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Libraries Across the Sea: Using a Virtual Presence and Skilled Student Assistants to Serve Students Abroad

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ABSTRACT: *The authors discuss methods and challenges of supporting branch academic libraries overseas that are not staffed onsite by librarians or permanent staff. The authors present their two-pronged approach of creating a virtual presence carefully customized to the needs of the students studying abroad along with specially and highly trained student workers. The new program, grounded partly in theories from education and business management, is shown to have substantially improved both library services for our study abroad students as well as library student workers' performance.*

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Libraries Across the Sea: Using a Virtual Presence and Skilled Student Assistants to Serve Students Abroad

Study abroad programs have grown so prevalent and communication technologies have become so effective that academic librarians now design library services specifically targeted to students studying abroad (White, Ye, & Guccione, 2009). Unfortunately, it can be impractical to send librarians abroad with students. While tools like LibGuides allow librarians to remotely provide both traditional (e.g., library databases and ebooks) and "nontraditional information resources" (White et al., 2009) such as images, maps, and bus schedules, it is student workers, themselves studying abroad, who must provide face-to-face service to their peers as the only library representatives onsite.

While substituting student workers for professionals may not seem ideal, there is evidence that increasing student worker responsibilities in an academic library setting can improve service (Aho, Beschnett, & Reimer, 2011). In light of this evidence and the impracticality of sending librarians overseas, expansion of student workers' responsibility is a logical goal. Librarians and key staff at Pepperdine University Libraries found themselves in a position to pursue this goal due to staffing challenges at its library locations overseas. Pepperdine University librarians and staff currently train and supervise five student workers to run each of the small libraries at Pepperdine University's off-site campuses in Buenos Aires, Shanghai, Florence, Heidelberg, and Lausanne. Initially, due to poor student worker performance at the international campus libraries, librarians and staff reevaluated their methods and developed a new program of training and supervision in 2014. We relied on a twofold approach of improved LibGuides specifically created for the international campuses, combined with student assistants who used these resources to assist students studying abroad.

The challenge of establishing a presence for the library at each international library location without any librarians at the physical campuses was the main impetus for the project that is described in this paper. This article will describe the process of restyling the LibGuides for international campus libraries, examine how we brought in theories from other disciplines to motivate our student workers, explain what is involved in our training of student workers, show how we motivated student workers abroad to do excellent work, and provide evidence of that excellent work.

Pepperdine University is a liberal arts institution with a Churches of Christ affiliation nestled in the hills of Malibu, California. The Pepperdine Office of Institutional Effectiveness reported an undergraduate FTE of 3,162 in fall 2010, and according to a report submitted to the Western Association of Schools and Colleges that same year, the university's international programs expected more than 60% of undergraduates to study abroad during their undergraduate careers.

Challenges
To provide the best possible support for the students studying abroad, several issues had to be considered.

- Depending on the location, Pepperdine's international programs have between 40-75 students per semester. The limited number of students in each program does not warrant a full-time librarian or library staff member to work at these locations. Instead, one

student each is hired to work 5 hours per week at the Lausanne, Florence, Heidelberg, Shanghai, and Buenos Aires international library locations.

- The library needed to effectively supervise the student assistants remotely. Moreover, we needed to motivate and empower them with training and virtual communication.
- The space at the international library locations is limited, and we are unable to house large print collections. Each year, different Pepperdine faculty members are appointed to the IP Visiting Faculty positions at each international campus location. Even if space were not an issue, the library would continually have to select and ship (at exorbitant expense) books related to new classes each semester.
- A solution to the challenge of limited space and a broad spectrum of classes is to provide a large volume of ebooks from the Pepperdine Libraries' growing ebook collection. However, without librarians at each location to teach students and faculty how to use the ebook collections, the library was presented with the challenge of how to better promote our electronic resources.
- We had to create all of the LibGuides for the international campuses over a 3 month period to make them available to students in time for the fall semester.
- In addition, we had to effectively promote these services to the students studying abroad, International Programs Office personnel, and faculty teaching overseas.
- The typical student enrolled in an international program is in his or her second year of study, and few have had extensive experience with scholarly research. Although the majority of the students have had one library instruction class during a first-year seminar course, time spent with a librarian has likely been limited.

Solutions

We met these challenges by reenvisioning our existing services at international campus libraries. Our existing services included sending student workers to the international campuses and providing LibGuides for each location. The first issue we addressed was reconstructing how we used the libraries' virtual presence, because librarians are not onsite to guide students to applicable information. We remodeled the LibGuides so that students could navigate the site on their own.

