

# Sharing Spaces and Students



Employing  
Students  
in Collaborative  
Partnerships

*Holly A. Jackson*

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Partnerships*

By Holly A. Jackson

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*To Jill—you poetic, noble land mermaid. You're the best partner a girl could ever have and a top-notch Writing Center director.*

*To Kristin, Juliana, Tabii, Erin, and Le'ajaa—the greatest peer research consultants a supervisor could have. Thanks for making this job the best ever.*

*And to Sue, Mandy, David, Pat, and Scott—thanks for all of your guidance and support of these partnership shenanigans. I'm a lucky woman to have such amazing supervisors.*





# Introduction

*“The best partnerships aren’t dependent on a mere common goal but on a shared path of equality, desire, and no small amount of passion.”*

– Sarah MacLean

I find it rather fascinating how much libraries have grown and evolved in recent years, from focusing on collections to an increased emphasis on community space to the inclusion of maker spaces, academic success centers, learning commons, and other areas within the physical library space. Especially in academia, the partnerships in which the library participates often involve the use of library space in some regard, whether the partners are already in the library, move into the library, or spend time in the library for the partnership.

## Why this Book?

When we began putting together our partnership at Wright State University, I scoured the internet and our databases to try to find any and all resources on library/writing center partnerships and was pretty disappointed to find that there wasn’t quite the wealth of information that I expected. I knew that we certainly weren’t the only school partnering with the Writing Center, but I couldn’t find as much information as I had hoped. With that in mind, I ran a national survey to find out more information. After looking at the results, there was a large percentage of survey participants who indicated that there was a need for more training and planning/communication in a library/writing center partnership.<sup>1</sup>

Once we created and employed “peer research consultants,” it seemed like an appropriate time to begin compiling information on how to plan, train, and assess students working in this type of partnership. And with 65 percent of survey respondents indicating that they do not have strategic goals planned for their partnership, I thought that a section on annual goals was also necessary.

Though my experience is more directly tied with a partnership between a writing center and a library, I firmly believe that the observations from the partnership I was involved in at Wright State University are applicable to most other partnerships that a library can participate in. Along with this experience, I’m thrilled to share case studies from twelve other colleges and universities. These case studies examine partnerships with academic departments, writing centers, technology services and information technology (IT) departments, as well as first-year experience and peer-learning departments. In this

book, you'll find my research and experiences with planning, goal setting, training, and assessing student employees to work in a multi-department position, along with case studies and examples from some wonderful fellow collaborative librarians. Learn more about them in the "About the Case Study Authors" section.

## How to Use this Book

I'll be the first to admit that the formatting of this book isn't quite like most books that I've used. Here's how I've organized each chapter:

- Themed sections: These help narrow down more specific areas within the larger theme of the chapter.
  - Each section starts off with background information.
  - Then you'll find prompts to help you brainstorm what you would need to do this part of the process at your institution. If this is your personal copy, feel free to write some notes! If it's not your personal copy, feel free to copy these pages or jot down the questions to think about later.
  - More specific examples from some of our case study authors, if available for that section.
- Case studies: These come from some amazing librarians, as well as some equally amazing library partners (a Director of Academic Success and two Writing Center Directors). Each individual or group has shared more information about their collaboration for at least one chapter each.

In a nutshell, this book is part how-to/background, part prompts to get you thinking about your own institution, and part collection of case studies. Use it in whatever way works best for you.



## CHAPTER 1

# The Importance of Partnerships

*“You’re my equal. And as much as that means we have each other’s backs in public, it also means that we grant each other the gift of honesty—of truth.”*

Sarah J. Maas, *A Court of Wings and Ruin*

### **In this chapter, you will find:**

- I. Themed sections on
  - the history of library partnerships,
  - the recent growth of learning commons, and
  - issues affecting partnerships,along with a prompt to help you with determining the important parts of your own potential partnership.
- II. A case study from Wright State University exploring potential issues affecting their partnership

## **The History of Library Partnerships**

Libraries tend to be a great example of organizations that work well with others. There are all sorts of partnerships that libraries participate in, whether it is within their organization, with local community groups, with national or international groups, or anyone else, really. Some partners are academic in nature while others are service-oriented. These partnerships could be targeting any group of people, of any age, interest, etc., for example:

- libraries and non-profit organizations
- libraries and food pantries
- libraries and zoos or aquariums

- libraries and other student success organizations
- libraries and government organizations

The list could go on and on. But it is important to note that this history of working with others is a longstanding tradition. The first taxpayer-funded public library in the United States, the Peterborough Town Library in New Hampshire, was a collaborative effort all by itself. “It was possible for a shopper to pick up his mail, his groceries, and his library books before he left the building. The postmaster acted as librarian until 1854, when Miss Susan Gates was appointed specifically to take care of the town library books.”<sup>2</sup> Sharing space with the grocer and post office allowed the three groups to work together to provide services for the town. While there aren’t many libraries today that share space with these groups, the tradition of working with and/or sharing space with others continues.

In the academic library world, we see this frequently—academic librarians liaise with different departments and colleges and often work with other groups on campus, including tutoring centers, career centers, cultural centers, and more. Just among this book’s case study contributors, you’ll find collaborations with writing and tutoring centers, IT (information technology) or Technology Services departments, a Center for Academic Resources, a Digital Strategies Office, a Neighborhood Student Success Collaborative, a Department of Communication Sciences and Disorders, a Peer Learning Office, as well as the Cluster Program at UCLA.

