

# Aligning Library Services with Campus Strategic Visions: *A Case of Experiential Learning*

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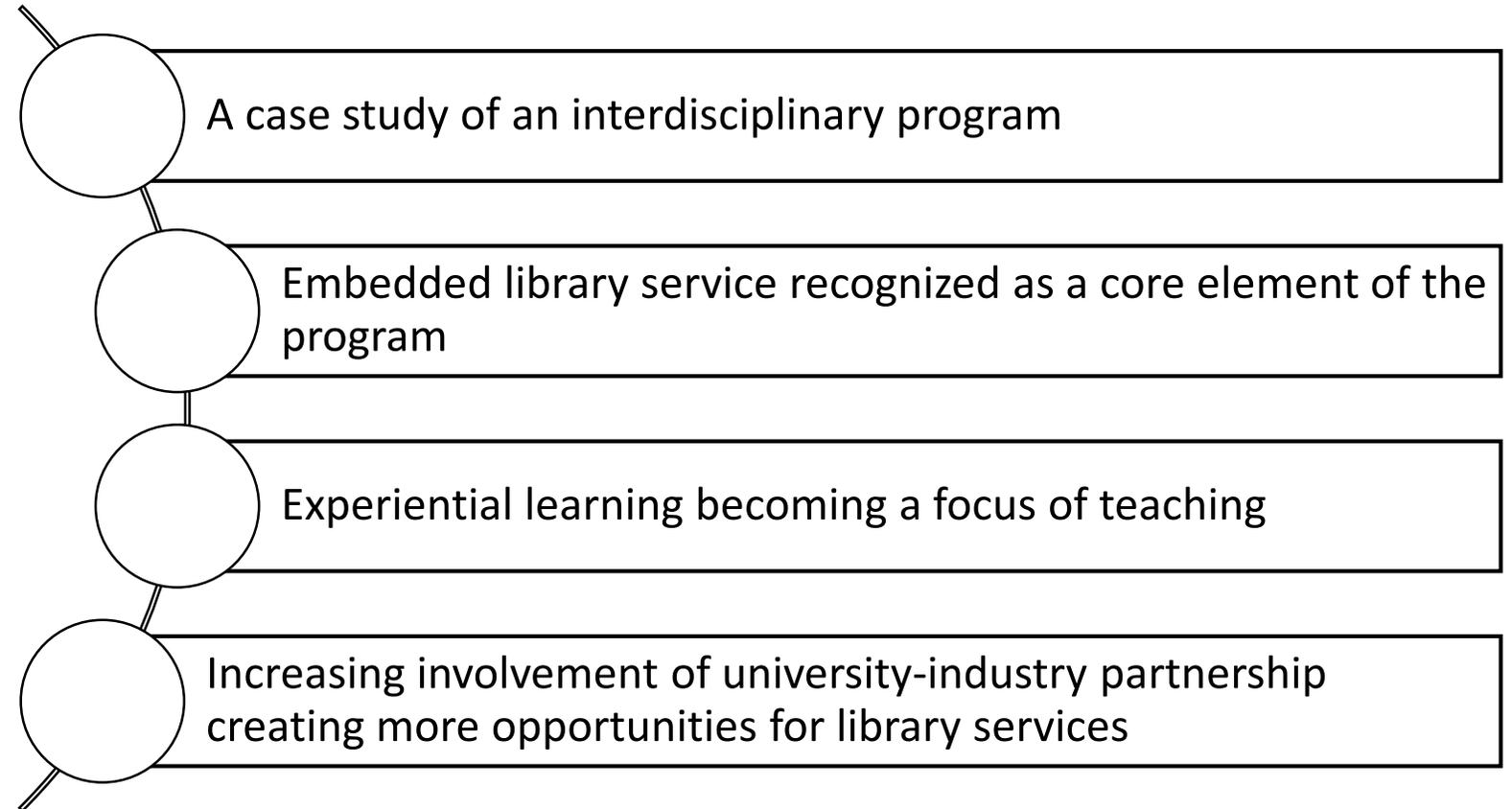
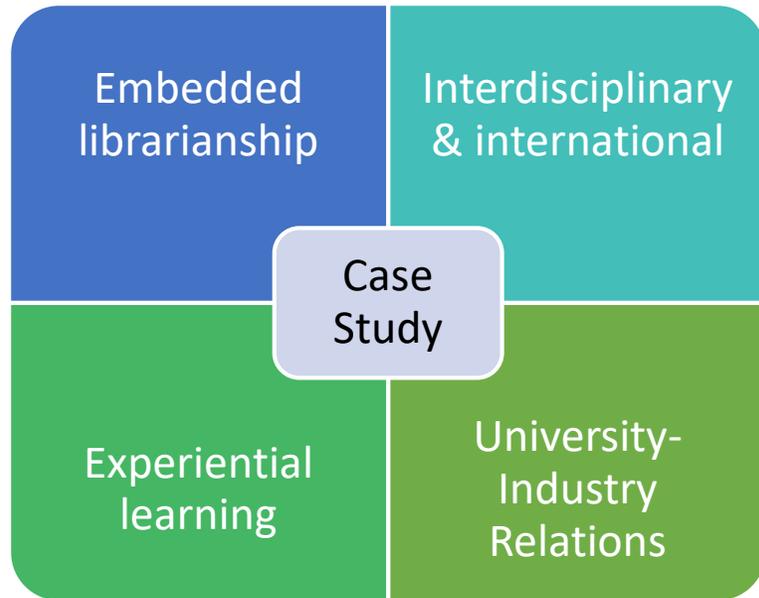
University of Illinois at Urbana-Champaign

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# Introduction

What is this case study about?

