



STUDENTS LEAD THE LIBRARY:

The Importance of Student
Contributions to the Academic Library

Edited by
Sara Arnold-Garza
and Carissa Tomlinson

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CHAPTER 2*

THE LIBRARY AS LEADERSHIP INCUBATOR: A Case Study of Towson University's A-LIST Program

Carissa Tomlinson and Sara Arnold-Garza

Introduction

Towson University, Maryland's largest comprehensive university, sets itself apart in higher education by placing a priority on leadership development and connecting the classroom to real-world experiences through experiential learning, student research opportunities, internships, and co-curricular opportunities.[†] In this context, librarians at Albert S. Cook Library looked to develop an opportunity that would contribute to this institutional priority while also helping the library enhance visibility and promote academic success. The result was the Albert S. Cook Library Leadership Institute (A-LIST), a program that offers student participants experiential

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[†] Read more about Towson University's educational experience at <http://www.usmd.edu/institutions/profile/?Inst=TU>.

learning opportunities in leadership, research, writing, teaching, outreach, and project management.

While an increasing number of libraries are offering unique opportunities for students in the library, positions typically fall into only one of three categories: peer research assistants (at the reference desk or in the classroom), library ambassadors or advisory board members (focusing on library outreach or user experience), or library as client (where the library hires students from a class to accomplish a related task). The A-LIST program incorporates all three of these responsibilities and puts an emphasis on student leadership responsibilities in all areas. A-LIST students do not simply execute programs or initiatives, they develop, plan, implement, and are accountable for the outcomes of programs. Rather than employees, we see the A-LIST students as paid participants in a year-long leadership institute, where both the library and the students equally benefit from the program. Annually since 2014, the Cook Library has hired three A-LIST students per cohort. These students are expected to commit to ten hours a week for two semesters (spring and fall). After receiving in-depth training, students represent the library through peer research help and library outreach events and initiatives—many that they develop themselves. A-LIST students also have the opportunity to choose projects and work with various library departments to improve library services both internally and externally.

Hiring

Due to budget constraints, the majority of student employees at Cook Library are work-study students. This has always meant that our pool was small and our employment process not necessarily selective. The A-LIST program is different. Fortunately, the library dean set aside endowment funds to pay for the program. Because A-LIST is not funded by work-study funds, the pay is more competitive. The pay, along with the emphasis on leadership training and real-world experience, has helped us annually recruit twenty to thirty highly qualified candidates. The application process requires students to have already completed at least one semester at Towson, hold a minimum 3.0 GPA, and to be able to commit to a year-long program. Additionally, applicants are required to answer short essay questions about their ideas for the library, how they use the library, and why they are interested in the position, giving us insight into their motivations,

experience, and creativity. Students also must include two references, including at least one Towson University staff or faculty member. Through a search committee, the top five to ten candidates are brought in for a short interview.

With student outreach in mind, the search committee has always been interested in hiring students who are active on campus and represent diverse backgrounds. While this continues to be a priority, we have learned that students who are active in many things on campus may have a hard time juggling their priorities. Therefore, we have turned down candidates with many obligations in favor of outgoing and enthusiastic students who are involved in one or two unique student activities. In order to grow outreach in certain areas, we also have purposefully sought out students with particular interests or backgrounds. For example, Towson has a very large transfer student population, and we felt that hiring a transfer student might help with this initiative.

While Towson does not have a library science program, we have had students with an interest in becoming librarians apply for the position. While of course an asset, it is more important to us that A-LIST participants are outgoing and connected on campus. As of now, we have never had a student graduate A-LIST with an interest in working in libraries, but we do not see this as a failure. We do not see A-LIST as a librarian training program, but instead, an opportunity for students with a variety of majors and interests to gain real-life experience working collaboratively, leading projects and initiatives, and helping others.

