

1-25-2017

# Realizing critical business information literacy: Opportunities, definitions, and best practices

Ilana Stonebraker

*Purdue University*, stonebraker@purdue.edu

Caitlan Maxwell

*University of Washington - Bothell Campus*, maxwec@uw.edu

Kenny Garcia

*California State University, Monterey Bay*, kengarcia@csumb.edu

Jessica Jerrit

*University of Washington - Seattle Campus*, jjerrit@uw.edu

Follow this and additional works at: [http://docs.lib.purdue.edu/lib\\_fsdocs](http://docs.lib.purdue.edu/lib_fsdocs)

 Part of the [Business Law, Public Responsibility, and Ethics Commons](#), and the [Information Literacy Commons](#)

---

## Recommended Citation

Stonebraker, Ilana; Maxwell, Caitlan; Garcia, Kenny; and Jerrit, Jessica, "Realizing critical business information literacy: Opportunities, definitions, and best practices" (2017). *Libraries Faculty and Staff Scholarship and Research*. Paper 170.  
<http://dx.doi.org/10.1080/08963568.2017.1288519>

This document has been made available through Purdue e-Pubs, a service of the Purdue University Libraries. Please contact [epubs@purdue.edu](mailto:epubs@purdue.edu) for additional information.

Realizing Critical Business Information Literacy: Opportunities, Definitions and Best Practices

Ilana Stonebraker

Purdue University

Caitlan Maxwell

University of Washington- Bothell

Kenny Garcia

California State University- Monterey Bay

Jessica Jerrit

University of Washington- Seattle

**Abstract**

What does it mean to an ethical businessperson, and how does an ethical businessperson create, locate, organize and evaluate business information? Critical business information literacy (CBIL) is the application of social justice to business information literacy. This paper seeks to define, discuss and realize CBIL by tracing the literatures of critical librarianship, critical management and corporate social responsibility. To establish best practices, we drew upon applications of CBIL at four institutions of different size, geography and scale. The intent is to provide spaces and foundations for further CBIL application and discussion.

## **Introduction**

Unethical business school graduates are attracting an increasing amount of scrutiny for business schools in recent years. High profile cases as the Enron scandal and the 2008 Financial Crisis highlight that those who act on business information but lack skills to critique the forces that create it run the risk of endangering themselves, their companies, their communities and the environment. Ideologies such as free-market capitalism encourage business students to imagine business information as impartial goods set freely by the forces of supply and demand designed specifically for their consumption. Librarians have used the concepts of information literacy and critical evaluation of sources to help students to think who has produced a piece of information about what biases might be present. Information literacy instruction and critical evaluation practices acknowledges that both the creation and consumption of information are affected by an authors own beliefs and attitudes (Fink, 1989, p.128). In this paper we think deeper about information, bias and the businessperson's role in society. What does it mean to be an ethical businessperson, and how does an ethical businessperson create, locate, organize and evaluate business information?

The intent of this paper is to define, discuss and realize critical information literacy in the areas of business, management and economic education as a method of engaging with corporate social responsibility issues in an information environment. It is vital that students are empowered to think critically about business information through social justice frameworks. In this article, we will define an approach (critical business information literacy, or CBIL) for business librarians and instructors to work together. The Association to Advance Collegiate Schools of Business (AACSB) requires business schools to demonstrate a commitment "to address, engage, and respond to current and emerging corporate social responsibility issues (e.g., diversity,

sustainable development, environmental sustainability, and globalization of economic activity across cultures) through its policies, procedures, curricula, research, and/or outreach activities” in order to receive accreditation. We will trace the parallel literature in librarianship and management education, and then highlight three case studies for how business librarians in four institutions implemented this concept in their practice. It is our hope that we will create through this article a resource for others to explore the politics of information in their classroom instruction.

### **Literature Review**

In order to situate our work in business information literacy, we examined three main areas of the literature. First we looked broadly at critical pedagogy, social justice frameworks and applications of critical information literacy. Next we examined business information literacy as it is commonly defined and its connection to business instruction and critical thinking. Lastly, we looked to the business and management literature for themes and opportunities for collaboration between librarianship and management disciplines.

### **Critical Information Literacy, Critical Pedagogy, Social Justice**

Critical librarianship scholars and practitioners aim to examine the ways in which librarians, consciously or unconsciously, perpetuate systems of oppression (Hudson, 2012). With this aim in mind, we examined critical information literacy, critical pedagogy, and social justice frameworks to develop a critical consciousness in regards to business librarianship.