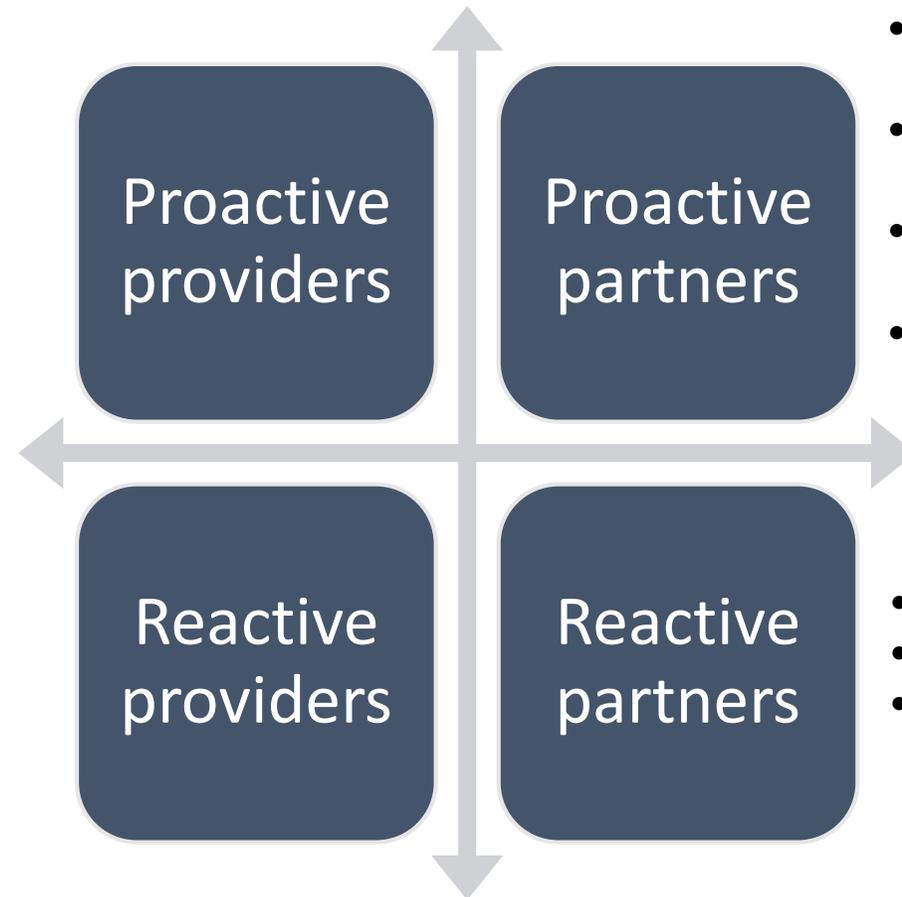


# Library service model\*

*How does the university library become a proactive partner?*

- Library is a collaborator
- Library participates in parts of the program
- Library helps design curriculum and training
- Library's contribution may be recognized

- Library is a resource center
- Library's role is limited
- Library has very limited resources



- Library is one of the project owners
- Library participates in the full project cycle
- Library helps design curriculum and training
- Library's contribution is visibly recognized

- Library is a resource center
- Library's role is limited but expandable
- Library is seen as important but its resources are limited

\*YS Song, 2009. *Marketing library services: a case study at the University of Illinois at Urbana-Champaign*. IFLA Publication.

Section 1  
Campus Strategic  
Plans & Experiential  
Learning



University of Illinois  
Strategic Plans 2018-2023

# UIUC Campus Strategic Plans

*What will shape the future of the university?*

Scholarship,  
Discovery &  
Innovation

Transformative  
Learning  
Experiences

Societal Impact

Resources &  
Strategic  
Investment

“Digital transformation” will be the theme for higher education



UIUC seeks to align its resources to meet the challenges of digital transformation via University-Industry Partnership



Goal 2 (“Transformative Learning Experience”) calls for proactive and innovative teaching methods to educate students with real-world opportunities both nationally and internationally



# Experiential Learning

*A response to the challenge of Goal 2*

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Goal 2:  
Transformative  
learning  
experience

2.A. Develop a campus-wide initiative in undergraduate and graduate student success that integrates classroom experiences, academic support, academic advising and mentoring, and co-curricular student services and experiences

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2.B. Provide new educational pathways and enhance current programs to increase flexibility and to foster education across disciplines

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2.C. Encourage every undergraduate student to complete one or more integrative learning experiences, such as capstone courses, internships, research, and study abroad

