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Learning to Listen Up: Advocating for and Collaborating with Student Employees for a More Effective Workforce

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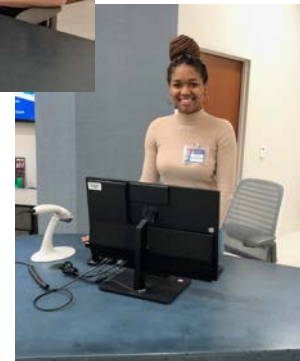
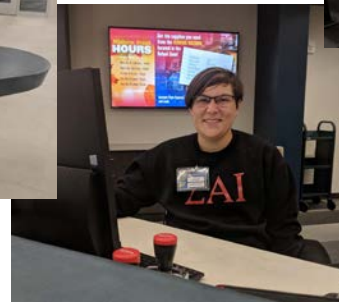
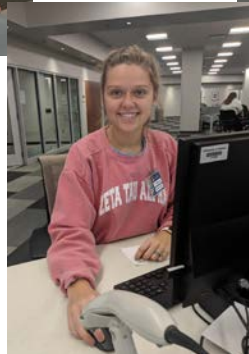
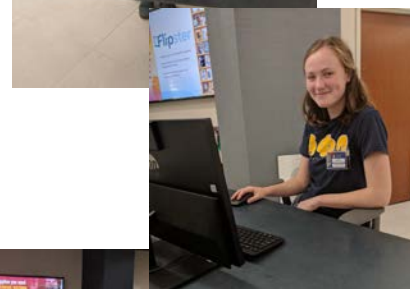
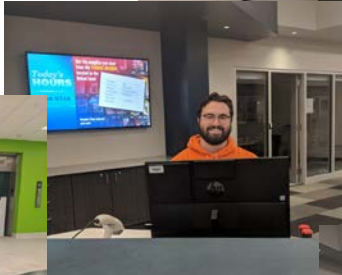
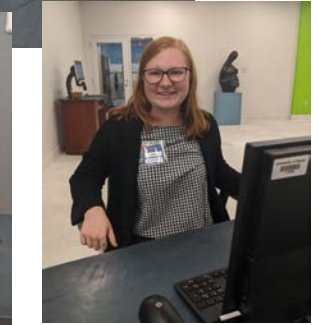
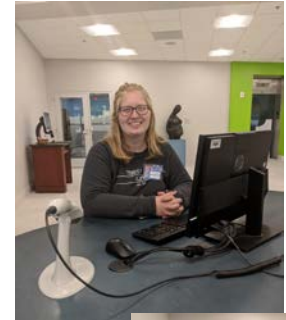
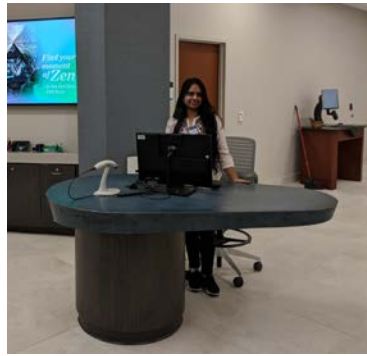
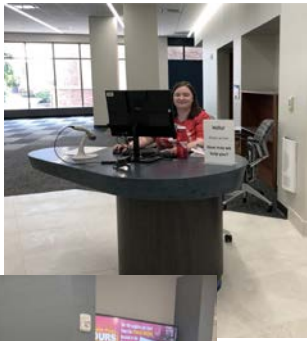
Learning to Listen Up:
Advocating for & Collaborating with
Student Employees for a More Effective
Workforce