When it comes to library collaborations, the types are essentially endless; if a group engages the community, they’re eligible partners for a library collaboration. Looking at previous literature on partnerships, particularly among student support groups and libraries in academia, one will generally find that these relationships should focus on communication, teamwork, feedback, understanding of one another, documentation, and training.<sup>3</sup>

## The Recent Growth of Learning Commons

In recent years, collaborative spaces like learning commons have become more prevalent within academic libraries and can provide models for other institutions on how to organize and run collaborative efforts. Learning commons are perhaps one of the most common changes academic libraries are making.

As budgets are flat or decreasing and space is becoming increasingly valuable on campus, many libraries are sharing their space with others. Information commons are evolving into “learning commons.”<sup>4</sup> The primary difference between information commons and learning commons appears to be that information commons are more focused on students’ access to different types of information, while learning commons put more emphasis on student success in general. Forrest and Halbert suggest that this name (and focus) change is “perhaps indicative of a new emphasis on the expanded role of the library in supporting successful student outcomes,”<sup>5</sup> which makes a lot of sense since groups typically associated with student success on campus (Tutoring Services, the Writing Center, Career Services, etc.) are some of the groups joining learning commons in libraries.<sup>6</sup> In recent years, with increased focuses on student

recruitment and retention, Forrest and Halbert appear to be spot on in their assessment. Centers, buildings, and even departments bearing the title “Student Success” or something similar have become more commonplace on college and university campuses. Along the lines of an increased emphasis on student success, Gary A. Hunt, former associate dean of libraries at Ohio University, posits that “professional librarians...view themselves as educators with a service philosophy based on meeting the needs of the individual user.”<sup>7</sup> While many reference and instruction librarians do serve the needs of individual users through reference interactions, whether at a desk or an appointment, learning commons take this “service philosophy” to a new level, with a focus on the student population as a whole, or on particular groups of students, rather than the individual.

In any form, a commons set-up allows multiple campus groups to work together to assist the campus community, fostering learning, access to resources, and communication with academic support groups. Some institutions have learning commons as their primary desk available to the campus community, while others have a commons space as a supplement to other available desks.

While not every instance of library collaboration takes place in a learning or information commons setting, they can serve as great examples as you work to set up the details of your collaboration and how students will work within that collaboration.

## Issues Affecting Partnerships

Napier, Parrott, Presley, and Valley have it right when they emphasize that “a gap exists between where instructors would like their students to perform and where those students actually are.”<sup>8</sup> This gap is where the root of some issues facing academic library partnerships lie—differences in expectations and outcomes of the partnership, level of involvement of each partner, how to assess the partnership, and who the target audience/client of the partnership is, for example. In 2009, Joan Lippincott said that “few information commons have realized the potential of developing fully collaborative services among unit partners. In collaborative efforts, the units involved would demonstrate that they

- develop *shared* goals;
- engage in joint planning;
- share governance or administration;
- pool expertise to develop new services;
- contribute resources, such as space, staff, or equipment.”<sup>9</sup>

Learning commons have come a long way in the last decade, as you can see from the case studies presented in this text. Libraries and other student support groups on campus are pooling their expertise, sharing resources, and beginning to develop those shared goals and planning necessary to truly be collaborative. However, these are still important areas to focus on for the development and growth of partnerships and can help address that gap between faculty expectations and student performance.

Along with this gap in expectations and concerns about partnerships not being truly collaborative, Barbara Cozza and Patrick Blessinger reflect that “the main obstacles for

partnerships often show that there are unequal power relations, institutional tensions, conflicts of interest, bureaucratic constraints, poor planning and implementation, and lack of ongoing evaluation process.”<sup>10</sup> Having buy-in at the departmental and institutional levels is critical.

In the case study following this chapter’s prompt, you’ll read more about Wright State’s experiences with forming their partnership and navigating challenges, but the four biggest factors they found impacting success were

1. time
2. space
3. people
4. funding

With time, you’ll want to consider each partner’s time commitment to the partnership (including joint hours, research needed, preparation time, marketing time, and more), the timing required by or allotted to the clients/patrons, time for training those involved and more. Spaces are important too—planning spaces, shared spaces, meeting spaces, training spaces, etc. Who are the people involved? Partners? Patrons? Supporters? Promoters? And who is funding everything? What funds are needed? This chapter’s prompt will have you reflecting on these areas.



## PROMPT

**Who** are the groups/people that you want to bring together in this partnership?

**What** will you need for this partnership to begin?

*Could include resources, training, funding, more people, etc.*

**When** should this partnership go live? What is your target start date?

**Where** will this partnership take place? In one of the partners' spaces? Multiple locations? Online? Somewhere new?

**Why** do you need/want this partnership? What thought has gone into the needs for this partnership to exist?

**How** much time will you specifically have to spend working on this partnership? Does this fit into your current workload? Are there any adjustments you'll need to make?

Are there any oppositions, challenges, or other considerations that you'll need to address before you can move forward with the partnership? How will you tackle these roadblocks?

Use the rest of this space to brainstorm any questions that YOU have about this potential partnership and that you need to ask of others before making this partnership a reality.

## CASE STUDY

### *Wright State University*

by Holly A. Jackson

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#### **Creating a New Partnership with the Writing Center at Wright State University**

When I was a student, my very first on-campus job at Wright State University was in the Writing Center as a tutor. Years later, when I returned to my alma mater as a librarian, I was excited to learn that part of my responsibilities would be to partner with the Writing Center. It was thrilling to bring everyone together to plot out what this partnership would look like—our Writing Center director and graduate assistant, as well as my supervisor (the head of our department), were involved from the very beginning.

Throughout the process, we learned that there were several considerations impacting our potential success:

1. time
2. space
3. people
4. funding

#### **Consideration 1: Time**

##### *Hours of Operation*

That first semester, we were able to put a librarian in the Writing Center (alternating shifts, of course) for four hours a day, four days a week (Monday through Thursday, 11:00 a.m. to 3:00 p.m.). Things went well and we had sixty-seven sessions recorded that semester.