# Experiential Learning

*“Learn by doing” – a new paradigm*

99%

Of students feel better prepared to solve complex problems

95%

Of students have a better story to tell recruiters

98%

Of students improved their presentation delivery skills

97%

Of students are able to work more effectively in a team

Corporations and non-profit organizations provide projects



Students from diverse fields apply and join teams



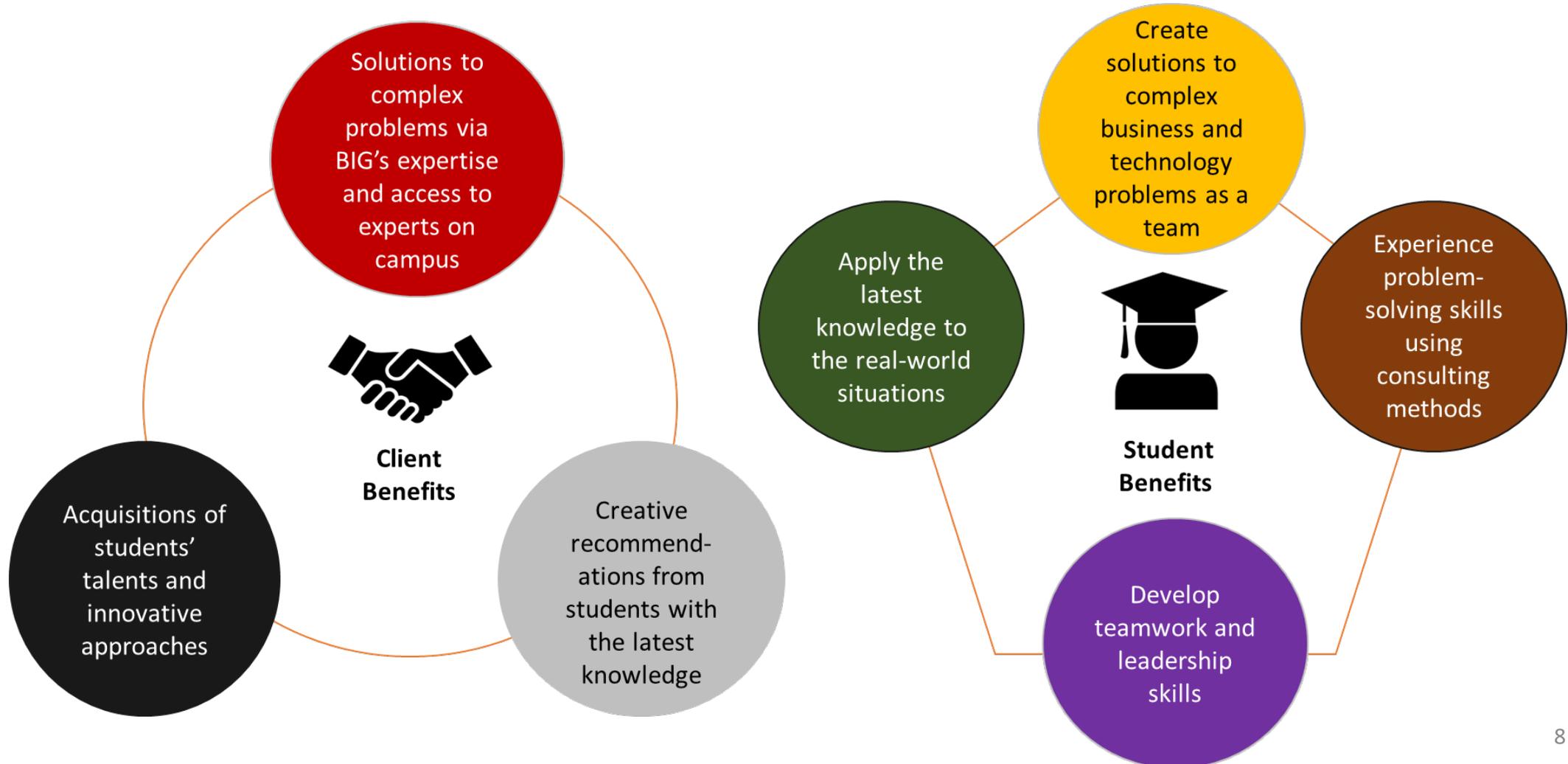
Teams work on projects for one semester



Teams deliver results

# Experiential Learning

*What are the benefits for students and partners?*



# Experiential Learning

*What programs are available on campus?*

- School of Information Sciences
- College of Business
- College of Law
- School of Engineering
- School of Social Work
- Office of Undergraduate Programs
- College of Agriculture, Consumer, and Environmental Studies
- College of Liberal Arts
- ... and more

More academic programs are providing experiential learning opportunities to strengthen their curriculum and enhance students' career prospect.

Section 2: Case Study  
Business Intelligence  
Group (BIG)

