

**SHARE YOUR LOVE FOR YOUR
LIBRARY STUDENT EMPLOYEES:
FORUM ON ALIGNING HIGH-IMPACT
PRACTICES (HIPS) TO LIBRARY WORK
STUDY POSITIONS**

VLA CONFERENCE 2019

LISA VASSADY

INSTRUCTION AND EXPERIENTIAL LEARNING LIBRARIAN

RADFORD UNIVERSITY



DISCLAIMER



“EMPOWERING TO DELIVER: AFFECT CHANGE BY SHOWING
WHAT YOUR TEAM CAN DO”

THE COLLECTIVE CONFERENCE, 2019


STEPHANIE VAN NESS, BRIDGET ROWAN WIPF

NORTHERN ARIZONA UNIVERSITY

- JOB ENRICHMENT
 - GROWING YOUR STUDENT EMPLOYEES
- 




OBJECTIVES

1. PARTICIPANTS WILL BE ABLE TO IDENTIFY AND DEFINE HIGH-IMPACT PRACTICES (OR THEIR CHARACTERISTICS) THAT CAN BE ALIGNED TO LIBRARY STUDENT EMPLOYMENT PROGRAMS.
 2. PARTICIPANTS WILL DESCRIBE AND DISCUSS HIPS CHARACTERISTICS THAT THEY HAVE EITHER EMPLOYED OR HOPE TO EMPLOY IN THEIR STUDENT EMPLOYMENT PROGRAMS.
 3. PARTICIPANTS WILL ANALYZE AND APPRAISE ACTUAL OR POTENTIAL CHALLENGES RELATING TO INCORPORATING AND ASSESSING HIPS CHARACTERISTICS AT THEIR OWN OR OTHERS INSTITUTIONS.
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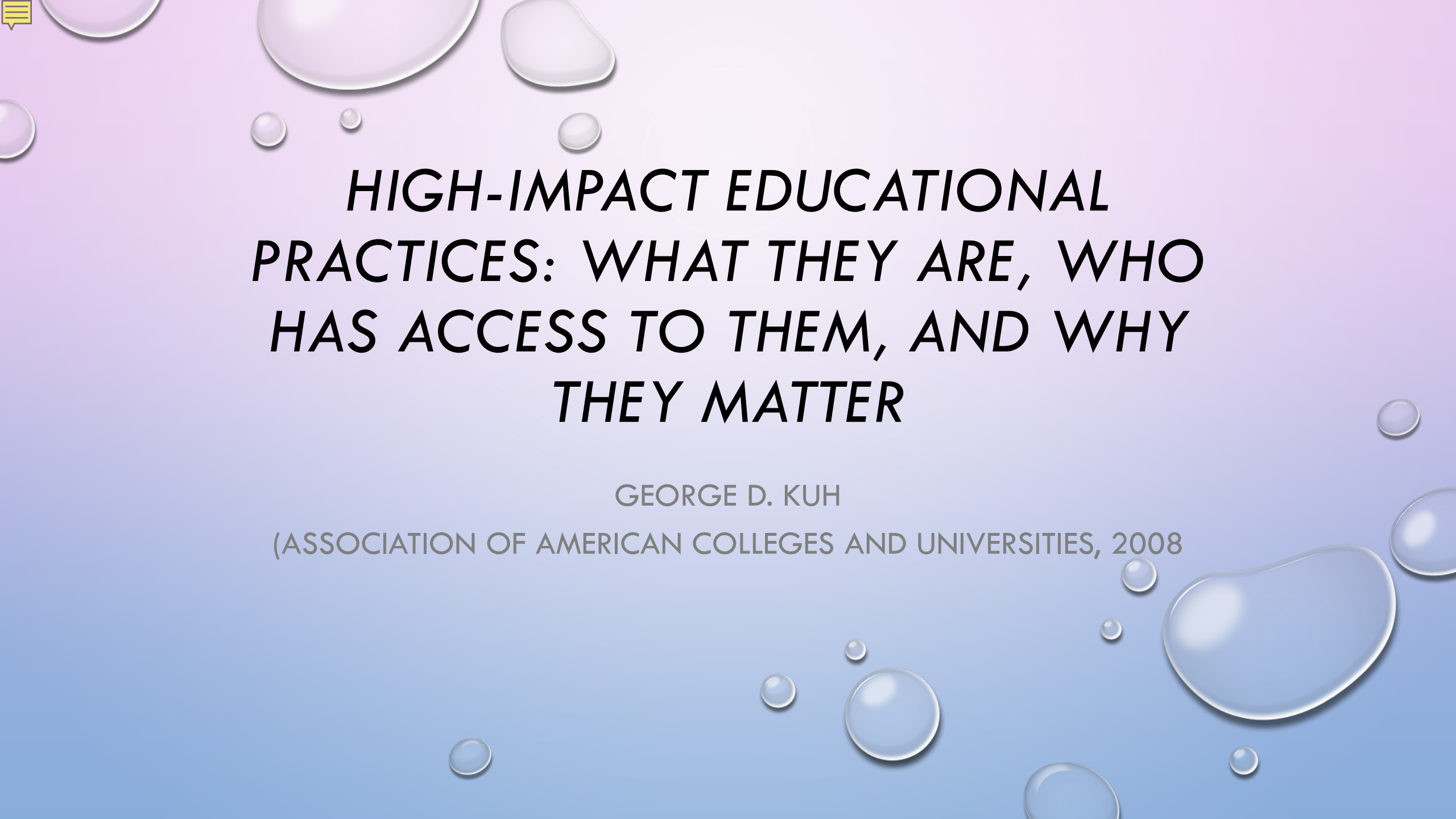
WHAT ARE HIGH IMPACT PRACTICES IN HIGHER EDUCATION?