Moving into our second semester, we increased our hours to five hours a day, four days a week (still Monday through Thursday), and alternated so that we had morning hours two days a week (Tuesday and Wednesday, 10:00 a.m. to 3:00 p.m.) and evening hours the other two days (Monday and Thursday, 12:00 p.m. to 5:00 p.m.). We expanded our hours around midterms and finals to 10 a.m. to 5 p.m., Monday through Thursday, to offer more availability. We decided not to have hours the first week of the semester and instead spent time in each staff meeting (there were three held weekly to accommodate the different schedules of the writing coaches), introducing ourselves and getting to know the coaches. We ended up having two weeks without hours in the Writing Center that semester but still had sixty-four sessions.

For the next three semesters, we were able to expand to eight hours a day, Monday through Thursday, with the help of newly formed peer research consultants (student employees trained in the ways of both the library and writing center): 10:00 a.m. to 6:00 p.m. That second fall we had 158 sessions and there were 110 in the spring,

doubling our first-year numbers. That third fall, we had 101 sessions, which wasn't surprising as we had lower enrollment in the university and other factors impacting student attendance.

Every time we took a look at our hours for the first year, we had to make sure that we could afford to have librarians cover shifts in the Writing Center and still have our other primary service points in the library covered. To help alleviate the stretch of having another service point, our librarians took over the online chat service coverage while they were at the Writing Center, putting up an away message if they couldn't cover the chat during a session so that people working at the Information Desk in the library could pick up those chats. It worked, but it stretched everyone a bit too thin, which is why we looked at hiring students to fill our needs at the Writing Center service point.

The second and third years were less of a concern for librarians as most of the Writing Center hours were covered by students. We still had librarians come in for one shift a week or so in the second year, but by the third year, we relied completely on students, with the exception of two small shifts that I picked up where our student employees weren't available to work, allowing all of our other librarians to focus on other responsibilities.

### ***Time Commitment***

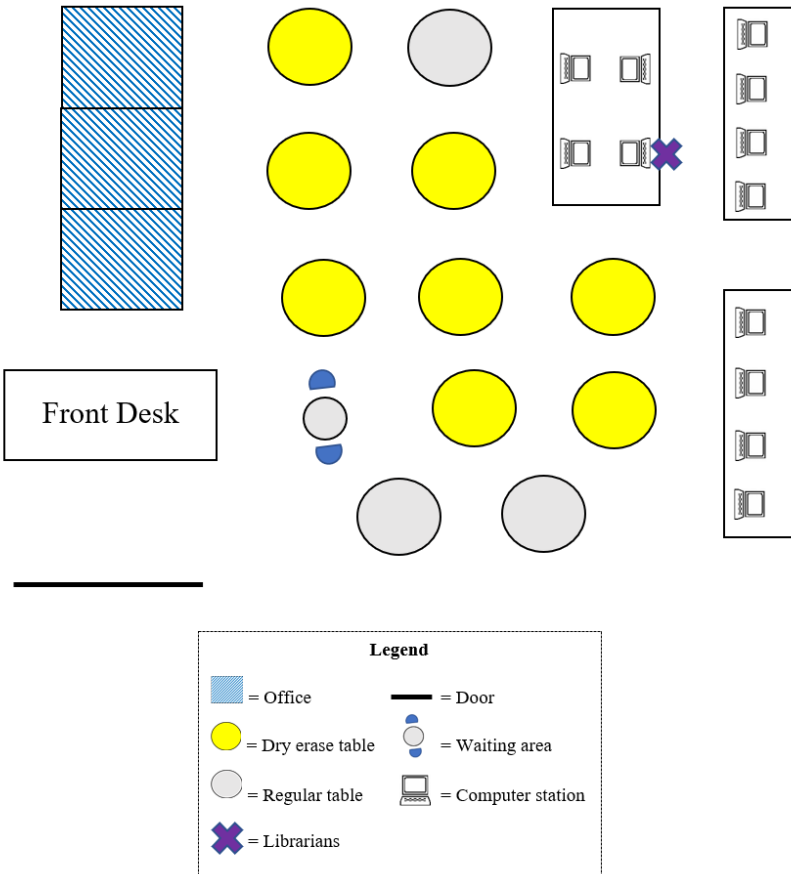
Timing considerations in any partnership should also account for the time you'll spend doing everything else related to the needs of involved groups—designing materials to use to promote the partnership, hiring and training necessary students and/or involved staff and faculty, assessing the partnership and the services offered, and anything else required.

On top of any hours spent working at the service point(s) for the partnership, I was the primary person responsible for the partnership on the library end of things, so it was my job to report on the successes and failures, design and execute promotional signs and materials, design and run assessments like surveys of Writing Center clients and coaches, hire and train the students involved, and anything else that needed to be done.

Thankfully, I didn't have to do it completely alone. The director of the Writing Center was my true partner in that they helped keep an eye on the students as they worked independently in the Writing Center, contributed to training and promotional materials, spread the word about the partnership, and met with me regularly so that we both had a say in how things were done. Our meetings added to time commitments for the partnership and shouldn't be overlooked in the overall scheme of how things should work in a partnership.