Renovating a Virtual Presence with LibGuides

Pepperdine University Libraries had been using Springshare's LibGuides for content-management software for a few years and found it to be the ideal platform for providing access to library resources for students studying abroad. Other researchers have discussed the importance of LibGuides for distance students (Baker, 2014; Mann, Arnold, & Rawson, 2013; Mussell & Croft, 2013; Roberts & Hunter, 2011; Tang & Hung, 2014; Tapia, 2010). Currently, the only research on the role of LibGuides in supporting international campus libraries describes a project from the Rochester Institute of Technology (Mee, 2013). While Pepperdine librarians had created LibGuides for classes that they taught at the home library, they had previously been less dedicated in providing LibGuides for the international programs (IP). This was a serious omission on the part of the library because studies indicate that among distance students, LibGuides are the most frequently used library resource (Tang & Hung, 2014). To best provide a virtual presence for the students studying abroad, Pepperdine launched an ambitious project of creating LibGuides specifically for the international programs. The team in charge of overseeing the creation of IP LibGuides was comprised of two librarians: an electronic resources librarian

and a reference librarian. With large-scale LibGuide projects involving the cooperation and efforts of many librarians, staff buy-in from subject specialists was crucial (Gonzalez & Westbrock, 2010). An advantage of LibGuides over other content management systems is that all of the librarians were familiar with LibGuides and could easily create and edit pages (Dalton & Pan, 2014; McMullin & Hutton, 2010). This capability was especially important in a project that had to be completed in 3 months during the summer of 2013. Guided by Little's (2010) application of cognitive-load theory to library research guides, the team established a LibGuide design that combined a consistent format with location specific content. Specifically, the design team created LibGuides for the Lausanne, Heidelberg, Florence, Shanghai, Buenos Aires, London, and Washington D.C campus libraries. While the London campus did not have a student worker, LibGuides were created to provide assistance to the students at this location. Even though the Washington D.C. campus was not an IP program, the students at this program still needed to a virtual presence to assist them.

International Programs LibGuide Welcome Page

The library's main website provides a wealth of information, but it also presents an abundance of irrelevant information for students studying abroad. According to Mee (2013), specific LibGuides for each international campus of the Rochester Institute of Technology were necessary because overseas students found that "RIT Library Web site was too big" and "Too confusing (p. 5)." Therefore, to help students efficiently locate accessible resources, extraneous material should be removed and guidance to relevant and accessible material must be provided; the library's IP LibGuides remove information that is not relevant to overseas students. These guides replace the exhaustive general library website with simpler LibGuides designed for students studying abroad. The IP guide's home page for each international campus location highlights helpful foreign language databases, travel guidelines, cultural attractions, and local news feeds relevant to particular geographic regions, in addition to librarians' contact information and instructions for accessing electronic resources. For example, Heidelberg's LibGuide has links to Mango Languages lessons in German, lists of museums, and a "Getting around Heidelberg" box that provides links to local train stations (see Figure 1). Similarly, Shanghai's guide has Mango Language lessons in Chinese and lists of places to visit (see Figure 2). Just as the Pepperdine Libraries' main webpage combines library resources and cultural events such as author talks, the home page of the IP LibGuides offers a combination of academic and cultural material to serve students' information needs while studying in a particular location.

Figure 1:

Figure 2:

Facilitating the Creation of Class-Specific LibGuides

The Research Help for Your Classes page is aptly named; it is a page in the IP LibGuides where all of the class-specific guides for a particular international campus are accessible. The page is a visual portal linking to class-specific guides; links are represented by labeled photos

(see Figure 3). Students scan through a visually pleasing page to locate the link to the class with which they need help. These class-specific guides are created by subject-specialist librarians.

