

Leaving the Library: How We Improved Information Literacy by Joining Our User Communities



Nadine Anderson
Behavioral Sciences and Women's &
Gender Studies Librarian
University of Michigan-Dearborn
nfanders@umich.edu



Joel Scheuher
Business Librarian
University of Michigan
Ross School of Business
jscheuhe@umich.edu

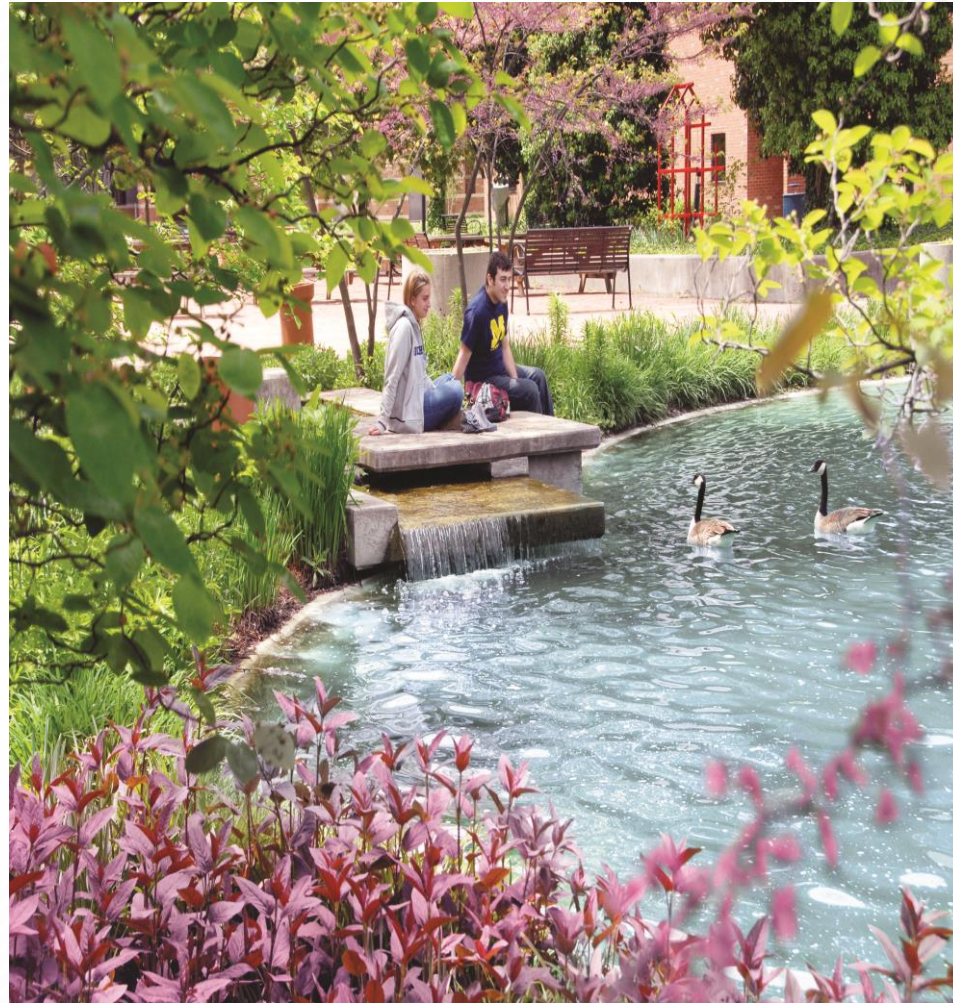


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Why Leave?

- Liaison librarians in library offices
- Reactive: respond to IL requests
- Standardized one-shot sessions
- Service provider
- Reference questions down
- Library building = study space
- Becoming irrelevant to program and campus student learning goals



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The Solution?

Join our user communities

Models:

- **David Shumaker:** The Embedded Librarian: Innovative Strategies for Taking Knowledge Where It's Needed
- **R. David Lankes:** The New Librarianship Field Guide; Atlas of New Librarianship



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The Solution?

