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Empowering Library Instructors: Reflections on the Information Literacy Scholars Program at Syracuse University Libraries

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LEARNING OUTCOMES

Readers will be able to

- identify strengths and opportunities for hiring LIS graduate students for an experiential work program involving information literacy instruction;
- examine major themes uncovered in the LIS graduate students' reflections on their experiences in the Information Literacy Scholars Program at Syracuse University; and
- apply recommendations and lessons learned for starting a similar program at their institutions.

Introduction

The need for authentic work experience is a concern for most graduates entering the field of librarianship. For academic librarians, authentic teaching experience is particularly desired, and while some courses are offered in most library and information science graduate programs, few pair the coursework with opportunities for practical applications. At institutions with LIS programs, there can be partnerships with the university or college library. The Information Literacy Scholars Program at Syracuse University is one such program. In 2018, the newly hired information literacy librarian at Syracuse University Libraries (SUL) approached the Syracuse University School of Information Studies (iSchool) to consider a partnership aimed at providing Library and Information Science graduate students with critical teaching experience while also increasing the Libraries' capacity to teach information literacy to undergraduate students. The Information Literacy (IL) Scholars Program was launched in 2019, with a cohort of six students selected via a competitive process. The program has accepted a new cohort each year. It is worth noting that while the program is on track, it was adjusted during its first years due to the COVID-19 pandemic. While the first three cohorts' experiences were influenced by the pandemic and the sudden shift to virtual learning, their insights demonstrate how an experiential program can adapt and support students even in times of rapid and often uncertain change.

To assess the impact of the program on participants, the information literacy librarian, an author of this chapter, asked the other seven authors of this chapter, who participated in the Information Literacy Scholars program as students, to share their reflections and perspectives on their experience. Their reflections illuminated how the program offered much more to its participants than real-world instruction experience. Former IL Scholars noted that not only did they receive hands-on experience but also the compensation tied to the program was instrumental in providing a tangible sense of financial security and that they formed lasting, supportive relationships with their peers and mentors. This chapter expands on these findings, offering multiple learners' perspectives on the program. We share lessons learned and recommendations for readers interested in implementing programs at their institutions.

The Program

Each IL Scholar receives a 50 percent tuition award from the iSchool and is guaranteed twenty hours of paid employment per week within SUL for the full two years of their graduate studies. They receive practical experience and mentoring in a variety of capacities at the Libraries, from providing information desk support to information literacy instruction and assessment in a variety of academic disciplines. The program is intentionally designed to incorporate and value the voices of future librarians by creating an environment where the students feel that their work contributes directly to the Libraries' mission and vision.

As with most experiential learning programs, there are specific learning objectives that students will be able to demonstrate through their active participation:

- Develop and practice the skills necessary to deliver quality information literacy instruction to the SU community.
- Develop and practice the skills necessary to deliver quality reference assistance to library patrons.
- Identify trends in academic library instruction and apply what they learn to their own teaching methodologies.
- Demonstrate career readiness through relevant professional development and mentoring experiences.

These learning objectives are assessed informally throughout the program along with a formal assessment survey that participants receive upon their graduation from the iSchool.

Scholarship Details and Cohort Structure

The Information Literacy in Academic Libraries Scholarship is offered by the School of Information and detailed on their website as designed "for students who are passionate about information literacy and interested in a career as an academic librarian." The scholarship is awarded for two years. While SU's MSLIS program matriculates on average thirty to forty students each year, the IL Scholars Program accepts only a handful of students each year based on annual budgeting. The first cohort had six (with one student graduating the first year), the second had three, the third had four, and the fourth had three. This means IL Scholars come into a small class of MSLIS students and an even smaller cohort. They share weekly meetings and many core-curriculum classes in their first semester and are encouraged to collaborate on projects and co-teaching. This leads to the development of strong bonds that last throughout the program and after graduation. Because the program continues through the entire MSLIS curriculum, a new cohort is admitted while the cohort ahead of them is entering the second year of their LIS studies. This increases the bond between students as they learn from their peers ahead of them. (See appendix A for a sample chart outlining the program activities.)