According to James Elmborg, critical information literacy provides a way for libraries to practice what they preach in terms of the democratic values they often invoke (Elmborg, 2006, p. 193). Critical information literacy “involves developing a critical consciousness about information, learning to ask questions about the library's (and the academy's) role in structuring

and presenting a single, knowable reality.” (Elmborg, 2006, p. 198). Critical information literacy (IL) challenges librarians to acknowledge and question the power dynamics behind knowledge production. In addition to developing a critical consciousness, proponents of critical IL also endeavor to implement critical approaches to their teaching practice. Studies of critical IL instruction include a mix of critical pedagogy and IL concepts and praxis.

Critical pedagogy perspectives include elements of critical consciousness, reflective practice, and a call for action on social justice issues. One of the tenants of critical pedagogy is acknowledging that culture, race, class and gender in various ways influence education. Proponents of critical pedagogy recognize that educational institutions and educational practices are inherently political (Kincheloe, 2008, p.2). This pedagogical approach encourages educators and students to critically examine political and social issues and analyze the impact of social inequality at all levels (Nouri, A., Sajjedi, S.M., 2014, p. 76). Critical pedagogy “help[s] students to develop a consciousness of freedom, recognize authoritarian tendencies, empower the imagination, connect knowledge and trust to power, and learn how to read both the word and the world as part of a broader struggle for agency, justice and democracy,” (Giroux, 2012, p. 116). According to Eamon Tewell’s *A Decade of Critical Information Literacy*, critical pedagogy positions education as a catalyst for social justice and civic responsibility (Tewell, 2015, p. 26).

Social justice is commonly understood as based on the principles of “fairness” and “equality” for all people and “respect for their basic human rights” (Sensoy & DiAngelo, 2015, p. xvii). The concept of social justice in educational literature focuses on race, class, and gender (Higgins & Gregory, 2013, p. 5). Teaching for social justice is built on the notion that race, class, gender, and culture play a role in the classroom. Social justice education includes (among other elements): engaging learners in critical thinking, valuing and building on the experiences that

student's bring with them to the classroom, noticing and challenging inequities and injustices in society, interrogating one's own beliefs and role in maintaining the status quo, as well as advocating for a more just and equitable society (Kaur, B., 2012, p. 486). Information literacy scholars have explored connections between elements of social justice and the "democratizing" core values of librarianship (Higgins & Gregory, 2013, p. 5). Social responsibility is one of the core values of librarianship, defined, "in terms of the contribution that librarianship can make in ameliorating or solving the critical problems of society" ("Core Values of Librarianship | Advocacy, Legislation & Issues," n.d.). Critical information literacy scholars argue that librarians can empower and emancipate students by incorporating critical and social justice pedagogy into their instruction practice.

The influence of critical theory and social justice concepts are apparent in the recent Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education (2016). One frame in particular, Authority Is Constructed and Contextual, discusses how traditional indicators of authority privilege certain worldviews and voices while silencing others.

In our review of critical information literacy, critical pedagogy, and social justice literature, we found little emphasis on business education, one of the most popular majors in the country. Of the 1,791,000 bachelor's degrees conferred in 2011–12, the greatest numbers of degrees were conferred in the fields of business (Institute of Education Sciences, 2013). Business schools have been accused of educating ideologies of self-interest and profit maximization (Toubiana, 2012). Through CBIL we hope to start to reconcile the neoliberal nature of business education with social justice and explore the nuances of implementing critical IL, critical pedagogy and social justice approaches in a major that is inherently capitalist centric.

### **Business Instruction, Business Information Literacy**

Business information literacy (BIL) helps business students “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (Cooney, 2005, p. 10). First popularized in the 1980s, information literacy and business education have been working together for nearly 20 years. In 1994, Jacobson observed that students might need to “think about a question, put pieces of information together, perhaps make assumption upon the information they are finding” (Trudi E. Jacobson MA, 1994, p. 23). Critical thinking was important from the onset of BIL. Jacobsen urged librarians to ask open questions to stimulate discussion versus asking students for the “right” index. In her review, Fiegen identified critical thinking and evaluation as a “preferred technique” among business librarians (Fiegen, 2011, p. 274). Additionally, in her list of best practices for business instruction derived from the studies, Fiegen highlighted the importance of using conceptual business models already familiar to students (Fiegen, 2011, p. 287). The models may include business and marketing models, but could also include ethical conception models such as critical theory.

