Career Readiness and Advanced Information Literacy Skills
(Christopher Proctor, IU Southeast)

Did you find that focusing on what you can do for the students took more or less of your time?

*By having the increased payrates where you say they aren't actually getting paid more, those students that reach the higher payrate, would they ultimately have to work less hour

-s in the library? Or once they've reached their FWS allotment, due you just pay out of your departmental budget? So students still work the amount of hours you need them to in a year?

Did you have any trouble getting the students to turn in the essays?

when you structured your employment program like a course, did the students have a syllabus? Was that format maintained?

This is EXCELLENT! Have you heard about the High Impact Practices conference? It goes beyond libraries—very few librarians at it. You should present this there. Really great!

Do you reuse the modules each year or how do you continue training with returning students?

Building on this question--did you have any complaints from faculty (teaching) or curriculum committees about this?

Have you involved students in the creation of your Canvas content, or gotten feedback from them about your content?

What system do you use to host your modules?

For students working at the Ref Desk, are they supervised by the hiring/same supervisor or partnered with a librarian?

Have the three ranks created any competition among students?

Did you receive any push back when trying to move to a single-desk model? If so, how did you address that?

Beyond Bookshelves
(Franklin Ofsthun, University of Maryland)

*This is a very small sample; 6-7 respondents. Do you feel the results are enough to enact potential changes in how you run your student employment program?

Where do you get your Ideas for prof development for student employees?

Can you please share your questionnaire with the group? This sounds something we can apply.

Have you experienced any pushback from students who were not interested in PD activities? I imagine some students not wanting homework-style activities in their job.

Insightful "metacognitive" phrase "Think critically in emergent situations": connects to workforce needs expressed by employers. Connected to reflective writing?

How do you suggest managing this in a larger University Library where there are more student employees?

How much of your workday revolves around interacting or following up with student workers?

Franklin, can you tell us again which years were covered in your study? (student interviews). Which years did these students work in the library (date range). Thanks! Kelli, IUPUI