*(An experiential learning  
program at UIUC)*

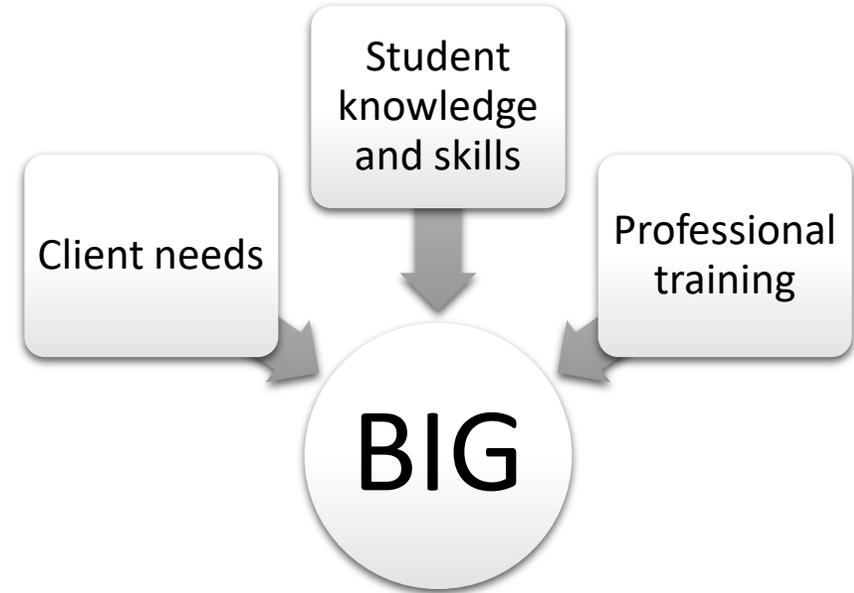


# Business Intelligence Group (BIG)

*An experiential learning program at the School of Information Sciences*

BIG's clients include multinational corporations, non-profit organizations, and technology start-ups.

Student consultants at BIG acquire and practice problem-solving skills critical to the success of today's organizations



- BIG is an experiential learning program where both undergraduate and graduate students work on real-world projects
- BIG students are strongly favored by corporate recruiters upon their graduation
- BIG is currently managed by the School of Information Sciences

# Objectives

*What does BIG seek to accomplish?*



Develop a platform  
for project-based  
and experiential  
learning



Help students solve  
real-world problems  
and gain professional  
growth

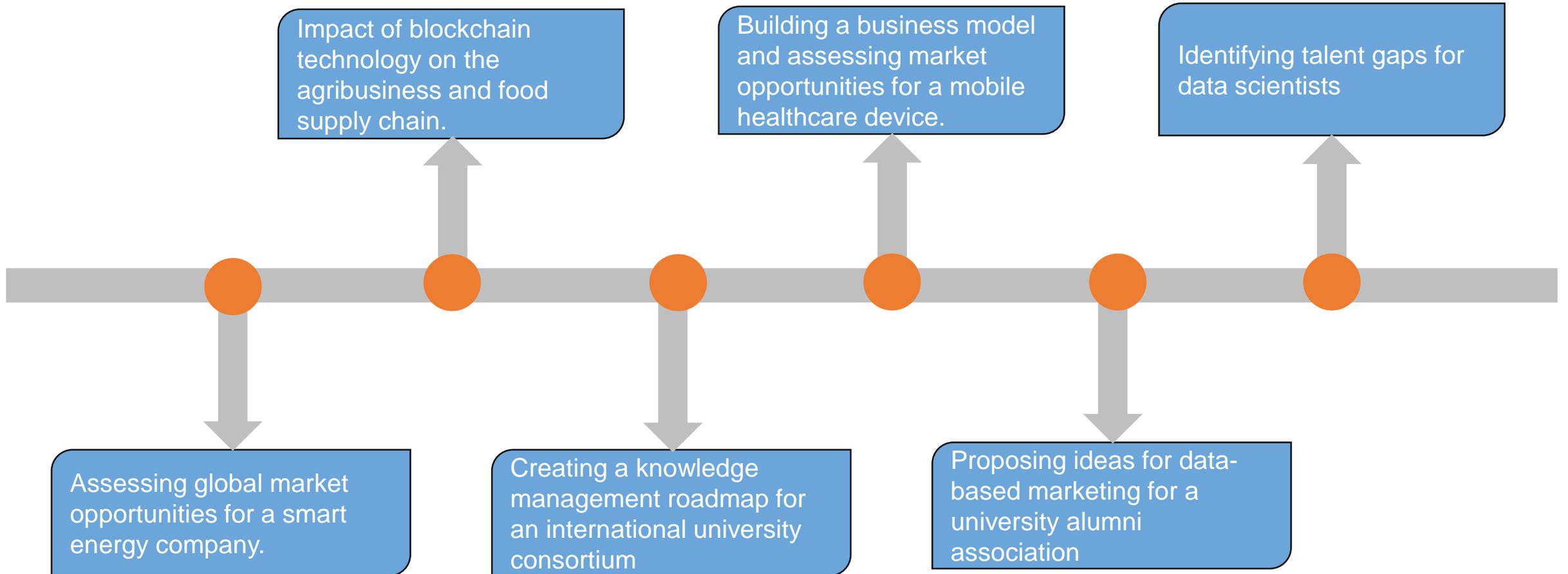


Help clients receive  
high-quality advisory  
services with actual  
and practical impact