### **Critical Management and Corporate Social Responsibility**

Like the information science disciplines, business disciplines have grappled with the concepts of critical theory and social justice in their practice. Our understanding of critical business information literacy draws upon business education as well as both the library and information science understanding of business and critical information literacy.

Critical management studies (CMS) is a loose but extensive grouping of theoretically informed critiques of management, business and organization, grounded originally in a critical theory perspective (“Critical Management Studies,” 2016). While critiques of management extend as far back as 1776, CMS was first introduced in 1992 in an edited work that applied

critical theory and a diverse range of different management topics including accounting, information systems, management science and organization (Fournier & Grey, 2000; Willmott, 1992). CMS was created as an academic response to many phenomenon affecting management studies: positivism, international economic politics and growing neoliberalism. Critical management studies has a large social science background (Fournier & Grey, 2000). CMS has employed varied critiques (feminist, Frankfurt school, etc), but at its heart is focused on the politicization of management studies. Grey states:

to engage in management, or to research management, is to commit to some kind of stance on political and moral values, such as the desirability of efficiency or of productivity or of profitability or, even, of employee satisfaction and well-being. Management, then, is never neutral, but, at most, purports to be so. (Grey, 2004, p. 179)

Thus described, CMS “confounds the scientific basis of management studies” and asserts that “facts are always impregnated with values” (179).

Manifested in management research and education, CMS is most relevant to CBIL as it is practiced in business schools as Critical Management Education (CME). In CME, the value-laden nature of management education does not require the repudiation of capitalist values, but rather the recognition of them. As an example, a management educator’s values are often lockstep with the values with the modern competitive market and private corporations (Grey, 2004). In essence, CME strives to “bring values into the classroom for analysis and discussion, and not as a separate module (say, business ethics) but as an integral part of whole programs” (Grey, 2004, p. 180). Further, CME asserts the need for “messy irrational complexities which is arguably closer to lived reality” (Grey, 2004, p. 183).

Within the Academy of Management, CMS division is comprised of over 700 scholars in 45 countries (“Critical Management Studies,” n.d.). The larger CMS movement keeps a website and has hosted an annual conference since 1999 (“About CMS | Critical Management,” 2016).

## REALIZING CRITICAL BUSINESS INFORMATION LITERACY 9

Among its sponsors are the Birmingham Business School, Michigan Technology University, Sobey School of Business and University of Massachusetts- Boston College of Management. A search in ABINFORM Complete for “critical management education” yields 164 results and a search for “critical management studies” yielded 1272 results. CME has been used in conjunction with diverse teaching strategies and pedagogies such action-based learning (Reynolds & Vince 2004), fiction literature reading (Śliwa, Sørensen, & Cairns, 2013) and with feminism (Swan, Stead, & Elliott, 2009).

Related to the CMS movement is the push by business schools toward Corporate Social Responsibility (CSR). CSR has many definitions and applications (Dahlsrud, 2008) but can be loosely defined as the study of practices which speak to companies’ moral, ethical, environmental or civic responsibilities. According to the Aspen Institute Center for Business Education, the percentage of schools requiring students to take a course in business and social issues increased from 34% in 2001 to 79% in 2011 (Aspect Institute Center for Business Education, 2012). Of particular note is AACSB’s decision to include CSR wording in their revised 2003 accreditation standards (see introduction). CSR presence in accreditation standards has brought much American interest in CSR education whereas as CME is not acknowledged in the AACSB document. CSR education in the classroom is often taught under the broader term “responsibility management education”. Responsibility in this case is a “broad rubric term embracing business ethics, CSR, stakeholder management and ecological sustainability” (Windsor, 2008, p. 507). Debate in the field over CSR in MBA programs often branches into two pedagogical tactics. The first group extends CSR across the curriculum (such as the University of Chicago), while the second group offers a stand-alone module (such as the Wharton School at University of Pennsylvania) (Windsor, 2008, 516).

While both methods (single course versus curriculum disbursement) have been successful in terms of integration into the curriculum, CSR education has been criticized for focusing primarily on “compliance” with accreditation versus actually moving towards social change and responsibility (Windor, 2008, 516). Toubiana interviewed business faculty and found three hegemonic forces in business programs which challenge social justice applications: profit-driven business ideologies, the particular character of MBA programs, and bias toward quantitative research (Toubiana, 2012, p. 81).