Heidi Gauder, Heather Ruch, Cristin Bushnell

2019 ALAO conference



University of
Dayton



Campus- & Library-wide Values

High-impact practice

Student employee programs across campus

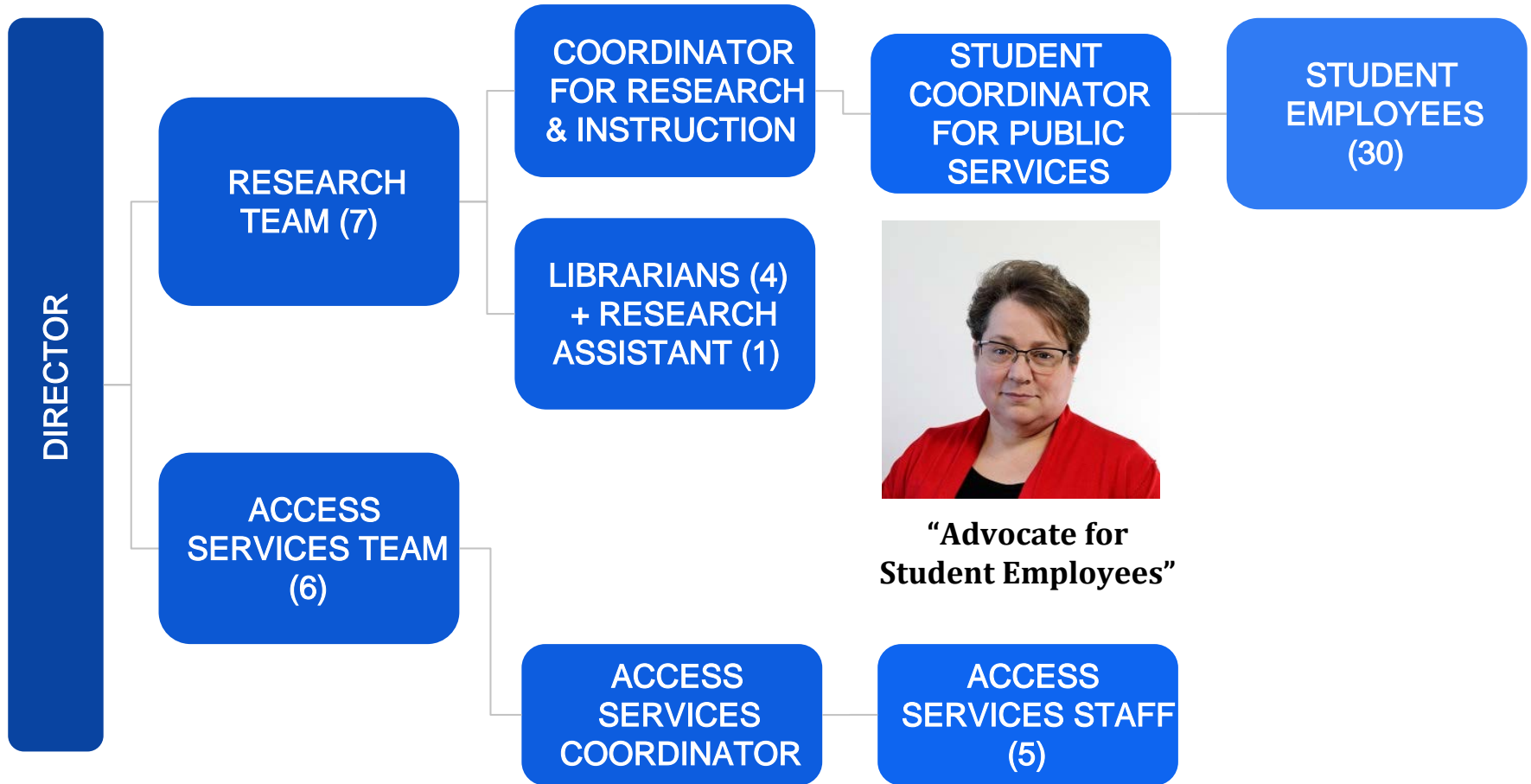
Library strategic plan: “Create structured, dynamic professional development & leadership training for Libraries’ student employees.”



Heather Ashley



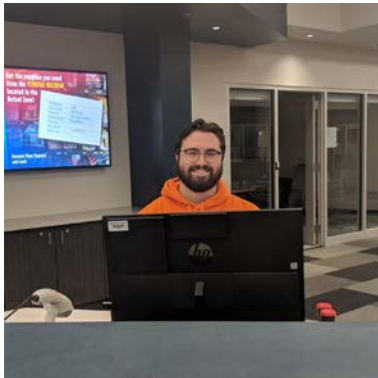
Department Org Chart



Growing Recognition + Change

2018: Before

- Research Services student employees (10)
- Access Services student employees (24)
- Both teams: emphasis on training, celebrations, value of student employees



Ryan Reed

2019: Renovation & After

- Student employees merged into 1 team
- Combined work functions between teams



Student Employees

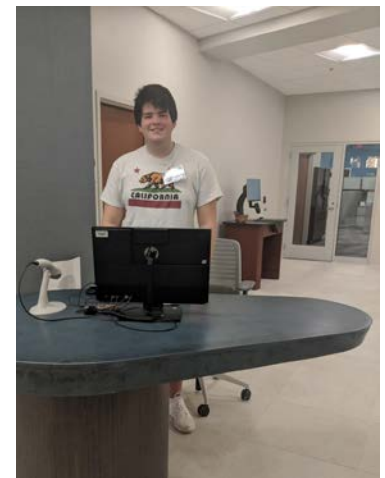
2 separate service desks, 225 hours/week

