

Library Student Employment and Educational Value Beyond the Paycheck

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Introduction

Student workers are essential to the operations of academic libraries. In 2017, according to library staffing data from the Association of College and Research Libraries (2018), the average percent of student assistants to the overall FTE of a library's workforce was 25% at doctoral-granting institutions, 9% at masters colleges and institutions, 7% at baccalaureate colleges, and 3% at associates colleges.

Looking more broadly, many undergraduate students seek employment at a variety of employers while pursuing their studies. "In 2015, 43 percent of full-time students and 78 percent of part-time students were employed" (US Dept. of Education, 2017, "College Student Employment," para. 1). The reasons are varied, from simply having the opportunity to do so and the desire to maintain a certain lifestyle to needing to work in order to pay for basic living expenses and school costs (Mounsey, Vandehey, & Diekhoff, 2013). No matter the initial reasons, as students grow and develop through their higher-education years, those reasons are likely to evolve. The best jobs will be those that support and help students in their development and growth.

The work student employees are doing in libraries, while valuable, has generally been the lower-level repetitive work of processing circulation transactions, shelving materials, and similar tasks. In recent years, several authors have argued that both libraries and students have much to gain by elevating the work of library student employees (Mestre

& Lacrone, 2015; Charles, Lotts, & Todorinova, 2017; Campbell-Meier & Hussey, 2016; Markgraf, 2015; Melilli, Mitola, & Hunsaker, 2016; Maxey-Harris, Cross, & McFarland, 2010; Bussell & Hagman, 2016). This chapter describes strategies for making student employment in the library more educationally purposeful by applying best practices from both library and higher-education literature.

Transformative Educational Experiences

Librarians generally focus their teaching on information literacy. This holds true in teaching through the student employment experience as well. Efforts in libraries easily begin with teaching information literacy to student employees, such as the nine-year-old program at Ohio State University Libraries called iSkills. This program, developed by the Teaching and Learning department, teaches information skills through online modules. Students get the entire semester to complete these online lessons during work time. The staff in Teaching and Learning, not the supervisor, grades the work and provides detailed feedback.

A few years later, the program expanded to include a workplace communication module with the intention of preparing student employees in direct customer service roles. While at the surface this might appear to be a diversion from information literacy, upon closer examination, it is not; communication is embedded in information literacy. The *Framework for Information Literacy in Higher Education* (American Library Association, 2015) articulates well the many dispositions and knowledge practices required for information literacy; in terms of communication, the frames Information has Value and Scholarship as Conversation directly discuss giving credit, communicating messages, and sharing knowledge.

Much of information literacy, in particular those aspects tied to metaliteracy and metacognition, can be taught through a longer-term employment experience. Furthermore, long-term employment experiences in the library can connect to the transformative educational experiences sought for students in higher education. A starting point are recent key findings and best practices in higher education.

GALLUP-PURDUE INDEX

In 2014, Gallup and Purdue University, with support from the Lumina Foundation, published the Gallup-Purdue Index Report. They had interviewed more than 30,000 US college graduates to identify the factors of a college education that contribute to getting a good job and having a better life. They discovered that feeling supported and having deep learning experiences mattered most (Gallup, 2014). Furthermore, surprisingly, the institution from which a student graduated, public or private, large or small, very selective or not selective, hardly mattered in the current well-being of college graduates in comparison to their experiences in college (Gallup, 2014, p 6). Specifically, the six factors that matter most are:

- A professor who made them excited about learning
- Professors who cared about them as a person

- A mentor who encouraged them to pursue their goals and dreams
- Worked on a long-term project
- Had a job or internship where they applied what they were learning
- Were extremely involved in extra-curricular activities (Gallup, 2014, p. 10)

Library employment has the potential to provide three of those six factors: a mentor, a long-term project, and a job where students apply what they are learning. What would it take to do so?