CME and CSR both have decades-old large followings that stop at the library’s door. Taken broadly, CME and CSR offer applications of social justice and critical pedagogy across business schools and offer a variety of education methods including (but not limited to) curriculum integration and applications in action research. What they do not offer is critical methods to approach data gathering, evaluation of sources, or user instruction. Critical information literacy and critical librarianship, stemming from the same social justice and critical origins, is not addressed. This paper hopes to offer opportunities for the CME, CSR and CBIL communities to come together.

Based on our analysis of the critical information literacy, business information literacy and business education literatures, we identified a gap between the business and information science literatures. While both librarian and business educators were very interested in teaching research methods and critical theory, there had not been an intentional effort to bridge the critical information literacy, CME and CSR literatures. Drawing upon this literature and our experiences as critical educators, we sought to define and implement critical information literacy and responsible information literacy management education within the business classroom.

### **Definitions and Best Practices**

Definitions help those working in certain areas to identify a common language for the community. Critical business information literacy is the application of social justice to business information literacy. Librarians empower students to question the ideologies underpinning the presentation and use of business information. Further, students act as agents of change within the classroom and their profession by questioning the presentation and use of business information. CBIL builds on existing traditions of theoretically informed critiques based on critical theories or business ethics.

### **Best Practice Examples**

A common criticism of critical theory and critical pedagogy is that the discourse is designed around those with the privilege to contemplate the idea at length, with less time focused on best practices examples that may illustrate how the critical theory and social justice frameworks might operate within the constraint of real world classrooms (Pagowsky & McElroy, 2016). For the past year, the authors of this paper have used our CBIL definition and applied the concepts within our business classrooms. What follows are three examples how CBIL has been applied at four institutions of different size, geography and scale. The intent is to highlight how CBIL may be applied in practice.

*Intentional Instructional Design (University of Washington- Seattle and University of Washington- Bothell)*

Critical theory concepts can be especially difficult to apply to a one-shot setting if the business departmental administration does not place a priority on social justice and/or equity education. Nevertheless, there are low stakes ways to incorporate CBIL into practice such as starting a conversation with faculty about CBIL based on their research interests or pre-existing relationships, creating a learning community, such as the cross-institutional partnership exhibited

in this article, and changing the way that a librarian may structure their class based on critical pedagogy frameworks.

The typical one-shot format inhibits diving into critical theory concepts in any kind of depth. The amount of time that business librarians get in the classroom depends on the faculty and the course content, and may be extremely limited. Students are generally not at all familiar with what kinds of business resources are available, so they need time for the basics (locating, accessing, and so forth). It is hard to sell the idea of critical theory when they still need so much help with the practical.

With this in mind, two librarians in the University of Washington (UW) System (who are two of the four authors of this paper) have developed various tutorials and pre-class activities to allow more room for active learning and discussion during the one-shot session. The UW librarians also examined their lesson plans through a critical pedagogy lens and adjusted them where possible.

The University of Washington is a large public university with three campuses in Seattle, Bothell, and Tacoma. The Seattle campus is research focused and is home to the majority of students, while UW-Bothell is more curriculum driven with a much smaller student body. The UW-Bothell Library also serves the needs of Cascadia Community College. Despite the differences between the two campuses, we found many commonalities between business students and faced similar challenges

In the experience of two librarians in the UW libraries system, source evaluation could be a good way to start a conversation about introducing critical theory into a class. Faculty are usually receptive to source evaluation. Librarians can incorporate source evaluation questions that highlight critical theory concepts such as ‘whose voice is being left out?’ Librarians can also

re-evaluate their existing source evaluation lesson plans to make sure they're allowing room to question authority. Even if the content covered has to remain largely the same, the librarian can choose activities that are structured in such a way as to decenter the librarian as the figure of authority and promote equal participation by all students. The authors have used active learning techniques to shift control of the classroom to the students. They used database jigsaw activities to give students a chance to teach each other about business resources. The UW librarians also tried to let students choose the content of the session wherever possible. Encouraging students to take an active part in their education rather than being passive receptacles of knowledge is directly in line with critical pedagogy approaches.

In addition to direct work with students, librarians can also work on developing their own critical consciousness. Developing lesson plans that incorporate CBIL could take some time to design and implement. It can be difficult to know where to get started. Developing a critical consciousness gives another dimension to consider when librarians choose a specific activity or learning outcome for a one-shot instruction session. The authors, for example, started by following #critlib on Twitter. #Critlib is a movement of “library workers dedicated to bringing social justice principles into their work in libraries” (“About | Join the discussion”, n.d.). The two UW librarians also attended #critlib un conferences at ACRL and ALA.

