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Reframing Library Student Employment as a High-Impact Practice: Implications from Case Studies

Erin Rinto

University of Cincinnati, erin.rinto@uc.edu

Rosan Mitola

University of Nevada, Las Vegas, rosan.mitola@unlv.edu

Kate Otto

Raynor Memorial Library

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Reframing Library Student Employment as a High-Impact Practice: Implications from Case Studies

Abstract

The purpose of this paper is to discuss how academic libraries can directly contribute to campus student success initiatives through student employment programs. Case studies from supervisors at two different universities demonstrate how library student employment programs can intentionally incorporate the characteristics of High-Impact Practices. This paper builds upon a previously published systematic review of the academic library literature on student employment, which found a significant gap in the discussion of employment as a mechanism for learning and retention. This paper aims to address this gap by focusing on practical applications for creating more learner-centered student employment programs.

Keywords: Student employment, student worker, student learning, student success, high-impact practices, case studies

Introduction

A near universal mission of the academic library is to contribute to student success. For decades, the library profession has explored this issue, and in today's age of accountability and transparency, academic librarians are increasingly examining ways to align with campus initiatives that lead to greater student learning and retention. In many cases, these discussions focus on some element of student success that is *external* to the library—such as building campus partnerships, utilizing learning analytics, collaborating with teaching faculty to design impactful instruction, or conducting outreach to specific student groups. There is also, and rightly so, much focus on making collections, spaces, and programming equitable and accessible to all students on

campus. This undoubtedly important work can contribute to broader campus-wide student success initiatives. However in focusing so much energy *outward*—to the student population as a whole—librarians might be overlooking an important subset of students that is *internal* to the academic library: library student employees.

It is the aim of this set of case studies to address a gap in the library literature by directly highlighting how student employment can align with best practices to support student learning and, ultimately, contribute to the personal, academic, and professional success of student workers. The authors argue that it is not only feasible but also imperative that academic libraries treat student workers as a microcosm of the general student population and make an intentional effort to align student employment programs with the characteristics of High-Impact Practices. In this way, academic librarians can make a direct impact on student success initiatives, retain student workers, and help prepare these students for their post-college endeavours.

Literature Review

Student Employment and Student Success

Many scholars have investigated the connection between student employment and college success. Research has established a positive link between on-campus part-time employment and students' grades (Pike, Kuh, and Massa-McKinley 2008), as well as students' success in securing post-college employment (Kuh et al. 2006). Correlations have also been found between meaningful employment opportunities and job satisfaction (Kane, Healy, and Henson 1992); student employment positions that led to skill development in practical competencies such as time management and decision making were particularly important for post-college employment (Kuh et al. 2006). Of particular relevance is the work of Pascarella and Terenzini (1991), who found in their twenty-year synthesis of factors that lead to student success that on-campus part-time

employment positively impacts “year-to-year persistence, bachelor’s degree completion, timely graduation, and the probability of enrolling in graduate or professional school” (Pascarella and Terenzini 1991, 407). These studies make clear that on-campus student employment does not negatively affect students’ academic performance, but rather more fully engages students with university life and makes the campus community more tangible.

Academic libraries typically employ students to work part-time in a variety of job duties that are essential to the operation and mission of the library as a whole (Association of College and Research Libraries 2016). A previous systematic review of the academic library literature on student employment revealed that, out of over 200 studies, the overwhelming majority only focused on practical ways to utilize student workers to increase library productivity (Mitola, Rinto, and Pattni 2017). The systematic review concluded that the existing literature on student employment in academic libraries demonstrated a missed opportunity to investigate how these student employment programs can contribute to student success, and that “there is a need for more transparency and discussion around the benefits of student employment for student learning” (Mitola, Rinto, and Pattni 2017, 363).

Characteristics of High-Impact Practices

The Association of American Colleges and Universities (AAC&U) has developed a list of High-Impact Practices—that is, educational experiences that have been proven to “increase rates of student retention and student engagement” (Kuh 2008, 9). These practices include: first-year seminars or first-year experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning, community-based learning, and internships, capstone courses, and projects (Kuh 2008).

