Welcome!

Student Employees as Collaborators will be starting soon.
Student Employees as Collaborators

Re-imagining the role of student staff in a reference service point
I'm feeling...

1. Amused
2. Grumpy
3. Comfortable
4. Confused
5. Sleepy
6. Ready for Lunch
Presenters

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Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830.

As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

Land Acknowledgement from Ohio State's Office of Diversity and Inclusion
Learning Outcomes

Participants will:

• Re-imagine reference services in their local institutional context and identify examples of transformative student work

• Conceptualize specific ways for student employees to contribute meaningfully to strategic goals in their institutional context
Agenda

• Background and context
• Vision of students as partners
• Student contributions and student employment experiences
• Workplace culture
• Future directions
• Questions
Discussion

Did you have an employment experience with your college or university when you were an undergraduate?

If no, did you want one? Why or why not?

If yes, what was most memorable about that experience?
Background and Context

The Oval, Ohio State Columbus Campus
Institutional Context

The Ohio State University
• 61,000 students on Columbus Campus

University Libraries
• Thompson Library service point
Design

Buckeye Reading Room, Thompson Library
Students as Partners Framework

"Partnerships are based on respect, reciprocity, and shared responsibility between students and faculty."
Mission Statement

To collaboratively develop students’ information literacy, critical thinking, and research skills—helping them to become self-regulated learners through inclusive and supportive coaching and the creation of accessible just-in-time help materials.
Transactional to Transformational

OUR GOAL

• Transactional to Transformational aligns with educationally purposeful student employment
Outcomes of Transformative Student Work

Transformative student work leads to:

- Increased Confidence
- Leadership Skills
- Invested in each other's success
- Applicable Job Skills
- Taking Initiative
- Motivation and Engagement
Transactional or Transformational?

How do you perceive the work of student employees at your institution? Is it transactional (students work in exchange for pay) or is it transformational (students are highly engaged in the work and see meaning and purpose in what they are doing).
Students as Partners in Action

University Seal, The Oval
Shared Ownership

• Students come to us with project ideas
• Students desire further connection with other university entities
• Students identify and coordinate trainings
Example: Biweekly Meeting Agendas and Forms

1. Icebreaker question:
   a. What is something that you love to talk about that someone hasn’t asked you about in a while?
2. Leadership Week Events Presentation from STUDENT
3. Project Work Updates:
   a. How are projects going – brief comments/updates from everyone.
   b. Document discussion from STUDENT (about what info she’s gathering).
   c. Any questions?
4. Chat Review – STUDENT
5. Questions/Topics to review from Forms responses:
   a. Room locations & numbers
   b. Chat questions about downloading software to public computers at the libraries (Stata, etc.)
   c. Poster printing
   d. Content of Cross-Cultural Training
6. Kristin & Michael
   a. Troubleshooting log in
7. Notes:
8. Action Items:
Example: RLC Student Staff Website
Example: Microsoft Teams Organization

**RLC MICROSOFT TEAMS**

**GENERAL:**
- Archived
- Bi-Weekly Meetings and Forms
- Q&A and Special Event Information
- Scheduling

**APLUS COACHING:**
- Archived
- Coaching Training
- Current Coaching Info

**ASK US:**
- Library General Information
- Library Training

**PROJECT WORK:**
- Archived Project
- STEP POC

**FILE NAMING:**

**WHAT-WHO-WHEN**

Basic file names, no spaces, capitalize first letter of each word

Including...
- OBL: Ohio Blend Learning
- OUL: Ohio University Libraries
- THO: Thompson Library
- RLC: Research + Learning Collaborative
- APLUS: Research Coaching

Example: "Ref Analytics Question Type - 9/6/2022" OLD

\[-> "ModelRevisions - RLC - 20220911" NEW\]
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### Poster Printing In-Person Campus Locations

<table>
<thead>
<tr>
<th>Locations</th>
<th>Address</th>
<th>Poster-Printing Information</th>
<th>Sizing</th>
<th>Pricing/Payment</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Union (Assistance Available)</td>
<td>Stillman Hall Room 145</td>
<td><a href="https://odee.osu.edu/printing-poster">https://odee.osu.edu/printing-poster</a></td>
<td>Maximum=36” x 48”, Other Common Sizes</td>
<td>$1.00/square foot, BuckID only</td>
<td>(614) 292-2794, <a href="mailto:odee@osu.edu">odee@osu.edu</a></td>
</tr>
<tr>
<td>Ohio Union Resource Room</td>
<td>Keith B. Key Center for Student Leadership and Service</td>
<td><a href="https://activities.osu.edu/involvement/student_organizations/neighborhoods/resource_room/">https://activities.osu.edu/involvement/student_organizations/neighborhoods/resource_room/</a></td>
<td>11” x 17”, 24&quot; x 31”, 36” x 48&quot;</td>
<td>Pricing Guide, Student Orgs may use their line of credit, Individuals may use BuckID or credit</td>
<td>(614) 292-8763, <a href="mailto:sl-resource-room@osu.edu">sl-resource-room@osu.edu</a></td>
</tr>
<tr>
<td>Thompson Library</td>
<td>Room 160, Outside Room 122</td>
<td><a href="https://library.osu.edu/printers-services">https://library.osu.edu/printers-services</a></td>
<td>12” x 18”, 18” x 24”, 25” x 36” x 48”</td>
<td>BuckID only</td>
<td>(614) 247-4577</td>
</tr>
<tr>
<td>Health Sciences Library (Assistance Available)</td>
<td>Prior Hall Fourth Floor</td>
<td><a href="https://hsj.osu.edu/dept/medical-visuals/poster-and-large-format-printing">https://hsj.osu.edu/dept/medical-visuals/poster-and-large-format-printing</a></td>
<td>11” x 17” Proof Required, Custom Sizing Available</td>
<td>Any form of payment accepted, Upload poster PDF here for an estimate</td>
<td>(614) 292-8034, <a href="mailto:meg.birmingham@osumc.edu">meg.birmingham@osumc.edu</a></td>
</tr>
</tbody>
</table>
Example: STEP and FYSS Sessions