Continuing this project, Gallup (2016) found that while the most frequent mentor was a professor, it was not necessary that the mentor be a professor; the positive outcome was the same as long as students had a mentor at all. This person could also be a staff member at the university, including a supervisor of a student position. Gallup (2016) further reported that students were likely to seek their internships and job experiences through on-campus sources, thus making the on-campus job an important potential educationally purposeful experience.

HIGH-IMPACT PRACTICES

High-impact practices (HIPs) are a set of educational activities identified through extensive research to be beneficial for college students from many backgrounds (Kuh, 2008). These practices are more likely to engage students in deep learning and, therefore, more likely to lead to greater gains in desired learning and personal development outcomes (Kuh, 2008). Many institutions are heavily invested in supporting these ten practices: first-year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning, internships, and capstone courses and projects.

Student employment is not one of the ten items on the high-impact practices list. However, in exploring the value of student employment, it is instructive to review the factors that make the identified high-impact practices effective (Kuh, 2008). High-impact practices all share these six factors:

- Typically demand that students devote considerable time and effort to purposeful tasks
- Put students in circumstances that demand they interact with faculty and peers about substantive matters, typically over extended periods of time
- Increase the likelihood that students will experience diversity through contact with people who are different from themselves
- Get frequent feedback about their performance in some form
- Provide opportunities to see how what they are learning works in different settings, on and off campus
- Deepen learning and bring one's values and beliefs into awareness, enabling students to better understand themselves in relation to others and the larger world (Kuh, 2008, p. 14-17)

Student employment in the library offers the opportunity to do all of these things.

Jill Markgraf (2015), a librarian at University of Wisconsin-Eau Claire, reported on work she led on her campus directly connecting student employment to the elements identified in the high-impact practice literature. Instead of focusing solely on information

literacy, Markgraf (2015) led a collaborative effort with key campus partners to articulate how student employment in many campus units, including the library, connected to their campus' recently adopted Liberal Education Framework. Two goals noted were developing a host of intellectual and practical skills, including information literacy and integrating learning from across courses and between campus and community life (Markgraf, 2015).

Incorporating Educational Value in Student On-Campus Employment

Student employment situations within student affairs units demonstrate that incorporating learning outcomes in the student employment experience is effective. A survey of 4,000 undergraduate and graduate student employees of the student affairs division at a large Midwestern research university sought to understand how the work environment created by the professional staff in their units influenced transferable skill-related student outcomes. They found that students regularly reported that their experiences as student employees had improved their transferable skills and abilities in many areas, including interpersonal skills, personal wellness, lifestyle wellness, self-regulation, career skills, career exploration, motivation and goal orientation, and leadership and problem-solving (Athas, Oaks, & Kennedy-Phillips, 2013). The data also showed that students who were employed in a student affairs unit for three or more quarters reported higher, more positive scores on each skill (Athas, Oaks, & Kennedy-Phillips, 2013).

The University Of Iowa Office of Student Life created the Iowa GROW[®] (Guided Reflection on Work) program in 2009 and have since implemented it across their entire student affairs division and licensed the program to more than 100 colleges and universities in the United States (University of Iowa, Division of Student Life, 2018). The intention of the program was to apply high-impact practice principles to the student employment experience. The program centers around brief, structured conversations between student employees and their supervisors focused on building connections between the learning students are doing in their classes and their work. These conversations repeat twice a semester to scaffold student learning. While in practice it looks quite simple, there are several steps required to implement the program, including training of the supervisors to encourage a learning and growth frame of mind to the student employment experience.

Ohio State University, the author's institution, is one of those that has licensed the GROW[®] program from the University of Iowa as one part of the Office of Student Life's Student Employment Experience (SEE) program. SEE consists of three parts: student employment roles that provide real-world learning opportunities, OSU GROW, and professional development training workshops (Ohio State University, Office of Student Life, 2018c). The GROW model of reflective conversations between supervisors and student employees, which take place each semester, are essential in leading student employees to reflect on what they are learning through their employment role, in guiding students to connect that learning from work to class and future careers, and in supporting supervisors to incorporate learning into all aspects of a student's employment experience.

