory serves as a lens for this study.

In a learning organization, diverse views are not only recognized and respected, but these views are also encouraged to foster a clearer understanding of interrelationships and patterns of change across the organization.

Acknowledging the new ways of viewing the environment may lead to the development of a shared vision (Coonan, 2011; Senge, 1990). This collective vision, Senge argued, is entrenched in the diverse personal visions which are synthesized so that people are linked and bound together by a common aspiration, thereby creating a spark and a new level of excitement which lifts the whole organization. It is a known fact that "most learners will begin their activities using the learning style they prefer and with which they have been most successful" (O'Banion, 1997, p. 88). However, O'Banion (1997) argued that a learning organization as advocated by Senge (1990) is not automatic; it is possible for a college to apply all the models and still not become a learning college (p. 100) because a learning college engages learners as full partners in the learning process (O'Banion, 1997). While "every community college leader recognizes the need to address social change from an institutional perspective" (O'Banion, 1997, p. 226), each leader is allowed to determine the appropriate approach and pace because of their individual differences.

The way in which community college faculty members perceive themselves falls into the *mental models* category; namely, faculty may see themselves as having responsibility for teaching or including information literacy in their classes (Diep, 2011; Dubicki, 2013; Franklin, 2013; Hervold, 2010; McAdoo, 2008). However, the researcher focused on *mental models* because this *discipline* is an important component of the learning organization (Senge, 1990).

Mental models, according to Senge, are conceptual frameworks, consisting of oversimplifications and norms from which we understand the world in order to take action in it. Therefore, as the primary champion of information literacy, librarians must understand faculty experiences and perceptions of information literacy and collaboration (Franklin, 2013; Ganley et al., 2013; Gullikson, 2006). Accordingly, Senge's concepts served as the theoretical framework for this quantitative study that examined community college faculty perceptions of information literacy. The survey instrument for this study is *A Survey of Faculty Perceptions of Information Literacy*, a modification of an instrument developed by McAdoo (2008).

Purpose Statement

The purpose of this quantitative study was to use Senge's theory of the Learning Organization to examine faculty perceptions of the importance of information literacy education and the integration of information literacy instruction at three Mid-Atlantic community colleges. The researcher also examined faculty characteristics (gender, race, and age) and experiences (tenure

status, employment status, and years of teaching). The independent variables were faculty age, gender, discipline, part-time versus full-time employment status, years of service, and faculty perception of who should have responsibility for providing information literacy instruction (librarian only, classroom faculty only, teams composed of librarian and classroom faculty, all classroom faculty from all departments, and other). The dependent variables in the study were perception of the importance of information literacy education, the integration of information literacy instruction, and the most significant challenge to incorporating information literacy instruction.

Students with poor or no information literacy skills may find it difficult or impossible to succeed academically in the first two years of college (Zachery, 2010). Research and professional practice show that information literacy plays a crucial role in developing critical skills and improving achievement (Dixon-Thomas, 2012; Kennedy & Monty, 2011). However, a review of the literature on faculty perceptions of information literacy exposes inconsistencies among faculty regarding how and by whom information literacy should be addressed (Dubicki, 2013; McAdoo, 2008; Shonrock, 2006; Starkey, 2010; Weiner, 2014). At the same time, faculty overwhelmingly believe that student information literacy is important (Dubicki, 2013; McAdoo, 2008; Shonrock, 2006). While there is a great deal of literature about students' information literacy skills and existing information literacy programs, little has been written about faculty members' understanding of information literacy. This quantitative study contributes to the

literature by examining community college faculty's perceptions of information literacy.

Research Questions

The following research questions guided this study:

RQ1: What is the relationship between male and female community college faculty perceptions of the effective integration of information literacy into the curriculum and the importance of information literacy education?

RQ2: What is the relationship between community college faculty perceptions of the effective integration of information literacy into the curriculum and the importance of information literacy education based on faculty race and age?

RQ3: What is the relationship between community college faculty perceptions of the effective integration of information literacy into the curriculum and the importance of information literacy education based on faculty academic experiences (employment status, tenure status, and years of teaching)?

RQ4: In the perceptions of faculty, what is the relationship between instructional delivery personnel and the significant challenges faced in the implementation of information literacy instruction?

Significance of the Study

This dissertation study may contribute to the existing literature about information literacy. A survey conducted of 49 faculty at the three community

colleges in the Mid-Atlantic Region examined faculty perceptions on the importance of information literacy education and the integration of information literacy instruction. In addition, the researcher examined faculty characteristics (gender, race, and age) and experiences (tenure status, employment status, and years of teaching). This study was an extension of McAdoo's (2008) case study on the faculty perceptions of information literacy and its incorporation into the curriculum and may add to the growing body of knowledge about faculty perceptions of information literacy.

Limitations and Delimitations of the Study

The delimitations of this study were related to the generalization of the study to other community colleges. Three community colleges were chosen for the study; as such, the findings may not be generalized to other community colleges in other regions. One limitation of the study was the assumption that responses to a Likert-style survey were based on the respondent's own personal perceptions of Information Literacy. Another limitation was in the design. As a survey study, it was assumed that respondents correctly interpreted the questions as intended and that they were honest in their responses.

Definition of Terms

Relevant terms used in the study are defined as follows:

Bibliographic Instruction: Used to teach library users on how to locate and use information quickly and effectively for library research (Reitz, 2004).

Collaboration: Embodies mutual understanding and respect to achieve a set goal (Franklin, 2013). For the purpose of this study, the collaboration

between librarians and faculty members are the working together of two or more individuals to reach a common goal.

Critical Thinking: The mode of thinking whereby the individual mentally processes information by analyzing and evaluating that information in order to make an informed decision or solve a problem (Saade, Morin, & Thomas, 2012).

Information Technology: Related somewhat to information literacy; however, “information technology skills enable an individual to use computers, software applications, databases, and other technologies to achieve a wide variety of academic work, work-related, and personal goals” (Association of College and Research Libraries, 2016, p.1).

Summary

Chapter one began with the explanation of the importance of information in higher education, particularly in community colleges. The term information literacy was first used in 1974 by Paul Zurkowski as a tool to deal with a rapid increase in information. However, the American Library Association (ALA) further defined the concept as the ability to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (ALA, 1989, para. 3). Community college students are exposed to different technological environments that make it possible to access information quickly, and at the same time, make it difficult to filter information from misinformation.

Information literacy is recognized as an essential skill that fosters lifelong learning of individuals in various parts of the world. However, despite the popularity of the concept as an accreditation requirement of many regional higher education agencies, it has different interpretations. While faculty members seem to be aware of the importance of information literacy, little is known about their perceptions of information literacy as defined by the Association of College and Research Libraries Competency Standards for Higher Education. Therefore, this study may contribute to the literature by examining Mid-Atlantic community college faculty perceptions of information literacy. The next chapter presents a review of the relevant literature.

CHAPTER II:

LITERATURE REVIEW

A commonly used description for information literacy is that it is the ability to find, access, evaluate, and use information—thus, making it widely recognized as an important competency for academic success. Dixon-Thomas (2012) noted that:

Information literacy skills are important for state and community college students to locate information efficiently and effectively and discern the quality of information. This knowledge is necessary, not only to their academic success but also contributes to career choice and success in the workplace (p. 16).

In light of this, Zachery (2010) stressed that college students and high school graduates who contemplate enrolling in higher education have insufficient skills necessary to retrieve and analyze online information. Because of such declarations, the American Library Association's (ALA) Final Report (1989) established definitions and frameworks such as the Association of College and Research Libraries' (ACRL) Information Literacy Competency Standards for Higher Education, which identified information literacy competencies as relevant to all students and to all disciplines (Association of College and Research Libraries, 2000). Additionally, the Middle States Commission on Higher Education recognized that the issue of students' information literacy appears in an increasing number of accreditation expectations, student learning outcomes, and college mission statements (McAdoo, 2008; Weiner, 2014). As a result,

information literacy forms one of the core missions of higher education, to develop a course of learning to produce lifelong learners capable of developing their abilities of critical thinking.

The literature review, presented in this chapter, on faculty perceptions of information literacy covers a brief history on community colleges, Information Literacy Competency Standards and framework, and multiple definitions of information literacy. Finally, the chapter includes literature on the effective integration of information literacy into the curriculum, the importance of information literacy education compared to other curricula needs, and stakeholders' input in the curriculum.

Consequently, there is no singular notion of *the learning organization* in current literature, whereas Senge's (1990) propositions represent "a composite theoretical ideal" (p. 3). He stated further that a strong belief in people as the active force of the organization is central to the discipline of personal mastery; hence, the organization's commitment to and its capacity for learning can be no greater than that of its members: "Organizations learn only through individuals who learn" (Senge, 1990, p. 139). Mental models are the deeply ingrained assumptions and generalizations that influence the way individuals view, understand, and interpret the world.

A Brief History of Community Colleges

Community colleges opened their doors over 100 years ago to provide post-secondary education and services to make the community stronger (Vaughn, 2000). While every community college is identifiable by its unique

culture, geographical area and audience, one unique thing about community colleges is open access to program offerings and services (Vaughn, 2000).

Community colleges have historically served students with deficits in their level of preparedness for college-level work. According to Ragin (2013), 98% of community colleges offered remedial or developmental education and 42% of the students were placed in developmental courses. Furthermore, these students attend community colleges with different goals in mind (Nelson, 2017).

To some of these students, community college is an economical alternative to complete some coursework to transfer to the university; and to other students, the objective is to complete an associate's degree or update their skills in the workforce (Nelson, 2017). Additionally, many non-credit students, such as seniors and retirees, attend community colleges to enrich themselves socially, recreationally, as well as educationally. Because these groups have different goals and educational backgrounds, they often provide a challenge to community colleges. Giving these students the tools they need is always a concern to the community college stakeholders. Thus, there is need to incorporate information literacy skills as an integral part of the students' curriculum irrespective of their goals. Furthermore, information literacy skills assist students in conducting research and developing their critical thinking skills.

Information Literacy Competency Standards and Framework

In 2000, the Association of College and Research Libraries adopted a set of Information Literacy Competency Standards for Higher Education. These standards include the ability to:

- Determine the extent of the information needed;
 - Access the needed information effectively and efficiently;
 - Evaluate information and its sources critically and incorporate selected information into one's knowledge base;
 - Use information effectively to accomplish a specific purpose; and
 - Understand the economic, legal, and social issues surrounding the use of information, and access and use of information ethically and legally
- (Association of College and Research Libraries, 2000, p. 3).

The five standards have become the theoretical framework for many studies on information literacy, faculty collaboration, and incorporating information literacy into the college curriculum (Zachery, 2010). To embrace the ever-changing technology, the standards needed to be revised. Information Literacy Competency Standards have five standards and twenty-two performance indicators (Association of College and Research Libraries, 2000). In implementing these standards, institutions are expected to recognize different levels of thinking skills that are associated with various learning outcomes.

The main purpose of the Association of College and Research Libraries is to lead academic and research librarians in advancing learning and scholarship. Its mission is to “enhance the effectiveness of academic and research librarians to advance learning, teaching, and research in higher education” (Association of College and Research Libraries, 2005, p. 1). ACRL advances its mission by serving as a channel of communication among academic librarians, faculty,

students, administrators, other information professionals, higher education organizations, federal, state, and local governments, and the larger public.

Many community colleges support the goal of lifelong learning, a goal that cannot be achieved without information literacy skills. Developing students as lifelong learners is central to the mission of higher education institutions. By ensuring that students have the intellectual abilities of reasoning and critical thinking, and by helping them construct a framework for learning how to learn, community colleges provide them with the foundation for continued growth throughout their careers, as well as in their roles as informed citizens and members of communities.

It is difficult for individuals or small groups to achieve success in isolation; it is vital to gain administration support for information literacy to succeed in any college or university (Diep, 2011). The administrators depend on experts such as faculty, in each discipline to inform them of changes in their field. While it is true that librarians need faculty to have successful information literacy integration within the curriculum, it must first be recognized as an essential academic structure of the college.

