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Putting DEIA into Practice: Incorporating Diversity, Equity, Inclusion, and Accessibility into Student Employee Training

Elise Ferer
Binghamton University--SUNY, eferer@binghamton.edu

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Introduction

Many academic libraries have adopted triaged reference services in order to free up librarian time, often these triaged services rely on student employees to offer a low level of reference support and recognize reference queries that should be referred to librarians or other library workers. When student employees staff an information desk, they are also offering peer to peer services, which can reduce anxiety felt in approaching a full-time library worker. Students who use peer to peer services may feel that student employees are able to understand their problems or sympathize more greatly than a full-time worker would. Additionally, student employees are performing a service that can help them sharpen their own skills in research and information literacy, but also in teaching, communicating, and working with others. Along with these benefits, this type of employment has some of the characteristics of High Impact Practices (HIP) that have been shown to be beneficial to students. One of the greatest challenges in implementing this type of reference service within an academic library is training other students to assist their peers.

There is a great challenge in preparing students to staff an information desk and answer basic reference questions while recognizing what questions need to be referred to others. Many libraries do not have existing reference training programs for full-time library workers, much less student employees. Student employees turn over at a much greater rate than full time library workers and their schedules may not be as flexible as full-time employees. It can become easy to dedicate lots of time to train one student employee who may only be employed for one semester. If there are multiple students to train, finding one time that fits everyone's schedules may be a challenge. While student employees may not want to

"bother" full time library workers with referrals, the referral process is essential to ensuring that patrons have what they need and represents another challenge in relying on student employees to provide reference services.

In addition to the issues above, the murder of George Floyd, Breonna Taylor, and sadly many other Black people at the hands of police along with the protests happening across the country has made it abundantly clear how racism is embedded within all our systems and society. While libraries can never be neutral spaces, we do want to make everyone in our campus community welcome. It is important to prepare ourselves and our student employees to work with people who may be different from them, both to make people feel welcome in our library, but also to prepare student workers for the world they will enter upon graduation. Student employees that staff service points like information desks are representing the library and need to be prepared to put into practice the diversity, antiracism, and equity statements that libraries have spent time creating. When developing training for student employees and other library workers to answer and refer reference questions, the author was interested in exploring pathways to incorporating antiracism along with the university's and library's values regarding diversity, equity, inclusion, and accessibility (DEIA).

This article describes some of the ways one can develop training in reference and referral for student employees that is effective, uses time wisely, and incorporates DEIA and antiracism. The author will also describe the benefits to student employees that come from the training and work they may do at an information or research help desk. While this article addresses DEIA, the author does not claim to be an expert and is striving to do the work to help themself progress in this area, along with listening to the experts in these areas both locally, nationally, and internationally.

Literature Review

In this case study several factors were considered when reviewing the literature: DEIA within academic libraries, especially regarding serving diverse groups through public and/or reference services, implicit bias, best practices to train student employees to assist their peers, and student employment within libraries as a High Impact Practice (HIP), and. Information on these topics was important in program development and continues to assist as the program evolves.

DEIA and Antiracism in Libraries

Academic libraries and the institutions they are situated within have adopted statements that prioritize DEIA and antiracism. Similarly, the Association of College and Research Libraries (ACRL) developed its own diversity standards for academic librarians in 2012, which prescribe actions that library workers and libraries should take regarding diversity (ACRL, 2012). There are many ways in which libraries are acting to incorporate DEIA and antiracism into what they do. Diversifying collections, hiring diverse full time and student workers, collaborating with other campus units, and creating programming and displays have been most popular with libraries at doctoral granting institutions, while training library workers came in sixth with 61% of libraries conducting training for their employees (Koury *et al.*, 2018). Training library employees is not always the first, second, or even third way in which library workers work toward DEIA.

Libraries are also focusing on cultural competence of their faculty and staff and training them to be more culturally competent, to decrease barriers to service as have been seen in other fields. Cultural competence includes recognizing your own culture as well as developing an awareness of the culture of others to incorporate this knowledge into your work (Overall, 2009). Librarians are working on their own to develop training or partnering with campus groups who do this work (Andrade and Rivera, 2011;

Berray, 2019). Others are noting what cultural competence could bring to libraries and library workers (Hurley *et al.*, 2019). Notably Brook *et al.* (2015) argue that "[o]nly through trainings in cultural competence that emphasize power differentials and microaggressions, as well as the application of critical pedagogical methods in reference interactions, will library workers begin to build transformative antiracist solidarities based on authentic mutual care and aid" (pp. 278). Training in DEIA and antiracism should be part of the training that all library workers do, including student employees.