Business librarians could also take a look at courses that include topics like ethics, corporate social responsibility, and sustainability and collaborate with these faculty on applying critical theory concepts. This could also help librarians identify faculty allies who could help advocate for more critical theory ideas being included throughout the curriculum and shape departmental culture. The two UW librarians believe that critical theory should be an important

concept that underlies every class and is scaffolded, not just introduced by a single librarian and then forgotten.

*Strategic Partnerships with Business Schools (California State University- Monterey Bay)*

Academic librarianship to business programs, departments, and colleges has traditionally focused on demonstrating the value of the library, librarians, and library resources in relationship to a return on investment. If the focus on value is reframed with a critical mindset and a critical management studies (CMS) framework, it will open up opportunities for academic librarians to focus on critical information literacy and critical pedagogy, thus intentionally valuing critical consciousness in students over profit. The congruence of the institution's mission and vision statement with the visionary statements made by the dean of the College of Business (COB) stimulated the development of an alternative and collaborative one-shot library instruction session for a critical thinking and ethics-based business course. The library session focuses on the evaluation and analyzation of a non-profit organization's website to determine the mission of an organization or campaign, its organizational or campaign goals, its target population, and the criteria used to specify the target population.

California State University - Monterey Bay (CSUMB) is a small, public, and comprehensive university with approximately 7,000 students. The liaison to the business school is one of the co-authors of this paper. CSUMB's vision statement states that "the campus will be distinctive in serving the diverse people of California, especially the working class and historically undereducated and low-income populations," and that "the identity of the university will be framed by substantive commitment to multilingual, multicultural, gender-equitable learning" (Vision Statement, 1994). The CSUMB College of Business' (COB) strategic focus attempts to balance profit, planet, people, ethics, and equity in the education of its students

(Strategic Foci, n.d.). The CSUMB library's mission is to support its students, faculty, staff, and community members in the exploration, discovery, and synthesis of information (Mission Statement, n.d.). The mission and vision of the university, college, and the library are in agreement on many levels.

Information literacy instruction takes place in the Graduate Writing Assessment Requirement (GWAR) course, BUS 304: Business Communication, Ethics, and Critical Thinking. This course addresses most if not all of the areas in the COB's strategic focus. With 12% of the undergraduate student population majoring in Business Administration, there is a need to have multiple sections of BUS 304 available for students every semester. In the Fall 2015 semester, there were eight sections of BUS 304. The students in this course develop a case study on a local nonprofit organization and a for-profit business. The information literacy sessions in this course have comprised of either a one-hour lecture in the classroom or a two-hour session in a computer lab where students get hands-on experience researching the nonprofit organization that their case study will focus on. The students also have access to an online library course guide with an interactive tutorial on researching nonprofit organizations and for-profit businesses.

The theme of the information literacy session is ethical and socially responsible behavior, which ties into the COB's strategic area of people and equity. The library session incorporates the evaluation of a non-profit organization's website. To continue with the focus on people and equity, students practice their evaluation skills by evaluating Picture the Homeless' website for its mission, its organizational or campaign goals, its target population, and the criteria used to specify the target population (Picture the Homeless, 2016). Picture the Homeless is a New York City-based multiracial and bilingual organization with a constituency that includes homeless

people living in shelters and on the streets. The organization was founded and led by homeless people. The goal of this exercise is to not only have students think critically about an organization's goals and target population, but to have them grapple with the issue of homelessness, which is a direct result of capitalism and profit. This is an attempt to have students reflect on critical information literacy over profit.

*Service-Learning and CBIL (Purdue University)*

Service-learning, or the process in which students apply their classroom experiences to solve real-world problems in their communities, has an increasing footprint on undergraduate education at Purdue University (Payne, 2016). Purdue University, a large 40,000 student public engineering and technology focused institution located in West Lafayette, Indiana. CBIL is useful in a wide variety of ways in Service-learning. It allowed the business librarian to shift the objectives of a business information literacy course from personal gain to societal gain. A business librarian at Purdue (and one of the coauthors of this paper) first explored CBIL in her required information literacy course successfully (Stonebraker, Maxwell, & Jerrit, 2016), but saw many intersections between civic responsibility, information literacy and Service-learning in the undergraduate curriculum. She redesigned projects to focus how individual corporate interests could be used making community better for all, rather than just for individual gain.