Information Literacy Competency Standards for Higher Education provides a framework for assessing the information literate individual. These standards also extend the work of the American Association of School Librarians Task Force on Information Literacy Standards by providing higher education an opportunity to articulate its information literacy competencies with those of K-12, providing a continuum of expectations developed for students at all levels. In

addition, a list of outcomes for assessing student progress toward information literacy is provided. These outcomes serve as guidelines for faculty, librarians, and others in developing local methods for measuring student learning in the context of an institution's unique mission. Students also will find the competencies useful because they provide students a framework on how they interact with information in their environment. While many students are expected to demonstrate all the competencies, not every student will be proficient in these competencies at the same level or at the same speed (Association of College and Research Libraries, 2000).

In addition, information literacy is critical in producing lifelong learners and responsible citizens (Doyle, 1992). Information literacy education is important because it enables the student to understand that there are rights, rules and "ethical boundaries on using others' ideas and at writing, relying on cut-and-paste techniques to bring disparate information together" (Julien, 2016, p. 129). Information literacy also helps librarians and faculty, through their collaboration, to identify clearly each other's role in information literacy instruction to the student. Information literacy collaboration is a shared responsibility between librarians and faculty and not an exclusive domain of the librarians (Julien, 2016). Many people do not understand why the information they read is produced, nor do they understand "the purposes for which different types of information are made available" (Julien, 2016, p. 129). Information literacy is "an essential competency for job performance, since information gathering, manipulation, and application are key work tasks" (Julien, 2016, p. 130), and those lacking

information literacy skills are marginalized in both public and private life, including employment.

Bury (2016) investigated faculty understanding of information literacy by examining their definition of information literacy. The second part of her study examined faculty perceptions of and expectations of undergraduate knowledge of information literacy as well as their abilities. The findings in her study revealed that information literacy is essential “for the successful pursuit of much undergraduate academic research work, including developing autonomous, engaged learners” (Bury, 2016, p. 237). She noted that undergraduate students are more likely “to consult faculty, rather than librarians, about coursework and assignments” (p. 237-238). Consequently, this supports the purpose of the current study because faculty members are “well positioned to influence the information literacy agenda in higher education” (Bury, 2016, p. 238). Equally important is the general agreement that information literacy education can lead students “from lower-order to higher-order mastery of literacies, including critical thinking, deep reflection, and synthesis” (Bury, 2016, p. 238).

While the concept of *Information Literacy Competency Standards for Higher Education* was being debated, a *Framework for Information Literacy for Higher Education* was introduced in 2015. Specifically, the Association of College and Research Libraries began the revision of the Information Literacy Competency Standards for Higher Education that led to the development of a new framework in 2015. The focus of this new framework was on teaching around the following six concepts:

- 1) Authority is constructed and contextual,
 - 2) Information creation as a process,
 - 3) Information has values,
 - 4) Research as inquiry,
 - 5) Scholarship as conversation, and
 - 6) Searching as strategic exploration
- (Association of College and Research Libraries, 2015)

Each of the six components of the framework represents a concept that is essential to information literacy. This researcher reviewed the new framework to find out what impact, if any, it had on the perceptions of faculty about information literacy. While the new framework did not address the perceptions of faculty members, it did address the need for students to “have a greater role and responsibility in creating new knowledge, in understanding the contours of the changing dynamics of the world of information” (Association of College and Research Libraries, 2015, p. 1). Faculty were charged with “a greater responsibility in designing curricula and assignments that foster enhanced engagement with core ideas about information and scholarship within their discipline” (Association of College and Research Libraries, 2015, p. 1).

Conor (2016) noted that the framework does not replace the standards but rather it attempts “to address the myriad changes to the information landscape and higher education since the Standards were first released” (p. 1). On the other hand, Foasberg (2015) proposed that the new framework was a “social

phenomenon, one in which knowledge is created, adapted, and given meaning through social context” (p. 1).

In another discipline-specific study, Schulte and Knapp (2017) sought to determine whether health sciences librarians were aware of the recent Framework for Information Literacy. They also sought to determine whether these librarians have used the Framework to change their instruction or to communicate with faculty—and if they did—what changes took place. Finally, the researchers further sought to determine whether certain librarian characteristics were associated with the likelihood of adopting the framework. While many of the participants were aware of or planned to use the Framework, some of the participants had no plans to use the Framework. The findings suggest that librarians with more than 20 years of experience were less likely to be aware of the Framework or even use it. Reasons given for not using it were lack of awareness of the new version and lack of involvement in formal instruction. The conclusion drawn from Schulte and Knapp’s (2017) study suggested that there is a need to improve awareness and application of the Framework.

Multiple Definitions of Information Literacy

Zurkowski (1974) coined the term information literacy to describe the skills and abilities to use information tools that he thought would be necessary to deal with the rapid increase in information. He defined information literate people as those trained in information resource because they have learned the technique and skills for utilizing the wide range of information tools as well as primary

sources in molding information-solutions to their problems. Further, he stated that information is not knowledge; it is a concept or idea, which, when it enters the person's field of perception, can change the person's concept of reality or ability to act.

Multiple definitions of information literacy have led to confusion among faculty with regard to defining information literacy (McAdoo 2008). He acknowledged that it was not surprising that people tend to associate the definition of information literacy with computer literacy because of the problem-solving capabilities of computers. Serotkin (2006) and Snaveley and Cooper (1997) posited that multiple definitions, even among professionals themselves, have resulted in confusion.

The term information literacy, and the confusion around this term, was further exacerbated when librarians implemented *information literacy instruction*, a term that used to be called library orientation, bibliographic instruction, and user education (Breivik, 2005; McAdoo, 2008). Besides the abstract nature of the term, the interchangeability of the term furthers the question as to what exactly information literacy implies. This has led to a lack of support when librarians are discussing information literacy with faculty members (Breivik, 2005; Snaveley & Cooper, 1997).

Doyle (1992) defines information literacy in terms of access, evaluation, and the use of information from a variety of sources. The ability to ask the right question is the most important step in learning. Badke (2010) posited that information literacy has been rendered *invincible* within academia where it is

misunderstood by the administration and, therefore, have not been on the institution agenda. Gutierrez (2014) found that there was no uniform definition of information literacy. These findings were also consistent with Gullikson (2006).

Some researchers have referred to information literacy as information fluency, computer literacy, digital literacy, bibliographic instruction or even information technology (Bawden, 2001; Behrens, 1994; Kulthau, 1987; Lombard, 2016; McAdoo, 2008). Lombard (2016) suggested that “information literacy affects perceptions without even changing related skills or competencies” (p. 281). Breivik (2005), however, described information literacy as a kind of critical thinking ability that deals with the information-overload existence in technology.

Johnston and Webber (2003) referred to information literacy as the adoption of appropriate information behavior obtained through whatever channel or medium together with a critical awareness of the importance of wise and ethical use of information. Further, Elmborg (2006) suggested that the term information literacy is problematic because of the word “literacy.” He noted that the current definition did not address the central questions facing students, teachers, and libraries that broaden the campus partnerships. He further suggested that the lack of a clear definition of what information literacy is had undermined its importance. Accordingly, Mackey and Jacobson (2011) developed the redefinition of information literacy, called *Metaliteracy*, which integrates emerging technologies and unifies multiple literacy types. This type of literacy involves the production and sharing of information resources by a group in order to solve their problems and discuss common interests.

Among the most widely known definitions of information literacy was the one proposed by the American Library Association in 1989 and published in *The Final Report of the American Library Association Presidential Committee on Information Literacy*. The ALA's (1989) definition of literacy takes into account the ability in recognizing when and what information is needed, and how the needed information, is effectively acquired, evaluated, and utilized. The goal of information literacy teaching is for individuals to be able to learn and become effective lifelong learners (American Library Association, 1989). Information literacy is a key ingredient for lifelong learning, economic success, and quality of life. People use information literacy to solve problems, acquire new skills, and remain competitive. While information literacy has been shown to be relevant to all disciplines, it is not always apparent who should be responsible for integrating it into courses and curricula (Weiner, 2014).

Integration of Information Literacy into the Curriculum

Gullikson (2006) investigated faculty perceptions on information literacy by utilizing the Association of College and Research Libraries Information Literacy Competency Standards for Higher Education as a framework. She found that the most common theme since the information literacy standards were published in 2000 has been to integrate information literacy into the curriculum. She suggested several ways information literacy can be integrated into the curriculum. The first example was through the integration in core courses like first-year experience programs. Another example was through teaching information literacy as an academic department with curriculum that

encompasses several courses leading into a degree program. However, the Association of College and Research Libraries guidance asserted that information literacy should be taught as a college degree program.

In California, Zachery (2010) investigated how three of the six pioneering community colleges have effectively integrated information literacy instruction within their curricula over the past eight years. She noted that emphasis on various models like student learning, success, and persistence—that required information competency as a prerequisite for degree and certificate programs—were instrumental in many California community colleges integrating information literacy. The findings of her study revealed evidence of student learning and success based on pre-post-tests results, grade point averages. Moreover, she recommended developing a quantifiable assessment instrument as a mechanism to help determine student learning and success.

Importance of Information Literacy Education Compared to Other Curricula Needs

Weiner (2014) examined faculty general understanding of the concepts of information literacy in a research university. The results of her study indicated that most faculty in all disciplines taught information literacy to students on their own. Alternatively, Dixon-Thomas (2012), who explored current information literacy instructional strategies to ascertain the students' understanding of information literacy outcomes, found that the librarians believed that traditional 'one-shot' face-to-face information literacy session was the best method of

instruction. Moreover, the researcher claimed that “it has been demonstrated in several domains that individuals who are incompetent tend to mistakenly perceive that they have a skill that they do not possess and that they perform at an above average level” (p. 1). This fact about students’ conception of information according to Gross and Latham (2013) was also supported by Badke, (2010) and Stubbings and Franklin (2006).

Bury (2011), a Canadian information researcher, investigated the practices, attitudes, and knowledge of information literacy instruction of university faculty members. Her findings indicated that faculty believed in the importance of information literacy teaching to students; however, their actual instructions to students fall short of the desired standard. The researcher recommended studying the perceptions and the competencies of faculty members’ information literacy.

Tewell (2013) examined faculty perceptions of information literacy and their willingness to incorporate it into the university curriculum. The primary objective of the study was to explore faculty attitudes toward information literacy, their perceptions of student’s information competence, and the best way to deliver instructions to the students. The researcher surveyed 1,451 faculty members in a public research university in Canada. Out of the 1,451 faculty surveyed, only 221 responded, for a response rate of 15%. The researcher found that 78.7% of faculty felt that information literacy should be a joint responsibility of faculty and librarians; 81.7% of faculty believed that information

literacy instructions should be a required modality for all students, and 47.1% felt information literacy should not be incorporated in the university's curriculum.

Stakeholders Input in the Curriculum

Costantino (2003) examined stakeholders' perceptions of the importance of information literacy competencies within undergraduate education. The purpose of the study, according to Costantino, was to create an awareness of information literacy competencies skills for the stakeholders. Among the findings were the overwhelming agreements by both faculty and administration about the importance of information literacy skills. While both faculty and administrators believe that students have learned these skills from both librarians and faculty, the results of the study showed that they had not learned these skills, or they were self-taught (Costantino, 2003). At the same time, students were confused regarding the meaning of information literacy and computer literacy. There were other revelations in the study: (1) students lacked knowledge about performing online searches; (2) librarians were untapped resource; (3) faculty requirements affected students' choice of references; (4) Students/administrators provided more feedback than faculty; and (5) stakeholders' collaboration was needed.

Diep (2011) explored the perceptions of stakeholders about the development and delivery of information literacy instruction to students in Vietnamese Universities. Utilizing best practices, Diep (2011) employed some constructs such as change theory, learning theory, leadership theory, and collaboration theory as lenses to interpret the results. Overall, the findings showed that information literacy is primarily the concern of librarians. The

researcher recommended that information literacy should be integrated within a subject discipline curriculum. Diep (2011) further suggested that college administrations should support academic libraries in including information literacy as a credit course into the curriculum.