Other librarians are looking to training to make their services more inclusive. Small *et al.*, (2015) identifies lack of adequate training as a barrier to making libraries more inclusive and suggests keeping up to date on technology, using Universal Design for Learning, and participating in training programs to learn how to serve diverse populations in libraries.

Serving Diverse Groups within Libraries

Beyond cultural competence and issues of race within academic libraries, library workers are also examining how public facing services like reference can improve their services for various diverse groups. Librarians are working to serve patrons who identify as English language learners, international students, and/or any patron who identifies as multicultural (Smallwood, and Becnel, 2012). In their text, editors Smallwood and Becnel have included authors who give examples of how various librarians work with ESL patrons over the phone (Brothen and Bennett, 2012a) and use cultural competency training to work with multicultural patrons (Brothen and Bennett, 2012b). Karen Bordonaro (2020) trains student peer assistants to communicate effectively with non-native English speakers by using clear language without penalizing or calling a patron's language skills into question. Librarians and library workers who assist English language learners can learn the challenges these students face, how to work with them, and make them feel comfortable using the library (Rod-Welch and Williams, 2019).

Regarding LGBTQIA individuals, Mehra and Braquet, 2011) describe the need for training in order to create a reference or information commons that can be a safe space for these individuals. Other librarians agree that library workers should be trained to serve patrons with differing sexual orientations and gender identities (Thompson, 2012, Wexelbaum, 2017). Krueger and Matteson (2017) also note that library workers often need training on how to use inclusive language when working with LGBTQIA patrons.

Several authors describe how educating neurotypical individuals around neurodiversity can benefit neurodiverse patrons and suggest this along with educating library workers about assistive technology (Lawrence, 2013, Pionke, 2017, Bloss *et al*., 2021). The website, "Libraries and Autism: We're connected" (n.d.) offers training materials and information developed to serve Autistic patrons in public and academic libraries. Everhart *et al.* (2018) also offer a guide that is specific to working with Autistic patrons in academic libraries. This guide assists library workers in interacting with patrons on the Autism spectrum.

Implicit Bias

Implicit biases are attitudes held about groups of people unconsciously, without our knowledge. These biases can affect how groups of people are treated from medical care and law enforcement to customer service and within libraries can affect how patrons are treated by library workers. ACRL has recognized implicit bias as negatively affecting all aspects of library operations (LaBossiere, T., Paige, A., and Steenken, B., 2019). One of the ways in which we can reduce microaggressions and other negative effects of bias is being aware of our own implicit bias through reflection and using instruments such as the Implicit Association Tests (IATs) offered by Project Implicit to recognize our own biases (Higgins and Stark, 2020). Higgins and Stark (2020) have developed workshops for librarians in which they use the IATs and link them to specific microaggressions in order to help mitigate bias. Recognizing that implicit

biases are also part of the systems that we use to organize information, Higgins and Stark (2020) also show librarians how these biases manifest in health sciences literature and research. Implicit bias can affect how we treat others when providing reference services or when working directly with patrons.

Student Employees

Much has been written about the service model in which student employees offer reference services to their peers (Faix *et al*., 2010; Faix, 2014; Fargo, 2018; O'Kelly *et al*., 2015; Veneer and Washburn, 2021).There are excellent resources on offering peer to peer services in academic libraries and training student employees to perform reference such as *Peer-Assisted Learning in Academic Libraries* (Rinto *et al.*, 2017) and *Training Research Consultants: A Guide for Academic Libraries* (Torreano and O'Kelly, 2021). These are just two recent titles which can be considered when working with student employees. Additionally, Stanfield and Palmer (2010) compiled a list of topics in which librarians chose to prioritize when training student employees to provide reference services; while diversity is not mentioned, if this study was replicated today it could surface a need for diversity or DEIA and antiracism education. Even with these resources, training can remain a challenge. It is important to consider the role that robust training can play in the development of student employees. In this case, student employees are learning to assist patrons, some of whom may be their peers, and to offer a service. Educating our student employees is part of their own professional development and can supplement their educational experience and prepare them for a career and life after graduation.

High Impact Practices

It is accepted that academic libraries benefit by using student employees to staff reference services or research help desks, but students also benefit from these services and the training they receive. High Impact Practices (HIPs) are distinct educational experiences that exhibit six specific characteristics and have been recognized as having educational benefits for college students, especially those who have

been underserved in the past (AAC&U, 2022). Kuh (2008) has defined the characteristics of HIPs as (1) time and effort, (2) faculty and peer interaction, (3) diversity, (4) formal and informal feedback, (5) integration, synthesis, and application, and (6) connection. While student employment is not recognized as a HIP, it can exhibit many if not all the characteristics of HIPs.