### **Consideration 2: Space**

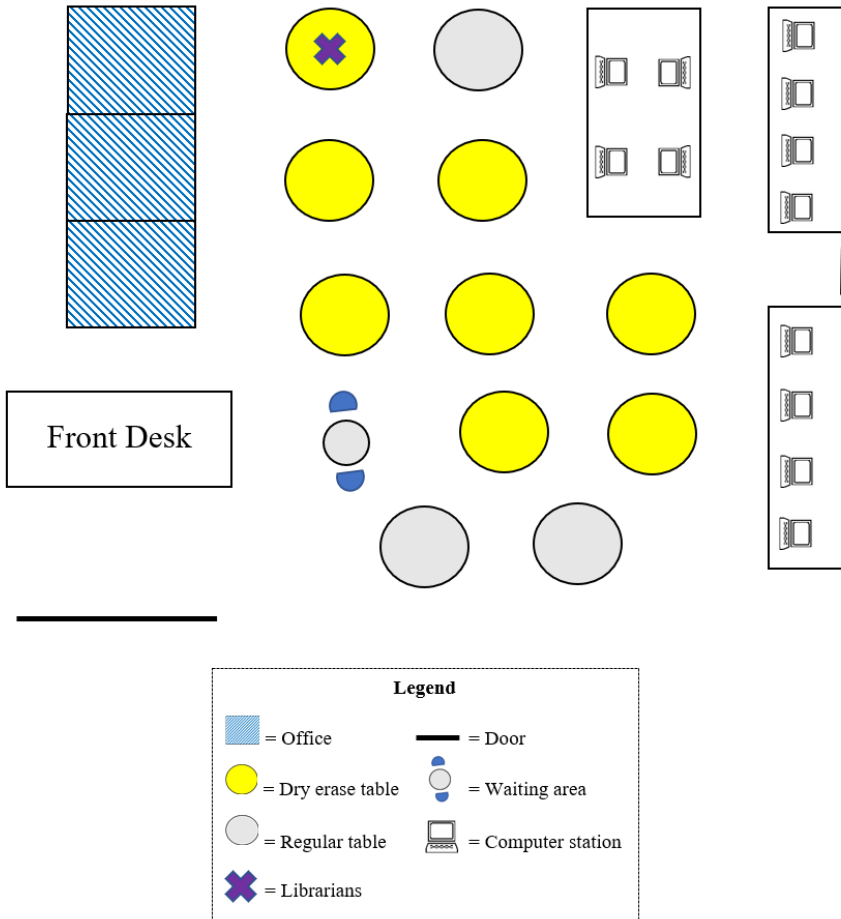
That first fall semester, we sat at a computer in the Writing Center, in the middle of the space (figure 1). While it seemed like that would be a good place, and we had signage, I believe that people felt we were simply working on that computer and were not there to assist. It was an issue but not an insurmountable one. While we were in the Writing Center, the librarian-on-duty was also responsible for responding to the library's chat service, which did not help with the image that we might simply be working on the computer at times.



**FIGURE 1**

The librarian sat at a computer in the Writing Center in the middle of the space.

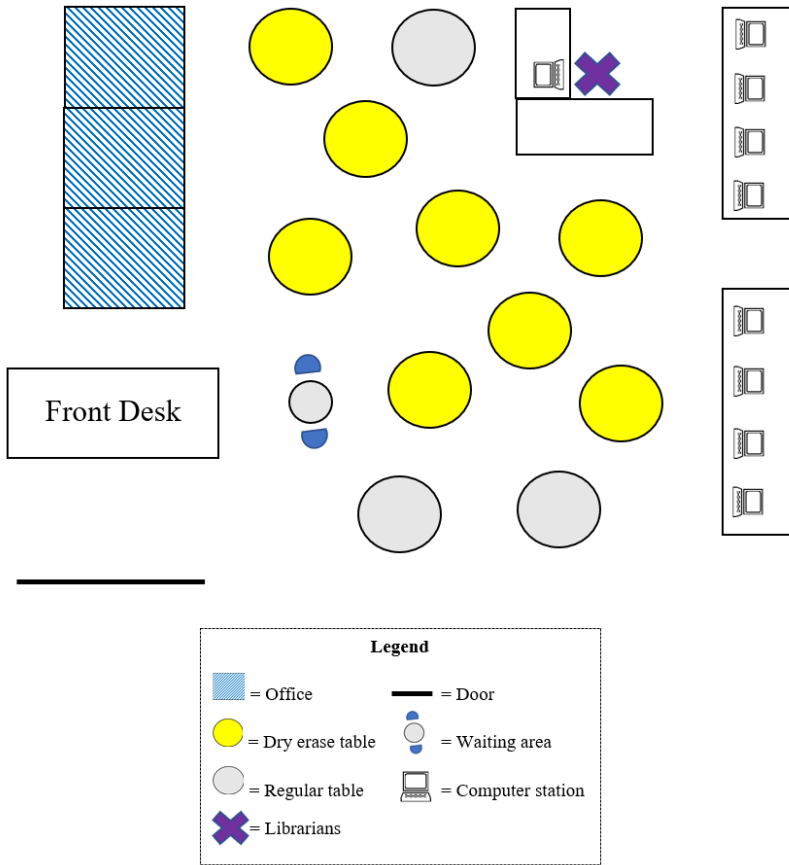
The following semester, we tried a different position in the Writing Center. With permission, we were able to get a laptop to use at a table toward the back of the room (figure 2). We also ordered a tablecloth to hang over the table to distinguish it from the other tables available in the Writing Center. This made us stand out a bit more, but since we were in the back of the room, it still wasn't quite enough to be noticeable to everyone in the center. On top of that, our previous position allowed us to listen in on conversations around the Writing Center, offering the opportunity for us to reach out to initiate conversations if needed. In the back of the room, we were not able to hear as much as we could in that previous position. And while the laptop set us apart from the regular computer stations, it presented other issues as it wasn't directly connected to the campus network for things like sending documents to the printer or avoiding excessive logins that we do not typically have to use while on campus computers.



**FIGURE 2**

Using a laptop at a table toward the back of the room.