“When people have an information need they’ll always ask people they know before they ask a librarian. The trick is making sure that librarians are some of the people they know.” – Jessamyn West (pg. 83, Atlas of New Librarianship)



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Joining User Communities: Process

- Office *among faculty offices*
- 60% user community/40% library split
- Posted office hours
- On program email lists
- Marketing



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Joining User Communities: Strategies

- Be proactive – don't wait to be asked
- Entrepreneurial mindset
- Informal needs assessment
- Troubleshooting mode
- Embrace serendipitous opportunities for partnership



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Information Literacy Partnerships

Customized, Value-Added Collaborative Partnerships:

- Strategically placed in courses throughout the curriculum
- Embedded in courses and course management sites
- Develop and teach program-specific IL credit course
- Online IL tutorial development
- Course and assignment redesign projects to incorporate IL
- Honors and Graduate program research consultant



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Information Literacy Outcomes

- Significantly higher number of student and faculty interactions
- LibGuide use significantly higher
- Students score significantly higher on evaluating sources compared to students in one-shots
- Pre-tests and post-tests indicate significant student skill development:
 - developing strong research questions
 - evaluating and selecting sources
 - using sources to build evidence and arguments
 - synthesizing sources
 - citing sources



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Kresge Library Ross School of Business University of Michigan



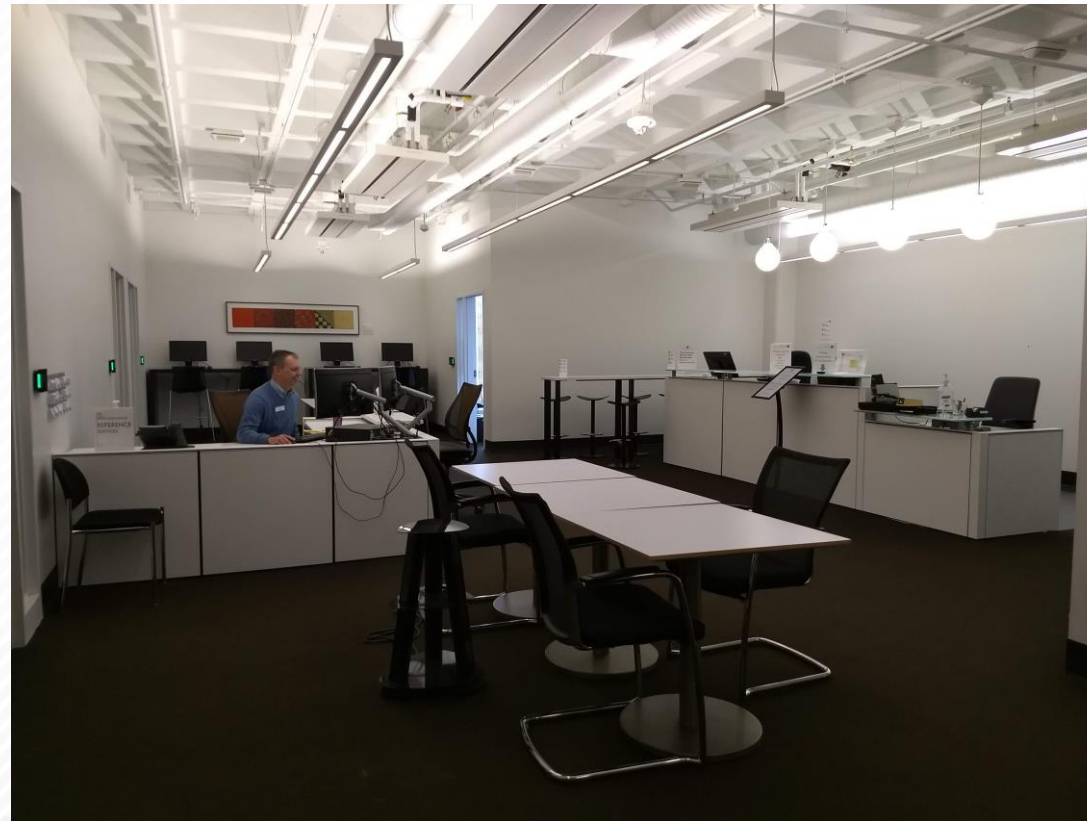
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Kresge Library & Ross School Background

- 100% digital library
- 7.5 reference librarians + 1 director



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Kresge Library & Ross School Background

- 4,068 students (Fall 2018)
- Programs
 - Bachelor of Business Administration (BBA)
 - Master of Business Administration (MBA)
 - Master of Supply Chain Management (MSCM)
 - Master of Management (MM)
 - Master of Accounting (MAcc)
 - PhD



Action-Based Learning



Ross Experiences in Action-Based Learning: REAL

Learning Business by Doing Business.