Intentional training and student supervision can exhibit several characteristics of HIPs as well as prepare students for work in the library and perhaps after graduation. Training for student employees can integrate several characteristics of HIPs, such as incorporating faculty and peer interaction, focusing on soft skills that can translate to jobs after graduation, and asking students to reflect on what they are learning in their role within the libraries (Mitola *et al.*, 2018). Integration, synthesis, and application can be present in training when students are asked to reflect on their learning while diversity can be present in training they receive from library workers and offices outside of the library. Engaging students to think about their purpose and asking them to engage with other students and library faculty and staff during training also exhibit characteristics of HIPs (Rinto *et al.,* 2019).

Case Study

Background

Binghamton University (BU) is a public research university, classified as an R1 institution, and is part of the State University of New York (SUNY) system. In 2021, the university had a student population of about 18,000 students with about 14,000 undergraduates (Binghamton University Office of Institutional Research, 2022). The university is residential with many students living on or close to campus. Binghamton University Libraries maintains four distinct locations: Bartle Library, the Science Library, the University Downtown Center Library, and an Annex for book storage. Bartle operates as the main campus library with the most activity and longest operating hours.

In January 2022, Binghamton University Libraries revived its Research Help desk, which had moved online at the beginning of the COVID-19 pandemic. The decision to offer a Research Help desk staffed by trained student employees was made for several different reasons. Reference interactions had been decreasing over the years and moving subject librarians off a physical desk allowed them to increase the time working with faculty and students within their disciplines. Additionally, the physical desk was in an awkward place within the library and took up valuable space. Due to these factors, instead of staffing the desk with faculty librarians as before, the decision was made to hire graduate students to staff the desk and encourage patrons to make appointments as needed with faculty librarians. The graduate students were hired to be responsible for questions at a physical desk and monitor chat and email during their shifts. While BU does not have a library and information science program, graduate students in a variety of disciplines were trained to answer general reference questions and refer appropriate questions to subject librarians or other people within the libraries. As the librarian who had been hired to supervise the desk and the students working at it had not started yet, students were given impromptu training loosely based upon training that existed for librarians who were preparing to work at the Research Help desk in the past.

Once the librarian who supervised the graduate students commenced work in February 2022, they began to look at how these students were trained to do their work to develop training for future students. They sought to understand the scope of the work at the Research Help desk and to determine if any additional training was needed for this group of students to do their work. The librarian also spent time getting to know the graduate students and asking them about the questions they received, what additional information would be helpful to them, and what support they desired. This environmental scan also included reviewing chat transcripts and email messages to review the types of questions and whether adequate answers and referrals were being given. The environmental scan was crucial in determining the type of support and training that student employees needed.

While the overarching goal of training for student employees was to adequately prepare them for the work they would need to do at our Research Help desk, there were other important components that help them succeed in the library environment and make sure that we were offering a welcoming environment for our community. This includes incorporating the library's own values and commitments to DEIA and HIPs and other experiences that would help students in future employment.

Training Development: Content, Constraints, Modalities, and Assessment

The first steps in developing training to prepare graduate student employees to staff the Research Help desk was to review any existing materials. This included materials that had been used to prepare librarians to staff a reference desk in the past and modules for other student employees in the library, often given to those working at a circulation desk. These materials contained everything from sample reference questions given to train librarians to information on time sheets and work expectations. It was also important to understand the needs of the student employees who staffed the Research Help desk; this was gathered through one-on-one conversations and from reviewing chat transcripts and emails. Once these tasks were completed, it was necessary to list the goals or objectives for training as well as all the things that student employees were required to know and do. This included everything from the ability to search various databases and the library website to understanding the software that was used for chat and to gather reference data.

All this information was used to compile goals for the desk itself, learning outcomes for training, and a longer list of concepts, software, and knowledge necessary for working at the Research Help desk. The learning outcomes for training are (1) recall where to find information in order to locate information within and about the libraries as well as determine where to direct patrons, and (2) recognize the elements of a great reference interaction in order to apply these elements in working with patrons.