With that in mind, the Writing Center director, graduate student assistant, and I worked to develop a distinctive space for us to meet with people in the Writing Center over the summer (figure 3). What we ended up doing was removing the center bank of computers, where we had originally sat the previous fall, and repurposing those tables and one of the computers to become a dedicated “Research Corner” in the Writing Center. We bought a new table runner to display at the front of the space and added in a bookshelf and a poster and suddenly it looked like we had a mini office space where we could meet with anyone in the Writing Center. Though we were still toward the back of the room, the new space was visible from all entrances, was an obvious space for students to come visit if they needed help, and relieved some of the issues present when we were using the laptop.



**FIGURE 3**  
 Repurposed tables and computers to become a dedicated “Research Corner” in the Writing Center.

This location ended up being the best format for both those working at the Research Corner and those visiting it.

The other useful part of being located in the Writing Center is that the Writing Center shared a space with the Math Learning Center and Tutoring Services, so if any of their students had research-based questions, they could easily come into the Writing Center to ask questions during the hours that staff were available at the “Research Corner,” as the library’s space began to be called in our second year.

**Consideration 3: People**

It hopefully comes as no surprise that the people involved in a working relationship are also major contributors to the success, or lack thereof, of the partnership. In our case we had

1. myself, the humanities librarian and Writing Center liaison;
2. the Writing Center director and graduate student assistant;
3. other librarians, primarily the three who completed regular hours in the Writing Center (our business librarian, engineering/performing arts librarian, and first-year experience librarian), as well as the head of instruction and research services and associate university librarian for public services;
4. Writing Center coaches; and
5. clients who visit the Writing Center.

It also included our nursing and math and science librarians who occasionally filled in for a shift and the other heads of the Academic Success Center (the director of the Math Learning Center and the director of tutoring services especially), who were made aware of our services and who we hoped would encourage students to come ask research-related questions if they needed help.

### **Consideration 4: Funding**

With libraries in general dealing with flat or declining budgets, funding is definitely one of the top considerations when it comes to creating and maintaining partnerships. At Wright State, we developed a Memorandum of Understanding (figure 4) that had us sharing the cost of our joint student employees 50/50. It's a short document but covers the basics (including up to two weeks for training in the summer, though we typically covered everything in one week):

#### **Memorandum of Understanding Between the Wright State University Libraries and University Writing Center for Collaborative Partnership Hiring**

With regard to hiring a student research assistant to work in both areas:

- a. The University Libraries and University Writing Center will split the student's pay 50/50: \$10 per hour for 15–20 hours a week including 2 weeks of training in the summer, with 15 weeks of employment in each of the fall and spring semesters;
- b. the Writing Center Librarian Liaison will supervise the student and facilitate training;
- c. the student will spend approximately 75% of their time in the WC and 25% of their time in the UL; and
- d. both the UL and WC will have staff available to assist the student during their shifts, though the student will be independent in their work as much as possible.

**FIGURE 4**  
Wright State's Memorandum of Understanding

Both the university librarian and director of the Writing Center signed this document.

Outside of the expense of hiring student employees, there weren't too many costs associated with the partnership—printing some business cards with our hours, the occasional sign, the tablecloth, and a few promotional materials are the bulk of any other associated costs.

To promote the partnership at various tabling events across campus (Fall Fest and April Craze, our fall and spring organizational fair events, as well as other events like Academic Integrity Week, where the Writing Center director and I shared a table to talk about our respective and shared services), we decided to offer some sort of giveaway item that fit with both of our services. We settled on a Post-it Note/business card holder that contained little Post-it Notes and Flags that were great for research and writing. We put our joint business card in the holder and they were really popular with students.

## CHAPTER 2

# Annual Goals

*“You have to set goals that are almost out of reach. If you set a goal that is attainable without much work or thought, you are stuck with something below your true talent and potential.”*

– Steve Garvey

### **In this chapter, you will find:**

I. Themed sections on

- the importance of goal setting,
- things to think about with annual goal setting, and
- getting started with your goals,

complete with examples from different institutions and prompts to help you reflect on your own needs.

II. Case studies from

- Michigan State University,
- Pennsylvania State University, University Park, and
- Wright State University.

## **The Importance of Goal Setting**

One of the first things that should be done when creating a partnership is to create goals that will be accomplished through the partnership. These goals should not just deal with one group more than the other or focus on the overlapping goals that the two (or more) partnering groups have already but should be newly created joint goals that are measurable in some way.<sup>11</sup> Unfortunately, this doesn't always happen. When I surveyed librarians, writing center staff, and tutoring staff in 2016, only 35 percent of respondents said that they had strategic goals. However, when asked what those strategic goals were, there were responses like, “I'd like the WC to regain its space in the library,” “tension over territory and physical space,” and “I would like to move to a

commons approach where tutors and librarians exist side-by-side in the same space,” which aren’t shared strategic goals but rather things that the respondents would like to see happen. If shared goals have not been established, it can be incredibly difficult to determine how student employees would function in collaborative positions. What needs would these positions fill? How would such a position be assessed? What duties would be best suited for such a role? Setting shared goals, both annually and perpetually can help answer these questions.

It can be easy to get bogged down with creating these joint goals. With everything else that takes place in creating a partnership and a student position to work in that partnership, this is something that can be overlooked or a step where not as much time is spent. Before you get too far in the process, though, make sure you do establish a set of guiding strategic goals.

There are several models that can help you design your goals, like the popular SMART model, where a goal needs to be

- specific
- measurable
- attainable
- realistic
- time-bound<sup>12</sup>

Basically, a goal shouldn’t just state what you want to happen; it should be a mini-plan of some sort.



## PROMPT

What goals does your library/department have for the partnership?

What goals do your partner(s) have for the partnership?

What joint goals do you all have for the students working in this partnership?