In discussing these ten High-Impact Practices, Kuh noted that all of them share a set of six characteristics, which demarcate especially effective educational practices (Kuh 2008). The six characteristics that all High-Impact Practices share are:

- (1) Time and Effort
- (2) Faculty and Peer Interaction
- (3) Diversity
- (4) Formal and Informal Feedback
- (5) Integration, Synthesis, and Application
- (6) Connection

While student employment is not one of the ten established High-Impact Practices, well-designed library student employment programs can borrow from the characteristics that define High-Impact Practices, thereby transforming student employment into student-centered learning experiences. Moreover, student employment represents a more accessible route to achieving the same ends as High-Impact Practices that may be unintentionally exclusionary to students from underrepresented or marginalized backgrounds. As Soria (2015) notes, some High-Impact Practices are out of reach for some students—not everyone can afford to engage in global learning that takes them on study abroad, and not all students have transportation to take them off campus for service learning, community-based learning, or internships. Transfer students may miss the opportunity to engage in learning communities and first-year experience courses. In *America's Unmet Promise: The Imperative for Equity in Higher Education*, the authors argue that “inequities in educational opportunity accumulate over students’ lives, continue to manifest in patterns of opportunity and attainment in higher education, and ultimately contribute to stark differences in lifetime employment opportunity and earnings” (Witham, Malcom-Piqueux, Dowd, and Bensimon 2015). Part-time student

employment in the library can offer another mechanism in which students gain the benefits of High-Impact Practices, if those student employment programs are designed with student learners in mind.

The following case studies, written from the perspectives of two student employee supervisors, unpack these characteristics and discuss how they have incorporated these highly effective educational practices into their student employment programs. Because the focus is on providing concrete examples for reframing student employment as a meaningful learning experience regardless of the university or library characteristics, the case studies do not include institutional profiles or the genesis of the student employment program being described. The authors believe that any library student employment program can intentionally incorporate at least one of these characteristics. It may be necessary to start with a smaller subset of student employees (the case studies focus on small cohorts), which can help supervisors identify attributes they may desire to scale up for larger groups. It is also important to note that it is not necessary for a student employment program to include every one of the characteristics of High-Impact Practices—in the case studies, each supervisor will highlight 2-3 of these attributes and share practical takeaways that can be transferred across institutional contexts. In doing so, the authors hope to increase awareness of the benefits and opportunities inherent in reframing student employment to align with High-Impact Practices, as well as strategies for creating new avenues for academic libraries to contribute to student retention and success.

Case Study 1 (University of Nevada, Las Vegas)

This case study describes how the supervisor of the Mason Undergraduate Peer Research Coach Program at the University of Nevada, Las Vegas (UNLV Libraries) intentionally incorporates the characteristics of High Impact Practices into her work.

This donor-supported student employment program hires students in cohorts during their first year; students remain continuously employed through graduation. Each year, there are 6-7 peer coaches in the program, staggered by grade. Students in the program engage in extensive training and serve as ambassadors to the Libraries, typically working on special projects related to instruction, outreach, and research.

High-Impact Practice Characteristic: Diversity

One characteristic that High-Impact Practices share is a commitment to diversity. Kuh argues that “participating in one or more of these activities increases the likelihood that students will experience diversity through contact with people who are different from themselves” (Kuh 2008, 15). At the UNLV Libraries, diversity is intentionally fostered by recruiting diverse student employees through the Mason Undergraduate Peer Research Coach Program (hereafter, Peer Coach Program). This peer-assisted learning program recruits incoming first-year students to apply for the program, specifically encouraging students who are the first in their family to graduate from a four year institution (first-generation), students from underrepresented backgrounds, and students that exhibit financial need. The program website and recruitment materials describe program participants in this way, and recruitment efforts utilize a number of channels to ensure a wide array of students are encouraged to apply. Throughout the last five years, the Peer Coach Program has recruited applicants by contacting local high school counselors to encourage students to apply, and the program supervisor has also worked with academic support offices on campus, such as the Academic Success Center, Career Services, The Center for Academic Enrichment and Outreach, The Intersection (UNLV’s multicultural resource center), and Student Diversity & Social Justice Programs. Additionally, current peer coaches in the program recruit potential applicants at summer new student orientation sessions. At present, all