Students' Conception of Information Literacy and Faculty Influence

LaMagna (2015) suggested that technology is not considered a major barrier to students once they are familiar with the tools. What students lack is the understanding of search logic, in other words, how to build a search that produces the desired results. It is important, however, to separate computer and information technology from information literacy (Breivik, 2005; Rockman, 2004). While community college students may be considered digital natives, they lack in the knowledge and skills necessary to conduct scholarly research (LaMagna, 2015). However, Bury (2011) inferred that the difference between what the students learn about information literacy depends on how the faculty teach them. In Albert's (2004) study on faculty perceptions of 'under-prepared' community college students, it was understood that the faculty level of knowledge and attitude might affect the success of under-prepared learner.

Gutierrez's (2014) study on faculty's perceptions at Maryland's Cecil College concluded that there was a lack in the information literacy instruction, which was required for meeting the growing needs of its student body. He found that faculty members were unable to teach information literacy because they, themselves, lacked the requisite knowledge and did not have a uniformed

definition of information literacy. These findings were consistent with those of Gullikson (2006).

Faculty Characteristics and Experiences with Information Literacy

Yousef (2010) examined faculty attitudes toward collaboration with librarians and the areas of collaboration (collection development, information literacy, and library services) to find out if faculty were interested in partnering with or not with librarians. His study also sought to assess whether faculty demographics (gender, academic qualifications, academic rank, and former teaching experience) had any effect on their perceptions toward collaboration with the librarians. He found that overall faculty attitude toward the three areas of collaboration was positive, where collection development was perceived more favorably by faculty. Concerning faculty characteristics, Yousef (2010) found that faculty gender and discipline were statistically insignificant and had no effect on their perceptions toward collaboration with the librarians. However, he discovered that academic qualifications, rank, and experience made a significant difference. Collaboration with librarians was perceived more favorably by faculty with a master's degree than of those with a doctorate. Faculty members who were instructors were more likely to have positive attitudes toward collaboration than assistant professors. Finally, faculty who had ten years of teaching experience were more likely to have positive attitudes toward collaboration than those with less than five years of experience.

Dubicki (2013) examined the perceptions of full-time and part-time faculty on information literacy at eight New Jersey higher education (two-year and four-

year) institutions. Her study also examined the value and importance the faculty placed on information literacy, the infusion of information literacy into curricular learning outcomes and an assessment of the competency levels students achieve in mastering information literacy skills. Gender was also explored. A higher percentage of faculty, in her study, were female (66%). She also found that majority of the faculty at two-year colleges were part-time, while four-year institutions had more full-time faculty. Most of the faculty had more than ten years of teaching experience regardless if they were at a two-year or four-year college. English faculty made up the largest representation.

Overall, Dubicki (2013) found that faculty had high familiarity with information literacy concepts, were overwhelmingly supportive of information literacy to which they have incorporated these skills into learning outcomes for their courses. She also found that although faculty had strong expectations of students achieving information literacy skills by graduation, they perceived that students fell short of learning those skills by the end of their courses. The results of her study further indicated that full-time faculty were more likely to have research components in their classes (long papers, oral presentations, and annotated bibliographies), while many part-time faculty did not. Finally, she noted significant differences in research requirements based on faculty gender. Female faculty were more likely to require research for each type of assignment (long papers and annotated bibliographies) than male faculty.

McAdoo (2008) examined six demographic characteristics of faculty (school/division affiliation, professorial status; age; professorial rank; some

general education courses typically taught each semester; and level of students typically taught) regarding their perceptions on information literacy. He found that nearly two-thirds of faculty from the school of education and roughly half of the faculty from the School of Science, Management, and Technology perceived that their university had a clearly defined definition. He contended that library faculty were evenly split on the question, while nearly two-thirds of faculty from the Liberal Arts did not. Regarding age, he found that younger faculty were more likely to have worked with computers and electronic information than their older counterparts. Younger faculty also, he claimed, tend to rate current instruction slightly more on a technology-based spectrum than that of their older and non-tenured colleagues since they are more exposed to emergent technology. He stated that older faculty lack familiarity with newer technologies and issues that may explain why they are not receptive to information literacy. On the other hand, McAdoo contended that since senior faculty have more years of experience, they tend to be more familiar with the overall accreditation process, are on more committees, and serve as department chairs, thus being more cognizant of campus and Middle States concerns.

Everett's (2010) study is slightly different because she surveyed faculty on teaching information literacy in an Alabama public associate's college to determine if they were aware of both national and institutional policies related to information literacy. In her study, the researcher examined if factors "such as age, years of total teaching experience, years of postsecondary teaching experience, educational background, and subject matter taught influence these

instructors teaching information literacy skills” (Everett, 2010, p. 3). Besides, she explored the collaboration between faculty and librarians concerning information literacy being taught to students.

Everett (2010) found that age, total years of teaching experience, and years of postsecondary teaching experience had minimal effect on whether or not faculty taught information literacy skills. Alternatively, she found that both educational degree and subject matter taught did affect whether an instructor taught information literacy competencies. The results indicated that the highest degree earned was a significant predictor of teaching information literacy competencies, where faculty with master’s degrees were more likely to teach information literacy skills than those with educational specialist degrees (a post-graduate degree that is between a master's degree and a PhD). She further found that faculty with master’s degrees were less likely to teach information literacy skills than those with doctoral degrees. Her results also indicated that the area taught was a predictor of teaching information literacy skills. The area taught were: Area I, Written Composition; Area II, Humanities and Fine Arts; Area III, Natural Sciences and Math; and Area IV, History, Social Behavioral Sciences. Finally, she found that full-time general education faculty who taught written composition courses were more likely to teach information literacy than full-time general education faculty who taught other classes.

The overall findings in her study showed that faculty were not aware of the national and institutional policies concerning information literacy. In essence, Everett (2010) suggested that information literacy should be taught to faculty.

Finally, Dewald (2005), who examined business faculty acceptance of the web and library databases, found that both the full and part-time faculty reported using the free web for their professional research. However, they differed in their search of databases. She found that full-time faculty (59%) reported using databases more than part-time faculty (10.9%). She also found that part-time faculty (72.2%) failed to tell their students about subscription-based databases for research than full-time faculty (34.2%).

Faculty Perceptions of Information Literacy

Cope and Sanabria's (2014) examination of faculty perceptions on information literacy found that faculty in both four-year and community colleges general information literacy goals were deeply associated with general education goals (i.e., reading comprehension, writing, and disciplinary training). They also found that faculty perceptions of information literacy were "developed from an understanding of information literacy shaped not only by disciplinary experience but also by the academic preparedness of the students they encounter, and the learning goals set by the institutions where they teach" (Cope & Sanabria, 2014, p. 498). Perceptibly, faculty saw teaching information literacy as synonymous with exposing students to the fundamental literacies of their discipline. In this study, however, it appears the goal of the colleges was to develop information literacy stipulated by the accreditation agencies. As for the faculty, their goal was to incorporate information literacy in their courses.

Dubicki (2013) investigated the perception of 353 full-time and part-time faculty at eight New Jersey higher education institutions. She examined the

value and the importance that faculty placed on information literacy, its infusion into the curriculum, and student competency assessment. She found that faculty had a high understanding of information literacy concepts and overwhelmingly supported incorporating information literacy into their courses. Despite faculty high understanding of information literacy and overwhelming support of incorporating it into their courses, Dubicki (2013) found that faculty perceptions of students mastering the information literacy skills fell short at the end of the programs.

McGuinness (2006) examined disciplinary faculty attitudes about information literacy. She found that faculty believed that information literacy skills can be acquired through “learning by doing” (p. 580) and that most faculty believed that students would “pick up” information literacy skills during their undergraduate study. She also found that faculty were slow in embracing information literacy in the classrooms. With faculty slow embrace of information literacy, DaCosta (2012) suggested that faculty might need more of a push to embrace information literacy within their curriculum.

Roberson (2016) explored community college faculty perceptions of information literacy and their lived experiences as well as their understanding information literacy assessment of students. She found that faculty felt challenged with information literacy assessment because of “the time limit for exposure to content in a community college” (Roberson, 2016, p. 110). However, she also found that faculty acknowledged that skill developed in

information literacy cognitive exercises might need to be advanced across programs of study.

Wakimoto, Alexander, Bussmann, Winkelman, and Guo (2016) showed a deeper understanding of faculty perspectives on information literacy teaching, learning, and assessment that may provide new insights on how librarians can lead the integration of information literacy across the college disciplines. Their study supported previous research regarding faculty perceptions of there being room for growth in students' information literacy competency. Furthermore, they found that faculty believed that there is a connection between information literacy and critical thinking. This connection, they contended, "can be leveraged for more effective integration of information literacy into the curriculum (and instruction) and for more efficient assessment of both competencies through overlaps in assessment rubrics" (Wakimoto et al., 2016, p. 1).

Summary

Chapter II provided a discussion on faculty perceptions of information literacy. There have been many studies on faculty perceptions of information literacy at four-year higher education institutions (Franklin, 2013; Julien, 2016; McAdoo, 2008; McGuinness, 2006; Smith, 2016); however, at the community college level there is a dearth of studies that examined faculty perceptions of information literacy (Albert, 2004; Everett, 2010; Gutierrez, 2014; Stock, 2008). The literature in this chapter highlighted the link between information literacy and critical thinking and the need to find ways to increase student information literacy learning that can be assessed and are sustainable. Increasing information

literacy instruction and assessment benefits students, administrators, and faculty. Moreover, increased information literacy instruction and assessment benefits students and prepares them for lifelong learning. Further, increased information literacy instruction and assessment may allow administrators to document student achievement for accreditation reviews. Finally, expanded information literacy instruction and evaluation may help faculty to integrate core competencies in their courses. The next chapter covers the methodology for this study.

CHAPTER III:

METHODOLOGY

The purpose of this quantitative study was to use Senge's theory of the Learning Organization to examine faculty perceptions of the importance of information literacy education and the integration of information literacy instruction at three Mid-Atlantic community colleges. The researcher also examined faculty characteristics (gender, race, and age) and experiences (tenure status, employment status, and years of teaching). Senge's concepts of the learning organization served as the theoretical framework for this study. The independent variables were faculty age, gender, part-time versus full-time, rank, tenure status, years of service, and who should have responsibility for providing information literacy instruction (librarian only, classroom faculty only, teams composed of librarian and classroom faculty, all classroom faculty from all departments, and other). The dependent variables in the study were the importance of information literacy education, the integration of information literacy instruction, and the most significant challenge to incorporating information literacy instruction.

Research Design

For this quantitative study, the researcher employed correlational methods that examined the perceptions of the Mid-Atlantic community colleges faculty about information literacy as defined by the Association of College and Research Libraries Competency Standards for Higher Education. In correlational research designs, Creswell (2019) indicated that researchers might employ correlational

statistical tests to describe and measure the degree of association or the relationship between two or more variables. Thus, correlational research seeks to identify relationships between independent and dependent variables.

This study is correlational because the independent variables—as measured by faculty age, race, gender, tenure status, employment status, and years of service—are pre-existing characteristics of the participants who are community college faculty. The researcher will use a modified survey developed by McAdoo (2008), *A Survey of Faculty Perceptions of Information Literacy*. Surveys are generally easy to administer and are cost-effective.

Research Questions

The following research questions guided this study:

RQ1: What is the relationship between male and female community college faculty perceptions of the effective integration of information literacy into the curriculum and the importance of information literacy education?

RQ2: What is the relationship between community college faculty perceptions of the effective integration of information literacy into the curriculum and the importance of information literacy education based on faculty race and age?

RQ3: What is the relationship between community college faculty perceptions of the effective integration of information literacy into the curriculum and the importance of information literacy education

based on faculty academic experiences (employment status, tenure status, and years of teaching)?

RQ4: In the perceptions of faculty, what is the relationship between instructional delivery personnel and the significant challenges faced in the implementation of information literacy instruction?