After two years of using the four Iowa GROW[®] questions verbatim, feedback from supervisors of student employees led Ohio State, with permission from University of Iowa, to modify the reflective interview questions. Modifications included incorporating the recently adopted co-curricular learning competencies and giving supervisors more choice in exact language (C. Craft, personal communication, May 30, 2018) (See the appendix for information about the co-curricular competencies). The OSU GROW reflection conversation with each student employee each semester used the following model for the four reflective questions:

1. Learning transfer between class and work. A suggested question is, “Where do you see overlap between what you are learning here and what you are learning in your classes?”
2. Connections between on-the-job learning and future career goals. A suggested question is, “What are some things you’re learning here that would be useful to you in a future career?”
3. and 4. Relate to two of the seven co-curricular learning competencies for student employment. Questions asked rotate each semester. In the spring 2018 semester, they asked about global citizenship and civic engagement and critical thinking and problem-solving. At the time of this writing, the plan for fall 2018 semester was to ask about information literacy and interpersonal engagement.

(Ohio State University, Office of Student Life Human Resources, 2018a, OSU GROW Questions section).

Assessments of the entire SEE program at Ohio State suggest that students who participate are more likely to make connections between what they are learning at work and what they are learning in their courses. They are also more likely to think about how their student employment can benefit other areas of their lives than students who are not participating in SEE (Ohio State University, Office of Student Life Human Resources, 2018c). (See appendix for additional assessment information.)

There are several articles in the library literature looking at student employment as more than a paycheck. Some have explored learning that is present in the existing student employment experience. Folk (2014) wondered if student assistants in libraries, especially those working at service points, would have better information literacy skills than their peers who did not work in the library. To answer this research question, she did a pretest/posttest information literacy assessment of freshmen in a course that included an information literacy instructional component and with the freshmen who were hired to work in the library. She found that for the population of students in her study, student assistants’ information literacy skills were better than the general population students; however, it did not appear to be from their work in the library because their scores were better from the point of the pretest. Furthermore, the increase of information literacy scores for the library student assistants from the pretest to the posttest was not statistically significant. Folk suggests that these higher scores could be attributed to the self-selection of library student assistants to work in a library environment.

The library environment as a good place to work was also noted in a study by a team of librarians at Rutgers. They found that while the students liked their jobs and thought the library was a great place to work, they didn’t see benefits of that employment that would transfer to their future careers (Charles, Lotts, & Todorinova, 2017). Furthermore,

student respondents noted that they had technical and language skills that were not being used in their jobs even though they might be valuable to the library. The Rutgers librarians concluded that “libraries need to find ways to more intentionally integrate the student-worker role into that of the organization” (Charles, Lotts, & Todorinova, 2017, p.14).

Suggestions for Educationally Enhancing Student Employment Experiences in Libraries

TREAT STUDENT EMPLOYEES AS REAL EMPLOYEES

Supervisors of student employees should be well trained in basic supervision. Manley and Holley (2014) reported that applying the basic human resource best practices of creating position descriptions, hiring to those position descriptions, and creating standardized student employee training improved the situation for both student employees and permanent library staff members. The student employees performed better, taking ownership of their own learning of the position through the training material that encouraged them to review on their own areas they had yet to master. For the first time in several years, they noted that student employees were asked to return the following year.

In many organizations, student employees do not participate in the performance appraisal process because these processes can be burdensome for employees who will be with the organization only part-time and for a limited duration. Yet, a key element of high-impact practices is frequent feedback. Therefore, a truncated or more informal performance appraisal system could be devised to provide student employees with quality, timely feedback on their performance.

At Ohio State University, Student Life is the largest employer with approximately 5,000 student employees. As part of their Student Employment Experience (SEE) model, they strongly encourage supervisors to interview candidates and to provide performance evaluations (Ohio State University, Office of Student Life Human Resources, 2018c). To support supervisors in doing so, they provide tools for interviewing and evaluating student employees (Ohio State University, Office of Student Life Human Resources, 2018b). In order to encourage supervisors to use these tools, supervisors must submit a completed evaluation before they are permitted to give students a pay raise (C. Craft, personal communication, May 30, 2018).