Structure of Work Responsibilities

IL Scholars are paid for twenty hours of work in the Libraries, ten of which are with the Information Literacy program (IL) and ten hours in the Department of Learning and Academic Engagement (LAE). This structure was developed partly for budgetary reasons. Because the LAE regularly employed graduate students to staff their reference services, they had the appropriate budget in place, whereas the IL program was new and had to request a new budget allocation. A cost-sharing option was advantageous in getting buy-in from the Libraries' administration. Another reason for this structure was to introduce IL Scholars to different work expectations and roles within academic libraries. The LAE work takes place in regularly scheduled work shifts, while the IL work is more flexible weekly depending on the instruction load or other programming scheduled throughout the year. Work in the LAE is largely public-facing, providing in-person and virtual reference assistance, while much of the IL work outside of teaching sessions involves lesson planning, digital learning object creation, and other independent and group project work.

This non-linear workflow varied throughout the semester. Some weeks were heavy with teaching, others were more focused on research projects or planning workshops, and IL Scholars had to choose how best to complete their hours. This provided them with an introduction to the life of a salaried librarian who is responsible for managing their time and prioritizing their duties throughout the year.

Specific work responsibilities in the LAE include providing a high volume of general information, academic reference, and basic technology assistance in a collaborative team environment for a diverse and inclusive campus. Professional development activities and other projects as needed comprise their remaining time. Students are assigned a mentor librarian from the department at the beginning of their experience, who guides them through the ins and outs of the job, plus serves as another point of contact for questions about the field and career advice and preparation.

In the IL program, a scaffolded approach to practical experience in information literacy instruction is a crucial aspect. During their first semester, the IL Scholars understand library instruction by observing instruction librarians, grasping teaching strategies and learning behaviors, and designing lesson plans. Scholars meet weekly as a large group (first- and second-year cohorts) with the information literacy librarian to cover a curriculum that includes critical information literacy theory, instruction planning, and learning assessment. Afterward, IL Scholars are invited to begin their own instruction and put those skills into practice by co-teaching with instruction librarians and leading workshops on various information literacy topics. In the program's final year, the IL Scholars teach library instruction sessions and workshops entirely on their own, using active learning methods and tools to engage with students.

The program also places a heavy emphasis on career preparation. It offers several panel discussions and workshops throughout the year on résumé and cover letter writing, job interviewing, and salary negotiation. The panels include members of various departments at SUL to give the IL Scholars exposure to the varying roles, responsibilities, and issues in academic librarianship. To further their immersion into the cultural life of an academic library, scholars are invited to department and Libraries-wide meetings and events as appropriate.

IL Scholar Reflections

In preparation for this chapter, we gave IL Scholars questions to reflect on in writing (see appendix B). Our goal was to determine if the program met the learning objectives, if it aligned well with their coursework in the iSchool, if they believed it met their financial needs, and if they felt prepared to enter the profession upon graduation. Finally, we were hoping to learn from their reflections on the various customs and cultures common to the field of librarianship.

After a thorough review of the survey responses, we identified five themes in the IL Scholars' reflections. IL Scholar's responses continuously touched on the themes of gaining practical experience, financial support and work experience, the relationship between MSLIS coursework and the IL Scholars Program, career preparation, and community

building. What follows is a discussion of the themes that emerged after the IL Scholars submitted their reflections.

Practical Experiences in the IL Scholars Program

IL Scholars appreciated the scaffolded nature of the program that allowed them to build their practical skills over the course of the entire program. This incremental approach is highly beneficial to the IL Scholars. Rebecca noted, "We get time in the second year of the program to home in on our teaching methodologies and get creative with the instructional activities we use in the classroom." Alayna reflected that she "felt comfortable and prepared to instruct students because [she] observed and assisted other librarians previously." The program's intentional design created a space for IL Scholars to effectively learn from experts before teaching on their own. Lauren noted the benefit of learning from experts in the field: "In being mentored by and teaching alongside library faculty members, I have been able to learn many trends in academic librarianship instruction and then putting those into practice when I became more involved in lesson planning in my second year."

The pandemic gave rise to an increase in remote learning and has persisted as an instructional modality ever since. The IL Scholars learned how to foster an inclusive virtual classroom by including engaging and interactive activities using tools such as Padlet, MentiMeter, and Kahoot. IL Scholars also learned how to create digital learning objects to develop tutorial videos on library services and resources. Alayna recognized this skill, saying that she "learned how to create digital learning objects such as tutorial videos using Camtasia, which has been beneficial in my current position where I am tasked with creating learning modules." Breeann commented that she was able to "expand my instruction and technological training to incorporate online learning objects and remote instruction, which exponentially helped my job placement and career preparedness."