Hypotheses

The following hypotheses guided this study:

H₀₁: There is no relationship between male and female community college faculty perceptions of the effective integration of information literacy into the curriculum and the importance of information literacy education.

H₀₂: There is no relationship between community college faculty perceptions of the effective integration of information literacy into the curriculum and the importance of information literacy education based on faculty race and age.

H₀₃: There is no relationship between community college faculty perceptions of the effective integration of information literacy into the curriculum and the importance of information literacy education based on faculty academic experiences (employment status, tenure status, and years of teaching).

H₀₄: There is no relationship between instructional delivery personnel and the most significant challenges faced in the implementation of information literacy instruction as perceived by faculty.

Variables

The independent variables in this study were faculty characteristics (gender, race, and age) and experiences (tenure status, employment status, and years of teaching) for research questions one, two and three. The dependent variables for those questions were the effective integration of information literacy into the curriculum (item 16) and the importance of information literacy education (item 19). The relationship between the independent (faculty demographics and academic experiences) and dependent variables (effective integration of information literacy into the curriculum and importance of information literacy education compared to other curricula needs) for research questions one, two, and three are presented in Figure 2.

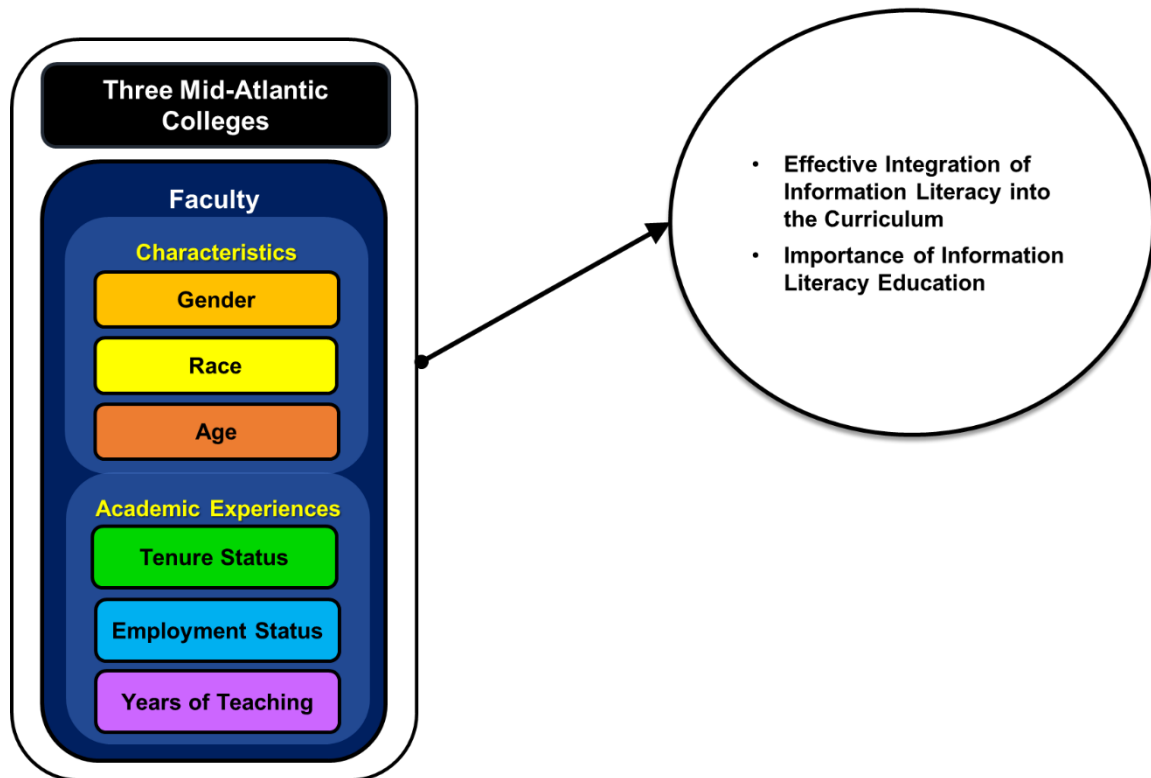


Figure 2. Relationship between Independent and Dependent Variables for Research Questions One, Two, and Three.

Finally, the independent variable for research question four was faculty perception on instructional delivery personnel (item 17) while the dependent variable was most significant challenges faced in implementation of information literacy instruction (item 15). The relationship between the independent (faculty perception on instructional delivery personnel) and the dependent variable (most

significant challenges faced in the implementation of information literacy instruction were illustrated in Figure 3.

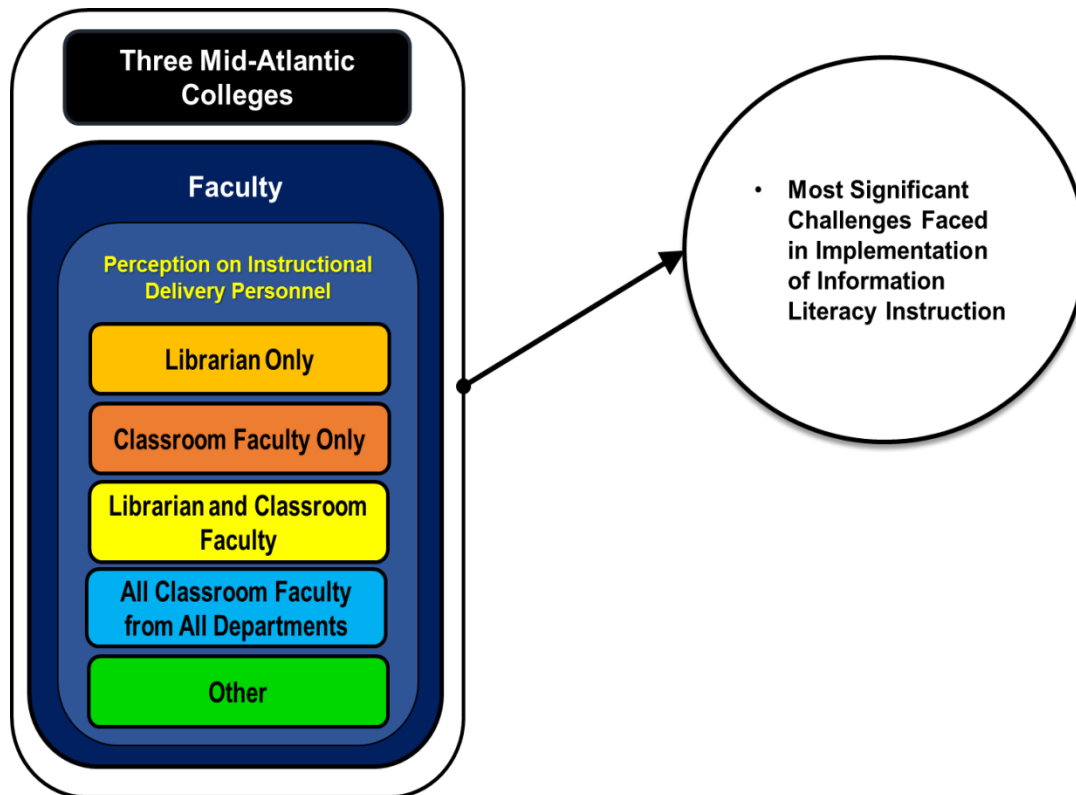


Figure 3. Relationship between Independent and Dependent Variables for Research Question Four.

Participants

The participants for this study were full-time and adjunct (part-time) faculty members employed at three community colleges located in the Mid-Atlantic region. The community colleges in the Mid-Atlantic were classified as urban, suburban or rural. One college from each classification was randomly selected for participation in the study. The targeted participants were 300 faculty members from the three Mid-Atlantic community colleges (100 from each

institution). Out of the 300 targeted population, there were only 74 respondents who participated in the study. Out of that 74, five participants declined to participate, and 20 of the responses were incomplete and were omitted—leaving a total of 49 completed responses that were analyzed. Thus, the 49 completed responses represented a response rate of 16%.

Instrumentation

McAdoo (2008) developed the *Survey of Faculty Perceptions of Information Literacy*. This researcher obtained permission to use this survey (see Appendix A) to explore community college faculty perceptions of information literacy as they relate to faculty age, gender, employment status, years of service and academic discipline. The instrument (see Appendix B) was modified to include the faculty's race/ethnicity, highest degree attained, whether faculty were tenured and whether they taught a class online. In addition, item 15 was modified to let faculty choose one factor they think may be the most significant challenge to incorporating information literacy instruction instead of choosing three factors. The instrument was also modified to capture the three community colleges where faculty taught in the Mid-Atlantic region. With the four additional demographic questions, the instrument now yields 21 items. The focus of this correlational design study was to develop a deeper understanding of community college faculty in the Mid-Atlantic region of the United States, perceptions and understanding of the effective integration of information literacy into the curriculum, and the importance of information literacy education compared to other curricula needs (item 19).

Construct Validity and Reliability

McAdoo tested the validity and reliability of the instrument when he developed the survey. McAdoo stated that he distributed the questionnaires to various reviewers of the instrument to “map” each of the twelve questions associated with the study. The purpose of pre-testing the instrument was to provide some measure of construct validity and reliability. He then performed inter-rater reliability calculations on the responses of the reviewers in an attempt to provide some measure of construct validity. Finally, McAdoo indicated that the comments of the reviewers were used to improve the wording, sequencing, and overall format and design of the final survey instrument (McAdoo, 2008).

For the current study, this researcher conducted a reliability test using Cronbach Alpha to ensure that the question items that created the effective integration of information literacy into the curriculum and the importance of information literacy education constructs are reliable and assisted in determining whether McAdoo’s instrument is valid and reliable.

Importance of Information Literacy Education (7 items; $\alpha = .812$) was found to be highly reliable whereas *Effective Integration of Information Literacy into the Curriculum* (7 items; $\alpha = .582$) was not. Despite the low reliability of *Effective Integration of Information Literacy into the Curriculum*, this researcher feels confident in moving forward with the analysis with both constructs because of the highly reliable construct, *Importance of Information Literacy Education*. Table 2 presents the reliability of each subscale investigated as it relates to survey items.

Table 1.

Reliability of Participants' Survey Subscales and Items

Subscales	Items	Reliability Results
Effective Integration of Information Literacy into the Curriculum (7 items)	(16.1 thru 16.7)	$\alpha = 0.582$
Importance of Information Literacy Education (7 items)	(19.1 thru 19.7)	$\alpha = 0.812$

Procedure

The researcher sought and received approval from Morgan State University Institute of Review Board (IRB). The researcher also obtained IRB approval from the three Mid-Atlantic community colleges to collect data from their respective institutions. The researcher initially contacted the institutional research departments, from the three Mid-Atlantic community colleges, and asked them to generate a random list of full-time and part-time faculty and their email addresses from their employee data file. All likely participants from the list received an email letter from the researcher explaining the purpose of the study and the rights of the participants according to IRB guidelines. This recruitment letter provided the faculty with a link to the online survey (see Appendix D) that included the consent form (see Appendices C & D). The context of the email letter notified the participants that their participation was voluntary and that they could opt out at any time. There were four weekly follow-up emails to non-responding faculty members with a goal of obtaining a 30% response rate. A debriefing statement was also provided (see Appendix E).

Data Analysis

Descriptive statistics were used to summarize the data and inferential statistics were utilized to analyze the data. The researcher used descriptive statistics to examine faculty characteristics and experiences. The inferential statistics utilized in this study were multivariate regression and multinomial logistic regression. For research questions one, two, and three, the researcher employed multivariate regression to examine whether there were differences in the effective integration of information literacy into the curriculum (item 16) and the importance of information literacy education (item 19) as perceived by Mid-Atlantic community college faculty members based on their age, gender, discipline, and years of service. For research question four, multinomial logistic regression examined whether there was a relationship between instructional delivery personnel (Item 17) and the significant challenges faced in the implementation of information literacy instruction (item 15). The researcher made an inference of the population of community college faculty perceptions of the information literacy competency standards after analyzing the data collected from the sample of faculty members. A statistical significance measure of .05 was used for this study. The specific procedures are described below and listed in Table 1.