Large knowledge base: 7-story building, plus another student support unit in garden level

Sierra functions, basic OPAC functions

Printer & software trouble-shooting skills

Customer service



Luis Feliciano



Student Staff Empowerment

Student workflow contributions & insights

Resume-ready experiences

Student initiatives



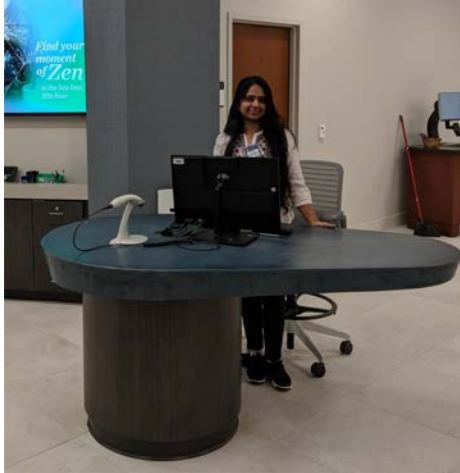
Kelly Howard & Kyle Renneker



Student Insights, Changes

Weekly quizzes

- “They were helpful but they need to target problems that many students are having trouble with..”
- “Every other week maybe? not as often”



Himani Singla

Scheduling

- "make sure you have it set straight for what seniority means, aka working more semesters, hiring date...it needs to be clear across the board."



Student insights

“...[a] ***Printer Troubleshooting Flowchart / cheat sheet*** for those working the service desk would be a good idea I believe because sometimes patrons are impatient when trying to troubleshoot the printers... Definitely wouldn't hurt to have something to lean back on!”

“There needs to be ***more collaboration of research librarians and access services.*** There's trainings together but even with that, the "EID" department feels very separated.”



Lauren Croll

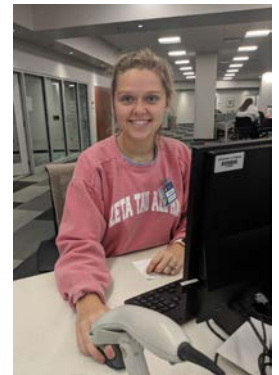


Workflow contributions

“Shifts shorter than 2 hours are pointless/a hassle. In trading asking for one hour can make sense, but otherwise 2/4 hour blocks of time make much more sense...”

“Is there a way we can have a *chat that connects us* to the other desks? There have been many situations where I have had to call upstairs and interrupt other employees helping patrons to ask non-emergent but necessary questions.”

“Not a question - just letting you know that *hello desk hours on libguides is incorrect!* closes at 7pm on Saturdays”



Miranda Roskow



Supervisor students

Application: Cover letter addressing experience, plus resume

Then: Formal interview

About this position: Open only to current EID student employees.

- Opening / closing the Library building
- Serves as main point of contact for other student employees when regular staff are not scheduled



Beth Hosek



Resume-ready experiences

Summer students → writing contributions

- [Know thy Staff](#)
- [Use the Library, Save Money](#)
- Special summer projects

Super students → training & supervision

- “Secret shopper” on Library H3lp
- Communication/management via Google Hangouts



Jaxie Brokamp



Career Workshops

Spring 2019, Fall 2019: Workshop to translate work tasks into language suitable for other employers