STUDENTS

- **EXPAND** UPON WHAT THEY LEARN IN THE CLASSROOM
- **CONNECT** CLASSROOM LEARNING TO OTHER AREAS OF THEIR LIVES
BEYOND THE CLASSROOM
- **REFLECT** UPON WHAT THEY LEARNED
- THIS OCCURS OVER A PERIOD OF **TIME**



[HTTPS://LIBGUIDES.RADFORD.EDU/
SHAREYOURLOVE](https://libguides.radford.edu/shareyourlove)

The background features a light blue-to-purple gradient with several realistic water droplets of various sizes scattered across the surface. In the top-left corner, there is a small yellow speech bubble icon with three horizontal lines inside.

***HIGH-IMPACT EDUCATIONAL
PRACTICES: WHAT THEY ARE, WHO
HAS ACCESS TO THEM, AND WHY
THEY MATTER***

GEORGE D. KUH

(ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES, 2008)


THE SIX CHARACTERISTICS OF EFFECTIVE HIPS:

- 1. STUDENTS "DEVOTE CONSIDERABLE TIME AND EFFORT TO **PURPOSEFUL TASKS**". (PG. 14) (BASIC STUDENT ASSISTANT JOB DUTIES AND TRAINING ARE NOT CONSIDERED "PURPOSEFUL.")
- 2. STUDENTS HAVE **SIGNIFICANT COLLABORATIVE INTERACTION** WITH AT LEAST ONE OTHER MEMBER OF THE CAMPUS COMMUNITY OVER AN EXTENDED AMOUNT OF TIME.
 - FACULTY, PEERS, COWORKERS AND SUPERVISORS ARE SPECIFICALLY LISTED AS OPTIONS.
 - THE ROLE OF MENTORSHIP IS VALUED IN THIS CHARACTERISTIC.
- 3. STUDENTS WILL HAVE INCREASED LIKELIHOOD OF **EXPOSURE TO A DIVERSE GROUP OF PEOPLE.**
- 4. STUDENTS SHOULD BE GIVEN **SIGNIFICANT & FREQUENT AMOUNTS OF BOTH FORMAL AND INFORMAL FEEDBACK** ON THEIR ACTIVITIES.
 - FROM PEERS, SUPERVISOR, FACULTY MEMBER, ETC.
- 5. THE SKILLS AND KNOWLEDGE GAINED SHOULD BE **TRANSFERABLE TO OTHER EXPERIENCES** THEN THE ORIGINAL EXPERIENCE (I.E. LIBRARY JOB).
 - THEY SHOULD BE APPLICABLE TO BOTH ON-CAMPUS AND OFF-CAMPUS ENVIRONMENTS.
- 6. STUDENTS **SHOULD INCREASE THEIR CONNECTIONS WITH DIFFERENT COMMUNITIES** AND GAIN A BROADER PERSPECTIVE OF THEIR ROLES IN SOCIETY.