The Purdue librarian first piloted the CBIL-influenced service-learning course "Making Greater Lafayette Greater" for freshmen as part of the learning community on solving real problems in the community using business information. The course included a mix of field trips to local sites of economic development as well as in-class flipped exercises where students solve problems for stakeholders. Then as a final project students selected one problem they saw in the

Greater Lafayette community and presented some possible solutions. The Purdue Learning Communities recognized this course for excellence at their annual awards.

The Purdue librarian then leveraged that success to build a new course for Honors students on “Making Greater Lafayette Greater” within the Honors College. The new version has smaller class size (20 vs. 40), more credits (3 vs. 1) and is open to students across disciplines who share an interest in the interdisciplinary field of economic development. The librarian was also accepted as a Junior Fellow to the Service-Learning Grant Program to support her efforts. The Honors College course will have a more interdisciplinary focus but will still highlight how theories of economic development inform businesses and communities alike.

These two courses differ from more traditional IL courses in that they have an explicit egalitarian focus, driving students to develop empathy for many nontraditional business stakeholders, such as the elderly, the homeless and single working mothers. Since students are focused on what is better for all, versus what is better for a single company, it leaves more room in the research process to question what is collected and what is not collected in a traditional research collection at a university. For example, many articles are written about economic development success, but less on economic development failures, which seamlessly flows into a conversation about the author’s purpose in writing an article. Industry resources may cover national trends, but may not reflect local phenomenon. Students must piece together a picture of the community from a wide variety of sources, which may include interviews, observations and scholarly sources.

In many ways, the course reflects other flipped courses she has taught in the management curriculum (Stonebraker, 2015) but with a slight change in emphasis that allows the business library to participate in a larger discussion of how not only to use business information, but also

how to grow intellectually through service and community outreach. CBIL for her was not a destination within itself, but part of a journey towards a more connected and responsible information literacy curriculum.

### **Implications for Practice/ Discussion of Opportunities for Agitation/ Challenges**

#### *Implications for Practice- Increased Library Engagement*

An increase in library engagement with business programs and departments will result in an increased workload for business librarians. This will have a more direct impact on smaller campuses where librarians liaise with multiple departments. It can also open up opportunities to develop more meaningful relationships between the business librarian and business students and faculty. Information literacy sessions for multiple business course sections will reach an increased number of students if instruction is scaffolded across the business curriculum.

#### *Opportunities for Agitation*

There are also opportunities for agitation through collaboration, focusing on social justice, and community engagement. Business librarians invested in critical engagement can develop relationships and collaborate with business faculty whose research and pedagogical styles align with them. This may lead to collaborative research projects, courses, and library instruction sessions.

It also opens up an opportunity to focus library instruction on social justice themes. These social justice themes can be related to issues directly affecting students or problems affecting the local communities. It can be a unique opportunity to critically present information and develop the analyzation and critical thinking skills needed for lifelong learning. Library instruction, in the name of researching multiple information sources, allows for students to include critical alternative sources.

Community engagement pedagogies like service learning-based library instruction permits business students to propose and enact alternative business models and management styles. It goes further than the limited one-shot library instruction session in that students are given an opportunity to reflect on proposals they developed and carried out, and affords them a moment to revise their thinking and actions. This allows students to develop practical knowledge and experience that they can then take with them after they graduate.

#### *Curricular mapping of critical information literacy opportunities*

Deeper embedment of core departmental values into CBIL values will support students learning. Scaffolding social justice with the mapping of information literacy across a curriculum helps librarians identify relevant courses and experiences. Curricular mapping can also function to make connections to the shared values or visions held across different levels, departments, or colleges. Librarians can seek out faculty who may already contribute CSR and CMS communities, or classes which have been identified as meeting the CSR requirements. Library instruction should support not only information literacy objectives, but the overall mission and vision of the institution and the department or college that each librarian serves, which may include social justice aims. In the case of CBIL the five business principles of people, planet, profit, ethics, and equity need to become more embedded in the information literacy outcomes taught in the business-focused library instruction sessions. This may require librarians not only to know of how social justice interacts with the curriculum but how social justice interacts with traditional information literacy concepts such as searching, discovery and interpretation.