How will you share these goals? Will they be posted anywhere? Written down? Put online?

How will you know if you've succeeded in meeting these goals? How can you keep track of these successes? How will you promote them?

## Things to Think About with Annual Goal Setting

- Your strategic plan (the library's, the institution's, anyone else's that is relevant to your partnership)
- What your student employees will be doing and the things that you will need from them as a part of the partnership
- What would benefit your student employees from the partnership and skills/knowledge you want them to gain from this experience

At the heart of things, these three areas are going to be important. What do you want from the students? What will they need from you? And how does the work of this position fit in with the overarching goals and needs of the institution?

### *The Strategic Plan(s)*

For strategic plans, there has been a lengthy process to come up with the details of the plan, and so any relevant connections that you make to such a plan are likely to be supported. Not only that, your strategic plan connections will show how you are working to support the plan and the institution. Not every library or institution has its own strategic plan, but many do, so I would highly recommend taking a look at where your collaboration and this new potential position fit in with the plan. From my experience, I can tell you that many strategic plans in higher education have sections that focus on collaborating with other units across campus for student success. That alone has direct ties to your work in creating student positions that are grown from these collaborative efforts.

## ***What You Need***

What you need from the students is usually pretty obvious—students who will have the time and training to represent the needs that you and your partners have for the partnership (and to help the partnership work the most efficiently and effectively). But what that looks like depends on the partnership:

- Will the students be working at a desk?
- Will they be in one location or split time between multiple locations?
- Will they require specialized training for the position?
- Will they be expected to collect data and enter it into a specific system (e.g., LibAnswers, Google Forms, TutorTrac, or any other number of options)?
- Will they be expected to write any reports, articles, or other relevant documentation for the position?
- Will they be doing customer service work? Research? Other things?

Addressing these questions and really reflecting on the position will help you figure out exactly what you need from the students for this position.

## ***What the Student Needs***

If I had to argue for extra emphasis on one of these three areas, it would be for what the student needs. It's easy to get lost in the strategic plans and our own needs for student employees, but we can't lose focus on the fact that they're *students* and that they're here to learn and grow and to take those experiences with them into the workforce upon graduation.

In particular, I've found Beth Hoag and Sarah Sagmoen's "Recommendations for Implementing a Student-Centered Employment Program" to be really great. Their seven recommendations are to do the following:

1. "Put students first.
2. Find the right people.
3. Identify competencies and outcomes.
4. Develop clear policies and procedures.
5. Provide opportunity for continued learning and advancement.
6. Build a team atmosphere.
7. Create a cycle of assessment and evaluation."<sup>13</sup>

They really hit the nail on the head, though, that putting students first is key to a student-centered employment program. When you're having students represent your partnerships, they should be the focus: what do they need to successfully represent the partnership and to grow from their experiences with you?



## PROMPT

How will your student employee contribute toward the library meeting its strategic plan? What parts of the plan align with your student position?

What will you need from your student employees? Is it the same as your partners? If not, what do you each need independently and/or jointly? How can you help them reach those goals? Will they need any special resources or training or space?

What goals will the students have in this role? Will you be working with them to create these goals or will they be pre-determined before you hire the student(s)? Are these goals transferable to the students' coursework and future career; if so, how, and if not, is that worth considering?

## Getting Started with Your Goals

Sitting down to put together your goals can be a bit intimidating, but it doesn't have to be terrible. Here are some tips I'd recommend as you get started:

### *1. Start Small, But Plan Ahead*

It's really important to be reasonable in your first semester or year expectations but to keep your long-term/big-picture goals in mind. You can always include a few long-term goals, but don't get in too deep as you're figuring things out.

### *2. Align*

Align with your strategic plan(s), your existing outcomes you've planned out, and/or any outcomes from larger organizations, like state or national organizations.

### ***3. Include Everyone***

Make sure that all partners have an equal say in things—that you’re balancing your ideas with theirs. Also, include your students when you can; it will help make sure that everyone has a voice and an active part.

### ***4. Don’t Be Afraid to Draft***

You don’t have to have a perfect list of goals produced all in one shot. You can take some time and draft things out, getting feedback throughout the process. It’s also okay to amend goals as you go along.

### ***5. Compare with Others***

Take a look at what some of your peers—or even just other departments across campus—are doing with their goals. Looking at other examples can help you determine what you’d like to include so that you’re not just starting from scratch.

### ***6. Be Prepared to Change your Goals***

As you go along through the first semester and first year of the program, you’ll find that there will be things you’re changing and that your goals may need to be updated as a result. This is totally okay.

### ***7. Make your Goals Easy to Access***

It seems obvious, but if you’re keeping your goals on a word document on your computer or written out in a notebook, they’re not doing anyone any good. Make sure that everyone has access to your goals and knows what they are!

**EXAMPLE**

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***Pennsylvania State University, University Park****by Hailley Fargo, Claire Salvati, and Karen-Elizabeth Moroski*

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**Visions for The Search Bar*****Priorities and Topics of Conversation, Summer 2017***

1. Hiring practices
  - a. Multiple ways for students to “check in” for their shift. Should it all be the same? What about the new HR portal?
  - b. For writing tutors and tech tutors, do we want to have a new position for The Search Bar?
2. Training
  - a. Peer research consultants should be trained by a combination of Writing Center pedagogy and library and information science literature.
  - b. Wouldn't it be great to do cross-training sessions with multiple tutors?
  - c. Find opportunities for cultural competency training (Writing Center tutors already doing this, need to find ways to add the other tutors).
  - d. Future: create a credit-bearing class to train peer research consultants.
3. Shared assessment: how are we going to tell the story of The Search Bar?
  - a. Leverage expertise of libraries' Assessment department.
  - b. Create a shared intake survey, with input from Writing Center and libraries (tech tutors forthcoming).
  - c. Follow up survey, too, to gather more information.
  - d. IRB?
4. Cohort building
  - a. Shared staff meetings (and potentially training)
  - b. Shared expectations
  - c. Have tutors observe other tutors working with students (so each group better understands what the other service does).
5. Other questions
  - a. What's the tone we want to set in The Search Bar?
  - b. What changes will we make to the space to help make the space usable and welcoming for students?