HIGH-IMPACT EDUCATIONAL PRACTICES

GEORGE D. KUH, 2008

- “...HAVE BEEN WIDELY TESTED AND HAVE BEEN SHOWN TO BE BENEFICIAL FOR COLLEGE STUDENTS FROM MANY BACKGROUNDS.”
 - “DESCRIPTIONS OF HIGH-IMPACT PRACTICES THAT EDUCATIONAL RESEARCH SUGGESTS INCREASE RATES OF STUDENT RETENTION AND STUDENT ENGAGEMENT. “
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WIDELY TESTED & PROVEN HIGH IMPACT EDUCATION PRACTICES

GEORGE D. KUH, 2008

[HTTPS://WWW.AACU.ORG/LEAP/HIPS](https://www.aacu.org/leap/hips)


- FIRST-YEAR SEMINARS AND EXPERIENCES
- COMMON INTELLECTUAL EXPERIENCES
- LEARNING COMMUNITIES
- WRITING-INTENSIVE COURSES
- COLLABORATIVE ASSIGNMENTS AND PROJECTS
- UNDERGRADUATE RESEARCH
- DIVERSITY/GLOBAL LEARNING
- EPORTFOLIOS
- SERVICE LEARNING, COMMUNITY-BASED LEARNING
- INTERNSHIPS
- CAPSTONE COURSES AND PROJECTS