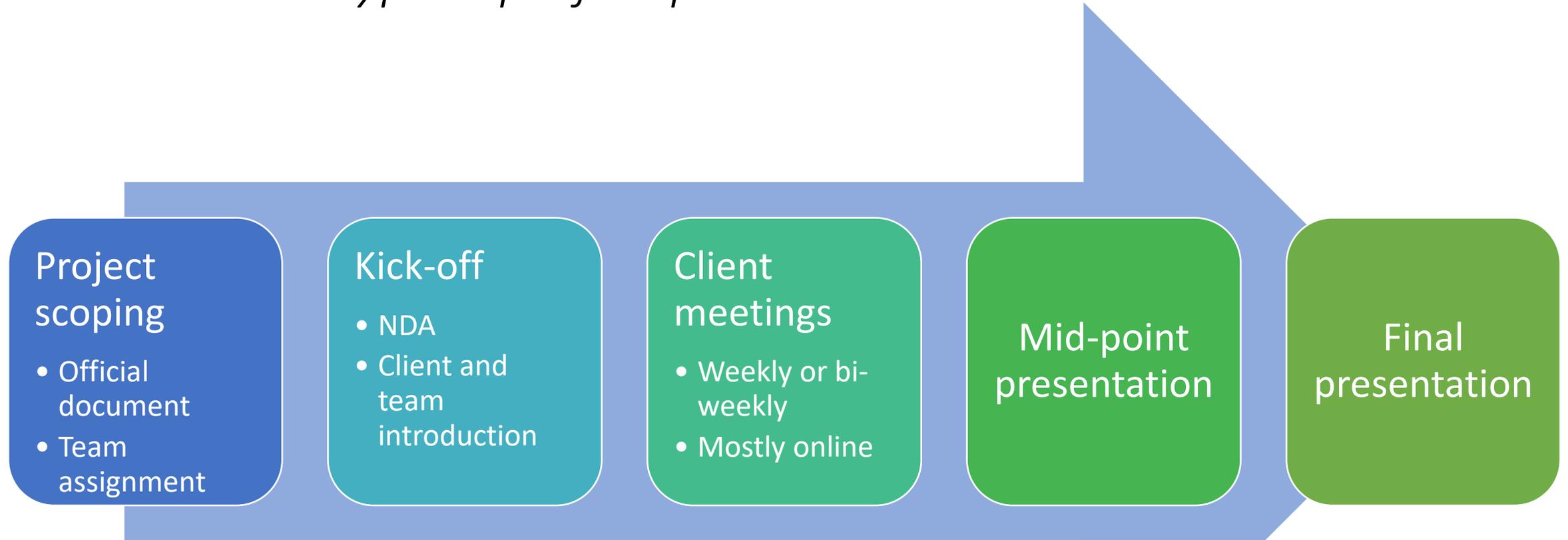


# Sample Projects



# Project Timeline

*What is the typical project process?*



**Q: How would the University Library be involved in this process as a proactive partner?**

## Section 3

# The University Library at the Core of BIG's Experiential Learning



# New opportunity for the University Library

*What role does the Library play?*

## Traditional model\*

- Proactive/Reactive provider
- Invited or requested to provide instruction
- Ad-hoc basis
- Lectures, office hours, workshops

## BIG Model

- Proactive partner
- Founding member of the program
- Participates in all phases:
  - Student selection
  - Client selection
  - Co-writer of funding proposals

\*M. Brower (2011). *A recent history of embedded librarianship.*

# Program Design

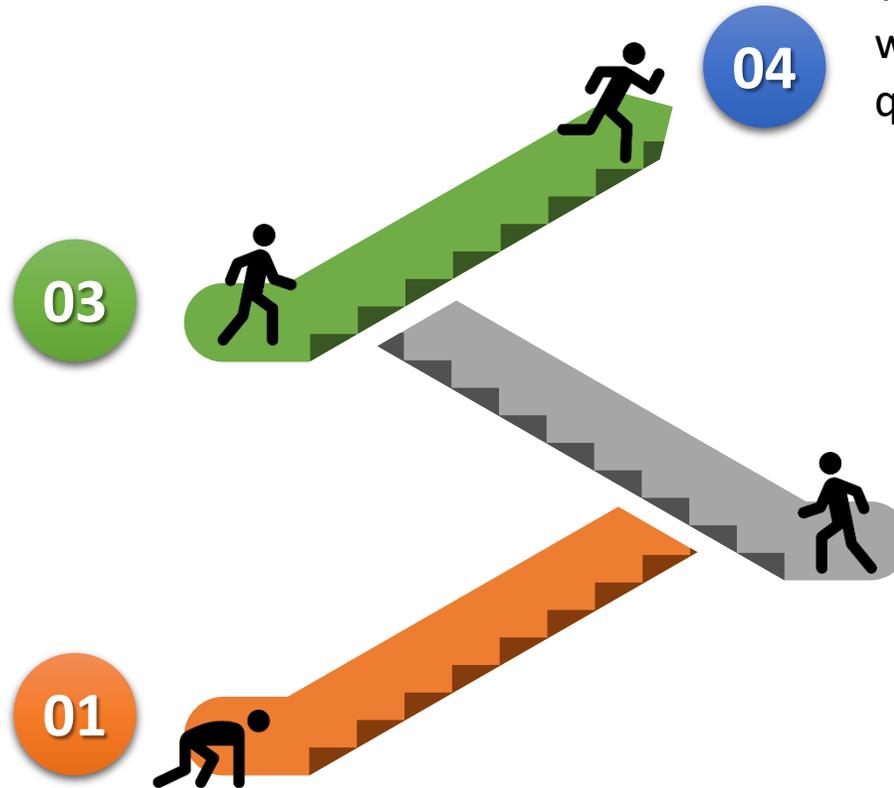
*How does the librarian work with BIG?*

## Training

Students participate in a total of 16 hours of training and practice sessions. Trainings are planned and coordinated by librarians

## Planning

BIG leaders sign project contracts with organizations.