Training

The leadership responsibilities required in the A-LIST position come with extensive guidance and support through a purposeful training program that continues through the whole year-long institute. By framing the program as a leadership institute, we are able to take the time to focus on the process of becoming a leader, not simply the required tasks of a job. The institute model helps student participants think of their role equally as employee and student leader. Our training philosophy is that we focus less on training our students how to do a specific task and more on helping them build capacity to be able to make good decisions, be innovative, and understand how the library can support the needs

of students and the university. This is accomplished through an intensive program that requires students to think critically about academic libraries, higher education, and the needs of students, and how we can support them.

A-LIST students start the program by learning about the library, our values, our roles in higher education, and how they can contribute. Students receive a training book with a checklist of modules that are to be completed during the first semester of the program. The modules fall into one of five categories: Library Background, Information Literacy, Research Assistance, Leadership, and Library Outreach and Marketing. Module activities range from reading articles and professional best practice documents, to meeting with representatives from each library department to understand the library's functions. Trainees spend time observing in the classroom and at the Research Help Desk, and they read through documentation of past A-LIST projects while exploring other academic library websites and publications for interesting new ideas. The majority of modules require a reflective blog entry intended to get students to internalize what they are learning and better understand how they, as A-LIST students, can contribute to the library's mission. For example, students are introduced to the big picture of academic libraries and their role by reviewing the university's strategic plan, the library's strategic plan, and a document outlining A-LIST responsibilities and goals, then responding to prompts in a blog post:

- How do you see the A-LIST program supporting the university and the library's goals?
- Brainstorm specific projects and/or programs that you think the A-LIST group could accomplish in order to meet these goals.
- Outline at least one project and/or program in depth.

The full list of modules and their associated reflective components can be found in Appendix 2A. These blogs are read by their supervisor and an assigned librarian mentor and are used for discussion points in individual and group meetings.

Mentorship is another aspect of the A-LIST program which provides a supportive introduction to the library. Each A-LIST student is paired with a librarian mentor. The pair meet regularly, one-on-one, to build a personal connection and support outside of the supervisor relationship.

Early Projects, Initiatives, and Growth Opportunities

The A-LIST students are often excited to get working long before they have completed the modules, so the training is supplemented by projects or goals with increasing responsibility throughout the first semester. During the first few weeks of the institute, the trainees spend their time primarily on their modules, but they also begin developing material to promote their research assistance activities, which usually starts about a month into training. For example, the first cohort worked together—along with guidance and technical assistance from library staff—to produce a commercial⁴ that played on the library’s website and in the library lobby. They also designed their own t-shirts and several fliers to hang around campus. A-LIST students also begin small library projects, such as themed book displays or assisting at library open house events. Early in the program, most students expect considerable structure and guidance. Thus, our goal over the course of the first semester is to build confidence and ability through the training book and structured, assisted, hands-on activities, so that in semester two they are able to develop and manage projects, programs, and other initiatives more independently.

Another early training goal is to get the students familiar with the research help desk quickly. In complement to the module readings about providing quality research assistance, trainees spend substantial time shadowing and building confidence at the research help desk. They also spend time reviewing past A-LIST research questions and answers to help them understand the kinds of questions they will need to answer. When they feel ready, the students must complete a short, hands-on quiz with their supervisor. The students answer questions that are similar to ones they might get at the desk. Once they pass the quiz, they begin working four hours a week each, either at the Research Help Desk or at the Writing Center. Because our Research Help Desk is also staffed by another library employee, the A-LIST students rove around the building each hour to see if anyone needs help on other floors.

⁴ Watch the commercial at https://youtu.be/KjM_QeCcHoo.

Leadership Conferences and Workshops

The A-LIST program not only works to provide leadership opportunities for participating students, it also has a leadership training requirement. Students are required to attend a minimum of six leadership programs throughout the year and then reflect on their experiences by answering the following questions in their blog:

- What was the purpose of the program?
- What surprised you?
- How will you implement what you learned in this program?