The IL Scholars Program includes more than just instruction—half of the allotted hours are designated for reference work. The IL Scholars developed and practiced the skills necessary to deliver quality reference assistance to library patrons by receiving extensive training at the beginning of the program and working about ten hours a week at the reference desk for the duration of the program. Lauren noted the multi-faceted nature of the reference work: "By working alongside professional library staff, I have been able to learn so much on conducting reference interviews and putting customer service in action during my shifts." Working shifts at the reference and technology desks gave the IL Scholars the necessary experience in providing reference help, a skill that is especially beneficial as many of the graduated IL Scholars conduct some form of reference work in their current positions.

Financial Support and Work Experience

A point the IL Scholars agreed on was the importance of paid work and experience. For many, it was the deciding factor between choosing to attend SU instead of another university. Austin stated that another university "offered me a decent scholarship, but the IL Scholars Program offered me the scholarship plus paid work experience [and] without

the paid job, I don't believe I would have made the choice to go to [SU]." The scholarship's inclusion of a guaranteed twenty hours of pay per week and instruction and reference work were critical considerations for accepting the offer to attend SU. As Breeann reinforces, "It was the combination of paid work in multiple fields in a library that influenced my decision to choose the IL Scholars Program. Had the IL Scholars Program not been paid, I would have either chosen [another] position or chosen a different university."

Even before applying for library schools, knowing IL Scholars would have a paid job in a library while earning their degree was an incentive as both income and job experience. Alayna reflected, "The pay made it possible to go to graduate school. As a first-generation student and a woman, I was discouraged from pursuing a graduate degree, but the program gave me a supportive community of peers and mentors. The IL Scholars Program … allowed me to be compensated for my work." Olivia commented, "I am fortunate that this program pays, so I can dedicate my free time to learning and gaining experience in my chosen field, instead of working an unrelated part-time job to pay the bills."

The IL Scholars demographics are evenly split between students who are pursuing their master's degree immediately after their bachelor's and those returning to school after having pursued another career. Even with these past experiences and skills, the biggest challenge after graduation from the iSchool was the lack of work experience in a library setting. Austin noted, without the IL Program "I would not be in a position where I could go to library school without having a job lined up and the [IL Scholars Program] not only did that but gave me valuable work experience on top of it." The IL Scholars Program offered both mentorship and professional experience. The experiences gained and the people they met became invaluable. Alayna stated, "I was accepted into three of the best MSLIS programs in the United States.… I received similar monetary scholarships, but the promise of a library mentor and extensive experience providing information literacy instruction influenced my decision." Breeann echoed this: "I would have applied to work in the library at whatever iSchool program I attended but working the reference desk (the most widely available position for graduate students) would not have equaled the opportunity to work in the multiple departments, professional development, and mentoring available through the IL Scholars Program.… All three were necessary."

Relationship between Coursework and IL Scholars Program

IL Scholars noted how well the IL Scholars Program complemented and intertwined with their coursework to provide them with a comprehensive understanding of librarianship and career preparedness. The MSLIS coursework offers theoretical and general understandings of librarianship while the IL Scholars Program gives students practical skills and first-hand knowledge of academic libraries. The reciprocal nature of the IL Scholars Program and the iSchool's coursework was instrumental in providing a balanced education.

 IL Scholars stated that the coursework gave insight into practices, methods, and tools in librarianship that assisted them in their work at the Libraries. Brie wrote that the

coursework provided "broader knowledge and skills to implement those practices in my work in Syracuse University Libraries." While the courses supplied hypothetical scenarios, the IL Scholars Program allowed students to implement what they learned from their courses in a real setting. A course called Instructional Strategies and Techniques for Information Professionals taught learning theories and pedagogical practices, giving students a chance to create a mock lesson plan. IL Scholars could take what they learned from this course and apply it to the classes they taught as part of the program. Brie mentioned, "As part of a project for this course, I drafted and implemented a lesson plan for undergraduate students.... By gaining this essential instructional background knowledge, I was able to feel more experienced and comfortable doing that work as an IL Scholar." Rebecca further noted that "this class paired extremely well with the active teaching I was doing for First Year Seminar classes." Olivia echoed this sentiment by saying, "Every theory I studied or hypothetical scenario we discussed in class became something tangible to put into practice at work."