current peer coaches are first-generation college students, represent a range of racial and ethnic backgrounds, and are majoring in a variety of disciplines.

Once a part of the Peer Coach Program, these students frequently engage with other students, faculty, and staff from different backgrounds. First, peer coaches work with one another in a cohort, with more senior students training incoming new students as they enter the program. Second, as part of their job responsibilities, peer coaches train to co-teach alongside teaching and learning librarians, providing them the opportunity to work with a depth and breadth of perspectives. They also lead the Libraries' co-curricular outreach efforts, promoting resources and services to all students, but often specific student populations like: first-generation college students, transfer students, international students, active military and veterans, and students involved in UNLV's Student Diversity and Social Justice Programs. Peer coaches also give tours and engage with local students through high school visits, teaching them how to use academic sources for their Advanced Placement or International Baccalaureate program research assignments. While UNLV's faculty and staff do not fully reflect the student population, it is a large, public, research university that is designated a Minority Serving Institution, a Hispanic Serving Institution, and an Asian-American, Native American, and Pacific Islander-Serving Institution. UNLV is currently the third most diverse university for undergraduates, according to U.S. News & World Report (n.d.).

Part of the Library's commitment to diversity is for the peer coaches to engage in cultural humility work, to ensure they have considered the lived experiences of the students they are supporting in their library work. The program has integrated cultural humility training through a partnership with the university's Center for Social Justice, led by their own set of peer leaders. The three-part training focuses on identities and intersectionality, positionality, and aspiring ally identity development. The peer coaches

also complete a modified Safe Zone training, student bystander training, and gender identity training.

The Peer Coach Program strives to articulate a commitment to diversity. The hope is that by offering extensive training programs, by celebrating the peer coaches' individual and unique identities, and by engaging in other co-curricular activities, such as semesterly book discussions that amplify voices from people of color, that program participants feel their lived experiences and identities are important and valued.

High-Impact Practice Characteristic: Integration, Synthesis, and Application

Highly effective educational practices should transfer to contexts outside of the initial experience, both on and off campus (Kuh 2008). Student employees should be able to articulate how their work can transfer to their academic, personal, and professional goals. Therefore, the Peer Coach Program is intentional about how peer coaches are able to integrate, synthesize, and apply what they are learning through their work. In addition to their core duties of contributing to library instruction and outreach activities, peer coaches are often engaged in independent projects that challenge them to utilize skills that will transfer to different contexts. Some examples of work that has provided these opportunities include: developing and leading the execution of an outreach event or activity for students, working with a librarian to develop an instructional guide or workshop on a specific topic, serving as a voting member on a search and screening committee for full-time library faculty, and providing professional presentations in a variety of forums (e.g., giving a thirty minute presentation to parents at new student orientation, delivering workshops alongside librarians or other peer coaches, presenting with librarians at national conferences such as the Association of College & Research Libraries or the National Conference on the First Year Experience).

In addition, the UNLV Libraries offers the opportunity for all student assistants (including but not limited to the peer coaches) to learn important transferable skills (such as time management, decision-making, and communication). An internal working group, comprised of student supervisors and representatives from Libraries' Human Resources, develop and offer a series of workshops on a variety of topics. The workshop program provides students with the opportunity to be paid while receiving important soft skill development in four major areas: academic, professional, library, and technology. The program also provides students with the ability to apply to receive a certificate of completion, which builds evidence of skill development for their professional resumes (Melilli, Mitola, and Hunsaker 2016).