## Engagement

Throughout the project, the librarian works with each team to ensure high quality research outcome

## Recruitment

BIG leaders interview and select students to join BIG based on the requirements of the clients.

**3 BIG leaders = faculty + librarian + senior student member**

# The Librarian's Role

*What does the librarian do at each stage?*

## Planning

- Ensures that the library has sufficient resources
- Prepares research guides and strategies for projects

## Recruitment

- Participates in selection process
- Assesses students' research skills
- Provides recommendations

## Training

- Plans research workshops and lectures
- *Fundamentals of research*
- *Advanced techniques in research*

## Engagement

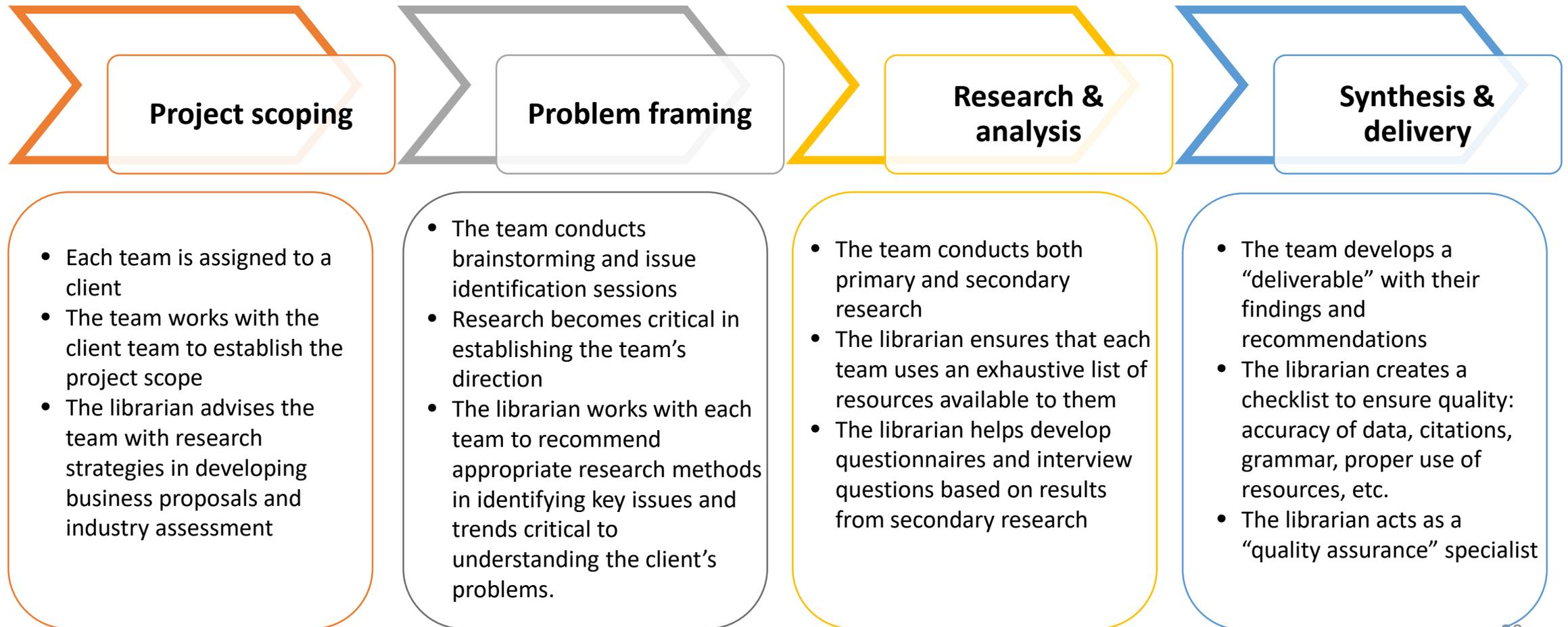
- Ensures the sufficiency and adequacy of teams' research
- Ensures high quality of research results
- Ensures proper use of research materials

The librarians maintains high visibility throughout the project engagement:

- Teams continue to the next stage after the librarian's approval (coaching)
- The final reports are submitted after the librarian's approval (quality control)