**CASE STUDY**

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*Michigan State University**by Emilia Marcyk*

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**Goals Alignment**

The Peer Research Assistant program at Michigan State University grew out of campus initiative to bring more student services to the residence halls, where students already live, eat, and work. Clusters of residence halls are organized into five neighborhoods, with a central student services hub at the center of each neighborhood called an Engagement Center. Student services based out of the Engagement Centers are diverse and fall into four major areas: academic, health and wellness, intercultural, and residential. The program is administered by a central Neighborhood Student Success Collaborative (NSSC) as well as Engagement Center directors and staff.

The Peer Research Assistant (PRA) program falls within the area of academic development. Of the stated goals of the Neighborhood system, the PRA program most directly helps students through the following:

- Goal 1: Develop and practice the perspectives, motivations, and skills that promote academic success.
- Goal 2: Become active and engaged learners.
- Goal 3: Become both independent and interdependent learners.

The Peer Research Assistant program goals reflect and complement the Neighborhood Student Success Collaborative goals. The following goals are given to the Peer Research Assistants at the beginning of each year and are shared with Engagement Center partners:

- Help other students successfully find the information they need for a variety of papers and projects (Goal 1, Goal 2).
- Assist students as they develop skills and habits of mind necessary for academic research (Goal 1, Goal 2).
- Build effective collaborations with other Engagement Center services, including the Writing Center and Help Rooms (Goal 3).
- Act as ambassadors for the library within the Engagement Centers, and connect students to library resources, services, and people (Goal 1, Goal 2, Goal 3).

Ensuring that PRA goals align with Neighborhood Student Success Collaborative goals has been useful for talking with potential partners who also align with NSSC goals. However, it proved less useful for gaining widespread buy-in from the NSSC itself for a variety of institutional reasons. Instead, the PRA coordinator focused her efforts on building strong collaborations with individual programs, like the Writing Center, with much more success.

## PRA/Writing Center Goals Alignment

Peer Research Assistant Goal	Corresponding Writing Center Goal(s)
Help other students successfully find the information they need for a variety of papers and projects.	<ul style="list-style-type: none"> <li>• Working with and developing multiple literacies</li> </ul>
Assist students as they develop skills and habits of mind necessary for academic research.	<ul style="list-style-type: none"> <li>• Supporting interdisciplinary methods of thinking, writing, and researching</li> <li>• Promoting diverse understandings of writing and the disciplines in which they are situated</li> <li>• Utilizing new technologies in pedagogically responsible ways</li> </ul>
Build effective collaborations with other Engagement Center services, including the Writing Center and Help Rooms.	<ul style="list-style-type: none"> <li>• Encouraging and facilitating collaboration</li> </ul>
Act as ambassadors for the library within the Engagement Centers, and connect students to library resources, services, and people.	<ul style="list-style-type: none"> <li>• Promoting diverse understandings of writing and the disciplines in which they are situated</li> <li>• Encouraging and facilitating collaboration</li> </ul>

Source: <http://writing.msu.edu/about/>

By finding commonalities between PRA goals and Writing Center goals, the PRA coordinator made a strong case for increasing collaboration between the two programs. Support and buy-in from the Writing Center allowed the PRA program to continue to grow.

## Collaboration with the Writing Center

Close collaboration began with the Writing Center in 2016 with the hiring of a new assistant director. Prior to 2016, Writing Center consultants and peer research assistants shared space in the Engagement Centers but had very little understanding of the kinds of help provided by the other service. Referrals between consultants and PRAs were rare, and PRAs reported ongoing confusion from consultants about their purpose in the Engagement Centers.

Initial cross-training efforts were one-sided. The peer research assistant coordinator visited consultant training sessions two times during the 2016–2017 academic year, with short presentations focused on the role of the PRAs in addition to other services provided by the library. The PRAs themselves were not present during these meetings. Based on questions asked during both meetings, it became clear that consultants were confused about what kind of help PRAs could provide and did not understand why a student would benefit from seeking help from a PRA or a librarian.

Before the 2017–2018 academic year, the assistant director of the Writing Center and the peer research assistant coordinator met to craft a new approach. PRAs and consultants would attend a one-hour joint training session at the beginning of the semester. Instead of just talking about the PRA program, mixed tables of PRAs and consultants

looked at a variety of example questions and brainstormed which service would be most helpful to a student with that question. This helped the PRAs and consultants articulate the line between writing and research help but also see how those kinds of help are interconnected and complementary.

The questions were designed by the Writing Center coordinators, who are typically graduate assistants responsible for ongoing Writing Center training. It was beneficial to see what questions were common from the Writing Center's perspective. Since they are more established in the Engagement Centers, and regularly see many more patrons during the semester, they have a better sense of common questions that blur the line between writing and research help.

Though short, the training session has had an ongoing positive impact on both programs. The two groups reported feeling more like colleagues and felt more comfortable making referrals between programs to better serve patrons. Peer research assistants reported feeling empowered to jump in when they overheard questions about the library or research coming out of Writing Center appointments and that this kind of collaboration was welcomed. In essence, the joint training session enabled the programs to transition from just sharing a space to building a collaborative service. The training meeting was repeated before the 2018–2019 academic year, though it is too early to assess its continued impact.