Figure 3:
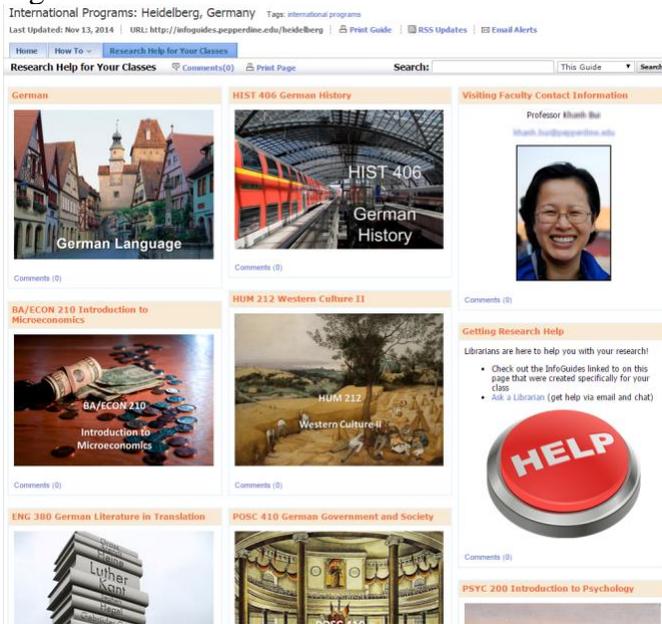
For students studying abroad to benefit from librarian guidance, the LibGuides that were once tools used to support in-person instruction have been adapted so that the virtual realm can become the initial instructional aid supported by in-person student workers. We provided course-specific LibGuides listed in the Research Help for Your Classes; these pages were created for specific classes and are designed to be user-friendly. As a result, the course-specific IP LibGuides contain custom-built searches to lead students directly to information they have access to overseas. Providing direct access to course-specific materials lessens the amount of cognitive processing required to search for material, thus making research easier (Little, 2010). For instance, instead of directing overseas students to a general search of the catalog that retrieves a list of print books that they cannot access, librarians create catalog searches that automatically filter results to resources that are available to students studying abroad such as ebooks and online encyclopedias (see Figure 4).

Figure 4:
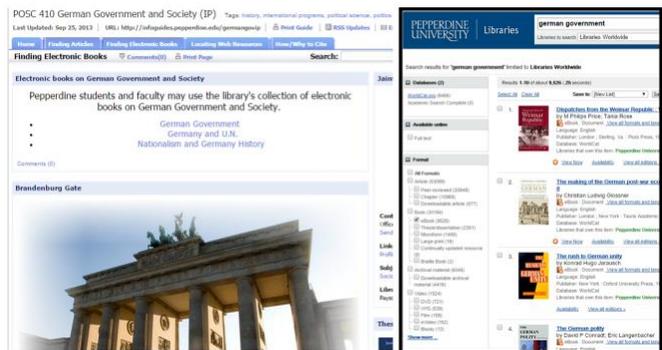
Students studying abroad at Pepperdine are sophomores who are less familiar with Pepperdine's librarians than upper division students, and because they are studying overseas they do not have the opportunity to meet the subject specialists during library instruction sessions. Therefore, an important aspect of the course-specific IP LibGuides was helping students abroad identify and contact the subject specialist who could best assist them. Other libraries have improved their reference services to students studying overseas by making it easier for students to contact the librarian who was best qualified to answer their research questions (Denda, 2013; Mee, 2013). Lastly, each class-specific LibGuide has a photograph of the librarian who created the guide and his or her email address (see Figure 5) so they can be contacted by students who need more help. This virtually embeds librarians into every IP class (Adebonojo, 2010).

Figure 5:

Partnerships

In order to create the best possible IP LibGuides and to make other departments aware of these resources, the library developed partnerships with important stakeholders. The library invited employees from the International Programs Office to an unveiling of the library's virtual support for students in international programs. Other libraries seeking to improve services to students studying abroad have also reached out to international programs offices to form partnerships (Cohen & Burkhardt, 2010; White et al., 2009). Pepperdine's International Program Office's staff were very responsive to the library's efforts to help their students and subsequently offered their support to the initiative by granting librarians access to syllabi for courses being taught at the international campuses. These syllabi provide greater detail than course descriptions, enabling librarians to create more accurate and tailored guides. Additionally, further improvements were made when professors teaching abroad offered recommendations and student workers communicated their peers' thoughts and suggestions.

Lastly, our student workers are valuable partners. We rely on them to promote the IP LibGuides by showing students how to locate and use these resources. Promoting library services is a crucial task student workers perform because as Baker (2014) explains, most students are unaware of these research guides. Similarly, other research states that in order for IP LibGuides to be effective, they must be marketed to students so they know they exist (Baker, 2014; McMullin & Hutton, 2010; Staley, 2007). Because we are not providing in-person library instruction to students studying abroad, we rely on our student workers to advertise the IP

LibGuides.   The student worker/librarian partnership is essential in the library's ability to continue effective research assistance for students studying abroad.

Background of Staffing for International Campus Libraries

Currently, there are no peer-reviewed articles that explore the training or staffing of undergraduate student workers who work at international campus libraries. Some of the literature that discusses the staffing of international branch campus libraries examines full-time librarians who are either permanently stationed or embedded at the study-abroad programs (Connell, 2009; Green, 2013; White et al., 2009). Kutner (2010) discusses a case study using library and information-science graduate students to staff an international campus library. Other research by Denda (2013) and Cohen and Burkhardt (2010) emphasizes the importance of students receiving remote assistance from reference librarians at the home libraries with tools such as email, Adobe Connect, Skype, and chat (Cohen & Burkhardt, 2010; Denda, 2013; Mee, 2013).