# A Closer Look at the Engagement Stage

*How does the librarian play a key role?*



# Main Implications

*What does this new program suggest?*

**1. Become a co-owner of the program**

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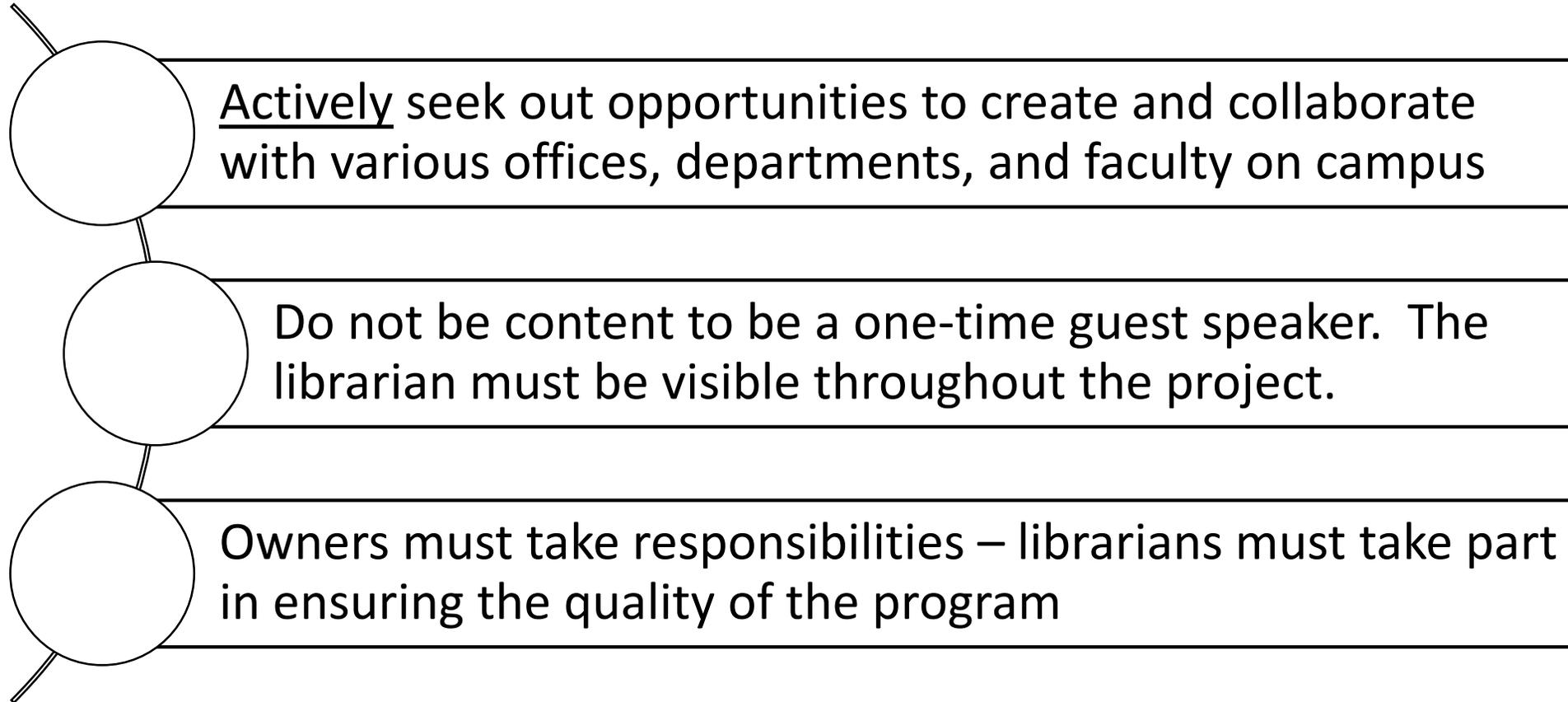
**2. Make visible contribution in every stage of the program**

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**3. Be flexible to go beyond traditional librarianship**

