Discussion Questions:

1. **What types of student-led outreach programs do you have at your library? What kinds of examples do you have for collaborating with a student club or organization for an outreach activity?**
   
a. Twice a year partner with student health center (mental health) put on de-stress event. Partners with counseling and psychological services, partner with student orgs and groups (academic student group, crimson core- student led peer to peer health group, etc.)

b. Student book displays with student assistants, clubs, classes

c. Student worker is Libraries peer ambassador- they plan programming as lib develops events and programming (orientation activities, etc.), social media and marketing, pop-up library once a week on Sundays/Mondays a station in a residence hall (why is the library here? A ref desk and refer), work with student orgs (alternative programming group and host events in the library i.e. cookie decorating, game nights; resilient U student group- health and wellness group that is cohort based; multicultural student affairs works with lots groups for student- led programming workshops, speakers, etc. and uses the library for the programming)

   i. Student library ambassadors are often recruited from library desk student workers; often from communications and journalism programs; never hire first-year students! ~10 hours a week

d. 5-minute breakout box and have library clues with the library student ambassadors, national writing day did a story writing where prize was adding one sentence to the story, banned books week,


   ii. Read a letter that sets a story, then they have to solve the clues and tie it into the week (use call numbers to spell something out, library flyer with blacklight clue, etc.)

e. Special Living option, Global Engagement Community, international students living with other students. Book Club, led by an undergraduate student in the special living option.

   i. Partnering with Iranian Student Association for a documentary film night of Iranian films. Meet Iranians, learn about Iranian culture.

   ii. Expanding leisure viewing collection to international titles, reaching out to international student groups to ask for popular titles from different countries that they would like to see.
iii. Special Collections and Archives, oral histories from the international student perspective. Started with library student assistants.

f. Question: Student Senate reaching out on an IL workshop.

g. Book club led by students.

h. Vote everywhere location, increased voting higher than any other schools in the area.

i. Center that focuses on first-gen, low-income, underrepresented minority students and pairing up with the students to be peer library advocates. Trained in basic reference and triage.

j. Arts & Humanities festival where the library gathers student groups to promote their organizations at the festival.

k. Freshmen Interns coming up with the marketing and programming for National Library Week and National Poetry Month. EDGE program Educational Development Grant for Employability for first year students who are looking for job experience in their first year. Engage in projects across campus (library, writing center, etc.). Projects vary by department, but the library has them work on a quarter long marketing project. This year: Destructive Poetry event, Game Night, and a Trivia Night.

l. Peer educators. Training them to peer teach. Peer research tutors, staff desks.

2. **How do you gather student feedback during outreach and event planning? Do you have student representation on committees, student interns, or other mechanisms to gather feedback?**

   a. Quick questionnaire to engage with the space
   
   b. Use ambassadors and student groups to gather feedback from others outside of library spaces
   
   c. Social media quick surveys and looking at public groups, sub-reddit forums
   
   d. Outreach is really hard to assess
   
   e. Book: Successful campus outreach for academic libraries by Peggy Keeran

3. **What are some of the challenges and positive outcomes of working with students in planning outreach activities?**

   a. Have to be flexible in job, some evenings, weekend, meeting when students are available
   
   b. Working with campus partners can increase accountability
   
   c. Voting engagement project: Positive outcomes were confidence. Challenges: Complicated rules around politics and policy and working through university bureaucracy.
   
   d. Book club: Keeping interest from month to month. Students leading it, but students graduate and new students not as into it.
   
   e. Turnover of students through graduation. Student organizations get a new president and then once you get it figured out, they graduate. Maintaining institutional relationships is a challenge.
   
   f. Positive: Students respond better to their peers than to us in certain circumstances. Students feel more comfortable with other students. There is a
benefit to giving students agency, library contributing to the education of those students.
g. Peer mentor retention and training is a challenge because of a lack of incentive to get them to come back.
h. Keeping students on task, following directions.
i. Getting more students across all areas of the library to participate in these outreach activities.
j. Getting buy-in from other staff in terms of student projects.

4. What marketing methods are best for reaching students at your institution?
   a. Budget for social media ads and can post when needed
   b. Doesn’t have access to put things out there on our own timeline, have to work with central marketing dept
   c. It is hard when you don’t have account access, as social media marketing and impact changes all the time
   d. Does some social media, but doesn’t see it translate to folks showing up, number one tool 90% of people that show up were in the building, put it in a space folks will notice, carnival barking, large posters in spaces,
   e. Can use campus app to enter events and programming to get points, but not sure how effective that is
   f. Peer word of mouth. Fliers in association with student organizations.
   g. Library social media and outreach to department newsletters is usually our go to. Also our student workers word of mouth to their friends/classmates.

5. Do you have student assistants staff and lead outreach activities at your institution? If so, what types of activities?
   a. Training with library staff
   b. Use trello for project management and what they need to learn, homework, etc. Also, do peer or co-led activities/outreach, and library staff
   c. Use Peer or information commons student staff since 24/7

6. Do you provide training for student assistants to participate in outreach activities? If so, what does that look like? (e.g., peer-to-peer training, student ambassadors, etc.)
   a. Peer-to-peer training to pass on knowledge to other students, but it still requires oversight.

7. Have you found effective ways to incorporate students into promotion and marketing of programs and events?
   a. Students doing social media for the library: Challenges with aesthetics.
   b. Canva for marketing items. If we have a student worker who is good at graphic design we also ask them to help out with publicity flyers.

8. How do you balance your desire to support student innovation with the need to represent the library (and university) in a certain light? Has there ever been a time where those two objectives have come into conflict?
   a. Library/University branding on co-sponsored events, providing logos to students.
b. Bureaucracy of a university that students are not privy to.

9. Ideally, our students graduate in four years. What are some ways we can ensure sustainability of programs/activities when their student leaders will be leaving the institution?
   a. FY Classes: Peer mentors, using sophomores and juniors to recruit other students to be able to sustain the program.
   b. Learn from Writing Centers (literature on recruiting and retaining students in that area might provide techniques or ideas)

10. Do any of your institutions build in outreach/programming into the job description for your student workers? Has that had an effect on the success of your programs?

11. Assessment of student-led outreach activities
    a. Don’t assess differently than library staff led programs.
    b. It would be interesting to look at assessment from the student perspective, what is important to them.

12. Assessing student growth in a student-led program
    a. Informal feedback from peer mentors. Positive experience in their second year.