#### *Challenges*

The ability to have students master information literacy skills through one-shot library instruction sessions is limited. Like with BIL, CBIL requires librarians to consider scaffolding

instruction across the curriculum through credit-bearing library research courses with a departmental or college-based focus. For an information literacy program that does not offer credit-bearing courses, there is a need to expand the number of library sessions offered to each key course where information literacy needs are met, or consider working with campus partners such as writing centers, diversity centers, or career centers.

### **Conclusion**

The Oxford Handbook of Corporate Social Responsibility has proclaimed: “responsibility is the fundamental management issue of the 21st century” (Windsor, 2008, p. 507). Never has it been more important for business educators, and therefore business librarians, hold themselves and their stakeholders responsible for their thoughts, words and actions.

In this article, we have reframed business information literacy through the lens of social justice. Critical business information literacy challenges business librarians to embrace new methods and intentionally choose new paths. Concurrently, critical business information literacy does not reflect a new set of responsibilities but rather an intentional approach to traditional business information literacy. Instructors may read this article and see practices they are already undertaking. Our intent is not to be combative or even “critical” of business information literacy, but rather to put ourselves in conversation with existing critical communities in business programs. CBIL provides spaces, both intellectual and social, for business librarians and business educators to discuss social justice.

As Warren Buffet said in his biography *Of Permanent Value*, “someone is sitting in the shade today because someone planted a tree a long time ago” (Kilpatrick, 2007). CBIL is a process, a seed planted, not the final product. It is our hope that the ideas created through CBIL will circle back into BIL to create more meaningful information literacy experiences for business

students and faculty. We hope our work will inspire others to possibly explore further implication of social justice and CBIL through publications, conferences and professional organizations. CBIL's successes can be attributed to its application through thoughtful, engaged librarians in conversation with one another. We hope together to build, collaborate, reflect, critique, empower, engage, and most importantly, listen.

#### References

About CMS | Critical Management. (2016). Retrieved March 16, 2016, from

<http://www.criticalmanagement.org/content/about-cms>

About | Join the discussion | critlib. (n.d.). Retrieved July 15, 2016, from

<http://critlib.org/about/>

Aspect Institute Center for Business Education. (2012). Beyond Grey Pinstripes: 2011-2012.

Retrieved March 18, 2016, from

<http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/BGP 2011-2012 Global Report-small.pdf>

Association of College and Research Libraries. (2016). Framework for Information Literacy for Higher Education. Retrieved January 23, 2017, from

<http://www.ala.org/acrl/standards/ilframework>

California State University - Monterey Bay. (1994). Vision Statement. Retrieved from

<https://csumb.edu/about/vision-statement>.

California State University - Monterey Bay, College of Business. (n.d.). Strategic foci.

Retrieved from <https://csumb.edu/business/about>.

California State University - Monterey Bay, Library. (n.d.). Mission Statement. Retrieved from

<https://csumb.edu/library/mission-statement>.

Cooney, M. (2005). Business Information Literacy Instruction. *Journal of Business & Finance Librarianship*, 11(1), 3–25. doi:10.1300/J109v11n01\_02

Core Values of Librarianship | Advocacy, Legislation & Issues. (n.d.). Retrieved June 1, 2016, from <http://www.ala.org/advocacy/intfreedom/statementspols/corevalues>

Critical Management Studies. (n.d.). Retrieved June 1, 2016, from <http://aom.org/Divisions-and-Interest-Groups/Critical-Management-Studies/Critical-Management-Studies.aspx>

Critical Management Studies. (2016). Wikipedia. Retrieved March 15, 2016, from [https://en.wikipedia.org/wiki/Critical\\_management\\_studies](https://en.wikipedia.org/wiki/Critical_management_studies)

Dahlsrud, A. (2008). How Corporate Social responsibility is Defined: an Analysis of 37 Definitions. *Corporate Social Responsibility and Environmental Management*, 15(1), 1–13.

Elmborg, J. (2006). Critical Information Literacy: Implications for Instructional Practice. *The Journal of Academic Librarianship*, 32(2), 192–199. doi:10.1016/j.acalib.2005.12.004

Fink, D. (1989). *Process and Politics in Library Research: A Model for Course Design*. Chicago, IL: American Library Association.