Early Efforts at Training Student Workers

Student employees were initially given only about 2 hours of training in navigating the catalog and the website and shelving items. At the completion of their training, student assistants were given a training manual and encouraged to contact the librarians if they had any questions.

Improved Training and Supervision of Student Employees

In response to international-program director complaints about the performance of some of the student workers, we completely revamped our training and recruitment of student assistants for the international campuses in the spring of 2014. A detailed job description for the international branch campus libraries was created (see Appendix A). Job descriptions are crucial for setting expectations of student assistants and for establishing necessary skills (Kathman & Kathman, 2000; Manley & Holley, 2014). Students underwent a thorough interviewing process to assess their academic skills and commitment to public service.

Because the student workers would be working autonomously at the international campus libraries, we concluded that our previous training efforts were inadequate. Some may conclude that relying on student employees without onsite librarians or permanent staff is an inherently flawed model. According to Gerlich (2002), student workers are often unmotivated and add little value to the library. However, other researchers have observed that student workers are increasingly crucial to effectively staff libraries (Gregory, 1995). Because Pepperdine could not supply permanent library staff to work at our international campus libraries, our goal was to provide the student workers at the international campuses with much more extensive pre-employment training than student assistants at the home library. We hoped that with sufficient training, the student workers could be a strong asset to our international campus libraries and would be much more knowledgeable about research skills and library resources than the students they would be assisting. Our theories about the potential of student employees to assist patrons with basic reference questions are supported by research stating that undergraduate student library assistants have better information literacy skills than the general student population (Folk, 2014). Moreover, other academic libraries have relied on undergraduate student workers to provide basic reference services (Faix, Bates, Hartman, Hughes, Schacher, Elliot, & Woods, 2010; Seeholzer, 2013). However, while some libraries used upper-division students for

reference assistance (Faix et al., 2010), we would be training students who were still finishing their first year of college and had less experience with library research.

Student workers were given 10.5 hours of training prior to beginning work at the international campus libraries, with 5 hours of reference training, 5 hours of instruction in technical services processes, and a half-hour devoted to customer service expectations. Student employees were trained in the following skills.

Locating full text documents and navigating the library website. Because the international campus libraries had between 200 and 1,700 book volumes, it was important for student workers to have the necessary skills to help a patron find ebooks and full text articles and to facilitate interlibrary loan requests. We wanted the student employees to realize how many full text resources would be available to students studying abroad. Our IP LibGuides were instrumental in effectively training our student assistants because they provided resources that were specifically available and relevant to students at the international campuses. Student assistants were trained to locate ebooks and to limit catalog searches to print books owned at their specific campus.

We also explained that students studying overseas could receive journal articles by interlibrary loan because the articles could be delivered electronically. Although students overseas could not have print books sent to them, they could receive scanned chapters by interlibrary loan. Because the process of requesting book chapters by interlibrary loan is not obvious or intuitive, student employees were given in-depth instruction on the proper procedures for requesting sections of books. Another important skill was the ability to locate appropriate databases for specific subjects. Even though student assistants could not be expected to develop expertise in searching all of our databases, we wanted them to be aware of the full scope of our resources and to know how to assist others in selecting the correct databases. Lastly, because many students struggle to correctly interpret bibliographic citations (Lee, 2013), student employees were trained to locate the full text of citations for articles and distinguish between book and journal citations.

Making Referrals to Subject Librarians. All of the student assistants in the study-abroad program are sophomores, and we realized that there are limits to the levels of reference services that they could be realistically expected to deliver. Therefore, it was crucial that the student assistants were knowledgeable in connecting students with subject specialists. One of our biggest concerns with student-staffed international campus libraries was that the student assistants would attempt to answer difficult reference questions themselves rather than making referrals to subject specialists. However, research suggests that with proper training, undergraduate student employees can make effective referrals most of the time. For example, a study on an information desk staffed by undergraduate student assistants concluded that 74.3 % of referrals of challenging questions were correct, which actually surpassed the paraprofessional staff members' accuracy rate of 54.4% (Woodard, 1989).

With proper training, our goal was for the student assistants to refer in-depth reference questions to the subject specialists. We explained to the student assistants that librarians could assist students studying abroad with reference questions remotely with chat, email, and Join.Me screen-sharing software. In addition, the course-specific LibGuides for the international campuses contained contact information for the liaisons. Even though all of the ask-a-librarian services and information on the subject specialists was listed on our website, we hoped that

informing student employees about these services would lead them to refer their peers to these resources and help promote the library's virtual presence.