The IL Scholars Program gives students an opportunity to implement concepts from courses in real, tangible ways. IL Scholars adopted inclusive and accessible practices learned from their courses into their work. Breeann wrote, "Every course in my program discussed DEIA initiatives and I brought these discussions and focus into how I taught and designed sessions as an IL Scholar. These discussions changed how I presented in classes, designed PowerPoints, and chose search topics for demonstrations." Brie, who had taken a course called Cultural Competencies, was inspired to implement a library workshop on inclusive research practices and how to find diverse sources. Alayna, empowered by a course called Accessible Library and Information Services, conducted a survey to assess library student workers' knowledge of accessibility. Based on the data collected, Alayna then created a tutorial video about accessibility in libraries and best practices for library student workers.

Several courses, such as Reference and Information Literacy Services and Instructional Strategies and Techniques for Information Professionals, required students to shadow or interview a librarian. These course assignments were often aligned with the work of an IL Scholar. Brie stated the course requirements were "scaffolded with my work, as I had the privilege of doing most of these requirements naturally in my day-to-day work at the library." Rebecca also expressed that the program helped her step out of her comfort zone: "The more practice I got with co-teaching … the better I became at public speaking for final presentations and effective communication in class." The practical experience along with the course's discussion of libraries allowed greater learning and understanding for IL Scholars.

Career Preparation

A core outcome of the IL Scholars Program is that upon completion students can demonstrate their preparedness for a career in libraries. The reflections and experiences of the IL Scholars illustrate that the IL Scholars Program accomplished this objective by helping them navigate the job-hunting process, land their current positions, and prepare them for their current responsibilities as librarians.

The practical experience of working in a library, discussed in detail earlier in the chapter, is the most obvious preparation the program provided the IL Scholars. Alayna explained that she was prepared for her current position "because I did the work of a librarian as a graduate student, preparing me for the responsibilities I would have in my current position." Olivia noted that the program gave her the "skillset to secure a full-time position as an academic librarian prior to graduation." Austin wrote, "By the time I started my first position at a library I ended up needing very little introductory training aside from institution-specific training because I had had so much hands-on experience and the chance to grow as a librarian due to the IL Scholars Program." The work in the library allowed students to develop their personal philosophies and methodologies toward instruction, reference, and librarianship. This agency in their work transferred directly into greater confidence in their later job positions, with Breeann crediting the program for diminishing her imposter syndrome upon entering the library profession.

The professional development opportunities embedded within the IL Scholars Program also directly prepare students for their future careers. IL Scholars are encouraged to attend and present at professional conferences. Currently, each cohort has multiple IL Scholars present at a LOEX Annual Conference. Also, the IL Scholars Program helped students join the Library Student Advisory Board on campus run by a librarian in LAE. This opportunity led Breeann and Austin to participate in the development of a presentation at the X-Factor Conference in New York in 2020 (unfortunately canceled due to COVID). The 2022 cohort devoted their professional development time to learning about scholarly communications as they designed a journal for information literacy. These experiences prepare students for tenure-track publishing requirements, encourage them to be active participants in scholarly conversation, and give students experience in a professional library setting outside of their school. We often take these skills and experiences for granted, but they are not universal. Alayna mentioned, "Coming straight from undergraduate school, I was unsure how to present myself in professional settings, yet uncomfortable displaying confusion or a desire for guidance." The IL Scholars Program allows and encourages students to enter these professional settings under the guidance and mentorship of their cohort and librarian mentors.

Mentoring relationships, department meetings, and weekly program meetings allowed the IL Scholars to understand the larger library culture, the day-to-day scheduling of librarians, the tenure process, and the importance of library representation in the larger university setting. While practical skills and professional experiences play the most obvious role in career readiness, equally important are the "soft skills" students learned during the program as well as knowledge about larger library organizations. IL Scholars come from different backgrounds and ages, but regardless of their differences, most expressed how the insight they gained about the inner workings of a library was invaluable once they landed a job. Breeann explained,

> When starting a new career, you worry about all the new skills you have to
> catch up on, you don't necessarily think about the dramatic change in work
> culture and environment you are entering into. Understanding the culture of
> libraries was one of the most unexpected but also essential skills I gained as

an IL Scholar. Without this knowledge, I don't think I would have adjusted to my new position as easily as I did.