- Paid attendance
- Presented by Library & Career Services

Spring 2020: Dining etiquette




Jessica Gill



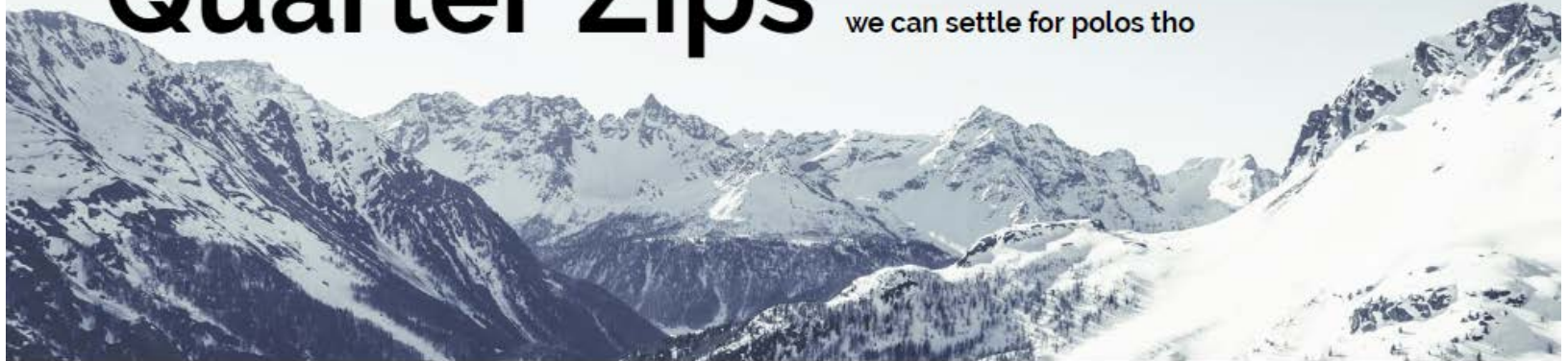
Student-initiated Presentation

By: Cristin and Heather



Why EID Student Workers Should Get Quarter Zips

we can settle for polos tho



Management -- Training

Monthly student employee team meetings

- Speakers: Dean of Libraries, campus IT, Librarians, Access Services, etc
- Focus on group discussions

On-one-on training, start of semester

Bi-weekly quizzes

Modules in campus LMS (Sakai)



Logan Symons



Management -- Communication

UO Libraries / Research Guides / EID Student Employee Guide

EID STUDENT EMPLOYEE GUIDE: UPDATES & ANNOUNCEMENTS

Updates & Announcements | Google Calendars | Floor Maps | Customer Service | Hello desk | Information Point | Lib H3p chat | Working in Sierra | Libsight | Printing and Tech | Library Staff | Safety

Student Employee Resources | Confidentiality

PLEASE SEE NEW QUIZ POSTED BELOW

CLARIFICATION OF FLOOR COUNT PROCEDURES effective 10.1.19:

- Floor counts for 1 & 2 must include counts for the Huddle Rooms as part of the total floor count. They don't need to be separated like Collab or 215, just included as part of the count.
- If a class is in session in the Collab, just write down 25 for the number. Otherwise, if no class is in session, do a count.
- If a STAFF meeting is in session in 215, write down ZERO (0) for the number. If it is not a staff meeting, take the actual count.
- Include counts from the team rooms for 4, 5 & 6. Since the team rooms have a window, try your best to get a ballpark # of how many people are in the room.
- Do a count of the study carrels, based on if they see the light on in the room. There's no need to knock on doors or disturb the occupants, just go by if the light is on or the room appears occupied. Count one person for each room.

RENOVATION UPDATES

--All floor counts should include checking and topping up the paper in all four drawers of both printers. We have run out of paper at least three different mornings.

Other Items you need to know about:

Please remember that YOU are responsible to have your shift covered if you must miss it. Send it down the EID list. If you get no response, you can use GroupMe within 24 hours. Still no response, start contacting people who work right before/after you to check their availability. Heather will keep an eye out for the trade, but you retain the ultimate responsibility.

If you are the second person at either desk when only three people are covering the working side it calls for a also resp

WEEKLY FUNNY!

[EID Student Workers Group] Weekly Update 10.14.19 Inbox x

Heather Ruch
to EID ▾
Mon, Oct 14, 8:01 AM (1 day ago) ☆ ↶ ⋮

Hello!

I hope you all had a great Fall break! Rested and ready to come back to work and school!

I need shift cover for this Wednesday, 5-7p, IP/Floater. Any takers?

If you work the Hello desk this afternoon or tomorrow afternoon, please note that I have interview students coming. I will be holding the interviews in 113, so if they stop by, get them to that room. Thanks!

Please remember the training this Friday at 3.30 in the Collab. If you have any questions or concerns, please email me. If you have a specific snack request, you can also email me (I make NO promises on that one...)

The current online quiz is due tomorrow. I will be putting up the new one around lunch time. Check Libguides.

Have a great week!
HR

Where can I find announcements, updates, or how-tos?
(Check all that apply)

1 point

- Libguides
- On the bulletin board
- There are updates?
- Ask Heather. She likes to talk to us.
- Weekly update email



Heather Ruch

Oct 9, 3:40 PM

floor count?

10?

2 new messages

3pm--can you cover the desk?
or should I see if someone else is available?