Services, Searches, and Resources, Oh My! A Guide to Library Resources

Learning Targets:
- Discover what resources are available to you as a student within the libraries and practice locating physical materials in the library’s collection
- Navigate research databases to identify useful journals/articles
- Identify applicable services available to students on campus related to writing and research

Activity: Looking for Books!
- Find and take a picture (please leave the book on the shelf) of Portals of Power: Shamanism in South America by E. Jean Mathevon Langdon

Activity: Research Time!
- Find at least 2 articles/journals about the following topic and be prepared to share why each article/journal was chosen
- Will we ever run out of fresh water and if so, when?

What were three useful resources that you learned today that you would use again?
1.
2.
3.

Reminders:
- Complete your session reflections
- Review the additional resources packet!
Example: Student Life Multicultural Center

Why Don't You Understand Me?!

This workshop centers on communication across difference. Specifically, participants will discuss the differences between debate, discussion and dialogue and learn tools to more actively participate in the dialogue. This presentation would be great for groups hoping to establish communication norms.
Shared Ownership

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Example: Using Inclusive Language

Inclusive Language in the Workplace

What is inclusive language?
- Inclusive language is language that avoids the use of certain expressions or words that might be considered to exclude particular groups of people.
- Inclusive language "acknowledges diversity, conveys respect to all people, is sensitive to differences, and promotes equal opportunities."

Why is it important to use inclusive language?
- Inclusive language teaches others to avoid habits of language that may unintentionally lead to marginalization and the perpetuation of stereotypes.
- The replacement of offensive language is an effective way to demonstrate respect and create a welcoming community that reflects the values of our diverse Buckeye community.
- Inclusive communities are higher performing and have a higher commitment to service and community engagement.

Person-First or Person-Centered Language
A term that often arises when discussing inclusive language is person-first, or otherwise referred to as person-centered language. The United States Office of Disability Rights defines person-first language (PFL) as language that "puts the person before the disability, and describes what a person has, not who a person is." This type of language is commonly used in professional settings to avoid the use of stereotypical blanket statements.
Example: Demonstration Videos
Example: Mentoring New Student Employees

LibChat training practice questions:

Hi! Does Thompson have a fiction section?

What programs are on the library computers?
Can I request a program to put on computers?

I lost my airpods case, where would I go to find it?

Is there a way that I can get a PDF copy of a physical book in the library?

I placed a request on a book a few weeks ago and I haven’t gotten an email or any updates, can you check the progress for me?

Where are the color printers located in the library?

Can you help me find these books please?

James Joyce, A Portrait of the Artist as a Young Man (Penguin); Tawfiq Al-Hakim, Return of the Spirit; Jean Rhys, Voyage in the Dark; H.G. Wells, The Island of Dr. Moreau (Penguin); Djuna Barnes, Nightwood; Mina Loy, The Lost Lunar; Baedeker William Faulkner, As I Lay Dying; Nella Larsen, Passing; Virginia Woolf, To the Lighthouse; George Herriman, Krazy and Ignatz, 1919-1921; Sam Selvon, The Lonely Londoners
Workplace Culture and Student Stories

Thompson Library, Ohio State Columbus Campus
“Being an RLC student employee has allowed me to gain job experience during my undergraduate career and to have the opportunity to serve my fellow students in the Ohio State community. It’s allowed me to make connections and relationships with my coworkers that I wouldn’t have met otherwise,” said Ruth.

“I’ve gained experience in effective and professional communication skills. I have had the opportunity to lead meetings and facilitate conversations with the student staff. It has allowed me to gain and enhance skills that can be used in my professional career.”
“Working here has prepared me for [my] future career path,” said Roberts. “I have learned and utilized excellent customer service skills pertaining to professionalism and communication. I’ve worked with different types of people, something that will be very beneficial considering my psychology major. My improved communication, research abilities and problem-solving skills will all definitely help me later in my career.”

[When asked about her favorite part of her job] “The people. It is such a fun and collaborative work environment with amazing students and supervisors! I have really appreciated getting to know all the people I’ve met and befriended during my time here.”
“I love the atmosphere. I’ve always liked being in libraries, but more than that I enjoy the people I work with.”

“RLC has been really good for my college experience,” she says. “I’m not one who usually goes out of my way to seek other opportunities and experiences, but having this job has pushed me to explore outside of my comfort zone. I’ve gotten the chance to do things that I normally would have never even considered. And I also just like the community of people I work with and the atmosphere we have here.”
Reflection Moment

How do you think student employees perceive the workplace culture at your institution?

How do students contribute to culture at your institution?
Future Directions
What are opportunities for transformative student work at your institution?

go.osu.edu/alao22jam
Questions, Comments, Ideas?

Image by BlackIllustrations.com
Thank You!

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