Shelving items and inventories. In addition to serving the public, student workers are also responsible for shelving books at the international campus libraries. Until the fall of 2014, materials were not formally circulated at the library campuses abroad, and the library relied on the honor system for lending books. Consequently, it is necessary for the student assistants to take periodic inventories of the books at the international campus libraries. Taking inventories of the materials was especially important because the library subject-specialists devoted considerable resources to building the collections at the international campus libraries, and consulted with professors and class syllabi to select the best resources for the curricula.

Assessment Quizzes. After in-person training, the student workers were given quizzes (see Appendix B) to assess their skills. Some of the literature on student assistant training provides examples of quizzes that primarily test students' knowledge of physical locations within the library (Kathman & Kathman, 2000). However, because our student assistants would not have the benefit of working alongside reference librarians, we determined that more sophisticated quizzes which asked them to search for books and articles were necessary. Other libraries have also given student workers complex quizzes that assessed student assistants' abilities to provide basic reference services and make appropriate referrals to librarians (Neuhaus, 2001). Quizzes can also be an efficient part of in-person training, because the students complete them independently. Many of the questions on the quizzes can be found on the IP LibGuides, reinforcing for students the importance of these valuable resources. Several of the questions test the students' technical skills in deciphering citations or locating the full text of documents. However, other questions assess the students' judgment and ability to make appropriate referrals of reference questions to subject librarians. For example, one question asks student workers how they would answer a particularly challenging reference question that they have no chance of correctly answering. The correct answer to this vexing question is for the student worker to refer the patron to the appropriate subject specialist. After they completed the quizzes, students met with the librarian who conducted the training to discuss any questions that they had difficulties completing.

Virtual Supervision and Weekly Assignments. In most library settings, student assistants are working alongside librarians or other staff members who can observe the student workers and model professional behavior (Reale, 2013). Continued training and supervision of student workers located at international branch campuses is even more challenging than working with student assistants at libraries with regular in-person interactions with librarians and full-time staff, because it is more difficult to observe them assisting patrons and completing other tasks. Beginning in the fall of 2013, the library supervisors assigned weekly tasks that were listed on the IP LibGuide pages to make sure students performed their duties and possessed the necessary skills (see Appendix C). Some of the weekly assignments involved scheduling Skype and Google Hangouts sessions with librarians back at the home campus. In addition, student assistants requested additional quizzes assessing their knowledge of library resources while working at the international campus libraries (see Appendix D). Continued training is important since the student workers are trained in the spring semester but do not report to the overseas

campus until the fall. By giving student employees quizzes after they begin working abroad, we can confirm that they have retained the information presented in their initial training.

Based on their requests for additional assignments that would help improve service to the overseas students, all of the student workers were asked to report on how the international campus libraries are being used (e.g., students are borrowing books, studying, using printers, need research advice, etc.) during every shift that they work. Without these reports from student employees, it would be very difficult for the librarians to determine how the overseas libraries are being used. Student workers report any interaction with the public in Springshare's LibAnalytics software program, which is designed to record public services statistics.

One of the most important duties of the student library assistants is to promote library services to students at the international campuses. Our concern is that students at the international campuses either forget about resources that were introduced to them during information literacy courses during their first year at Pepperdine or are unaware of the library services that are available to them while studying abroad. Some universities surveyed students' awareness of library resources while studying abroad and discovered that 64% of students were certain that library subscription databases could be accessed while studying at their international campus library, but 32% were uncertain and 4% thought that databases were not available while overseas (Kutner, 2009, p. 166). Other researchers have voiced concerns that students studying abroad are unaware of remote access to library resources (Denda, 2013). We assigned our international campus library student workers weekly tasks, such as showing groups of students how to locate and navigate the IP LibGuides, with the goal of raising awareness of library resources. Eastern Washington University has also successfully employed student workers as liaisons to promote library services to other students (Miller, 2011). Student assistants also sent emails to students promoting library resources and created step-by-step instructions for navigating LibGuides.