DESIGN POSITIONS WITH STUDENT LEARNING IN MIND

Simply writing full position descriptions that include learning goals and hiring for those positions can have a big impact. Chickering, Frank, and Robinson (1996) applied student development theories to common student employment situations. Their work suggests that early in a student’s college career, the best matches for students are likely positions that are task-based and include direct supervision, essentially like the traditional library student employee position. A student’s personal growth and development are enhanced by employment opportunities that provide room for that growth; for example, students

further along the ego development continuum do better with a supervisor who encourages the student to use co-workers as resources in solving challenges and to see oneself as a significant contributor to the organization. Creating space for students to grow and develop may happen in the same position or through movement between positions. A well-written job description can help both potential student employees and supervisors of those positions better match the student to an appropriate role.

Building in room for growth and leadership development was a big part of an integrated development program for student employees at the Undergraduate Library of the University of Illinois at Urbana-Champaign, where intentional changes enhanced the student employment experience. Mestre and Lecrone (2015) tested three hypotheses over a three-year period:

If given leadership opportunities at the Undergraduate Library, student workers will take more interest and ownership in providing excellent customer service; student workers who have more meaningful responsibilities will be more engaged and productive; student workers are able to handle almost all responsibilities at the circulation desk and can function effectively without a supervisor's presence most of the time (p. 2).

They combined rounds of feedback from students via surveys, roundtable discussions, and conversations with student supervisors before and after extending duties, responsibilities, and leadership roles for student assistants. They found all three hypotheses to be true. They noticed significant improvement in the provision of customer service, engagement with their work, and overall productivity. Furthermore, they freed staff from the front desk as the leaders among the student assistants were very capable of handling the responsibilities. An exemplary element of this case study is their intentionality in getting student employee feedback throughout the process to test the changes to ensure they were indeed achieving the desired outcomes.

Adding learning goals and outcomes to the positions, especially with a focus on transferable skills as in the student affairs example cited earlier, will further create learning opportunities as long as the supervisors address these learning goals in their interactions with the employees. Two student employee supervisors at Ohio University used an experiential learning instructional design approach to frame two student employee positions as learning experiences instead of just jobs (Bussell & Hagman, 2016). The positions, social media content developer and multimedia production specialist, were funded through a university-sponsored program that encourages significant work experience and career exploration for students. To meet the career development expectations, the librarians used an experiential instructional design framework in designing the employment experience. The three universal principles of this framework, which included employment as a potential learning experience, are implemented chronologically: (1) framing the experience, (2) activating the experience, and (3) reflecting on the experience (Lindsey & Berger, 2009). From the beginning, learning was a primary focus of the positions. When providing student employees with projects and tasks, Bussell and Hagman (2016) provided problems to be solved and scenarios or issues to be analyzed and resolved instead of specific task-driven directions. The didactic training that was

required was within the context of achieving the shared learning goals. Regular discussions between student employee and supervisor provided opportunities for authentic feedback and reflection.

Another element required of experiential learning is the learner seeing the teacher as someone who can be challenged, which can be particularly difficult in a supervisor/direct report context. Therefore, early effort was given to developing the relationship with the student employee so that they felt comfortable in voicing what might be seen as challenges to the supervisor or existing practices of the organization (Bussell and Hagman, 2016).

TRAIN SUPERVISORS OF STUDENT EMPLOYEES

It is essential that libraries train supervisors in the characteristics of high-impact learning and good supervision practices. Several of the programs and papers discussed note the importance of the supervisor-employee relationship. Focusing on the educational context, the Iowa GROW⁷ (University of Iowa, Division of Student Life, 2018), OSU GROW (Ohio State University, Office of Student Life, 2018a), and the program developed at University of Wisconsin-Eau Claire (Markgraf, 2015) emphasize supervisors seeing themselves as educators. Prior to learning the structured reflective interview method, it is essential that supervisors agree with the educational value in doing them.