The programs that students attend most often are those coordinated out of the University's existing Initiatives for Leadership Education and Development (iLEAD) program,* offered by the University's Division of Student Affairs. Examples of iLEAD program topics include: cultural competency, achieving group synergy, effective communication styles, active listening, and leadership styles. Additionally, the University holds student-focused leadership conferences that also can be used toward the six required activities. An added bonus of the A-LIST leadership requirement is that it gets our students halfway to an iLEAD Certificate, which requires a total of twelve iLead activities. Finally, by connecting the A-LIST students with other university leadership initiatives, it helps spread the word around campus that the library is actively supporting university priorities through creative means.

Taking the Lead

While training continues throughout the year, at the start of the second semester, students are mostly done with their modules, are offering research assistance, and working on guided projects. The second semester is when students generally have built their confidence and knowledge and are ready to take a leadership role on a variety of things. Students are still working ten hours a week, with four hours scheduled for research assistance. An additional hour is scheduled for a weekly group meeting. That leaves five hours a week for students to work on their own initiatives during times that they schedule themselves. Giving students the opportunity to self-schedule

*iLEAD program information here: <http://www.towson.edu/studentlife/activities/engagement/leadership/certificates/ilead.html>.

allows flexibility for meetings with library and university staff and empowers students to manage their time and balance their priorities.

All of this freedom is carefully nurtured through formal and informal mentoring and extensive, purposeful communication. Each week, the group meets with their supervisor to brainstorm ideas, discuss their plan of action, get direction from their peers and supervisor, and discuss collaboration opportunities. A-LIST students are also asked to report on all of their work from the past week and their plans for the upcoming week. While some students have a never-ending supply of ideas, many need a basic concept to get started. This meeting is a time for the group to brainstorm new ideas, but is also an opportunity for the supervisor to bring possible projects to their attention. In addition to the group meeting, students meet with their mentor and supervisor about once a month. The mentor role is an informal way for students to get feedback. Mentors also look for opportunities to include the A-LISTers in their own projects, when appropriate. By doing so, the pair can spend more time getting to know each other, the A-LISTER may be exposed to a wider variety of project opportunities, and more library activities get the benefit of input from a student.

In addition to the personal support, students are also given tools to manage their work. One tool that students have particularly appreciated is Microsoft Outlook. At Towson University, students use Gmail and faculty use Microsoft Office, but students who work for the university get access to Outlook. The feedback from our students is that the calendar functions in Outlook, such as the ability to see availability for all university staff and library classrooms, makes scheduling appointments much easier. Requiring students to use a calendar for all of their work has helped them understand the value of this time management tool. The tool makes it easy to share calendars, so A-LIST students, their supervisor, and mentors can all easily see what others are up to. Additionally, since Outlook calendars are already part of the regular work habits in our library, use of this tool seamlessly incorporates A-LIST students into the culture and work of the library.

Student Initiatives

Over the last two cohorts, A-LIST students developed a number of successful events, programs, and initiatives. They have helped the library develop new partnerships and reach new students in a variety of ways. Below are

some examples of new campus partnerships, library initiatives, and events all brainstormed, developed, and implemented by A-LIST students.

New Campus Partnerships

- **Greek Life:** Several A-LIST students have been involved in Greek Life, an area of student life with which the library was not well connected. By working with the Greek Life director, an A-LIST student was able to secure funding to support a Finals Study Lounge with snacks and research help (staffed by A-LIST students) in the library for the fraternity and sorority with the most improved GPA each semester.
- **The Writing Center:** While writing assistants were already holding hours in the library, the library was not offering assistance in the Writing Center. A-LIST students developed a program to staff the Writing Center four hours weekly, offering research assistance to students and training to writing assistants on library resources. Recently, the Writing Center held a “mixer” for A-LIST students and writing assistants to casually get to know one another and discuss how they can work together to help students.
- **Athletics:** One of our A-LIST students was a former athlete and wanted to help the library connect with new athletes. While athletes at Towson have extensive academic support and orientation, the library was not officially involved. Our A-LIST student coordinated a meeting between the library and Athletics, and a library orientation for all new students was born. Our student helped design an iPad-based scavenger hunt game that athletes completed in teams.