Finally, the peer coaches are regularly engaged in self-reflection. The program is designed to explicitly ask the peer coaches to reflect about how their work experiences can benefit them academically, socially, and professionally. Critical self-reflection activities are embedded throughout the teaching and outreach training processes, and at other meaningful intervals in the program. On an annual basis, the peer coaches complete a transferable skill assessment, which challenges them to reflect as to how their work experience contributes to their academic, personal, and professional life. Perhaps, most importantly, their reflection also informs and improves the future of the program. For a sample of self-reflection questions and transferable skill assessments, see Appendices A and B.

High-Impact Practice Characteristic: Faculty and Peer Interaction

Highly effective educational practices provide students with the opportunity to develop a robust relationship with peers and faculty. "These high-impact activities puts students in circumstances that essentially demand they interact with faculty and peers about substantive matters" (Kuh 2008, 14).

The very nature of student employment provides an opportunity for faculty and peer interaction through the supervisor and student employee relationship. In the Peer Coach Program, the program coordinator and supervisor has extensive contact with each student. The program coordinator spends a large portion of time in weekly meetings with the peer coaches, to ensure work performance standards are met, but also spends time mentoring and guiding them in all facets of their lives. Each semester, the peer coaches set a goal in the following areas: personal (related to their family, friends, social circles); professional (focused on their future careers); academic (tied to current coursework); and work (based on their peer coach position). The program coordinator meets one-on-one with each of the peer coaches to check in on their progress towards their goals and to talk to them about their training and development in their job. While this could also be considered a form of formal and informal feedback, these interactions have a mentoring focus. Annual evaluations are used to provide formal feedback.

Mentoring can provide another opportunity for sustained faculty and peer interaction. In our program, each peer coach is paired with a librarian who serves as their mentor until they graduate, offering an additional faculty relationship. The role of the mentor is to provide guidance in navigating the UNLV campus and to offer support in their mentee's goal to graduate. Mentors help demystify higher education by sharing their valuable insight and personal experiences, connecting their mentee to important resources that may assist them in overcoming a challenge or in advancing their goals, and serving as a source of outside support. The mentoring relationship provides practical benefits, but also provides the peer coach with extended contact with a faculty member.

Because they are hired in cohorts, the peer coaches naturally work alongside one another in a mediated peer-learning environment. As they progress through the

program, their responsibilities, roles, and leadership evolve. More senior students mentor and guide new program participants. Senior peer coaches contribute to training and development activities of new peer coaches. Finally, as peer coaches progress in their positions, they have opportunities to work on organizational projects and as a result develop relationships with additional faculty throughout the library. Project work has included assisting the Libraries' web and application development services department with usability testing, developing training guides for new technology in Library audio and visual recording studios alongside technical experts, and participating in task forces and committees focused on inclusion and equity.

Case Study 2 (Indiana University Bloomington and Marquette University)

This case study represents the perspective of a student employee supervisor who has utilized the characteristics of High-Impact Practices at two different universities. As the Learning Commons Manager at Indiana University Bloomington's Herman B Wells Library, she collaborated with graduate student employees who worked as Public Service Assistants (PSAs). These student employees, approximately 25 in any given year, staffed circulation and reference service points and had additional responsibilities in the areas of outreach, instruction, and campus partnerships. In her current role at Marquette University, she continues to work with graduate student peer staff in the Library's public service department to facilitate a learner-centered student employment experience.