The content needed to meet the outcomes above included such things as information on being welcoming to patrons, regardless of how they contact Research Help, software needed to complete work, as well as information about the library's values and commitments to DEIA, using inclusive language, implicit bias and how to recognize your own biases in order to be mindful of them in day-to-day interactions. Implicit bias affects how we treat all patrons, so in this training student employees are asked to examine their own biases using Project Implicit's (2011) Implicit Association Tests. These tests assess unconscious bias in a multitude of areas including race, ethnicity, disability, religion, sexuality, gender, age among others. Higgins and Stark (2020) suggest librarians use the Implicit Association Tests to examine their own biases as well as learn about different kinds of bias and how these can create microaggressions.

Once there was an understanding of the content that was needed to cover in training, constraints and modalities used to deliver training were considered. Training student employees one-on-one can take precious time and can be difficult to schedule, especially at the beginning of a semester. Using the list of content, it was possible to identify what could be incorporated into asynchronous modules that included information with checks for understanding.

Assessment is built into all aspects of training. All the asynchronous content contains questions to check understanding of the information covered. There are many practice reference questions; after these are completed a librarian is available to go over possible answers in the next in person session. While it is much easier to check for understanding in the in-person sessions, most sessions have some follow up work that student employees need to complete in order to make sure they understand the concepts covered. In addition to this, all new student employees at the Research Help desk shadow other people working at the Research Help desk for a period of time.

It is the author's intention to continue to adjust and add to the training materials, especially in the areas of DEIA. As of writing this article, there is a module on implicit bias adapted with permission from Higgins and Stark (2020) which will be incorporated into training soon. A library worker with specific knowledge and training relating to pronoun usage has shared a presentation she created, and it will make its way into future trainings in some form.

Once all new training materials had been developed, current student employees at the Research Help desk reviewed some of the newly developed materials. They provided feedback on whether they thought the concepts covered were helpful to their work and for clarity.

Training Implementation

Once the training was ready and new student employees were hired, the timeline and training tasks were shared with them progressively over a two-week period. Newly hired student employees began the training process by reviewing readings and modules before the first in-person session on information about the library. This first session was an overview of the resources available through the libraries with an emphasis on what is needed to answer common questions at the Research Help desk. After this session, student employees were given the homework of answering sample reference questions on their own. The second and final in-person session provided time to go over the sample reference questions and practice with real questions asked at the desk via various modalities. Each in-person session also had time to go over the content that student employees reviewed on their own.

The librarian who developed the training delivered all in-person sessions and checked that modules were completed on time. Two in-person sessions were scheduled with homework and pre-work given to student employees before and after the in-person sessions. The content was spaced out between the in-person sessions in order to give the student employees the opportunity to ask questions during the in-person sessions and go over any content that was tricky - including many sample questions like the ones

received at the Research Help desk. The final component of training is shadowing other people working at the Research Help desk, including both librarians and experienced student employees. Subject librarians are asked to stop by the Research Help desk during time spent shadowing or during a new student employee's shift. The full timeline for training is included in Appendix A.

Training Assessment

As stated above, most if not all training content includes some form of assessment. All new asynchronous content includes assessment in the form of multiple choice or short answer questions. These questions ask student employees to reflect on the content of the specific module and are related to the specific outcomes or objectives of the module. Assessment is also present in the in-person sessions and within the work given both before and after each session. Because these student employees are expected to be able to answer many different types of questions about library resources and services, a major component of assessment is the ways in which student employees answer sample questions. Related to this, the second in-person session focuses on roleplaying and reviewing sample questions and scenarios that student employees may encounter at the Research Help desk.

After training, supervisors can review chat transcripts and email messages for quality and to ensure that patrons are getting the help they need. Student employees are also given a survey to gather their feedback on training which will be used to improve future training. Supervisors check in with student employees throughout the semester and can offer an end-of-the semester survey that has them reflect on the skills they gained and improved over the course of the semester. This survey also serves to gather feedback on various things like procedures at the desk, software used, scheduling, supervision, and more.

High Impact Practices (HIPs)

Most library workers and others working in higher education agree that there are aspects of HIPs in student employment on campus and in employment within the library. Student supervisors at BU Libraries have been working to integrate more HIPs into student employment by offering professional development for student employees and helping student employees connect what they are working on within the library to future careers and career interests. During the interview stage, potential Research Help desk graduate assistants are asked about career and personal goals. This is the first step in getting student employees to think about what they can learn in working for the libraries that they can apply to future careers or education. This is also important for assigning off-desk work which can consist of various library projects, everything from checking lists of books to reviewing new resources. If it is known that a student employee has a specific skill or interest, supervisors wish to harness that knowledge to help students develop their skills.