New Library Initiatives

- **Student Group Spotlight Program:** All of our A-LISTers are involved on campus in a variety of student groups. The library is always looking to connect with these groups in new ways. One of our A-LIST students came up with a formalized, mutually beneficial program called the Student Group Spotlight Program. On a monthly basis, the library features one student group using a combination of programming, library displays, and social media.

The goal is to help promote the selected student groups, while also drawing new students into the library.

- **Social Media:** A-LIST students assist with social media and have helped the library change its voice to be more student friendly. They introduced the popular “throwback Thursday” post, which showcases photos from the library’s Special Collections.

Events and Displays

- **Events:** As a part of their training, A-LIST students are asked to explore other libraries’ outreach initiatives. This gives students a lot of great ideas for events such as “Mugshots with Banned Books” and a “National Library Week Button Contest.”
- **Displays:** In addition to the many themed booked displays that A-LISTers have curated, they also develop a monthly student and student group-focused display using historical photos from the library’s Special Collection.

Feedback from A-LIST Graduates

At the time of publication, Cook Library has graduated two A-LIST cohorts for a total of six students, two of which have graduated from Towson as well. Their feedback about the program has been overwhelmingly positive. They mention three main areas of growth as a result of the program: communication and collaboration skills, research and information literacy skills, and increased confidence in leadership abilities. Conor Reynolds, from the first cohort, told us about the benefits of research skills:

The research skills I learned during my time in the A-LIST have been extremely helpful to me as I’ve entered my career. Whether I had an interview for an internship—or ultimately the interview I had that landed me in my current position—the fact that I have experience with applied research always opens the door to a strong conversation with the interviewer. In my opinion, being able to effectively find information is valuable in any field and employers realize that.

Kelly Langford, also from the first cohort, explained how she gained leadership and communication skills:

Being a member of the A-LIST taught me the difference between being an employee in the workplace and being a leader in the workplace. The program gave me experience in creating my own schedule, planning my own initiatives, and budgeting my time and resources to see a project through to completion. Now as a graduate in my first job, I find myself adding this kind of leadership structure to my work days, dedicating certain hours to specific projects to make sure they all get done. A-LIST also allowed me to gain experience in coordinating meetings and planning across departments. This skill has been particularly applicable in the post-graduate workplace, and each time I send an introductory email to someone I want to meet with or set an agenda for a meeting, I am thankful for the advantage A-LIST gave me by allowing me to learn these skills while still in college.

Melanie Lutz participated in the second cohort and found the practical learning components of A-LIST most helpful:

A-LIST gave me the unique opportunity to implement my ideas and creativity into actual events and projects. This leadership experience was more realistic and useful than any part of my undergraduate career. As a result of A-LIST, I am prepared to enter my graduate studies with the confidence to make a significant difference in my program and in my profession as a whole.

The A-LIST program strives to give students meaningful experiences that fulfill the university's priorities of offering experiential learning and leadership opportunities, and our students have illustrated the potential for success in these initiatives. Our A-LIST graduates have attested to their own growth through participation, and the impact can be seen in the amazing results they produce to improve the library and their own résumés.

Challenges and Best Practices

Challenges

Overall we have been very pleased with the A-LIST program, but we have learned some things over the last two and a half years of running the program, especially about the undergraduate student participant. While no two students are alike, below are some of the challenges we have come across, which may be generalized across most students.