Community-Building

The inherent sense of community reoccurs throughout IL Scholar responses. Although not a listed program objective, the strong personal connections that arose were an unexpected yet welcomed surprise.

IL Scholars discussed throughout their reflections how their relationships built upon their shared experiences allowed them to rely on and support each other, which let them better support the SU community in their reference and instruction work. As students went through the program together, their frequent collaboration and similar experiences built a community and led to individual growth. Olivia was "thrilled to find a strong, supportive, and stable group of friends very early on in my LIS studies." Alayna wrote, "My mentor and fellow IL Scholars supported my development rather than discouraging me. I volunteered for more experiences, going beyond my comfort zone and ultimately learning from accomplishments that without the IL Scholars Program, I would have been hesitant to attempt."

Peer networks were not the only community developed through the IL Scholars Program. Outside the program, students worked with librarians within the SU Libraries system as part of their day-to-day work in the library. Students were able to be part of the Library Student Advisory Board and help with workshops or Special Collections projects. Through this, students developed relationships that expanded the professional network offered by both the MSLIS program and the IL Scholars Program. Having this support network meant students had a variety of sources to go to with questions or for advice. Lauren wrote, "Having a librarian *on the inside* with their own pool of people and resources has given me access to a fortune of information and insight." Other students commented on the unforeseen benefits of the program such as help with coursework, post-graduation mentorship, and the openness librarians had sharing their hands-on experience of what it meant to be a librarian. Brie's reflection sums up the feelings of graduates of the IL Scholars Program: "I am so thankful for the generosity of many librarians who I was fortunate enough to shadow and work with during my two years at Syracuse. Their patience, compassion, and eagerness to share their knowledge is the reason I am where I am today."

COVID Impact

COVID-19 altered the ideal program plan and affected the IL Scholars, particularly the first and second cohorts. As classes shifted to remote learning in March 2020, the IL Scholars learned how to conduct virtual library instruction sessions, giving them the skills to be effective online instructors and make their instruction more adaptable to different learning environments. The IL Scholars learned how to connect with students from behind a screen during a time when learners were experiencing immense burnout,

stress, and trauma. This played a large role in the development of the first three cohorts. Distance learning and meetings during COVID-19 could have weakened these bonds, but students reported the opposite effect. Breeann reflected that "the immediate community and mentorship within the IL Scholars made entering the degree program and adjusting to COVID more comfortable." Brie also added that "while this experience was at times challenging, it provided me with vital virtual reference skills that are beneficial now as many workplaces rely heavily on chat services." Moreover, Alayna reported, "The IL Scholars Program gave me the opportunity to create bonds and a sense of belonging in the program and at Syracuse University. Together we made sense of the situation and were able to find benefits to our new Zoom education."

Acknowledging the challenges that arose during the pandemic, the IL Scholars experienced the quick transition to remote learning and saw the difficulties of unexpected remote learning firsthand. Austin admitted, "Having done both, teaching in person and teaching digitally, teaching digitally is absolutely more challenging. However, the program allowed me to learn how best to face those challenges while still engaging with students." During an unprecedented time, the IL Scholars could see sides of librarianship that would not have been possible if life had progressed as normal. Despite the challenges during the pandemic, the IL Scholars noted benefits from distance learning and virtual teaching.

Lessons Learned

IL Scholars were asked what recommendations they would make for other institutions that wish to implement their own IL Scholar program. Breeann suggested that monetary compensation was a necessary component. She stated, "Work experience and financial considerations are an important factor for almost all incoming students and an important tool in DEIA initiatives in the library field." All IL Scholars in their responses agreed that funding for the program was important for DEIA initiatives. Brie expanded on that idea, stating that full funding for students within the program would help "dismantle systemic barriers to attract historically underrepresented groups to the library profession." Rebecca commented that when students know that their work and time are valued, it "establish[es] rapport and provide[s] a framework of care and respect."

Another theme discussed in the recommendations was the importance of partnerships and collaboration. Brie discussed forming partnerships with required undergraduate research courses. She wrote, "This partnership would be a valuable way to expose first- and second-year undergraduate students to library services, resources, and skills instrumental to success in college, as well as give MSLIS students the opportunity to apply coursework learning into practical teaching experiences." Further, courses offered by the iSchool could be better aligned with the program (for example, Instructional Strategies could be taken in the first semester). This could be accomplished via communication and advocacy with the iSchool on the program's behalf.