High-Impact Practice Characteristic: Formal and Informal Feedback

Common to all High-Impact Practices is a commitment to frequent feedback regarding student learning and performance, and this feedback can (and should) consist of both input from their peers and their supervisors (Kuh 2008). Moreover, supervisors

should create space for student employees to provide commentary and suggestions of their own. One important facet of the Public Service Assistant (PSA) program at Indiana University Bloomington was that there were intentional formal and informal feedback loops. The Learning Commons Manager worked alongside and observed peer staff for five hours per week and also solicited feedback from student employees via surveys that asked a wide range of questions including: “In what ways, if any, do you think this service could improve?” and “What skills would you like to develop for future roles after you graduate?” This provided insight into what student employees thought of the reference desk, their current position, what they hoped to gain from their student employment experience, and if they had any ideas for improving library services. In order for the Learning Commons PSAs to make the most from their time and effort, survey responses were used to draft ideas on what they could do at the desk when there were no walk up reference questions. The survey also asked voluntary, non-library questions revolving around food preferences, birthdays, personal gender pronouns, and interests to establish a relationship with the PSAs and gain their trust.

In addition to observation and survey results, PSAs attended weekly staff meetings to help reflect on Library services, develop future training topics, ask questions, share ideas, and give each other critical feedback. During the process for developing a new mission and vision statement for the Learning Commons, PSAs participated in a think, pair, share activity to solicit feedback so that they would be more deeply invested in their work. Together, the supervisor and PSAs decided the final mission statement to post on the Learning Commons website.

At Marquette University, this commitment to formal and informal feedback manifests in the continuation of weekly meetings. In order to encourage self-directed feedback, the peer staff at Marquette participate in individual and group reflections. For

more introverted peer staff, quarterly anonymous surveys are distributed as an option to give ongoing feedback on the position and department initiatives. Additionally, the supervisor is always available to meet individually with peer staff and offers editable Google documents for students to contribute to during meetings and while they work at the desk.

High-Impact Practice Characteristic: Time and Effort

High-Impact Practices stipulate that students “devote considerable time and effort to purposeful tasks” (Kuh 2008, 14). When considering student employment, supervisors should ensure that students participate in substantive work tasks that further the mission of the library. Students should also be made aware of how their involvement affects library services and how this work can contribute to their professional development and future goals (Rinto, Watts, and Mitola 2017).

By gathering ideas from student employees and discussing them both individually and in group meetings, Indiana University’s PSAs were encouraged to take ownership over the services of the Learning Commons. Their employment was transformed into a role that PSAs could evolve and make more relevant to their own goals as well as the students that use the Learning Commons. In order to ensure PSAs were engaged in meaningful work, the supervisor used the students’ survey responses to organize three categories of work tasks: instruction, outreach, and reference. A Team Lead position was created for each category, which was held by senior PSAs who frequently met with the supervisor and earned a dollar more per hour to help manage projects, facilitate meetings, and interview and train new student hires. The Leads were also welcome to attend professional staff meetings if they wanted to observe or contribute to partner meetings or outreach efforts. Whichever category(ies) PSAs selected, they gained responsibilities in those areas. For example, if they wanted to help

create or implement an outreach event they could assist or even take the lead; some PSAs attended outreach meetings across campus and planned and communicated with campus partners. Other PSAs gained instruction experience through observing and co-teaching with librarians. Collaboratively, many PSAs designed and delivered library workshops on such topics as time management, introduction to reference, and study skills. In addition, PSAs were involved in creating service point mission statements and brainstorming innovative ways to market library services on digital signage and social media.

At Marquette, training new peer staff and facilitating opportunities that help prepare these graduate students for professional employment requires structure, guidance, and collaboration. During new student employee onboarding, the supervisor asks peer staff for their perspectives. They become more engaged and invested in library services as they reflect on Marquette University Libraries' purpose, mission, and what they wish to gain from their employment experience. Through group discussions they become a community and learn more about their peers and the student body they are serving. In a safe, professional environment with their supervisor as mentor, peer staff are empowered to take initiative and gain experience developing transferable skills such as decision-making, time management, communication and, if they wish, project management and supervisory skills.

At both universities, this supervisor has found that it takes substantial time for these students to participate in individual and group meetings and to become fully inculcated into the library culture. Although students typically need flexible work schedules, students have difficulty retaining information, investing enough time to take authentic ownership over the service, and becoming part of the community if they work fewer than ten hours a week. Student employees who desire increased responsibilities

are required more time to ensure they can interact enough with peer staff they onboard and train.