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Action-Based Learning

- Learning by doing
 - Students are put in real-world situations, guided by faculty, with real stakes
- No case study with guidance questions
 - Teams work with real deadlines and uncertainty
 - Teams present a solution to the organization that is sponsoring the project



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Multidisciplinary Action Projects (MAP)



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Multidisciplinary Action Projects (MAP)

- Teams of students analyze business problems or opportunities and make recommendations for improvements
 - Students (4-6 per team)
 - Sponsor (companies, nonprofits, NGOs, government organizations)
 - Faculty advisor
 - Travel advisor
 - Communication advisor
 - Research expert (librarian)



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Action-Based Learning (ABL) Programs

MAP Programs

- MBA MAP
 - Full-time (85 projects)
 - Part-time
 - Evening (10 projects)
 - Weekend (25 projects)
 - Online (TBD)
 - Global (10 projects)
 - Executive (25 projects)
 - Ann Arbor, MI (16)
 - **Los Angeles, CA (9)**
- Capstone MAP: BBA and Master of Mgmt. (40 projects)

Other ABL Examples

- Classes
 - ES 395 Entrepreneurial Management
 - TO 300 Business Information Systems
 - Strat 492 Dynamic Capabilities Through Corporate Development
- Real Experiences in ABL (REAL)
 - Michigan Business Challenge
 - Maize and Blue Fund
 - Erb Impact Projects
 - Zell Entrepreneurs
 - Sanger Leadership Crisis Challenge
 - Clubs, competitions, etc.



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Los Angeles MAP



LA MAP – Background

- Part of the Executive MBA Program
- Launched in 2012
- Students are usually working full-time in various industries



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LA MAP - Overview

- Usually 8-10 student teams
- Students, professors, and librarians convene 3 times during the fall semester



LA MAP – Librarian Role

- 1ST visit (late Oct. or early Nov.)
 - Formal one hour presentation on the afternoon of the first day
 - Showcase library databases
 - Customize examples to the sponsors' proposals
 - Visits to each team in their breakout rooms
 - Each librarian has 4-5 teams
 - Sit in on the sponsor presentation/meeting
 - Gather preliminary requests based on team meetings with the sponsor
 - Dinner with entire cohort



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LA MAP – Librarian Role

- 2ND visit (late Nov.)
 - Continue to visit teams in their breakout rooms
 - Some teams may be traveling to sponsor locations
 - Address new requests based on shifting team priorities
- 3RD visit (mid Dec.)
 - Attend the final presentations
 - Wrap up dinner with faculty and support staff
- Between visits
 - Respond to the flood of information requests via email



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LA MAP – Engaging Place and Service

- We live, eat, and mingle with the students
 - Research is customized for the LA user community
- We get to meet the sponsors and hear their presentations
 - Better understanding of the project scope



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LA MAP – Outcomes

- Information literacy outcomes
 - Students have a much better understanding of resources and library services
 - Students come back for library help in subsequent classes
 - “I wish I had known about the library earlier in the program.”
 - Students learn of other services, i.e. career and job search assistance



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LA MAP – Outcomes

- More information requests per team
 - 8.0 per AA team, 11.4 per LA team
- Library recognition
 - Teams acknowledge librarian contributions during final presentations
 - Sponsors and the faculty advisors learn about our contributions
 - Faculty become advocates of the library
 - Our research expertise is marketed as a competitive advantage to our MBA program
 - Faculty highly encourage the use of our services
 - Faculty can justify the travel cost to administration



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LA MAP – Takeaways

- One-shot presentations followed by one-on-one meetings lead to much higher usage
- Living with the user community is a great way to understand their needs
 - Librarians are available and approachable
 - Feedback is immediate and in-person
 - Questions are more thoughtful and impactful
- Since the library is 100% online, it frees up the librarians to venture into the user community
- Having a physical human presence is important in a virtual world
 - It's all about relationship building



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Benefits

- IL initiatives aligned with user community goals and needs
- Meaningful IL initiatives have high impact on student IL learning
- Valuable partner to faculty in problem-solving and meeting user community goals
- Easier and more motivating for students to consult
- Success snowballs



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Challenges

- Success snowballs out of control
- Balancing program and library
- Out of some librarian comfort zone and skill sets

Solutions

- Stay strategic!
- Set clear boundaries
- Provide support, training, and resources



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Questions?



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