Heather · Oct 11, 3:08 PM

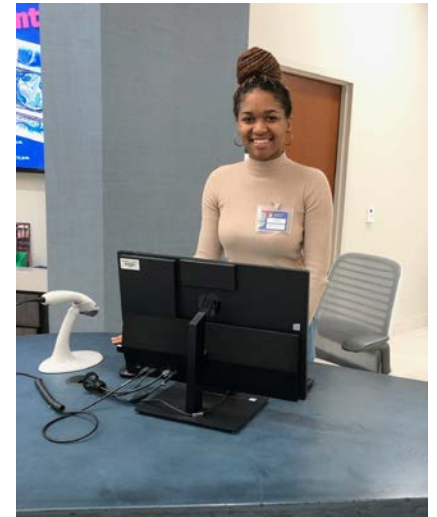
Send a message



Management -- Coaching

Philosophy: ensure student employee success on the job but address issues that interfere with effective service

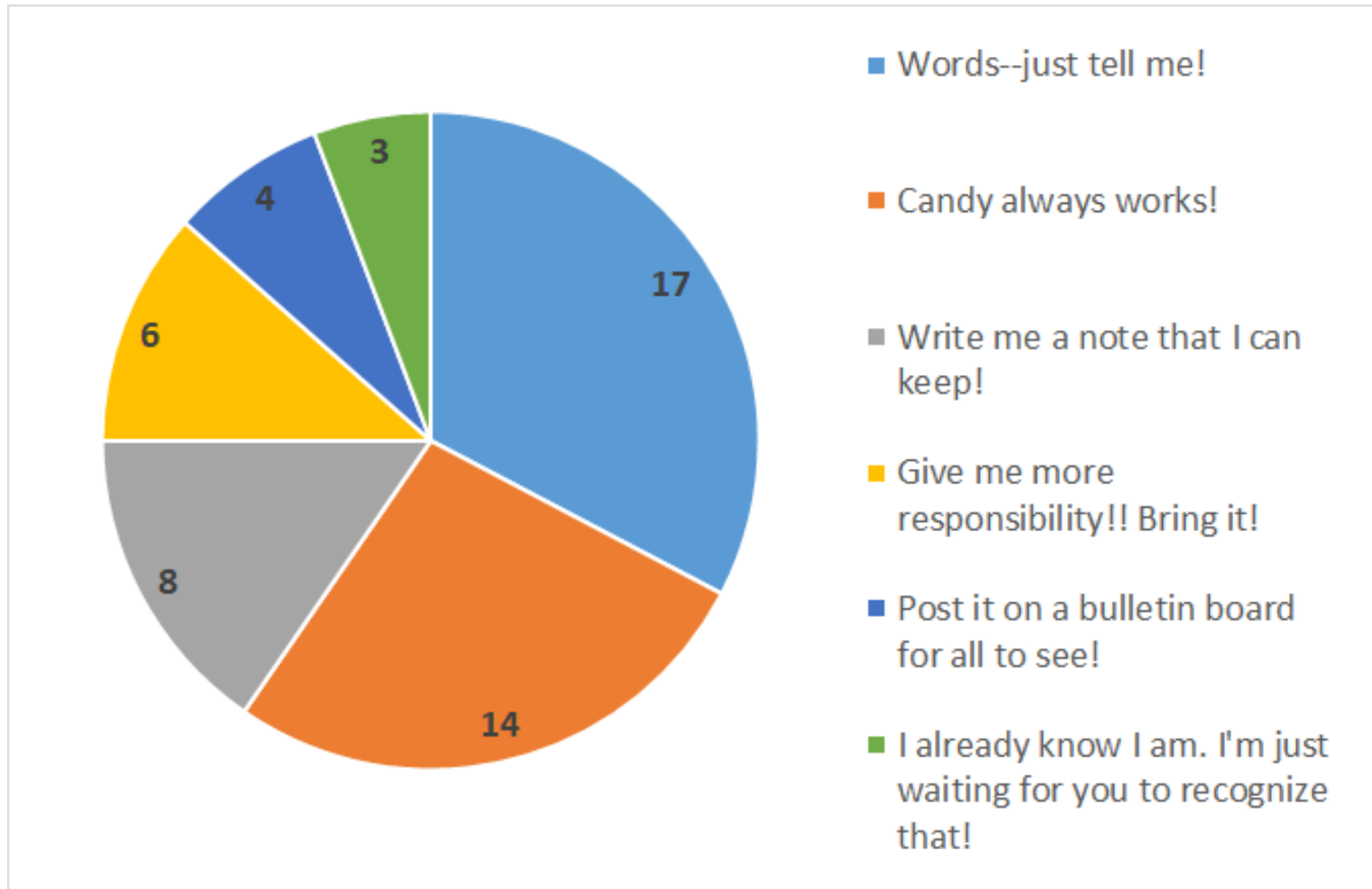
Would rather students own the decision to discontinue employment instead of library forced to decide



Tomaiya Robinson



Management -- Recognition



What are you doing to help your student employees become invested in the library and its success?

What opportunities do you provide for your student employees?

How do you advocate for your student employees?



Varija Goli



Thank you!

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Heidi Gauder: hgauder1@udayton.edu

Heather Ruch: hruch1@udayton.edu