Other ways in which HIPs are present in current training for the Research Help desk include connection, and faculty and peer interaction, both of which happen during in person sessions and shadowing at the desk. New employees spend as much time as they need shadowing librarians and seasoned student employees, this time can be used to get to know one another as well as understand the work that is involved in staffing the desk. Connection between the student employees at the desk is important, especially when communicating things that may happen on one shift that are not fully resolved until a shift later in the week. This happens mostly in email, but there are other details that student employees need to communicate about, such as off desk work or maintenance of other aspects of work at the Research Help desk.

Diversity and formal and informal feedback are also part of the training that student employees receive. Student employees need to feel prepared to interact with anyone who may come up to the desk or email or chat with them. The current training focuses on bias and inclusive language, but will likely

expand to other aspects of DEIA, such as techniques to work with people who identify as neurodiverse and best practices for digital accessibility. While these skills will help when working at the Research Help desk, it is the opinion of the author that these will become transferable skills that can be used later. Student employees receive a great deal of formal and informal feedback during their training in various modalities from in-person sessions and coaching at the desk itself, to reviewing questions asked within training modules and answers to lists of sample reference questions. Student employees are given feedback in order to learn and improve in their work at the desk and to feel fully prepared to do what they are asked.

Throughout the training process and continuing into their work at the Research Help desk and their off-desk work student employees are expected to integrate, synthesize, and apply what they have learned. While these three aspects are often part of learning and receiving feedback, anyone who has staffed a service point or reference desk will know that there is always new information that you are asked to integrate and synthesize into current knowledge and apply to the work that is being done. As training evolves, HIPs will be at the heart of the training and the work that is being done by student employees at the Research Help desk both to engage student employees and to make their work a valuable experience.

Student Reflections

Upon completion of the training student employees felt prepared to work at the desk on their own. This included procedures to open and close the desk, responding to common questions, offering basic research assistance, making patrons feel welcome, and referring to subject librarians and subject guides. The teaching aspect of work at the desk was an important aspect for student employees to understand, specifically how to explain how to utilize library resources instead of just doing the work for them.

Students did remark that they would like to train with a larger cohort of students so that these students might ask a greater variety of questions during the in-person sessions.

It is worth noting that student employees in Research Help are trained in groups of one or two, since there are normally at least one or two returning students and currently only three students are needed to staff the desk. Because of this limitation, the student reflection on the training process is not a full assessment of the training materials, it is a quick survey to assess whether the training itself helps student employees feel prepared to work at the Research Help desk. A full assessment will likely come later, once the training has been done several times.

Discussion

The top priority for this training was to assist student employees in staffing a Research Help desk. One can argue that DEIA helps these employees do this job well, but even so DEIA concepts are not as present as possible. In this initial development of training there is a lot of information related to DEIA that is missing or not as prominent as it could be, such as racism within collections, using pronouns, accessibility (including digital accessibility), working with language barriers or English language learners, neurodiverse patrons, accommodations for deaf and blind patrons, activities around recognizing privilege, nontraditional i.e., older students, learning styles, etc.

The author hopes that student employees will take some of what they learn about DEIA to other aspects of their studies and life, the same way in which they often take what they learn about libraries and information literacy into other parts of their lives. And just as student employees will share information about the library with their peers, the author also believes and hopes that any concepts around DEIA will make their way to other students too. From the assessment completed by the first student employees who did this training it was seen that they felt prepared to work at the Research Help desk on their own upon completion of training.

The author's approach to training library workers to serve in reference and Research Help roles at university libraries has been evolving over the past several years and will continue to evolve as reference changes and as information about DEIA evolves. The initial ideas that shaped this iteration of training came out of the desire to serve a diverse student population as a white, cis gendered, female librarian and the desire to embed conversations about DEIA into our daily lives. This work is iterative; by embedding it into our daily work and procedures one can continue to grow and educate themself. Additionally, people have begun to realize that DEIA is no longer a one-and-done type of training or education. Like information literacy, information about DEIA can have more effectiveness if it is part of our regular work and thinking processes.

This work is a simple start to introducing these concepts from the viewpoint of a librarian who still considers themselves a novice when it comes to DEIA. There are experts in these areas both within and outside academic libraries and higher education who may be consulted to revise, add to, and deepen these trainings. Also, as new guidelines for reference behaviors are introduced by the Reference and User Services Association (RUSA) the training itself will change. Currently Binghamton University Libraries is working to develop a process to review and certify any training that touches on aspects of DEIA. This will include training developed by library employees as well as outside vendors and free content available online. It is expected that the aspects of this training will be reviewed by others within the Libraries for DEIA concepts.