Fiegen, A. M. (2011). Business Information Literacy: A Synthesis for Best Practices. *Journal of Business & Finance Librarianship*, 16(4), 267–288. doi:10.1080/08963568.2011.606095

Fournier, V., & Grey, C. (2000). At the Critical Moment: Conditions and Prospects for Critical Management Studies. *Human Relations*, 53 (1), 7–32. doi:10.1177/0018726700531002

Garcia, K. (2015). Keeping up with ... Critical Librarianship. *College and Research Libraries News*. Retrieved from [http://www.ala.org/acrl/publications/keeping\\_up\\_with/critlib](http://www.ala.org/acrl/publications/keeping_up_with/critlib).

Giroux, H. A. (2012). *Education and the Crisis of Public Values* (Counterpoi.). New York: Peter Lang Publishing Inc.

Grey, C. (2004). *Reinventing Business Schools: The Contribution of Critical Management*

Education. *Academy of Management Learning & Education*, 3(2), 178–186. Retrieved from 10.5465/AMLE.2004.13500519

Higgins, S., & Gregory, L. (Eds.). (2013). *Information Literacy and Social Justice: Radical Professional Praxis*. Library Juice Press.

Hudson, M. (2012) “Progressive Librarians Guild Midwinter Meeting,” *ALACONnect*. Retrieved from <http://connect.ala.org/node/166009>.

Institute of Education Sciences. (2013). Most popular majors. *Fast Facts- National Center of Education Statistics*. Retrieved from <http://nces.ed.gov/fastfacts/display.asp?id=37>

Jacobson, T.E. (1994). Another Look at Bibliographic Instruction for Business Students. *Journal of Business & Finance Librarianship*, 1(4), 17–28. doi:10.1300/J109v01n04\_03

Kaur, B., (2012). Equity and social justice in teaching and teacher education. *Teaching and Teacher Education*. 28, 485-492.

Kilpatrick, A. (2007). *Of permanent value: The story of Warren Buffett* (Vol. 1). Andy Kilpatrick Pub Empire.

Kincheloe, J. (2008). *Critical Pedagogy Primer*. Peter Lang Publishing, Inc.

Nouri, A., Sajjedi, S.M. (2014). Emancipatory Pedagogy in Practice: Aims, Principles and Curriculum Orientation. *International Journal of Critical Pedagogy*, 5(2), 76-87.

Pagowsky, N., & McElroy, K. (2016). Introduction. In N. Pagowsky & K. McElroy (Eds.), *Critical Library Pedagogy*. Chicago: ACRL Press.

Payne, L. (2016). What is Service-Learning? Retrieved from <http://www.purdue.edu/cie/learning/servicelearning/>

Picture the Homeless. (2016). Our Mission Statement. Retrieved from <http://picturethehomeless.org/>.

- Sensoy, Ö., & DiAngelo, R. (2015). *Is everyone really equal?: An introduction to key concepts in social justice education*. Teachers College Press.
- Śliwa, M., Sørensen, B. M., & Cairns, G. (2013). “You have to choose a novel”: The biopolitics of critical management education. *Management Learning* . Retrieved from <http://mlq.sagepub.com/content/early/2013/09/16/1350507613500880.abstract>
- Stonebraker, I. (2015). Flipping the Business Information Literacy Classroom: Redesign, Implementation, and Assessment of a Case Study. *Journal of Business & Finance Librarianship*, 20(4), 283–301.
- Stonebraker, I., Maxwell, C., & Jerrit, J. (2016). Critical Pedagogy for Business and Management Undergraduates. In N. Pagowsky & K. McElroy (Eds.), *Critical Library Pedagogy*. Chicago: ACRL Press.
- Swan, E., Stead, V., & Elliott, C. (2009). Feminist Challenges and Futures: Women, Diversity and Management Learning. *Management Learning* , 40 (4 ), 431–437.  
doi:10.1177/1350507609336709
- Tewell, E. (2015, October 23). A Decade of Critical Information Literacy: A Review of the Literature. *Communications in Information Literacy*. Retrieved from <http://eprints.rclis.org/28163/2/a-decade-of-critical-information-literacy.pdf>
- Toubiana, M. (2012). Business Pedagogy for Social Justice? An Exploratory Investigation of Business Faculty Perspectives of Social Justice in Business Education. *Management Learning*, 45(1), 81–102. doi:10.1177/1350507612454097
- Willmott, H. (1992). *Critical Management Studies*. Sage.
- Windsor, D. (2008). Educating For Responsible Management. In A. Krane, A. McWilliams, D. Matten, J. Moon, & D. Siegel (Eds.), *Oxford Handbook of Corporate Social Responsibility*

(pp. 504–517). Oxford: Oxford University Press.