Table 2.

Summary of Data Analysis Procedures

Research Question	Hypothesis	Independent Variable	Dependent Variable	Statistical Procedure
1	• H ₀₁	Faculty Characteristics: • Gender	• Effective Integration of Information Literacy into the Curriculum • Importance of Information Literacy Education	Multivariate Regression
2	• H ₀₂	Faculty Characteristics: • Race and Age	•	
3	• H ₀₃	Faculty Academic Experiences: • Tenure Status (Tenured vs Non-Tenured) • Employment Status (Part-Time vs Full-Time) • Years of Teaching	• Effective Integration of Information Literacy into the Curriculum • Importance of Information Literacy Education	Multivariate Regression
4	• H ₀₄	Faculty Perception on Instructional Delivery Personnel: • Librarian only • Classroom faculty only • Teams composed of Librarian and classroom Faculty • All classroom faculty from all departments • Other, (please specify)	Most Significant Challenges Faced in the Implementation of Information Literacy Instruction: • Insufficient time • Uncertainty about who's responsible for providing instruction • Uncertainty about how to incorporate IL into a course assignment • Increased workload • Unclear program goals and objectives • Insufficient administrative support • Lack of knowledge about IL • Coordinating efforts among faculty within my department • Creating faculty buy-in • Lack of a clear, consistent definition • Creating a common agenda for the college • Lack of need • Other (please specify)	Multinomial Logistic Regression

Summary

This chapter presented the research methodology used in the study and included research questions, population, research design, methods of data collection, analysis, and validity and reliability. The research questions addressed faculty perceptions of information literacy on the effective integration of information literacy into the curriculum and the importance of information literacy education compared to other curricula needs. Data for this study were collected using the modified version of McAdoo's (2008) survey on faculty perceptions of information literacy and its incorporation into the university curriculum.

The survey design and administration by the researcher served as a primary data collection method for this study. The survey was distributed through electronic mail. A description of what is expected from the participant include the nature of the research, the role of those who choose to participate, and a link for participants to access and complete the survey. The survey instrument was produced by employing the *Campus Lab*. A database of responses was created and tabulated. Relevant data analysis software was used to conduct a variety of statistical procedures.

Chapter IV: DATA ANALYSIS

Chapter IV summarizes the researcher's findings on faculty perceptions of the importance of information literacy education and the integration of information literacy instruction at three Mid-Atlantic community colleges. Descriptive statistics on the faculty characteristics and experiences and inferential statistics that tested the four research questions are presented.

The surveys were administered during the summer 2018 and fall 2018 semesters, from June 1, 2018 to October 25, 2018. The researcher sent numerous follow-up emails to ensure the completion of the survey. The researcher also made phone calls to ensure the maximum number of faculty participated in the study.

Descriptive Statistics

Faculty Characteristics. The sample for this study was primarily faculty (49) employed at three community colleges located in the Mid-Atlantic region. The preponderance of faculty in this study was female (74%), White (69%), between the ages of 40 and 49 (29%). The results of faculty characteristics are illustrated in Table 3.

Table 3.

Faculty Characteristics

Description	<i>N</i>	%
Gender		
Male	13	26.5
Female	36	73.5
Total	49	100.0
Race/Ethnicity		
Black or African American	12	24.5
Hispanic	1	2.0
White	34	69.4
Multiracial	1	2.0
Other	1	2.0
Total	49	100.0
Age		
<30	2	4.1
30-39	10	20.4
40-49	14	28.6
50-59	13	26.5
>59	10	20.4
Total	49	100.0

Faculty Academic Experiences. Most of the faculty were full-time (59%), non-tenured (71%), instructors (39%) with a master's as their highest degree earned (80%) and 20 or more years of teaching (31%). Moreover, a good proportion of the faculty reported teaching an online course (61%). Table 4 presents the faculty academic experiences findings.

Table 4.
Faculty Academic Experiences

Description	N	%
Employment Status		
Part-Time	29	59.2
Full-Time	20	40.8
Total	49	100.0
Highest Degree Earned		
Master's	39	79.6
Doctorate	10	20.4
Total	49	100.0
Tenure Status		
Tenured	14	28.6
Non-Tenured	35	71.4
Total	49	100.0
Years of Teaching		
0-4	5	10.2
5-9	10	20.4
10-14	14	28.6
15-19	5	10.2
20 or more	15	30.6
Total	49	100.0
Faculty Rank		
Professor	13	26.5
Associate Professor	9	18.4
Assistant Professor	8	16.3
Instructor	19	38.8
Total	49	100.0
Taught Online course		
Yes	30	61.2
No	19	38.8
Total	49	100.0

Multivariate Regression of Faculty Gender and the Two Information Literacy Constructs

RQ1: Is there a relationship between male and female community college faculty perceptions of the effective integration of information literacy into the curriculum and the importance of information literacy education?

Multivariate linear regressions were conducted to assess whether faculty gender predicts the two information literacy constructs. In this analysis, the reference category was the female faculty.

Significance was found for *Importance of Information Literacy Education* $F(1, 47) = 4.905, p < .05, R^2 = .075$) with the predictor variable, gender. The multivariate regression results indicated that faculty gender significantly predicted the *Importance of Information Literacy Education*. The results found that male faculty ($\beta = -2.665, p = .032$) perceptions of *Importance of Information Literacy Education* were lower than female faculty. Thus, the null hypothesis in this instance was rejected. Conversely, no significance was found for the *Effective Integration of Information Literacy into the Curriculum* $F(1, 47) = 4.905, p = .396$). Thus, the null hypothesis in this instance was retained. The results of the multivariate regression analysis are shown in Table 5.

Table 5.

Significant Multivariate Regression Results of Faculty Gender and the Two Information Literacy Constructs

Dependent Variable		<i>B</i>	SE	<i>t</i>	<i>p</i>	95% CI
Importance of Information Literacy Education	Intercep	27.97	0.620	45.14	.000	[26.726, 29.219]
	t	2		0		
	Male	-2.665	1.203	-2.215	.032	[-5.085, -0.244]

Note: The reference category is female faculty.

Multivariate Regression of Faculty Race, Age, and the Two Information Literacy Constructs

RQ2: Is the relationship in community college faculty perceptions of the effective integration of information literacy into the curriculum and the importance of information literacy education based on faculty race and age?

Multivariate linear regression was calculated to assess whether faculty race and age predict the two information literacy constructs. In this analysis, the race variable was recoded into three categories: Black or African American (coded as 1), Other (coded as 2), and White (coded as 3). The reference category was white faculty age 59 and older.

Significance was found for the *Importance of Information Literacy Education* with the predictor variable race $F(2, 37) = 4.575, p < .05, R^2 = .370$ and the interaction between race and age $F(5, 37) = 2.737, p < .05, R^2 = .270$. The multivariate regression results indicated that faculty race and the interaction between race and age significantly predicted the *Importance of Information Literacy Education*. The results found that faculty who reported their race as

Other ($\beta = -10.667$, $p < .01$) perceptions of *Importance of Information Literacy Education* were lower than faculty who reported their race as White. The results also indicated that faculty whose reported race was Black or African American age 30 to 39 ($\beta = 11.667$, $p < .05$) and 40 to 49 ($\beta = 7.417$, $p < .05$) perceptions of *Importance of Information Literacy Education* were higher than faculty whose reported race was White age 59 and older. Finally, the results showed that faculty whose reported race was Other age 40 to 49 ($\beta = 13.417$, $p < .05$) perceptions of *Importance of Information Literacy Education* were higher than faculty whose reported race was White age 59 and older. The null hypothesis was as a result rejected. Conversely, no significance was found for the *Effective Integration of Information Literacy into the Curriculum* $F(11, 37) = 1.285$, $p = .271$) with race and age. Thus, the null hypothesis was retained. Table 6 presents the multivariate regression findings.

Table 6.

Significant Multivariate Regression Results of Faculty Race, Age, and the Two Information Literacy Constructs

Dependent Variable		<i>B</i>	SE	<i>t</i>	<i>p</i>	95% CI
Importance of Information Literacy Education	Intercept	29.667	1.427	20.793	.000	[26.776, 32.558]
	Other	-10.667	3.775	-2.826	.008	[-18.315, -3.018]
	Black x 30 to 39	11.667	4.436	2.630	.012	[2.679, 20.655]
	Black x 40 to 49	7.417	3.174	2.336	.025	[0.985, 13.848]
	Other x 40 to 49	13.417	5.290	2.536	.016	[2.697, 24.136]

Multivariate Regression of Faculty Academic Experience and the Two Information Literacy Constructs

RQ3: Is the relationship in community college faculty perceptions of the effective integration of information literacy into the curriculum (and the importance of information literacy education based on faculty academic experiences (employment status, tenure status, and years of teaching)?

Multivariate linear regression was performed to assess whether faculty academic experiences predict the two information literacy constructs. In this analysis, the reference category was non-tenured, part-time faculty with 20 or more years of teaching.

Significance was found for *Effective Integration of Information Literacy into the Curriculum* with the interactions between tenure status and employment status $F(5, 37) = 2.737, p < .05, R^2 = .133$) and between tenure status and years of teaching $F(5, 37) = 2.737, p < .05, R^2 = .123$). The multivariate regression results indicated that faculty status and employment status and faculty tenure status and years of teaching significantly predicted *Information Literacy in the Curriculum*. The results found that tenured, full-time faculty ($\beta = 6.567, p < .05$) perceptions of *Effective Integration of Information Literacy into the Curriculum* were higher than non-tenured, part-time faculty. The results also found that tenured faculty with 10 to 14 years of teaching ($\beta = -4.900, p < .05$) perceptions of *Effective Integration of Information Literacy into the Curriculum* were lower than non-tenured faculty with 20 or more years. The null hypothesis was

rejected. No significance was found for *Effective Integration of Information Literacy into the Curriculum* with the three predictor variables, tenure status $F(1, 36) = .207, p = .652$, employment status $F(1, 36) = .096, p = .759$, and years of teaching $F(4, 36) = .073, p = .990$. The hypothesis was retained. Likewise, no significance was found for *Importance of Information Literacy Education* with the three predictor variables, tenure status $F(1, 36) = 3.599, p = .066$, employment status $F(1, 36) = .137, p = .714$, and years of teaching $F(4, 36) = 1.135, p = .355$. Thus, the null hypothesis was retained. Table 7 shows the results of the multivariate regression analysis.

Table 7.

Significant Multivariate Regression Results of Faculty Academic Experiences and the Two Information Literacy Constructs

Dependent Variable		<i>B</i>	SE	<i>t</i>	<i>p</i>	95% CI
Effective Integration of Information Literacy into the Curriculum	Intercept	17.333	1.238	14.001	.000	[14.822, 19.844]
	Tenured x Full-Time	6.567	2.796	2.349	.024	[0.896, 12.237]
	Tenured x 10 to 14	-4.900	2.180	-2.248	.031	[-9.321, -0.479]

Note: The reference category is Non-tenured, part-time faculty with 20 or more years of teaching.

Instructional Delivery Personnel and the Significant Challenges Faced in the Implementation of Information Literacy Instruction

RQ4: In the perceptions of faculty, is there a relationship between instructional delivery personnel and the significant challenges faced in the implementation of information literacy instruction?

A multinomial logistic regression was conducted to model the relationship between the predictor variable and the dependent variable. The predictor variable was instructional delivery personnel (Librarian only, Classroom faculty only, Teams composed of Librarian and classroom Faculty, All classroom faculty from all departments, Other). The dependent variables were significant challenges faced in implementation of information literacy instruction [Uncertainty about who is responsible for providing instruction, Coordinating efforts among faculty within my department, Creating a common agenda for the college, Lack of need, and Other]. In this analysis, the reference category was Other.