Motivating Student Employees Studying Abroad. Because they would largely be working alone, it was important to motivate and empower students working abroad. Technical proficiency with library resources and procedures alone was not sufficient for our student workers to successfully represent the library. We had to overcome the challenge of motivating the student employees who would miss out on the camaraderie of working alongside other student employees or library staff. Some librarians who work extensively with student assistants discuss the importance of establishing personal connections with student employees and taking opportunities to work with them on tasks such as shelving books or staffing the circulation desk (Reale, 2013). However, our student employees would be working by themselves at the international campus libraries, and we would have to motivate them during our pre-employment training and via feedback by email, Skype, and Google Hangouts. To inspire our student employees, we relied on the theories of Frederick Herzberg, a psychologist who specialized in researching the best methods for motivating employees. Herzberg's (2003) seminal article, "One More Time: How Do You Motivate Employees?" provided us with guidelines for motivating our student employees. According to Herzberg, employers should empower their employees with vertical loading strategies which increase the autonomy of employees, provide them flexibility in the methods for completing assignments, and challenge them with increasingly difficult tasks (2003). Vertical loading is much more effective at motivating employees than horizontal loading, which emphasizes mundane, rote tasks and eliminates challenging assignments (Herzberg, 2003). One example of how we implemented Herzberg's vertical loading theory to

empower student workers was to give them weekly assignments (see Appendix C) that actively solicited their feedback. By asking the student assistants for their opinions, we made them feel they were valued members of the library community.

We also stressed customer service expectations by assigning student workers the article, "My Week at the Ritz as a Room-Service Waiter" by Paul Hemp (2002). At the Ritz-Carlton, employees are empowered by management to find creative solutions to resolve customer service issues. An example of this empowerment is a policy that provides Ritz-Carlton employees the discretion of spending up to $2,000 of company funds to solve a customer service complaint (Hemp, 2002). Our international student workers emulated the customer service philosophy of the Ritz-Carlton workers. For example, one of the student employees took the initiative to meet a potential library need by surveying students at their campus about DVDs that they wanted to add to the library's collection. Because there was a need for these DVDs, the library decided to purchase these films. By motivating the student workers to provide superb customer service, the library was able to exceed the expectations of stakeholders at the international campuses. Another student, without prompting from supervisors, asked professors for book recommendations and created a display titled "Teacher's Picks." Prior to these revamped training and communication efforts intended to motivate student employees, the student workers did not take the initiative of implementing projects of their own creation. Our experience with student workers having greater enthusiasm for their jobs as a direct result of being entrusted with greater responsibilities has been reported by other libraries (Faix et al., 2010). Our strategy of making the student assistants view themselves as valued members of the organization is supported by research; according to (Oltmanns, 1995), "One way to make them realize that they are an integral part of the system is to de-emphasize the difference between student assistants and full-time staff."

Successes from Our Student Worker Program

Our efforts to improve the skills of the student workers have been very successful from the perspectives of the librarians, international program directors, their peers studying abroad, and by the student employees themselves. In addition to completing all of the assignments given to them, the student assistants often ask supervisors for additional tasks and take the initiative to create their own projects. Student workers have been especially enthusiastic about promoting library services to their peers. Some of the student assistants have been so dedicated to advertising library services that they created marketing initiatives. For example, some of the student employees have discussed library resources at weekly convocations that are attended by all of the students enrolled at a particular international campus. Other student assistants have created surveys with SurveyMonkey to obtain a better understanding of how students were using one of the international campus libraries. By providing the students with increased responsibilities and training, the students are much more engaged in their jobs. Rather than seeing themselves as student workers with clearly defined responsibilities, they came to perceive themselves as aspiring librarians.

We have received positive feedback about our international campus student employee initiatives.

- "…please let me know if there is any way I can be of assistance, okay? [name of student worker] is spectacular, and I love having a library representative here!" – International Program Director
- "She made herself available for us, clearly stated working hours, and was knowledgeable about her position."- Student studying abroad

- "I quickly realized, even back in training, that this is not just some random job. The people really care about each other." – International program student worker
- "I am so pleased that the library workers are thriving in their roles. Thank you so much for all you do!" – Director of the International Programs Office

Ongoing Challenges
Several challenges remain despite our improved service to students studying abroad.

- The needs and resources of the international campus libraries are far from uniform. A student worker from one of the international campus libraries voiced concerns that not enough students use the library. One possible explanation for the low usage of this library is that fewer of the classes have research assignments and the program emphasizes experiential learning. Additionally, students at this campus live with host families rather than in centralized dormitories and are therefore less likely to view and use the library as a central gathering place than students at other international campus locations.
- Some of the student workers were initially disappointed that they were not receiving enough reference questions at the beginning of the semester. To prevent this disappointment in the future and to re-adjust their expectations, we will explain to the student assistants during their training that they will receive more reference questions during mid-terms and prior to final exams.
- Some of the student workers reported that students studying abroad had difficulties locating the IP LibGuides. We need to make it easier for overseas students to reach the IP LibGuides by featuring them more prominently on the main library webpage.
- Currently, library instruction is not offered to students at our international campuses. Other libraries have used tools such as Adobe Connect or Skype to provide library instruction to overseas students remotely (Cohen & Burkhardt, 2010; Mee, 2013). We hope to use these tools to teach students overseas in the near future.
- Because we have the class syllabi for the courses, we can further improve the LibGuides by including video tutorials for class assignments. Research suggests this is an effective approach (Baker, 2014).
- We can further improve our collaborative efforts with overseas faculty by providing them with editing rights to the IP LibGuides (Roberts & Hunter, 2011).
- The student employees are trained in the spring, but they do not report to the campus libraries until the fall. Some of the students asked for additional training while working overseas. One possible solution is for the librarians to create interactive training tutorials that student assistants can complete during the summer to keep their skills fresh. Online tutorials can also be used to reduce the amount of time librarians spend on training. Other libraries have successfully used online tutorials to train student assistants (Manley & Holley, 2014).
- Due to budgetary constraints, student employees staff the international campus libraries only 5 hours a week. With additional funding, student employees could work more hours and we could provide even better service to students studying abroad. Moreover, with additional funds, we could reward our hard-working student assistants with higher wages.