At Ohio State University Libraries, the coordinator of iSkills, the information literacy education program for student employees, begins conversations with reluctant supervisors by acknowledging the time pressures they are under to use student work time well. She reminds colleagues of the educational mission of the university, the value of information literacy in day-to-day life, and the role of the library as a key teacher of information literacy. Often, the immediate supervisor of library student employees is not a librarian. Training of the supervisors could also have the added benefit of supporting the learning of the supervisors themselves of the broader work of the library and librarians.

Preparing supervisors also increases the likelihood that a supportive mentoring relationship can form between student employee and supervisor. Campbell-Meier and Hussey (2016) explored prior mentoring experiences in the decision of MLIS students to pursue a MLIS. They found that while the majority of MLIS graduates surveyed had worked in a library prior to pursuing the degree, only 40% of that group reported having a mentor. Instead of attempting a formal mentoring program, which has mixed results, they recommend incorporating LIS learning outcomes in all student employment experiences in order to support student constructivist learning of the “big picture” behind the small tasks they are performing. This simultaneously informs student employees about the library profession and encourages a more mentoring-type relationship between student and supervisor.

COORDINATE CENTRALLY AND MENTOR LOCALLY WITH A FOCUS ON TRANSFERABLE SKILLS

Make it someone in the library’s responsibility to encourage and coordinate overall efforts or key parts of educationally purposeful elements. For example, at Ohio State University Libraries, one staff person coordinates the online training modules in information

literacy and workplace communication skills offered to all student employees. This ensures that the content is well-designed and consistent across the many units with student employees.

Providing student employees opportunities to participate in centrally offered educational opportunities is another way to expand learning and to focus on transferable skills. University of Nevada Las Vegas offered an expansive workshop series to their student employees in five different categories: academic skills, professional, technology, library, and life skills/electives (Melilli, Mitola, & Hunsaker, 2016). While the program was entirely voluntary, these sessions were encouraged for all of the 100-plus part-time student employees across all library departments. Students were paid their hourly rate while attending. Those who attended at least one workshop in each category were eligible for a certificate of program completion that further required a 250-word reflective essay. The addition of reflection assisted students in making the connections between their learning experiences with the hope that they would transfer skills between contexts. Workshop series such as UNLV don't need to be for student employees alone. Why not invite student employees to workshops offered to other large audiences, such as the first- and/or second-year programs on campus?

Local mentoring is essential for showing the students that someone cares about their development through regular conversations and quality feedback. The best opportunities to connect work experiences with learning in the classroom and training happen at the local work site level, ideally between the student and supervisor. Mentorship consistently ranks high in the Gallup-Purdue Index reports of the factors supporting college graduates' long-term workplace engagement and overall well-being (Gallup, 2014, 2016). The Iowa GROW[®] model powerfully demonstrates how this can be achieved even at scale through structured, yet brief, reflective conversations (University of Iowa, Division of Student Life, 2018).

A small survey of student workers by Jacobson and Shuyler (2013) suggests that no matter their career aspirations, most students reported that working in the library improved their communication and customer-service skills. This suggests that programs such as the one at Ohio State University Libraries to explicitly teach workplace communication and connect this learning to careers beyond school and the library could greatly enhance the value of the library student employee experience.

FIND PARTNERS ON CAMPUS

The University of Iowa Office of Student Life's Iowa GROW[®] (Guided Reflection on Work) program is currently licensed for use at more than 100 campuses (University of Iowa, Division of Student Life, 2018). Yet on many campuses, including University of Iowa and Ohio State, the author's home institution, the program is used exclusively by the student affairs divisions. This proven program is designed to integrate high-impact practice-like qualities to increase engagement and learning at scale. It includes many of the elements listed above, including the critical training of the supervisors. What would it take for the library to join in?