The overall model was not statistically significant [$\chi^2 (5, N = 49) = 19.897$, Nagelkerke $R^2 = .106$, $p = .419$] and, therefore, not more effective than the null model (intercept only). Since there was no significance, the remaining tests results (likelihood ratio tests, parameter estimates, etc.) of the multinomial logistic regression analysis were ignored because of the lack of explanatory power. No tables were generated for the multinomial logistic regression analysis.

Summary

The findings of the analyses (multivariate linear and multinomial logistic regressions), summarized in this chapter, answered the four research questions delineated in this study. Descriptive statistics were used to analyze faculty characteristics. Multivariate linear regressions were calculated to assess whether faculty characteristics and academic experiences predict the two information literacy constructs.

For research question one, Multivariate regression results found that faculty gender was a good predictor of the *Importance of Information Literacy Education* but not *Effective Integration of Information Literacy into the Curriculum*. The results suggested that male faculty perceptions of *Importance of Information Literacy Education* were lower than female faculty.

Multivariate regression results for research question two found that faculty race and the interaction between race and age were good predictors of the *Importance of Information Literacy Education* but not the *Effective Integration of Information Literacy into the Curriculum*. The results suggested that the perceptions of *Importance of Information Literacy Education* for faculty who reported their race as Other were lower than for faculty who reported their race as White. The results also found that perceptions of *Importance of Information Literacy Education* for faculty whose reported race was Black or African American age 30 to 39 and 40 to 49, and faculty whose reported race was Other age 40 to 49, were higher than for faculty whose reported race was White.

Multivariate regression results for research question three found that faculty tenure status and employment status and faculty tenure status and years of teaching significantly predicted *Information Literacy in the Curriculum*. The results found that tenured, full-time faculty perceptions of *Effective Integration of Information Literacy into the Curriculum* were higher than non-tenured, part-time faculty. The results also found that tenured faculty with 10 to 14 years of teaching's perceptions of *Effective Integration of Information Literacy into the Curriculum* were lower than non-tenured faculty with 20 or more years.

Finally, multinomial logistic regression results for research question four indicated that the variable *instructional delivery personnel* was not a good predictor of significant challenges faced in the implementation of information literacy instruction. Chapter 5 presents the discussion, conclusions, and recommendations.

CHAPTER V:

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

This chapter provides a summary of the study, discussion, conclusions and implications of the research findings. This chapter also provides recommendations for future research.

Discussion

The purpose of this quantitative study was to use Senge's theory of Learning Organization to examine faculty perceptions of the importance of information literacy education and the integration of information literacy instruction at three Mid-Atlantic community colleges. The researcher also examined faculty characteristics (gender, race, and age) and experiences (tenure status, employment status, and years of teaching). The independent variables were faculty age, gender, discipline, part-time versus full-time, years of service, and faculty perception of who should have responsibility for providing information literacy instruction (librarian only, classroom faculty only, teams composed of librarian and classroom faculty, all classroom faculty from all departments, and other). The dependent variables in the study were the importance of information literacy education, the integration of information literacy instruction, and the most significant challenge to incorporating information literacy instruction. In this study, this researcher extended McAdoo's (2008) case study on the faculty perceptions of information literacy and its incorporation into the curriculum.

Senge's theory of Learning Organization served as the theoretical framework. Senge's theory argued that people not only want to learn but they also want to understand why things are as they are. He believed that much of what human beings receive are fragmented structures that need to be linked to solving human problems. While Senge outlined five *disciplines* for building a learning organization, the *mental models* discipline was the only discipline that was used in this researcher's study. The *mental models* discipline, in essence, refers to the way in which individuals perceived themselves and their roles in the organization. The targeted participants were 300 faculty members from three Mid-Atlantic community colleges (100 from each institution). The researcher made phone calls and campus visits to ensure the maximum number of faculty participated in the study. However, out of the 300 targeted population, only 74 faculty gave a positive response to participation in the study. Out of the 74, five participants later declined participation. Also, 20 of the responses that were incomplete were subsequently removed—leaving a total of 49 completed responses that were analyzed. The 49 completed responses represented a response rate of 16%.

Descriptive statistics were used to summarize and classify faculty characteristics and experiences. Inferential statistics (multivariate linear and multinomial logistic regressions) were conducted to examine the four research questions. In essence, multivariate linear regressions were calculated to assess whether faculty characteristics and academic experiences predict the two

information literacy constructs, *Importance of Information Literacy Education* and *Effective Integration of Information Literacy into the Curriculum*.

Demographic Characteristics Overview

The sample for this study was primarily 49 faculty employed at three community colleges located in the Mid-Atlantic region. The demographic data show that female faculty (74%), White (69%), between the ages of 40 and 49 (29%) accounted for the majority of the respondents employed at the three Mid-Atlantic community colleges. Fifty-nine percent of the faculty were full-time, 71% were non-tenured, instructors (39%) with master's as their highest degree earned (80%), and 20 or more years of teaching (31%). Moreover, a good proportion of the faculty reported teaching an online course (61%).

Faculty Gender and the Two Information Literacy Constructs

RQ1: What is the relationship between male and female community college faculty perceptions of the effective integration of information literacy into the curriculum and the importance of information literacy education?

The findings for this research question indicated that faculty gender was a good predictor of the *Importance of Information Literacy Education* but not *Effective Integration of Information Literacy into the Curriculum*. The results suggested that female faculty had higher perceptions of the *Importance of Information Literacy Education* than male faculty. Dubicki's (2013) research showed similar results for gender. Majority of the participants in her study were females who had a higher level of importance for information literacy than their

male counterparts. Yousef (2010), on the other hand, found that faculty gender was not significant in terms of the importance of information literacy. In his study, male and female faculty had the same level of perceptions in terms of information literacy.

Faculty Race, Age, and the Two Information Literacy Constructs

RQ2: What is the relationship between community college faculty perceptions of the integration of information literacy into the curriculum and the importance of information literacy education based on faculty race and age?

The findings for this research question revealed that faculty race and the interaction between race and age were good predictors of the *Importance of Information Literacy Education* but not the *Effective Integration of Information Literacy into the Curriculum*. Specifically, the findings suggested that faculty who reported their race as Other perceived the *Importance of Information Literacy Education* at lower levels than faculty who reported their race as White. The findings also revealed that faculty whose reported race was Black or African American, aged 30 to 39 and 40 to 49, and faculty whose reported race was Other, aged 40 to 49, perceived the *Importance of Information Literacy Education* at higher levels than faculty whose reported race was White and 59 and older. Regarding race, faculty who identified their race as Other reported higher perceptions of the *Importance of Information Literacy*. This was an important finding. Regarding the interaction of race and age, faculty identifying as Black or African American, aged 30 to 39 and 40 to 49, and those faculty

identifying as Other aged 40 to 49, had higher perceptions of the *Importance of Information Literacy*. Other research studies did not find a relationship between Effective Integration of Information Literacy into the Curriculum and the importance of information literacy education (Dubicki, 2013; Everett, 2010; Yousef, 2010; McAdoo, 2008).

Faculty Academic Experience and the Two Information Literacy Constructs

RQ3: What is the relationship between community college faculty perceptions of the effective integration of information literacy into the curriculum and the importance of information literacy education based on faculty academic experiences (employment status, tenure status, and years of teaching)?

Findings from this research question indicated that the interactions between tenure status and employment status predicted *Effective Integration of Information Literacy into the Curriculum*, as did the interactions of faculty tenure status and years of teaching. Yousef's (2010) findings also support the findings of this current study. These findings suggested that there is a relationship among employment status, tenure status, and years of teaching, and the perceptions of faculty about the *Effective Integration of Information Literacy into the Curriculum*.

The current findings also suggested that tenured faculty with 10 to 14 years of teaching had lower levels of support for *Effective Integration of Information Literacy into the Curriculum* than non-tenured faculty with 20 or more years, while tenured faculty in this study with 10-14 years of teaching experience

have lower levels of support for *Integration of Information Literacy* in the curriculum than non-tenured part-time faculty with 20 or more years of teaching. This finding contradicted Dubicki's (2013) study in that faculty with 10 or more years of teaching experience had positive perceptions of information literacy education as well as its incorporation into the curriculum. Further, the current study did not find any signs of tenured faculty being more comfortable with the notion of incorporating Information literacy into the curriculum than their non-tenured colleagues.

Instructional Delivery Personnel and the Significant Challenges Faced in the Implementation of Information Literacy Instruction

RQ4: In the perceptions of faculty, what is the relationship between instructional delivery personnel and the significant challenges faced in the implementation of information literacy instruction?

The findings for this research question revealed that instructional delivery personnel (independent variable) was not a good predictor of significant challenges faced in the implementation of information literacy instruction (dependent variable). This finding is consistent with literature because even though information literacy has been shown to be relevant to all disciplines, the problem is that it is not always apparent who should be responsible for integrating it into courses and curricula (Weiner, 2014). In Tewell's (2013) study, 78.7% of faculty surveyed felt that information literacy instruction should be a joint responsibility of faculty and librarians. However, the present study found that neither responsibility nor significant challenges were a good predictor. The

findings of this study are consistent with that of McAdoo's (2008) study. The findings of the current study, for the instructional delivery personnel, were consistent with the literature that information literacy instruction is not solely the responsibility of librarians (Breivik, 1998). Moreover, Gullikson (2006) found that it has been the goal of ACRL to have information literacy as part of the college curriculum. It has continued to be a recurring issue. Gullikson (2006) suggested that other ways of achieving this objective are through the integration of information literacy into an existing course such as first-year English. Another option, he noted, was teaching information literacy as a part of an academic department's curriculum that encompasses several courses leading into a degree program.

Table 8 summarizes the results for the research questions regarding two information literacy constructs, the *Effective Integration of Information Literacy into the Curriculum* and the *Importance of Information Literacy Education*, and the variable challenges faced in the implementation of information literacy instruction.

Table 8.

Summary of Results for Faculty

Demographic Variables	Integration of IL in the Curriculum	Importance of IL Education	Challenges Faced in the Implementation of IL Instruction
Gender	NP	P, S	
Male		L	
Female		H	
Race	NP	P, NS	
Other		L	
White		H	
Age	NP	NP	
Race x Age	NP	P, NS	
Black x 30 to 39		H	
Black x 40 to 49		H	
Other x 40 to 49		H	
Tenure Status	NP	NP	
Employment Status	NP	NP	
Years of Teaching	NP	NP	
Tenure Status x Employment Status	P,	NP	
Tenured x Full-Time	H		
Tenure Status x Years of Teaching	P, NS	NP	
Tenured x 10 to 14	L		
Instructional Delivery Personnel			NP, S

Note: H – (Higher level) P – (Predictor) S – (Supported by Research)
 L – (Lower level) NP – (Not a Predictor) NS – (Not Supported by Research)

Conclusions

The present study brought new knowledge about faculty perceptions of information literacy at the community college level, especially in the area of information literacy education and effective integration into the college curriculum. Thus, the findings of this study provided a broader insight into the

perceptions of information literacy by community college faculty and their ideas about it.

The application of Senge's (1990) concepts in relation to faculty perceptions of information literacy at community colleges has not been fully explored. Functioning as learning organizations is important for community colleges because of the emphasis on performance improvement, a necessary ingredient for supporting strategic organizational change (Senge, 1990). Of the five disciplines (personal mastery, mental models, shared vision, team learning, and systems thinking) outlined in the Learning Organization Theory, mental models are more applicable to the perceptions of faculty in terms of information literacy. *Mental Models* (Senge, 1990) are conceptual frameworks consisting of generalizations and assumptions from which we understand the world and how we act. They apply to this study because models help the individuals understand other points of view. Mental models may also transform the culture that was previously ingrained. For example, faculty perceptions about how information literacy is effectively integrated into the curriculum might be better understood through mental models.