Conclusion

Comprehensive IP LibGuides have been effective for connecting students studying abroad with library resources and information about their host country. Equally important have been student employees who assist patrons and market library resources. Detailed LibGuides and knowledgeable student workers have helped students abroad better use resources such as the IP LibGuides, library databases, ebooks, print books owned by the international campuses, and interlibrary services. Moreover, the LibGuides and the marketing efforts of the student employees increase the likelihood that students will contact the subject librarians through chat or email for reference assistance. Our improved training program for the student employees has been a success, and we have received positive feedback about their performance from the international campus program directors. In addition, the student assistants have taken the initiative of anticipating the needs of their libraries and created projects to accomplish those goals. Another important factor for the success of our international campus libraries initiative has been collaboration with other Pepperdine departments. The International Programs Office as well as the Student Employment Office have been invaluable in improving our communication efforts with the international campuses.

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APPENDIX A. Sample job description for international library campus student workers.

The Pepperdine University Libraries plan to hire a student assistant to work in the International Programs libraries in Lausanne during the 2014-2015 academic year.

Primary tasks and duties include, but are not limited to the following:

Research Services Functions
- Assist in answering student questions regarding access to information
- Provide assistance locating books and other materials in the library collection
- Help the library improve the current website and support outreach to other students
  - Tech Services Functions
- Shelving books
- Shelf reading
- Conducting an inventory of the collection

The student selected to work in the libraries will receive training this spring in Payson Library. The student assistant will work 5 hours per week and will be paid [hourly wage].

Qualifications:
- Maintain excellent attendance and be prompt.
- Act responsibly in a professional office work environment.
- Follow detailed instructions.
- Demonstrate excellent customer service orientation and demeanor; work well with the public.
- Good oral and written communication skills; print and write neatly.
- Pay close attention to detail and perform repetitive, detail-oriented tasks.
- Work independently and maintain communication with Payson Library.
- Lift and shelve up to 25 lbs. at a time.

- Operate a computer including typing with a keyboard.
- Commit to position for at least 1 year.

APPENDIX B. International student workers reference quiz during initial training.

1. Someone needs a 1994 article from the *New Yorker* magazine that discussed Leonardo da Vinci. Is this article available online? How would you help the student locate this article?
2. Locate the InfoGuide for the class HIST 390 History of the Modern Middle East.
3. Who is the library subject specialist for political science?
4. Search for the ebook version of the title *Great leaders, great tyrants: Contemporary views of world rulers who made history* by Arnold Blumberg. Were you able to access the book?
5. Locate a list of books on history that are physically located at your international campus. List three titles.
6. Locate the full text of the dissertation titled: *Transformational leadership styles of organizational social network leaders as observed by fully employed Pepperdine business and leadership students*.
7. Locate three different editions of *Romeo and Juliet* by Shakespeare that are available to Pepperdine students as ebooks. Two of the editions should be in print and one edition should be available in the full text online.
8. List four services that students in the international campuses can use to receive help from Pepperdine librarians on research questions.
9. Locate the citations for the article titled "My Life" By Maurice E. Perret *SAHS Newsletter*. 1984, Vol. 20 Issue 3, p4-26. 23p. in the database Historical Abstracts. How can a student obtain the full text of this article?
10. The book titled *Baroque & Rococo: Art & culture* by Vernon Hyde Minor has a chapter titled "Visual rhetoric: Styles in the Baroque & Rococo." Start the process of an interlibrary loan request for this specific chapter (don't actually submit the request unless you are interested in reading this chapter).
11. Locate a biography of Margaret Thatcher that is available as an ebook that Pepperdine students have access to. What is the title of the biography you viewed?
12. Locate three ebooks on the Red Cross organization. The books must be nonfiction and you need to verify that Pepperdine users have access to the full text. List the titles of the three books.
13. Locate the app for EBSCO databases and download it to your smartphone. Search for some articles.
14. A student tells you that they need to calculate the weighted average cost of capital for Ford Motor Co. In addition, they need the industry lifecycle for the automotive industry. Also, the student wants to see how Porter's Five Forces applies to the automotive industry. Finally, they want forecasted income statements for a minimum of 5 years. How would you assist them?
15. Do any Pepperdine databases have the full text of the journal *Art and Antiques* for 2003?
16. Name three databases that have articles on the topic of political science. Name the database(s) that have scholarly articles and the database(s) that have news sources (magazines, news wires, and newspapers).