Another path is that modeled by Jill Markgraf (2015), a librarian at University of Wisconsin-Eau Claire, who led the collaborative effort with several units on campus to integrate high-impact practices into the student campus work experience.

Conclusion

Students often seek employment in the library initially as an employer of convenience, but academic libraries, as members of the higher education community, can do so much more than provide an easy job and a paycheck. Student employment in the library has the potential to provide transferable skills, collaborative work, opportunities for authentic feedback, mentors, and more from the research-proven means to better outcomes for college graduates. To do so requires intentionality on the part of the organization and the supervisor, yet the benefits are immense to both the student and the library.

Appendix 5A

Additional program information.

University of Iowa GROW program information is detailed at their website, <https://vp.studentlife.uiowa.edu/priorities/grow/>.

The OSU GROW program is assessed each year through local data collection and the use of campus-wide larger assessment data sets on a three-year assessment cycle. Highlights from these assessments include

- students who participate in the program are more likely to report that they see connections between their employment and other areas of their lives;
- students in the program are more likely to agree or strongly agree that their supervisor helps them to consider how their student employment is preparing them for full-time employment; and
- students report higher levels of self-efficacy on the targeted competencies.

Ohio State University, Center for the Study of Student Life. (2016). Student Employment Experience. Retrieved from https://u.osu.edu/studentemployment/files/2014/10/SEE_Survey_2016-29ufp8x.pdf

See <http://u.osu.edu/studentemployment/assessment/> for additional information about the annual assessment of OSU GROW and the overall Student Employment Experience (SEE) program.

The Student Employment Experience Learning Competencies. Descriptions of learning competencies are quotes from the Ohio State University, Office of Student Life Human Resources Student Employment Experience Learning Competencies document. See Appendix 5B.

Communication

Students will effectively communicate, both verbally and non-verbally, in a manner that is clear, concise, and authentic. Students will be aware that the manner in which they express their ideas can affect the way in which the message is received.

Critical Thinking and Problem-Solving

Students will have the ability to evaluate problems in multiple contexts, use inductive and deductive reasoning, and create a sound analysis that leads to a logical conclusion. Students will learn to be innovative thinkers, ask insightful questions, and offer creative solutions.

Interpersonal Engagement

Students will be able to work cooperatively and productively with others in a variety of settings. Students will have the ability to develop meaningful relationships within multiple contexts.

Information Literacy

Students will be self-directed learners who identify gaps in their own knowledge, utilize critical thinking and analysis skills, seek appropriate information and resources to fill those gaps through a variety of means, and effectively assess the knowledge acquired. They will contribute to the information ecosystem through ethical use of information and technological resources.

Global Citizenship and Civic Engagement

Students will have an appreciation for the diversity in people and ideas, recognize the role of social diversity in shaping their own attitudes and values regarding appreciation and equity of others, and have an understanding of the pluralistic nature of institutions, society, and culture in the United States and across the world.

Ethical and Moral Reasoning

Students will have the ability to formulate and make considered and reasoned ethical and moral judgments. They should be able to use the norms which guide human behavior in order to act with integrity and personal accountability in their daily lives.

Self-Efficacy and Self-Awareness

Students will be able to understand their own capabilities, including the areas of wellness, coping with change, making difficult decisions, recovering from disappointment or setbacks, and assessing their own ability to complete tasks, reach goals, and succeed within multiple situations. Students will have a strong sense of self and will take personal responsibility for the direction and balance of their own life.

Appendix 5B



THE OHIO STATE UNIVERSITY

OFFICE OF STUDENT LIFE
HUMAN RESOURCES

STUDENT EMPLOYMENT EXPERIENCE LEARNING COMPETENCIES

The Office of Student Life views student employment as an opportunity for co-curricular learning and engagement. As such, we have applied university co-curricular learning competencies directly to our own program. These seven competencies were adapted from university documents and national resources, such as CAS standards and Learning Reconsidered 2.