In aligning the findings in this study to the theoretical framework through the lens of *Mental Models*, it was found that community college faculty varied in their perceptions on how information literacy is effectively integrated into the curriculum. The faculty perceptions were influenced by race, gender, age, tenure status, employment status, and their years of teaching experience. Thus,

through the lens of *Mental Models*, it is clear from the results of faculty characteristics and academic experiences that:

- Female faculty were more likely to perceive the importance of information literacy at a higher level than their male counterparts.
- Faculty identifying as Other were less likely to perceive the importance of information literacy education at a higher level than faculty identifying as White.
- Faculty identifying as Black or African American age, 30 to 39 and 40 to 49, and faculty identifying as Other age 40 to 49, were more likely to perceive the importance of information literacy education at a higher level than for faculty identifying as White age 59 and older.
- Tenured, full-time faculty were more likely to perceive the effective integration of information literacy into the curriculum at a higher level than non-tenured, part-time faculty.
- Tenured faculty with 10 to 14 years were less likely to perceive effective integration of information literacy into the curriculum at a higher level than non-tenured faculty with 20 or more years of teaching.

Recommendations

While this research study provides answers to some questions, it also raises several questions and helps identify areas for future research. Thus, the following are future research recommendations.

- This study could be usefully replicated at other institutions to test the generalizability of findings.
- More research needs to be undertaken to gain a deeper understanding of the reasons faculty choose not to adopt information literacy instruction in their classrooms, and why almost as many faculty prefer information literacy instruction provided outside the classroom.

McGuinness (2006) also found that information literacy instruction has not yet become a priority for academic faculty and shows strong evidence of a belief that students acquire information literacy skills gradually throughout their college education using existing learning opportunities available to them.
- The researcher recommends follow up qualitative studies to facilitate a deeper understanding of faculty perceptions of information literacy.

Again, faculty and librarians participate in their societies with their own cultures that may have different conceptions that must be discussed in a partnership. However, organizational ethos may play a significant role in faculty lives, which suggests that librarians may need to go further in making these connections to the college administration and faculty. It is important to recognize the support of administration, especially when trying to implement something as important as information literacy.
- More studies need to be conducted particularly of mixed methods nature to gain a deeper understanding of factors that affect or enhance

faculty preferences, beliefs, and practices regarding information literacy pedagogies, methods of delivery, integrated versus non-integrated approaches, and appropriate librarian and faculty roles in information literacy development.

This researcher addressed faculty perceptions of information literacy in the community college as well as the barriers to curriculum integration. Most of the findings are consistent with the literature. However, few of the findings (especially those dealing with race and gender) need to be explored further in an in-depth study. The researcher also addressed what faculty deemed as barriers to successful integration in the college curriculum. Further research is needed on faculty perceptions of information literacy. Hopefully, others will continue this quest, and further explore this topic.

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Appendix A: Permission to Use Survey

McAdoo, Monty [REDACTED]

Thu, Oct 29, 2015 at 11:06 AM

To: Onyewuchi Charles Mezu [REDACTED]

Congratulations on “finally” finishing your doctorate! I know there are still some steps to climb. But, it sounds like you have a plan and are well on-track for finishing soon. I obviously don't know your program/situation. For what it's worth...for me, my “defense” was rather anticlimactic. But, as my advisor told me afterward...they wouldn't have allowed me to defend if I wasn't ready. Yes, they had some minor questions/suggestions (e.g., create a table vs. using narrative text for one item). But, he told me they had asked all of their “substantive” questions prior to my defense. Translated...at least for me, the defense was more of a formality than an “interrogation” and only took about 45 minutes.

That said, obviously some may need to be reworded/restructured to your sample but I don't have any problem with your use of my questions. Thank you for asking! The only “caution” I have is about Question #7 (the first non-demographic one) asking faculty to prioritize the importance of various IL elements. It has obviously been a few years since I've worked with such and I don't remember the details. But, I recall that the data response options could not be treated the way I was hoping to analyze them statistically.

Again, I apologize for not remembering the details. But, the above observation came from an actual statistician. As a result, I wasn't able to do as much statistical analysis on the data for this question as I'd hoped. I believe I ultimately simply had to settle on providing frequencies of response and little more. I don't know what, if any impact this might have on your survey/study. I just wanted you to be aware of such. Along those lines, if you haven't already, you may want to share your instrument beforehand with someone who has a knowledge of statistics to help ensure the data you get can be analyzed the way you want. I did not do this. Honestly? I didn't even think to do so until I asked my friend for some help with using SPSS to analyze the data. Beyond that...I know ACRL now view IL differently than when I was doing my D.Ed. So, some of the questions may need to be reworked accordingly. Still, I don't recall having questions I wish I'd asked but didn't. I was comfortable with the data and the response rate (surprised actually!). As noted, the only “problem” I recall having had with my survey is outlined above.

Otherwise, again...thanks for contacting me and for all the kind words you've shared. If there's anything else I can help with, let me know.

If you think of it, a note informing me when you're finished would be great!
Regardless...you're almost done! Hang in there!

Best wishes,
Monty

Dr. Monty L. McAdoo
Research and Instruction Librarian
UWCC Chairperson (2015-16)
Baron-Forness Library, Room 231
Edinboro University of PA
Edinboro, PA 16444
[REDACTED]

Appendix B: Instrumentation

The instrument is composed of five demographic questions and eleven topic questions.

A Survey of Faculty Perceptions of Information Literacy

This survey is part of a doctoral project on information literacy. The purpose of this study is to develop a baseline understanding of how faculty perceive and understand information literacy and information literacy instruction. Data collected from this survey will be used to develop information literacy lectures, programming, and other activities. Unless specified otherwise, please respond as a representative of all. The following will only be used for comparative and data analyses purpose.

Thank you.

A Survey of Faculty Perceptions of Information Literacy

Q1 Please select you are your gender

- ☐ Male
- ☐ Female

Q2 What is your age?

- ☐ <30
- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ >59

Q3 Please select the highest degree earned

- ☐ Bachelor's

- Masters
- Doctorate

Q4 Please select your Academic Discipline

- Business
- Education
- Engineering
- Humanities
- Social Sciences
- Health Sciences
- Technology
- Other

Q5 Please select the option that best describe Faculty Rank

- Professor
- Associate Professor
- Assistant Professor
- Instructor

Q6 Are you tenured faculty?

- Yes, how many years (Please enter whole number)
- No

Q7 What is your Employment Status?

- Full-time
- Part-time

Q8 What are your years of teaching experience?

- 0-4
- 5-9

- 10-14
- 15-19
- 20 or more

Q9 What is your race/ethnicity?

- Black or African American
- Native American
- Asian
- Native Hawaiian
- White
- Multiracial
- Other

Q 10 Have you taught any online courses?

- Yes, how many courses have you taught?
 - No
-

A Survey of Faculty Perceptions of Information

Section II (Information Literacy Questions)

Q11 There are many definitions and interpretations of information literacy. The elements listed below are shared by many definitions. In developing a definition of information literacy for your college, please indicate what you believe should be the relative priority for each item.

A “1” indicates the highest priority through “7” indicating lowest priority. Please only use each number once.

Determine the nature and extent of needed information	
Access information effectively	
Evaluate critically the sources and content of information	
Incorporate selected information in the learner's knowledge base and value system	
Use information effectively to accomplish a specific purpose	
Understand the economic, legal and social issues surrounding the use of information and information technology	
Observe laws, regulations, and institutional policies related to the access and use of information	

A Survey of Faculty Perceptions of Information Literacy

- Q12 Information literacy instruction incorporates both discrete, skill-based (e.g. learning to retrieve information) instruction and cognitive, process-based (e.g. evaluating information. On the following continuum, please characterize your beliefs about existing information literacy instruction at your college.

Skills-based									Process-based
1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

- Q13 I believe my college has a clearly defined definition of information literacy.
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree

A Survey of Faculty Perceptions of Information Literacy

- Q14 Information literacy is often conceptualized as an umbrella term incorporating various other literacies. Please indicate which of the following literacies you feel should be a part of your college definition of information literacy (check all you feel apply):

- ☐ Technology
- ☐ Media
- ☐ Computer
- ☐ Information
- ☐ Digital
- ☐ Communication

- Cultural
 - Global
 - Mathematics
 - Scientific
 - I believe information literacy is a unique, distinct type of literacy, separate from these other types
 - Other (please specify)
-

A Survey of Faculty Perceptions of Information Literacy

Q15 There are many factors that can create obstacles to incorporating information literacy instruction into the curriculum. From the following list, please select the factor you may think is the most significant challenge to incorporating information literacy instruction in your college.

Insufficient staffing

- ☐ Insufficient time
 - ☐ Uncertainty about who's responsible for providing instruction
 - ☐ Uncertainty about how to incorporate IL into course assignment
 - ☐ Increased workload
 - ☐ Unclear program goals and objectives
 - ☐ Insufficient administrative support
 - ☐ Lack of knowledge about IL
 - ☐ Coordinating efforts among faculty within my department
 - ☐ Creating faculty buy-in
 - ☐ Lack of clear consistent definition
 - ☐ Creating a common agenda for the college
 - ☐ Lack of need
 - ☐ Other (please specify) _____
-

A Survey of Faculty Perceptions of Information Literacy

Q16 To effectively integrate information literacy into the curriculum, faculty...

	Strongly Agree	Agree	Disagree	Strongly Disagree
...will have to alter their assignments	☐	☐	☐	☐
...will have to alter their course	☐	☐	☐	☐
...will need extra time in their courses	☐	☐	☐	☐
...need to learn how to do so	☐	☐	☐	☐
...won't feel they can incorporate IL into the curriculum	☐	☐	☐	☐
...will need to understand more of what IL is	☐	☐	☐	☐
...will need to be convinced it's appropriate for students to receive instruction	☐	☐	☐	☐
Other, (please specify)				

A Survey of Faculty Perceptions of Information Literacy

Q17 Who should have responsibility for providing information literacy instruction at your college? (select one)

- ☐ Librarian only
- ☐ Classroom faculty only
- ☐ Teams compose of librarian and classroom faculty
- ☐ All classroom faculty from all departments
- ☐ Other, (please specify)

A Survey of Faculty Perceptions of Information

Q18 I believe the most effective method of providing information literacy instruction is one that... (select one)

- ☐ Meets specific needs within my school
 - ☐ Meets specific needs within my discipline
 - ☐ Targets specific courses from multiple disciplines
 - ☐ Is integrated into the entire curriculum
 - ☐ None of the above. What's done now is sufficient.
-

A Survey of Faculty Perceptions of Information Literacy

Q19 Please indicate your belief about the importance of information literacy education compared to other curricular needs at your college

	5 Very important	4 Important	3 Not sure	2 Not important	1 Not important at all
Information literacy compared to computer skills	☐	☐	☐	☐	☐
Information literacy as a component of all classes compared to a component of specific set of classes	☐	☐	☐	☐	☐
Accreditation expectations for information literacy compared to other accreditation expectations	☐	☐	☐	☐	☐
Information literacy as a general education requirement compared to Computer Competency as General Education requirement	☐	☐	☐	☐	☐
Information literacy as a General Education requirement compared to all other General Education requirements	☐	☐	☐	☐	☐

Information literacy instruction for students compared to information literacy for faculty	☐	☐	☐	☐	☐
Need for general information literacy for all students compared to information literacy instruction for specific needs of students in specific disciplines	☐	☐	☐	☐	☐

A Survey of Faculty Perceptions of Information Literacy

Q20 The courses in the “skills” area of our general education curriculum are designed to provide a foundation for students during their education at your college. Of the following skills, which do you believe is/are specifically articulated in General Education Requirements for the Associate degree – the document outlining General Education for your college? Please check all that you feel apply

- Acquire skills to conduct library and internet search
- Develop skills to document source materials
- Formulate skills to organize, synthesize, analyze and compute data
- Develop skills to present information clearly and effectively, both in writing and speaking

A Survey of Faculty Perceptions of Information Literacy

Q21 There are seven (7) standards upon which Middle States bases college accreditation. These standards are articulated in *The Standards for Accreditation and Requirements of Affiliation* (2015) – a publication

designed as a guide to assist institutions to engage in self-review and peer evaluation. Please indicate the number of standard(s) for which you believe the desirability of information literacy is noted in this publication.