- **Scheduling and time management:** Even the best, most organized student still struggled with scheduling and time management. This, in part, is because we are asking them to do things they have never done before, and sometimes they have unrealistic ideas about how long it takes to plan and execute an event, collaborate with other departments, or complete a library project. We have found that weekly meetings in which students report their plans for the week are useful. At these meetings, a supervisor can adjust time expectations. Additionally, we have found calendar sharing to be very helpful. Requiring students to put all of their activities on their calendar and share it with their supervisor can be an unobtrusive way to monitor time management.
- **Maturity and confidence:** Just because our students tend to be overachievers does not mean that they are at a maturity level of a library staff member. We learned early that it is their overachieving nature that actually makes them uncomfortable appearing to not know something. As much as we tell students that the role of an A-LISTer is to learn and grow, they often do not ask questions when they have them. While an ongoing challenge, we try to overcome this by reassuring students that questions are an important part of learning as an A-LISTer, and we give them a variety of opportunities to ask questions, such as group meetings, meetings with their mentor, meetings with their supervisor, and time among themselves.
- **Supervisory requirements and supportive guidance:** Our goal with the A-LIST program is to help the students build capacity as leaders in the library, but this takes time and effort. Not only do we need to help students learn about our mission and goals, but we also need to build their confidence in working without con-

stant supervision. In our experience, students often want extensive guidance and reassurance in the first semester of the program. If they have had jobs in the past, they likely have been very task oriented and straightforward. The A-LIST program requires students to be innovative and try new things. It is our job to help them feel that they are in a safe, supported environment. This will mean more “hand holding” by their supervisor and more support from their mentors their first semester. While the time required to manage the A-LISTers in the first semester is not small, we have found it to be a worthwhile investment. The confidence and creativity they exhibit in carrying out unique projects for the library could not be replicated by other library staff members. The value A-LIST delivers is irreplaceable, despite the costs.

Best Practices

Over the course of three A-LIST cohorts, we have adapted some of the best practices for working with students in this unique role and developed our own best bets for running a smooth leadership development employment program in the library.

- **Communication:** Frequent and structured communication among students and their supervisors, mentors, and each other is crucial to a success for programs like A-LIST. Not only should communication be encouraged, it should be scheduled through regular meetings and required progress reports. Students may not feel comfortable asking questions or getting clarification on their own and therefore need explicit opportunities to do so.
- **Ease students into independence and leadership:** Rarely do typical undergraduate jobs require students to take significant leadership or ownership on projects or programs. Students need help transitioning from highly structured responsibilities to independent leadership. This is accomplished through strong communication and support alongside opportunities for students to better understand the culture and mission of academic libraries. Only after they feel comfortable asking questions and trying new things can they be creative and innovative in their project leadership.
- **Give them mentorship opportunities outside of the supervisor:** Allowing students to develop relationships with different individuals

across the library and learn about different perspectives of the library's mission are great ways to encourage the student to develop independent thinking about their leadership role and how they can contribute to library goals. Supervisors, mentors, and other library staff working on projects that include A-LIST students can each contribute to their growth in skills and confidence, since the student must integrate their different perspectives and negotiate their own time and participation with these individuals.

- Get started with projects as soon as possible: While significant training is a part of the program, students often want to dive into “real” work as soon as possible. If there is a team of students, having them work together on simple, task-oriented projects early on can be a great way to help them build their relationships with each other while helping them feel productive.
- Keep your department and library in the loop: Regular reminders will result in more library staff contributing ideas for A-LIST roles in the library. Staff are also more comfortable interacting with A-LIST students when they understand their own role or relationship to the program, which means they will feel comfortable giving direction or suggestions to students and the A-LIST supervisor or mentor.

Conclusion

The A-LIST program was created to support Towson University's institutional priorities for student learning experiences, and to emphasize the library's role in helping make these priorities successful. We started by planning for a competitively paid, uniquely structured program with a selective hiring process. By training academically oriented, outgoing, and connected students to think creatively about library services and programming, developing their capacity for leadership and independent decision making, and systematically engaging them in various projects, we end up with outstanding results. Our A-LIST students have created new partnerships on campus, enhanced our social media presence, and brought relevance for their peers to many of our programs. By doing so, they have also developed their own skills and capacity to be successful after leaving college. This experience has been challenging at times, but mostly rewarding for all involved. Students lead the library at Towson University, and we are better for it!