Within the Office of Student Life, we apply these competencies to the Student Employment Experience with a goal of helping students develop knowledge and skills in their employment role, make connections between work and academics, and progress in their career development.

Each competency definition is listed, as well as possible learning outcomes for different student positions. If you would like consultation on creating learning outcomes for your student employment positions, reach out to craft.245@osu.edu.

COMMUNICATION

Students will effectively communicate, both verbally and non-verbally, in a manner that is clear, concise and authentic. Students will be aware that the manner in which they express their ideas can affect the way in which the message is received.

Possible Learning Outcomes:

- Communicate effectively, verbally and in writing, through regular in-office communication and email
- Apply active listening skills with customers through open body language, asking questions and paraphrasing responses
- Choose appropriate communication style when speaking with different types of clients (student, faculty, parent, etc.)

CRITICAL THINKING AND PROBLEM SOLVING

Students will have the ability to evaluate problems in multiple contexts, use inductive and deductive reasoning, and create a sound analysis that leads to a logical conclusion. Students will learn to be innovative thinkers, ask insightful questions and offer creative solutions.

Possible Learning Outcomes:

- Troubleshoot technical errors through gathering information from customer, analyzing system data, and testing possible solutions
- Adapt to changing operational conditions (understaffing, broken equipment, etc.) through considering creative approaches to work with existing resources

For more information, contact Caleb Craft.245@osu.edu
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INTERPERSONAL ENGAGEMENT

Students will be able to work cooperatively and productively with others in a variety of settings. Students will have the ability to develop meaningful relationships within multiple contexts.

Possible Learning Outcomes:

- Establish healthy and mutually beneficial relationships with coworkers by treating each team member with respect
- Demonstrate empathy and understanding toward each resident who interacts with the front desk
- Seek the assistance and involvement of student and full-time staff in planning off campus events

INFORMATION LITERACY

Students will be self-directed learners who identify gaps in their own knowledge, utilize critical thinking and analysis skills, seek appropriate information and resources to fill those gaps through a variety of means, and effectively assess the knowledge acquired. They will contribute to the information ecosystem through ethical use of information and technological resources.

Possible Learning Outcomes:

- When possible, use resource manual and online information to correctly answer guests' questions, even if not directly related to our specific office
- Seek appropriate and accurate information to aid in writing student help guides

GLOBAL CITIZENSHIP AND CIVIC ENGAGEMENT

Students will have an appreciation for the diversity in people and ideas, recognize the role of social diversity in shaping their own attitudes and values regarding appreciation and equity of others, and have an understanding of the pluralistic nature of institutions, society, and culture in the United States and across the world.

Possible Learning Outcomes:

- Demonstrate awareness and appreciation of human differences by seeking the perspective of multiple team members when designing passive programming
- Understand how their campus job contributes to and benefits the university community the larger society
- Show respect and dignity to the social identities of each person in the office (student, staff, or visitor), in order to build a healthy, inclusive team community.

**ETHICAL AND MORAL REASONING**

Students will have the ability to formulate and make considered and reasoned ethical and moral judgments. They should be able to use the norms which guide human behavior in order to act with integrity and personal accountability in their daily lives.

Possible Learning Outcomes:

- Demonstrate personal integrity through accurately recording project time after each shift.
- Consider workplace policies, customer needs, and personal ethical judgement to resolve customer complaints at the register.

SELF-EFFICACY AND SELF-AWARENESS

Students will be able to understand their own capabilities, including the areas of wellness, coping with change, making difficult decisions, recovering from disappointment or setbacks, and assessing their own ability to complete tasks, reach goals, and succeed within multiple situations. Students will have a strong sense of self and will take personal responsibility for the direction and balance of their own life.

Possible Learning Outcomes:

- Determine and communicate ideal working schedule to ensure student can manage academic and personal commitments, along with work
- Demonstrate self-awareness and personal accountability through completing a self-evaluation at the end of each year
- Engage in OSU GROW conversation to reflect on personal growth and development each semester

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