High-Impact Practices and Connection

The final characteristic shared by all High-Impact Practices is also the most intangible: these educational experiences should help students make connections with their communities and develop an understanding of the impact they can have on society (Kuh 2008). In terms of how student employment programs can foster this connection, supervisors should envision ways to influence the cumulative college experience of their student workers. Student employee programs need to be intentional in helping students make connections between their day-to-day work and the broader mission of the library, and supervisors should develop a work culture that encourages experimentation and helps students grow from their efforts. As evidenced in these case studies, supervisors can purposefully look for ways to elevate the role of student employees and give their student workers space to be creative, active contributors to wide-ranging library initiatives. In doing so, supervisors are rewarded with student employees who see themselves as an integral part of the library and therefore return year after year, eventually becoming leaders that take on additional duties such as training, teaching, and mentoring, which extends the reach of their supervisors and departments.

In order to make these broad connections explicit, the authors also encourage supervisors to develop reflective exercises for student employees that help students articulate how the work they do in their library jobs can impact other facets of their lives. In one of the case studies, critical self-reflection activities are embedded throughout the teaching and outreach training processes (See Appendix A). Student

employees also complete a transferable skill assessment, which challenges them to reflect as to how their work experience contributes to their academic, personal, and professional life (See Appendix B). In the other example, graduating students complete exit interviews and surveys, which demonstrate a high level of job satisfaction that largely stems from the transferable skills they gained and the mentoring they received (See Appendix C). Any opportunity to help students think about their learning will ultimately foster a more meaningful connection to their work.

Conclusion

The authors hope that these case study examples demonstrate the myriad ways that student employment programs can incorporate highly effective educational practices (diversity; integration, synthesis, and application; faculty and peer interaction; formal and informal feedback; time and effort; and connection). No two programs are alike, but intentional hiring, training, work activities, feedback loops, mentoring opportunities, and reflection exercises can be adapted and incorporated into a variety of academic library settings and be adapted into both large and small student employment programs. The end result is an opportunity to treat student employment as a meaningful student learning experience, an opportunity that academic libraries have largely missed, as evidenced by a review of the literature (Mitola, Rinto, and Pattni, 2017). In doing so, academic libraries can have a direct impact on the educational attainment of student employees. By reconceptualizing library student employment as a learning opportunity, students can feel valued, challenged, and supported, and the library can directly contribute to campus efforts to increase student retention and success.

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Appendix A: Sample of Critical Self Reflection Questions, Mason Undergraduate Peer Research Coach Program

Section I: Reflection questions used during the semester when peer coaches co-teach alongside librarians in English composition library sessions.

Week one:

- What makes your individual style of teaching unique and special? What makes it work for you? Why do you do what you do?
- Think about your time in class this week. If you could do it over again, what would you do differently?

Week two:

- What was the best/worst/most challenging thing that happened?
- What do you need to do to make your experience more meaningful next time?

Week three:

- What skills have you utilized in the classroom this week? How can these skills contribute to your future academic and career aspirations?
- Think about at least two interactions with students in the classroom this week. How did the students' responses to you make you feel?

Week four:

- What connections do you see between this experience and what you've learned in your college courses?
- How do you build strong, positive relationships with your peers?

Week five:

- Describe the process you went through to become the peer teacher you are today. In what ways have you gotten better? In what ways would you like to improve?
- What could you let go of in the classroom? What steps can you take to accomplish this? Provide at least three.

Week six:

- What caused you to feel frustrated, or disappointed in class this week? What steps could you take or resources should you use to attend to those feelings in the future?
- What about class this week surprised you the most? (This could be about your own reactions to what went on, something that someone did, or anything else that occurred).

Week seven:

- What was important about what you did this semester?

- Have any of your ideas about co-teaching changed this semester? How and why?