High Impact Practices (HIPs)s are also an important to consideration when working with student employees. While this iteration of training includes many ways in which the aspects of HIPs are embedded within it, librarians will continue to look for ways in which to do this. When considering HIPs in student employment, it is important to check in with student employees on a regular basis, which can include one-on-one meetings and/or meeting as a group with all student employees. These are ideal

times to check in with student employees but also serve as ways in which student employees can connect with each other or with their supervisor as well as integrate, synthesize, and apply information and start to think about how their work at the Research Help desk applies to their future goals. HIPs may become another way in which libraries can demonstrate value. As HIPs add to a student's overall educational experience they can mirror the mission, vision, and/or values of libraries and academic institutions.

It was challenging to balance the concepts included in this training – day-to-day procedures, reference skills, and DEIA concepts, and so on, to work with diverse populations and learners. In the future the author hopes that more information on DEIA can be included in training. Ideally a balance will be found, and DEIA will be seamlessly integrated into all training materials.

This training, along with the Research Help desk, is new to Binghamton University Libraries. Fall 2022 was the first time it was introduced to student employees. This resulted in specific limitations to this case study. There was a deadline in which all training needed to be ready for student employees and only some of the training materials had the benefit of being revised based on student feedback. In addition to this, DEIA is just beginning to be incorporated into materials such as these and the library administration and the library's DEIA committee are still working on the support they will be providing to these types of initiatives.

There were other constraints present in this case study. With any aspect of work, time is a constraint – both the time that student employees have available and the time that librarians must develop and deliver training. To make the most out of time devoted to in-person training it was important to identify what aspects could be delivered to student employees asynchronously. This led to the development of two modules, one on the duties and expectations of the role of the graduate assistant at the Research Help desk, and another on RUSA guidelines, customer service, and implicit bias. Asynchronous content,

while freeing up librarian time, takes time to develop and maintain. But by including asynchronous content before and after in-person sessions it was easy to follow up on issues and answer questions.

The future of this work may also include the opportunity to train other student employees in providing research assistance, such as those who staff circulation or other service desks. As DEIA concepts are already embedded into training for Research Help graduate assistants, these existing trainings can be adapted with DEIA concepts already in place.

At some point, future training can start to examine many of these missing DEIA elements listed above. There may be issues related to DEIA within libraries that one cannot currently anticipate that we will need to address in the future. This training is designed to evolve and may be supplemented later with additional training just focusing on aspects of DEIA, especially as libraries and universities begin to roll out standalone training for their employees. Currently, training on pronouns and a standalone training on implicit bias are in development and may be incorporated soon.

Conclusion

There are many reasons why supervisors within libraries may want to expand training of student employees to incorporate DEIA and HIPs. These can help to better prepare student employees for their future in and outside the libraries. These practices also engage student employees more in their work and in campus life. Additionally, as DEIA standards, statements, and goals become prevalent within libraries and academic institutions it is important to bring these ideas into everyday practice.

Training student employees to staff a reference point may be challenging for other reasons, all of which this article has attempted to address. Library workers and student employees have limited time which can make scheduling time for training difficult. Student employees also turnover at a higher rate than

library workers necessitating training them more often. Moving some training into asynchronous modules with assessment lessens this burden, though it will continue to be a challenge.

One can expect both DEIA and HIPs to become more present in our day-to-day work with student employees within libraries. Incorporating these into job training, gathering feedback on training, and continuing to revisit training to improve it should be a regular part of the work of supervising student employees.

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Appendix A Timeline of Research Help desk training

Note: some of the modules (a - e) below are for all student employees in the libraries and are not specific to Research Help.

1. Modules in Libraries Student Employee Training - Learning Management System
    a. Introduction
    b. Work Expectations
    c. Compensation
    d. Evaluation & Job Performance
    e. Library of Congress Call numbers
    f. Research Help: Duties and Expectations
    g. Research Help: RUSA Guidelines and More (includes information on Implicit Bias)
2. Readings on libraries intranet
    a. Training Introduction
    b. Guidelines for Providing Reference Service
    c. Opening and Closing
3. Information about the Libraries (synchronous session, 90 minutes)
4. Training Exercises (sample questions about the libraries)
5. Roleplaying and Sample Scenarios (synchronous session, 90 minutes)
6. Research Help Procedures Module - Learning Management System
7. Data gathering directions
8. Research Help desk shadowing