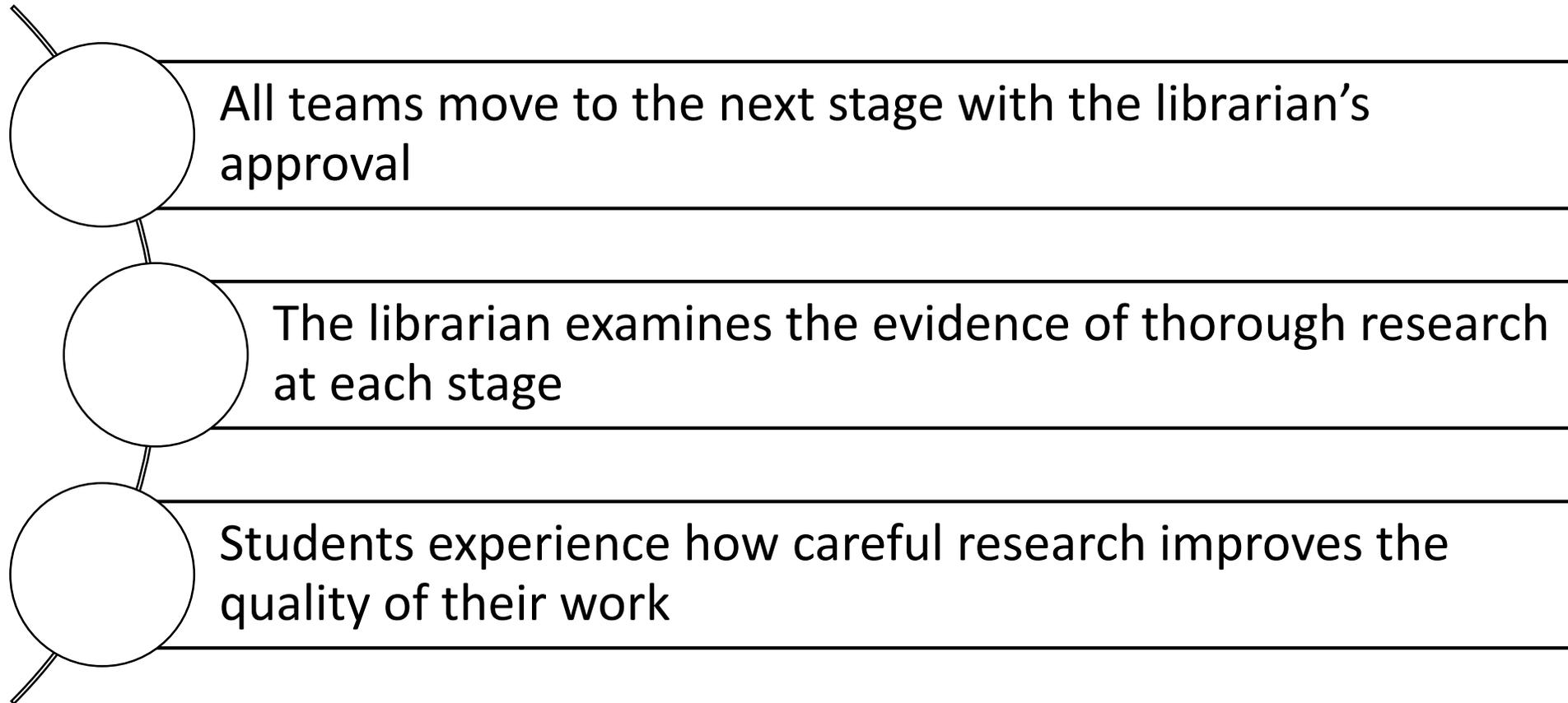
# Become a co-owner of the program

## *Main implication #1*

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- Actively seek out opportunities to create and collaborate with various offices, departments, and faculty on campus
  - Do not be content to be a one-time guest speaker. The librarian must be visible throughout the project.
  - Owners must take responsibilities – librarians must take part in ensuring the quality of the program

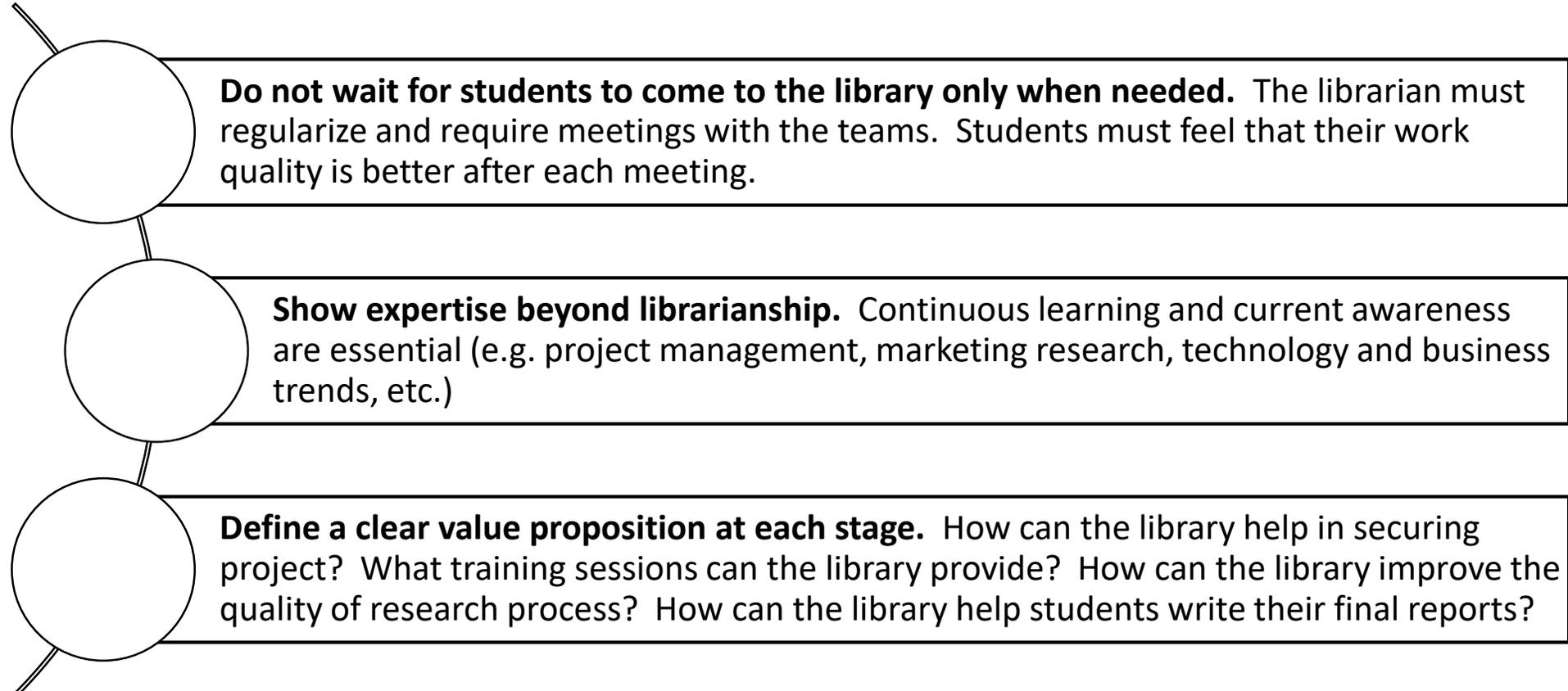
# Make visible contribution in every stage

## *Main implication #2*



# Be flexible – go beyond traditional librarianship

## *Main implication #3*



The value of the library's contribution must be "irreplaceable" and "mission-critical."

# Future plans



- 2-3 more US and international universities seeking to join this program
- More start-up companies proposing to work with BIG
- International companies and government agencies seeking partnership
- More librarians in various subject knowledge in need

Thanks!