Section II: Outreach and student engagement event reflection questions, completed after a large-scale event:

- What were the event outcomes? Did we meet them?
- What role did you play at the event?
- Describe anything that you thought was not successful or did not work well in the area you were responsible for or involved in.
- Describe what you thought was successful or worked well in the area you were responsible for or involved in.
- What went particularly well at the event?
- How well did you and the other peer coaches communicate with each other?
- How can you better support and encourage your colleagues on future projects?
- As a peer coach, did you feel like you received adequate training to complete your assigned tasks?
- What additional training would you like in the future?
- What are your recommendations for improvement of future events?
- What did you learn through this work experience that you can apply to the future?

Section III: Reflection questions asked after peer coaches completed a series of readings on mentors and mentorship:

- What would you like to gain from a mentoring relationship?
- What will you contribute to the relationship?

sources and popular sources.

I am able to understand if a source is appropriate for my assignment.

I more carefully consider the assumptions I make about other students.

I am more aware of the importance of citing information in my research assignments.
(4)

Please share any additional comments you have regarding how your experience as a peer coach impacted your **academic life**.

This section relates to how your experience as a peer coach contributes to your **personal life**.

Because of my experience as a peer coach,

Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)
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I am prepared to solve problems in my personal life.

I can resolve difficult situations that I have with other individuals.

I am more aware of different cultures and ways of life

I am more aware of my role as a citizen of my country, state, or city.

Because of my work as a peer coach,

Strongly disagree (1) Disagree (2) Somewhat disagree (3) Somewhat agree (4) Agree (5) Strongly agree (6)

I am a more savvy consumer of purchases for personal use.

I am better at constructing and defending arguments with others.

I am a better listener to family and friends.

I am better at communicating my feelings to family and friends.

My work as a peer coach has

Strongly disagree (1) Disagree (2) Somewhat disagree (3) Somewhat agree (4) Agree (5) Strongly agree (6)

improved my ability to think critically about information in my personal life.

given me stronger respect for diversity in my friends.

helped me find more purpose in my personal life.

given me a sense of community.

Please share any additional comments you have regarding how your experience as a peer coach impacted your **personal life**.

This section relates to how your experience as a peer coach contributes to your **professional life**.

My experience as a peer coach has

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)
prepared me to lead teammates in completing a project.	<input type="radio"/>					
developed my ability to communicate with professionals in my chosen field.	<input type="radio"/>					
helped me develop skills I need for my career.	<input type="radio"/>					
taught me how to set and accomplish goals.	<input type="radio"/>					

Because of my work as a peer coach,

Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)
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I know how to prepare and present information in the workplace.

I am more confident giving oral presentations to a group of professional colleagues.

I am more aware of the different approaches needed to solve complex problems.

I am more aware of the differences of individuals and their cultural or social identity in the workplace

Please share any additional comments you have regarding how your experience as a peer coach impacted your **professional life**.

Appendix C: Exit Interview Questions, Peer Staff at Marquette University

Information Desk Assistant Exit Survey

Why are you leaving this role (i.e. graduation, other professional opportunity, etc.)?

What did you like about working as an Information Desk student assistant?

What were some of the challenges in working in this position at the Information Desk?

From your perspective, how could the Information Desk be a more useful service (if possible) to Marquette students?

What are some professional skills you learned or developed, if any, from this position that you can use in future jobs?

What are some professional skills, if any, you wish you would have learned that you believe we could have provided in this role?

The training I received for the position adequately prepared me (please circle one):

Yes Mostly Somewhat Not enough

How could training have prepared you more, if at all?

If you had questions or concerns, did you feel comfortable speaking with any of the people below (circle all that apply):

My immediate supervisor Another librarian Another Student worker

If you'd like to offer feedback about your comfort level communicating in the role please include it here:

Do you believe you were well informed about the position, its policies and procedures, and other essential information (please circle one):

Yes Mostly Somewhat Not enough

If you would like to include more feedback about being informed about the position, policies, procedures, etc. please feel free to include it here:

Any other feedback you would like to share so we can improve?