APPENDIX 2A	
Module	Reflective Question/Activity
Library Background	
Understanding the Big Picture and Your Role in it.	<p>Review the following documents:</p> <ul style="list-style-type: none"> A-LIST Responsibilities and Goals Towson University Strategic Plan Library Strategic Plan <p>Answer the following questions in your blog:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do you see the A-LIST program supporting the university and the library's goals? <input type="checkbox"/> Brainstorm specific projects and/or programs that you think the A-LIST group could accomplish in order to meet these goals. <input type="checkbox"/> Outline at least one project and/or program in depth.
What is the Value of Academic Libraries?	<p>Read <i>The Value of Academic Libraries</i> sections on Student Retention and Graduation Rates, Student Engagement, and Student Learning (pp. 32–45). Answer the following questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What surprised you? <input type="checkbox"/> What things do you think are especially important regarding these topics and the library? <input type="checkbox"/> Are there things that Cook Library should be doing (don't worry if you aren't exactly sure what we are doing already)?
How has the Academic Library Changed?	<p>Read <i>The Changing Academic Library</i>, Chapter 1: Introduction and a Little History. Answer the following questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What surprised you? <input type="checkbox"/> How has the academic library changed over time? <input type="checkbox"/> What challenges do you see the academic library of today facing? <input type="checkbox"/> How can A-LIST help the library and university meet those challenges?
Getting to Know Cook Library	<p>Review the library's organization chart then meet with a library staff member from Technical Services, Research and Instruction, Interlibrary Loan, Administration, Circulation, and Special Collections. Answer the following questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What does each department do? <input type="checkbox"/> Do you have ideas for how A-LIST could work with any of these departments?

APPENDIX 2A	
Module	Reflective Question/Activity
Information Literacy	
Information Literacy Instruction at Cook	<p>Observe a library session. Pay attention to what is taught and how it's taught. Think about why the library teaches what it teaches. Then read the ACRL Information Literacy Competency Standards for Higher Education. Answer the following questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define information literacy in your own words. <input type="checkbox"/> Why is it important that people are information literate (both as students and throughout life)? <input type="checkbox"/> Based on what you know so far about the library, how does Cook Library help students with information literacy? <input type="checkbox"/> Are there ways that A-LIST could help with this mission?
Project Information Literacy- Freshman	<p>Watch the short clip, "Major Findings: PIL's Freshmen Study" and read the corresponding study: <i>Learning the Ropes: How Freshmen Conduct Course Research Once they enter College</i>. Answer the following questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do you identify with the student quotes? <input type="checkbox"/> Do you think the transition to college is difficult for students when it comes to the academic expectations for research and research papers? <input type="checkbox"/> Based on what you know about the library so far, how is the library helping with this transition? <input type="checkbox"/> What do you see as your role as an A-LISTer in helping with the freshman transition?
Project Information Literacy- Graduates	<p>Watch the short clip, "Major Findings: PIL's Day after Graduation Study (2012)" here: https://youtu.be/5gOtxjxhyvE and read the corresponding report, <i>Learning Curve: How College Graduates Solve Information Problems Once They Join the Workplace</i>. Answer the following questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What surprised you? <input type="checkbox"/> Based on the ACRL Information Literacy Competency Standards for Higher Education, the freshman study and the day after graduation study, why is information literacy important?
Research Assistance	
Getting Familiar with Information Needs	<p>Spend an hour walking around the library. Make a list of people that you see that look like they might need help. Answer the following questions about them:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Where did you see them? <input type="checkbox"/> What kind of help do you think they might need? <input type="checkbox"/> Did you see students asking their friends/ other students for help?