Austin suggested ensuring strong peer connections by requiring collaboration and regular meetings. She stated, "It was important to have strong connections with my peers in the program. We supported each other not only in our program work but in our

coursework as well. I've kept those connections post-graduation and I consider many of my fellow IL Scholars lifelong colleagues and friends."

The importance of time cannot be understated. Alayna explained, "Having dedicated, passionate staff that can offer the time necessary to mentor students is crucial to provide a successful educational experience to MLIS students." Lauren echoed this sentiment, stating three things were necessary for a successful program: "The funding, your time, and allies in the library to assist with mentoring." Without all three, the program would be lacking in what has made it and its students successful: the time and dedication of librarians.

In terms of how the program is administered, the largest lesson learned is that of managing burnout. In fall 2023, instruction requests exceeded pre-pandemic numbers and the IL Scholars were tasked with teaching up to thirteen sessions each in that semester, which far exceeded that of previous cohorts. Thanks to honest feedback from participants, the information literacy librarian has capped the teaching load at eight sessions per student per semester to prevent burnout. If the instruction load continues to expand, there might be a need to increase the cohort size in future years.

Conclusion

Overall, the IL Scholars' responses suggest that the IL Scholars Program does meet its learning objectives. The practical experience in lesson planning, teaching, and building interactive exercises allowed IL Scholars to develop and practice the skills necessary to deliver quality information literacy instruction. The work in the LAE department gave the IL Scholars the opportunity to develop the skills necessary to deliver quality reference assistance. The collaborative weekly meetings within the IL Scholars Program and the larger department meetings and presentations helped IL Scholars identify trends in library instruction and organization. IL Scholars incorporated DEIA initiatives into their teaching, embraced critical information literacy concepts, and explored the ins and outs of scholarly publishing. During COVID, their participation in the IL Scholars Program not only gave them remote learning experience but also allowed them to witness how librarians and administrators responded and adapted to a worldwide crisis that almost overnight changed how we taught. In addition to the above experiences, the IL Scholars reflected that mentorship, community-building, and conference opportunities helped them prepare for their future careers. Additional findings from the reflections included the unexpected building of a community of learning and support among IL Scholars and the critical importance of financial funding to the success of IL Scholars and the IL Scholars Program.

Many IL Scholars go on to academic librarianship at universities and colleges across the country in positions such as instruction and assessment, student services, outreach, and reference. Some pursue other careers in repositories or data management. The IL Scholars Program has proved to be an invaluable contributor to student success, equipping future librarians with the necessary instruction, reference experience, and information literacy skills to make a lasting contribution to their communities.

Additional Resources

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APPENDIX A
Sample Outline of Program Activities

	Year 1 Fall	Year 1 Spring	Year 2 Fall	Year 2 Spring
Activities/Curriculum	1st cohort start		2nd cohort start	
Learning and Academic Engagement (LAE) Department work (service desk shifts, professional development, other projects)	10 hours/week	10 hours/week	10 hours/week	10 hours/week
Information Literacy (IL) Program activities (readings, instruction/observation, meetings, independent research, digital learning object projects)	10 hours/week	10 hours/week	10 hours/week	10 hours/week
Recommended Coursework (these are suggested courses that align with the IL Scholars Program)	IST 511: Cultural Foundations of Info. Studies IST 605: Reference and IL Services	IST 662: Instructional Strategies	IST 674 Academic Librarianship	Electives or Internship
Professional Development	Library and Information Science Student Association (LISSA) programming; SUL programming	LISSA programming; SUL programming; Career planning	LISSA programming; SUL programming; Job search assistance	LISSA programming SUL programming; Conference attendance; Interview prep
Mentoring			Mentoring 1st cohort	Mentoring 1st cohort

APPENDIX B
Questions for Reflection

- Did the program meet the learning objectives?
- How did the coursework at the iSchool prepare you for the work as an IL Scholar?
- How did the program support you in your coursework?
- How did COVID impact your experience?
- What about Librarianship and Academic Library culture and customs did you learn?
- How important was the pay for the program?
- Would you have chosen this school if it wasn't for the IL Scholarship?
- How did the residential LIS experience feel?
- How did this experience prepare you for a career?
- What recommendations do you have for other institutions interested in starting similar programs?