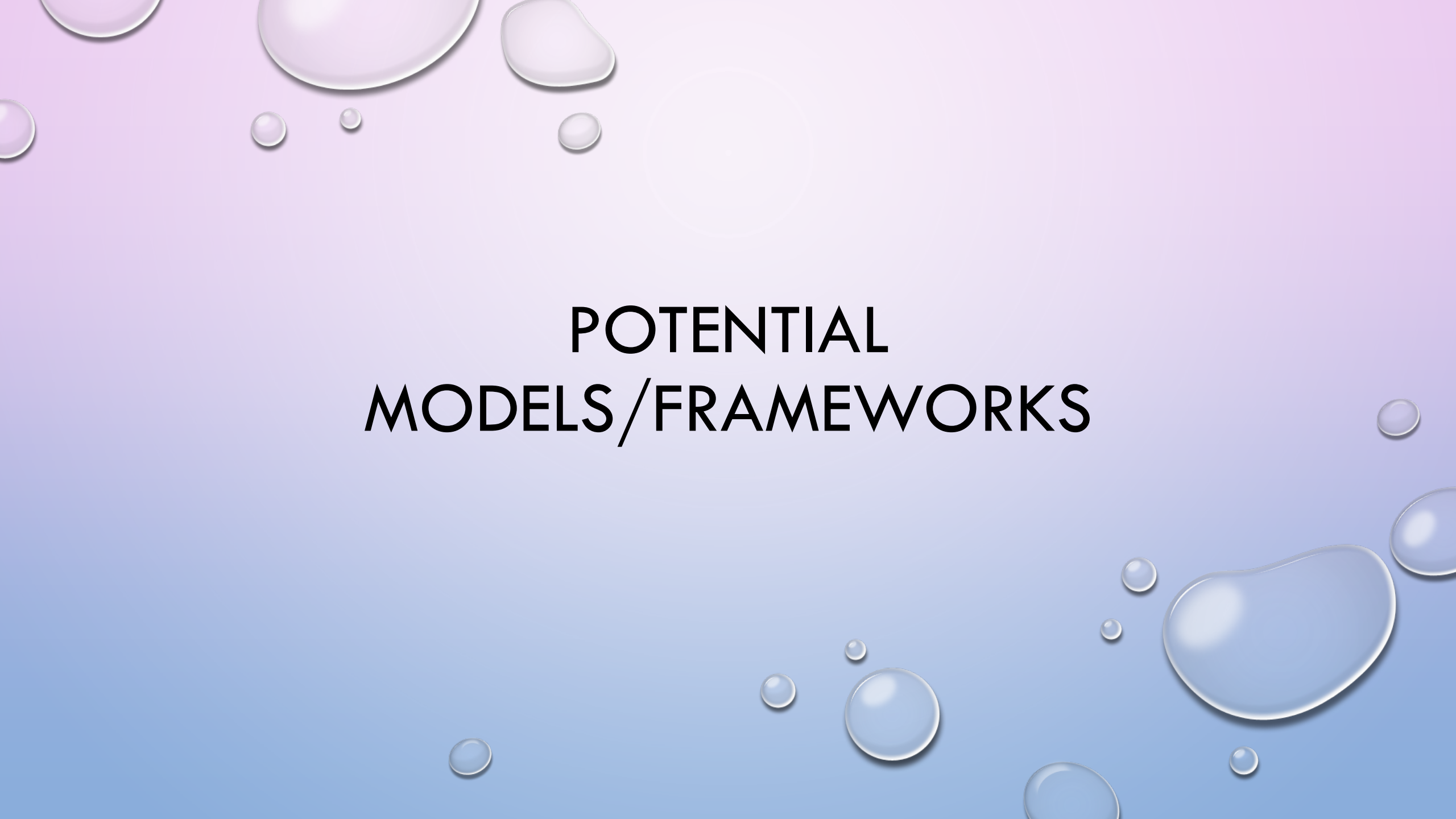


E-PORTFOLIOS


- E-PORTFOLIOS ENABLE STUDENTS TO ELECTRONICALLY COLLECT THEIR WORK OVER TIME, REFLECT UPON THEIR PERSONAL AND ACADEMIC GROWTH, AND THEN SHARE SELECTED ITEMS WITH OTHERS, SUCH AS PROFESSORS, ADVISORS, AND POTENTIAL EMPLOYERS.

INTERNSHIPS


- INTERNSHIPS ARE ANOTHER INCREASINGLY COMMON FORM OF EXPERIENTIAL LEARNING. THE IDEA IS TO PROVIDE STUDENTS WITH DIRECT EXPERIENCE IN A WORK SETTING—USUALLY RELATED TO THEIR CAREER INTERESTS—AND TO GIVE THEM THE BENEFIT OF SUPERVISION AND COACHING FROM PROFESSIONALS IN THE FIELD.
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POTENTIAL MODELS/FRAMEWORKS



THE UNIVERSITY OF IOWA'S
IOWA GROW (GUIDED REFLECTION ON WORK)
[HTTPS://VP.STUDENTLIFE.UIOWA.EDU/PRIORITIES/GROW/](https://vp.studentlife.uiowa.edu/priorities/grow/)

- FOUR QUICK QUESTIONS (TAKEN VERBATIM)
 - HOW IS THIS JOB FITTING IN WITH YOUR ACADEMICS?
 - WHAT ARE YOU LEARNING HERE THAT'S HELPING YOU IN SCHOOL?
 - WHAT ARE YOU LEARNING IN CLASS THAT YOU CAN APPLY HERE AT WORK?
 - CAN YOU GIVE ME A COUPLE OF EXAMPLES OF THINGS YOU'VE LEARNED HERE THAT YOU THINK YOU'LL USE IN YOUR CHOSEN PROFESSION?
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NATIONAL ASSOCIATION OF COLLEGES EMPLOYERS (NACE) RESOURCES

- NATIONAL ASSOCIATION OF COLLEGES EMPLOYERS (NACE) RESOURCES
 - *CAREER READINESS DEFINED COMPETENCIES:*
 - [HTTPS://WWW.NACEWEB.ORG/CAREER-READINESS/COMPETENCIES/CAREER-READINESS-DEFINED/](https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/)
 - “CAREER READINESS IS THE ATTAINMENT AND DEMONSTRATION OF REQUISITE COMPETENCIES THAT BROADLY PREPARE COLLEGE GRADUATES FOR A SUCCESSFUL TRANSITION INTO THE WORKPLACE.”
 - ANNUAL JOB OUTLOOK SURVEY
 - POLL EMPLOYERS FOR SKILLS AND QUALITIES THEY WANT TO SEE
 - [HTTPS://WWW.NACEWEB.ORG/TALENT-ACQUISITION/CANDIDATE-SELECTION/EMPLOYERS-WANT-TO-SEE-THese-ATTRIBUTES-ON-STUDENTS-RESUMES/](https://www.naceweb.org/talent-acquisition/candidate-selection/employers-want-to-see-these-attributes-on-students-resumes/)

RADFORD UNIVERSITY'S CENTER OF CAREER AND TALENT DEVELOPMENT'S CAREER DEVELOPMENT GUIDE, "HOW TO BECOME CAREER READY," PAGE 6

Let's begin with the end in mind. Here's what employers say are "must-have" competencies and skills for success in your first job after college. These skills are called Career Readiness Competencies.



CRITICAL THINKING & PROBLEM SOLVING

Exercise sound reasoning to analyze issues, make decisions and overcome problems.

PROFESSIONALISM & WORK ETHIC

Demonstrate integrity, act with the interest of the larger community in mind and learn from your mistakes.



TEAMWORK & COLLABORATION

Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles and viewpoints.

GLOBAL & INTERCULTURAL FLUENCY

Value, respect and learn from diverse cultures, races, ages, genders, sexual orientations and religions.



DIGITAL TECHNOLOGY

Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks and accomplish goals.

LEADERSHIP

Leverage the strengths of others to achieve common goals and use interpersonal skills to coach and develop others.



CAREER MANAGEMENT

Identify and articulate your strengths, knowledge and experiences as they relate to a position. Identify areas for growth.