APPENDIX 2A	
Module	Reflective Question/Activity
Research Assistance (continued)	
RUSA Guidelines	<p>Read the <i>Guidelines for Behavioral Performance of Reference and Information Service Providers</i>. Answer the following question:</p> <p><input type="checkbox"/> What are the five basic guidelines in your own words?</p>
Shadow Desk 1 (just observing)	<p>Shadow the Research Help desk during a busy time.</p> <p><input type="checkbox"/> Keep track of the kinds of questions the librarian received. Make a list of those types of questions.</p> <p><input type="checkbox"/> Which questions/types of questions do you feel comfortable answering now (if any)?</p> <p><input type="checkbox"/> Which questions/types of questions do you think you should be able to answer?</p> <p><input type="checkbox"/> Which questions/types of questions would you refer to a librarian?</p>
Roving Reference in the Library	<p>Read "Rolling Out Roving Reference in an Academic Library" from the book <i>Leading the Reference Renaissance</i>. Answer the following questions:</p> <p><input type="checkbox"/> What do you see as the biggest challenges to "roving" while giving research assistance?</p> <p><input type="checkbox"/> What are ways we can make roving more successful?</p>
Read last year's A-LIST questions, take notes	<p>Read over last year's A-LIST questions/answers. Take note of the questions you think you could answer now and the questions you still need to learn how to answer.</p>
Shadow desk 2 (complete A-LIST Students Research Assistance Training document)	<p>Shadow the Research Help desk during a slow time. Work with the librarian on duty to learn these tasks. You will be asked to demonstrate/explain these skills.</p>
Library of Congress call number activity	<p>The Library of Congress classification system is how our books are organized in the library. In order to assist patrons in finding books, you will need to know how it works. Read and complete the enclosed Library of Congress worksheet.</p>
Research Assistance Quiz	<p>Sit with your supervisor to complete the research assistance quiz.</p>
IM Reference Best Practices	<p>Read the <i>IM Reference Best Practices & Etiquette</i>, then sit with a librarian to get an overview of how the system works.</p> <p><input type="checkbox"/> How might an IM question be different than an in-person question?</p> <p><input type="checkbox"/> When should you answer a question and when should you let a librarian pick up the question?</p>

APPENDIX 2A	
Module	Reflective Question/Activity
Research Assistance (continued)	
Connecting with the Writing Center	<p>Read the Writing Center FAQ and then read <i>A-LIST Students Working at the Writing Center: What to Expect</i>. In your blog, write your thoughts about working at the Writing Center.</p> <ul style="list-style-type: none"> <input type="checkbox"/> What are the advantages of this collaboration? <input type="checkbox"/> Do you see any possible issues? <input type="checkbox"/> Do you have questions?
Leadership	
iLead Programs or Leadership Conferences	<p>For each program, answer the following questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What was purpose of the program? <input type="checkbox"/> What surprised you? <input type="checkbox"/> How will you implement what you learned in this program?
Library Outreach & Marketing	
Library Outreach	<p>Review the list of outreach activities that the library has done over the last few years. Also, look at other libraries' web pages and social media as well as the books we have on library outreach to see what others are doing. Answer the following questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What are your ideas for library outreach? <input type="checkbox"/> Are there departments we could work with? <input type="checkbox"/> Events we could support/host? <input type="checkbox"/> Ways for us to help students with their research?
Social Media and the Library	<p>Read the following articles:</p> <p><i>20 Ways to Make People Fall in Love With Your Instagram: A Guide for Libraries and Other Cultural Institutions</i></p> <p><i>Social Media and Libraries: 5 Quick Tips for Using Instagram</i></p> <p><i>10 Twitter Best Practices for Nonprofits</i></p> <p><i>Social Media Best Practices: Facebook</i></p> <p>Then, spend time looking at Cook Library's Instagram, Facebook, and Twitter Accounts.</p> <p>Answer the following questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What are your ideas for helping Cook Library connect with students through social media? <input type="checkbox"/> Outside of Twitter, Instagram, and Facebook, is there another social media platform that you think could be successful for connecting with students? How would you use it?

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