17. A student locates five books in WorldCat Local that are available in print at the Payson Library. Electronic versions of these books are not available. They ask if the books can be mailed to their international campus. How would you respond to this request?
18. A student wants to improve his or her Spanish language skills. Which database should they use? Create an account for the database.
19. Which database can a student use to locate a streaming video of the play *King Lear*?
20. A student needs help citing articles in APA format. What advice would you give them?
21. Submit a question to the library email reference service.

APPENDIX C. Weekly assignments for international campus library student employees.

Week 1: Give five students a tour of the library e-resources. Please write the students' names and what you showed them.

Week 2: Introduce yourself as the library student worker to the visiting faculty members at your campus location. Show the faculty members the library and library resources. Report on this experience:

Week 3: Visit a public library in your international program's city and find out how one would apply for a library card or to have access to check out books. Write instructions on how to do that here

Week 4: Spend one hour reviewing your program's InfoGuide, found at: http://infoguides.pepperdine.edu/ (search through the International Programs option on the left side to find your location's InfoGuide). What suggestions do you have for improving this particular InfoGuide?

Week 5: Take a picture of a popular study area at your international location (can be anywhere - in the library, local coffee shop, etc.). Email the picture(s) to [email address of supervisors]. You will need to email this as a separate attachment.

Week 6: We want to hear about your fall semester educational field trip (EFT)! Write a summary and any thoughts or impressions on your trip you wish to share below. NOTE: If this is not your trip week, you will need to swap this with another week.

Week 7: What questions do you have for us so far about your student library job, and in which areas do you need more training? This week, schedule a Skype session with [contact information of supervisor] to discuss your questions and work on extra training. The session will last between 20-30 minutes. We also have some questions to ask YOU about your semester abroad!

Week 8: Show five students a library online resource and provide in-depth instruction for each student on how to use the resource for research and class assignments. Write the students' names and what you showed them here.

Week 9: Search the library catalog for books with five different students. Make sure to show the students how to limit the search by campus location (for example: Heidelberg). Write the students' names and what you showed them here.

Week 10: Make sure all books are shelved and in the correct location. Tell us how re-shelving has been going. Have there been any issues? Do you have any questions on the re-shelving process?

Week 11: What topics are students at your campus location researching? Are students finding library materials on these topics? Are there any areas of study that need more library materials?

Week 12: Wrap-Up Week: 1. Did any books need to be cataloged? If yes, have you affixed the library barcode and call number to each book? Report on the status of uncataloged books. 2. Remind students to return library books to the library. 3. Re-shelve all books

Week 13: What was it like being an international library student worker? Is there anything we can improve upon or do to help your experience run more smoothly? Please let us know about your experience below:

APPENDIX D. Sample quiz completed by student workers while working overseas.

1. Locate three ebooks on propaganda used by Germany during World War II.
2. How do you cite an "advanced online publication" in APA?
3. Locate a Pepperdine resource that will help students cite online images in Chicago Style.
4. Which Pepperdine database contains videos of counseling sessions?
5. A student needs the chapter titled "Citizenship, conversion, and representation: Moritz Oppenheim's Return of the volunteer" from the book titled *Cultural studies of modern Germany: History, representation, and nationhood* by Russell Berman. Is it possible to get the student this chapter? If so, describe the process.
6. Can the library provide Harvard Business School case studies to students?
7. Locate three books about Germany that are written in the German language and available as eBooks.
8. A student wants to contact the reference librarian in charge of history sources. Which librarian should they contact? What options do he or she have for obtaining assistance with subject specialists since they are overseas?
9. A student needs scholarly history articles in the German language. Which database should he or she consult? Describe the process of limiting the articles to German.
10. A student needs literary criticism of Goethe in German. Which database should he or she use? Describe the process of limiting articles to German.
11. You discover that Pepperdine has very few full text literary and historical articles in German. Can students obtain the full text of these articles? Describe the process.