ORAL & WRITTEN COMMUNICATION

Articulate ideas effectively in written and oral forms to persons inside and outside of the organization.



Source: National Association of Colleges and Employers (NACE) Career Competencies

Image Credit: University of Rochester, Gwen M. Greene Center for Career Education and Connections

ACRL INFORMATION LITERACY FRAMEWORK


[HTTP://WWW.ALA.ORG/ACRL/STANDARDS/ILFRAMEWORK](http://www.ala.org/acrl/standards/ilframework)

- WHILE THIS FRAMEWORK FITS MOST NATURALLY WITH A DEPARTMENT THAT PROVIDES INSTRUCTIONAL SUPPORT, DEPARTMENTS THAT DON'T PROVIDE THESE SERVICES MAY WANT TO EXPLORE PARTNERING WITH DEPARTMENTS THAT DO.
- RADFORD UNIVERSITY – PILOT
 - RESEARCH HELP DESK STUDENT ASSISTANTS' PROFESSIONAL & PERSONAL DEVELOPMENT D2L MODULES



PILOT LEARNING OBJECTIVES

RESEARCH HELP DESK ASSISTANTS WILL BE ABLE TO:

- RECOGNIZE AND APPRAISE THE NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS (NACE) CAREER COMPETENCIES SKILLS/COMPETENCIES THAT THEY ARE LEARNING AS STUDENT ASSISTANTS AND APPLY THEM TO THEIR ACADEMIC AND CAREER GOALS.
 - DEVELOP ADVANCED INFORMATION LITERACY/RESEARCH SKILLS AND APPLY AND MODEL THESE SKILLS IN A MENTORSHIP ROLE TO THEIR PEERS.
 - OUTLINE AND APPLY ADVANCED INFORMATION LITERACY/RESEARCH SKILLS TO A SELF-CHOSEN PROJECT THAT INCORPORATES ACADEMIC-LEVEL RESEARCH AND INFORMATION LITERACY SKILLS.
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SMALL GROUP ACTIVITY

- SELECT ONE HIPS CHARACTERISTIC THAT YOU HAVE EITHER EMPLOYED OR HOPE TO EMPLOY IN YOUR STUDENT EMPLOYMENT PROGRAMS.
- IDENTIFY ACTUAL OR POTENTIAL CHALLENGES RELATING TO INCORPORATING AND ASSESSING HIPS CHARACTERISTICS AT YOUR INSTITUTIONS.
- CAN VIEW IN LIBGUIDE:
[HTTPS://LIBGUIDES.RADFORD.EDU/SHAREYOUURLOVE](https://libguides.radford.edu/shareyouurlove)
 - SMALL GROUP ACTIVITY
 - HIGH-IMPACT EDUCATIONAL PRACTICES
- RECORD ON LARGE POST-IT

ACTIVITY: THE SIX CHARACTERISTICS OF HIPS:

[HTTPS://LIBGUIDES.RADFORD.EDU/ SHAREYOURLOVE](https://libguides.radford.edu/shareyourlove)

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RECOMMENDED READING

- MARKGRAF, J. (2015, MARCH). UNLEASH YOUR LIBRARY'S HIPSTER: TRANSFORMING STUDENT LIBRARY JOBS INTO HIGH-IMPACT PRACTICES. PRESENTED AT THE ACADEMIC COLLEGES AND RESEARCH LIBRARIES CONFERENCE IN PORTLAND, OR
- [HTTP://WWW.ALA.ORG/ACRL/SITES/ALA.ORG.ACRL/FILES/CONTENT/CONFERENCES/CONF SANDPRECONFS/2015/MARKGRAF.PDF](http://www.ala.org/acrl/sites/ala.org/acrl/files/content/conferences/confsandpreconfs/2015/markgraf.pdf)
- MITOLA, R., RINTO, E., & PATTNI, E. (2018). STUDENT EMPLOYMENT AS A HIGH-IMPACT PRACTICE IN ACADEMIC LIBRARIES: A SYSTEMATIC REVIEW. *JOURNAL OF ACADEMIC*
- [HTTPS://DOI.ORG/10.1016/J.ACALIB.2018.03.005](https://doi.org/10.1016/j.acalib.2018.03.005) *LIBRARIANSHIP*, 44(3), 352–373.



INTERESTED IN JOINING A HIPS LEARNING COMMUNITY FOCUSED ON STUDENT EMPLOYMENT?

- WRITE NAME, EMAIL, INSTITUTION ON POST-IT
 - EMAIL LISA VASSADY LJVASSADY@RADFORD.EDU
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