Please check all that you feel apply.

- 1. Mission and Goals
- 2. Ethics and Integrity
- 3. Design and Delivery of the Student Learning Experience
- 4. Support of the Student Experience
- 5. Educational Effectiveness Assessment
- 6. Planning, Resources, and Institutional Improvement
- 7. Governance, Leadership, and Administration

Appendix C: Online Consent Form

You are invited to participate in a study on Faculty perceptions of information literacy at Mid-Atlantic community colleges. You were selected as a possible participant in this study. The purpose of this study is to understand the barriers for faculty members in teaching information literacy. We hope to learn what the barriers are for faculty members in teaching information literacy at your institution. The study is being conducted by Mr. Onyewuchi Charles Mezu of Morgan State University.

Your participation in this essential study will enable and at the same time encourage community college librarians, faculty, and administration to develop

critical thinking skills to students. Your participation will involve completing a brief web-based survey that should take no more than fifteen to thirty minutes. Your participation is also essential in assisting me in the completion of my dissertation research.

Any information obtained in connection with this study will be kept strictly confidential and the information provided will not be shared. Your identity will remain anonymous and will be disclosed only with your permission. Also, note that your participation in the study is voluntary and will have no adverse effect or unknown risks to you whatsoever. You can elect to opt out of the survey at any time.

If you have any questions about the research, you may contact me at [REDACTED] or [REDACTED] or Dr. Robin Spaid at [REDACTED] or [REDACTED]. For administrative questions, please contact Dr. Edet E. Isuk of the IRB at [REDACTED]. You may also request a summary of this study to be emailed to you once the data is compiled and the study is completed.

By completing the survey, you freely agree to participate in this research study. You should consent only if you have read the contents of this consent form and you understand its contents. Below, please indicate your full knowledge of the nature, purpose, and procedures of this study.

- ✕ I agree to the terms above and voluntarily wish to participate in this study
- ✕ I do not agree to the terms above and do not wish to participate in this study

Thanking you in advance for your complete participation and cooperation.

Sincerely,

Appendix D: Online Survey Instrument



0% Complete

Question 1

You are invited to participate in a study on Faculty perceptions of information literacy at Mid-Atlantic community colleges. You were selected as a possible participant in this study. The purpose of this study is to understanding the barriers for faculty members in teaching information literacy. We hope to learn what the barriers are for faculty members in teaching information literacy at your institution. The study is being conducted by Mr. Onyewuchi Charles Mezu of Morgan State University.

Your participation in this essential study will enable and at the same time encourage community college librarians, faculty, and administration to develop critical thinking skills to students. Your participation will involve completing a brief web-based survey that should take no more than fifteen to thirty minutes. Your participation is also essential in assisting me in the completion of my dissertation research.

Any information obtained in connection with this study will be kept strictly confidential and the information provided will not be shared. Your identity will remain anonymous and will be disclosed only with your permission. Also note that your participation in the study is voluntary and will have no adverse effect or unknown risks to you whatsoever. You can elect to opt out of the survey at any time.

If you have any questions about the research, you may contact me at Onyewuchi.Mezu@morgan.edu or (443) 885-1714 or Dr. Russell Davis at Russell.Davis@morgan.edu or (443) 885-4495. For administrative questions please contact Dr. Edet E. Isuk of the IRB at (443)-885-4340. You may also request a summary of this study to be emailed to you once the data is compiled and the study is completed.

By completing the survey, you freely agree to participate in this research study. You should consent only if you have read the contents of this consent form and you understand its contents. Below, please indicate your full knowledge of the nature, purpose, and procedures of this study.

Thanking you in advance for your complete participation and cooperation.

- ☐ I agree to the terms above and voluntarily wish to participate in this study
- ☐ I do not agree to the terms above and do not wish to participate in this study

NEXT



33% Complete

Section I: Demographic Characteristics

This survey is part of a doctoral project on information literacy. The purpose of this study is to develop a baseline understanding of how faculty perceive and understand information literacy and information literacy instruction. Data collected from this survey will be used to develop information literacy lectures, programming, and other activities. Unless specified otherwise, please respond as a representative of all the following will only be used for comparative and data analyses purpose.

Thank you.

Question 2

Please select your gender

- ☐ Male
☐ Female

Question 3

What is your age?

- ☐ <30
☐ 30-39
☐ 40-49
☐ 50-59
☐ >59

Question 4

Please select the highest degree earned.

- ☐ Bachelor's
- ☐ Master's
- ☐ Doctorate

Question 5

Please select your Academic Discipline

- ☐ Business
- ☐ Education
- ☐ Engineering
- ☐ Humanities
- ☐ Social Sciences
- ☐ Health Sciences
- ☐ Technology
- ☐ Other

Question 6

Please select the option that best describe Faculty Rank

- ☐ Professor
- ☐ Associate Professor
- ☐ Assistant Professor
- ☐ Instructor

Question 7

Are you tenured faculty?

- ☐ Yes, how man years? (Please enter whole number)

- ☐ No

Question 8

What is your Employment Status?

- ☐ Full-time

- ☐ Part-time

Question 9

What are your years of teaching experience?

- ☐ 0-4

- ☐ 5-9

- ☐ 10-14

- ☐ 15-19

- ☐ 20 or more

Question 10

What is your race/ethnicity?

- ☐ Black or African American
- ☐ Native American or Native Alaskan
- ☐ Asian
- ☐ Hispanic
- ☐ Native Hawaiian or Pacific Islander
- ☐ White
- ☐ Multiracial
- ☐ Other

Question 11

Have you taught any online courses?

- ☐ Yes, how many courses have you taught? (Please enter whole number)

- ☐ No



67% Complete

Section II: (Information Literacy Questions)

Questions 12 - 18

There are many definitions and interpretations of information literacy. The elements listed below are shared by many definitions. In developing a definition of information literacy for your college, please indicate what you believe should be the relative priority for each item.

A "1" indicates the lowest priority through "7" indicating highest priority. Please only use each number once.

	1 Lowest Priority						
	2						
		3					
			4				
				5			
					6		
						7 Highest Priority	
Determine the nature and extent of needed information	☐	☐	☐	☐	☐	☐	☐
Access information effectively	☐	☐	☐	☐	☐	☐	☐
Evaluate critically the sources and content of information	☐	☐	☐	☐	☐	☐	☐
Incorporate selected information in the learner's knowledge base and value system	☐	☐	☐	☐	☐	☐	☐
Use information effectively to	☐	☐	☐	☒	☐	☐	☐

There are many definitions and interpretations of information literacy. The elements listed below are shared by many definitions. In developing a definition of information literacy for your college, please indicate what you believe should be the relative priority for each item.

A "1" indicates the lowest priority through "7" indicating highest priority. Please only use each number once.

[illegible]

Question 19

Information literacy instruction incorporates both discrete, skill-based (e.g. learning to retrieve information) instruction and cognitive, process-based (e.g. evaluating information). On the following continuum, please characterize your beliefs about existing information literacy instruction at your college.

- ☐ 1 Skills-based
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10 Process-based

Question 20

I believe my college has a clearly defined definition of information literacy.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

Question 22

There are many factors that can create obstacles to incorporating information literacy instruction into the curriculum. From the following list, please select the factor you may think is the most significant challenge to incorporating information literacy instruction in your college.

- ☐ Insufficient staffing
- ☐ Insufficient time
- ☐ Uncertainty about who's responsible for providing instruction
- ☐ Uncertainty about how to incorporate IL into course assignment
- ☐ Increased workload
- ☐ Unclear program goals and objectives
- ☐ Insufficient administrative support
- ☐ Lack of knowledge about IL
- ☐ Coordinating efforts among faculty within my department
- ☐ Creating faculty buy-in
- ☐ Lack of clear consistent definition
- ☐ Creating a common agenda for the college
- ☐ Lack of need
- ☐ Other (please specify)

Questions 23 - 29

To effectively integrate information literacy into the curriculum, faculty...

	Strongly Disagree	Disagree	Agree	Strongly Agree
....will have to alter their assignments	☐	☐	☐	☐
...will have to alter their course	☐	☐	☐	☐
...will need extra time in their courses	☐	☐	☐	☐
...need to learn how to do so	☐	☐	☐	☐
...won't feel they can incorporate IL into the curriculum	☐	☐	☐	☐
...will need to understand more of what IL is	☐	☐	☐	☐
...will need to be convinced its appropriate for students to receive instruction	☐	☐	☐	☐

Question 30

Who should have responsibility for providing information literacy instruction at your college? (select one)

- ☐ Librarian only
- ☐ Classroom faculty only
- ☐ Teams compose of librarian and classroom faculty
- ☐ All classroom faculty from all departments
- ☐ Other, (please specify)

Question 31

I believe the most effective method of providing information literacy instruction is one that... (select one)

- ☐ Meets specific needs within my school
- ☐ Meets specific needs within my discipline
- ☐ Targets specific courses from multiple disciplines
- ☐ Is integrated into the entire curriculum
- ☐ None of the above. What's done now is sufficient.

Please indicate your belief about the importance of information literacy education compared to other curricular needs at your college

	Very important	Important	Not sure	Not important	Not important at all
Information literacy compared to computer skills	☐	☐	☐	☐	☐
Information literacy as a component of all classes compared to a component of specific set of classes	☐	☐	☐	☐	☐
Accreditation expectations for information literacy compared to other accreditation expectations	☐	☐	☐	☐	☐
Information literacy as a general education requirement compared to Computer Competency as General Education requirement	☐	☐	☐	☐	☐
Information literacy as a General Education requirement compared to all other General Education requirements	☐	☐	☐	☐	☐
Information literacy instruction for students compared to information literacy for faculty	☐	☐	☐	☐	☐
Need for general information literacy for all students compared to information literacy instruction for specific needs of students in specific disciplines	☐	☐	☐	☐	☐

Question 39

The courses in the "skills" area of our general education curriculum are designed to provide a foundation for students during their education at your college. Of the following skills, which do you believe is/are specifically articulated in General Education Requirements for the Associate degree - the document outlining General Education for your college? Please check all that you feel apply

- ☐ Acquire skills to conduct library and internet search
- ☐ Develop skills to document source materials
- ☐ Formulate skills to organize, synthesize, analyze and compute data
- ☐ Develop skills to present information clearly and effectively, both in writing and speaking

Question 40

There are **seven (7)** standards upon which Middle States bases college accreditation. These standards are articulated in *The Standards for Accreditation and Requirements of Affiliation* (2015) - a publication designed as a guide to assist institutions to engage in self-review and peer evaluation. Please indicate the number of standard(s) for which you believe the desirability of information literacy is noted in this publication. Please check all that you feel apply.

- ☐ **Standard I:** Mission and Goals
- ☐ **Standard II:** Ethics and Integrity
- ☐ **Standard III:** Design and Delivery of the Student Learning Experience
- ☐ **Standard IV:** Support of the Student Experience
- ☐ **Standard V:** Educational Effectiveness Assessment
- ☐ **Standard VI:** Planning, Resources, and Institutional Improvement
- ☐ **Standard VII:** Governance, Leadership, and Administration

BACK

NEXT



100% Complete

Thank you for taking the survey.

[Finish](#)

Appendix E: Debriefing Statement

Dear Faculty:

Thank you for participating in this study to assist community colleges in understanding one of the barriers of collaboration between librarians and faculty in teaching information literacy. Please be reminded that all responses given are confidential and that no information about you will be published or disclosed.

If you have any questions about the study, should you experience any adverse effect as results of your participation in the study, or if you are interested in knowing the results of the study, please contact Onyewuchi Charles Mezu, doctoral student Department of Advanced Studies, Leadership & Policy,

████████████████████ or ██████████ or at

████████████████████ or ██████████. For administrative questions, please contact Dr. Edet E. Isuk of the IRB at ██████████.

Again, thank you for your time, complete participation and cooperation.

Your kindness will always be greatly appreciated.

Sincerely,

Onyewuchi Charles Mezu