As a part of the joint training, the Writing Center assistant director offered to include PRAs on the Writing Center's appointment system, WOnline. This allows patrons to find available PRAs and schedule half-hour appointments for research help. While there was some initial confusion (some students made appointments with PRAs that were really meant for the Writing Center), the appointment system has been immensely beneficial to the PRA program. The number of patron interactions nearly doubled in 2017–2018 over any previous year.

**CASE STUDY**

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***Pennsylvania State University, University Park****by Hailley Fargo, Claire Salvati, and Karen-Elizabeth Moroski*

Along with negotiating best practices and institutional traditions, we wanted to focus on the vision for The Search Bar. Vision work in higher education is fraught with complications even in the most streamlined processes—in a project that intertwines multiple departments, again the questions emerge: What is “the beginning”? And what’s next, after the beginning? In summer 2017, in preparation for The Search Bar to open, we were asked to communicate our vision to higher-level administrators. We had hoped to solidify this vision before opening the space in order to be intentional and set the tone for the tutors and their peers. In this solidified vision, we would have solved the problems of hiring, cohort building, and common training. However, because The Search Bar was part of a larger Penn State Libraries service model change, we lacked control over the project’s timeline. The service model change was a major shift in how student employees worked within the library, and this shift took place more quickly than expected. When the libraries became ready to implement changes, The Search Bar had to accommodate those changes and the student employees affected by them. Opening within the first two weeks of the fall semester was earlier than we had anticipated, but we did our best to make this new service operational.

In trying to keep The Search Bar running, and to do the work required in our job responsibilities, we found it difficult to discuss a revised vision as well as find the mental headspace and resources to implement it. Additionally, we feel strongly that no major changes to the space and function of The Search Bar should be made in the middle of an academic year. Even when changes are decided on, the size of a large research university necessitates bringing in more collaborators to ensure follow-through on a change: marketing departments, human resources, assessment department, facilities, etc. Having so many university units involved in a change requires constant vigilance in passing on the mission and vision of The Search Bar so everyone can be on the same page moving forward. The inclusion of multiple stakeholders could also mean that the vision of The Search Bar lags, since input from these various stakeholders influences and shapes the direction of the service.

Despite these challenges, one emergent result of the complex partnerships involved in supporting The Search Bar continues to be a strengthened sense of shared goals, resources, and communication among collaborators who really do have the same core interest: providing students with the resources they need to succeed. Though not all partners in the collaboration are in consistent agreement or on identical timelines, these partnerships are nonetheless generative and positive. The opportunity to explore myriad viewpoints and negotiate (and sometimes compromise) on plans for The Search Bar has strengthened Penn State University’s approach to student support services overall: we now know each other better, have found successes and challenges in our partnerships, and are excited to continue this important work.

We think that as we move forward with The Search Bar, we can actualize our vision to have all three tutors on shift employ shared pedagogy when working with students. We, as collaborators, are pushed forward by our shared belief that The Search Bar can be a place where students learn together, share together, and are empowered/can be empowered by one another. After our first full year of collaboration, we better understand that the question we must ask can't be "What is the beginning?" as the work has already begun. Now, we must ask, "What's the process?" and embrace the forms it takes as we navigate complex relationships with our collaborators, our tutors, and our students. While the implementation of The Search Bar was not what we had anticipated in the summer of 2017, what we hope to achieve with this student-centered space and suite of services may yet come to fruition.

## CASE STUDY

### *Wright State University*

by Holly A. Jackson

At Wright State, we kept our goals fairly simple and consistent with our missions/goals. Paul Laurence Dunbar Library's mission is:

The University Libraries uphold the mission of Wright State University by providing exceptional research services and resources to facilitate faculty and student success and by fostering innovation and life-long learning in our diverse community.<sup>14</sup>

The University Writing Center's mission is:

The mission of the University Writing Center is to help students become more skilled, confident, and independent writers and students.<sup>15</sup>

Somewhere in-between there lies the heart of our partnership. If we had to put it into words, it would look something like "The University Libraries and Writing Center partnership aims to help students become more skilled, confident, and independent researchers, writers, and students by providing exceptional research and writing services and resources to facilitate student success." We never created a separate mission, but the two work well together to highlight the strengths of the partnership and the goals that we had for our student employees as they represented us.

Our students were available to

- provide research assistance to students at any point in the writing process and
- refer students to other student success resources, including the writing coaches, tutoring, librarians, and other available assistance.

Along with the services our students offered to other students, we worked to provide them with training so that they were comfortable in both the library and writing center, understanding the roles and responsibilities of both, as well as training that would benefit the students as they worked toward graduation and entry into their career fields. We wanted them to have some professional development that would help not only in the current position but in the future.

My goals for them included statements that the peer research consultants

- will be able to assist students with their research needs at both the library's Information Desk and the Writing Center's Research Corner;

- will successfully complete the Ohio Reference Excellence and Center for Reading and Learning Association training modules and develop a greater understanding of the place of libraries and writing centers in academia; and
- will develop and grow skills for their careers, including setting goals and planning, handling difficult situations, leadership, communication, and critical thinking.

For the Research Corner, especially as we started, our goals were to increase the number of sessions/people we assisted at the desk and to work together with writing center coaches to provide the best combined services possible. They were simple goals, but great starting places. As we grew our space to become its own desk and include students, we also focused on the goals for the student employees.



## CHAPTER 3

# Hiring Students

*“In most cases being a good boss means hiring talented people and then getting out of their way.”*

– Tina Fey, *Bossypants*

### **In this chapter you will find:**

- I. Themed sections on
  - creating a job description,
  - deciding who pays in the partnership,
  - the student employment contract, and
  - the interview process,

complete with examples from different institutions and prompts to help you reflect on your own needs

- II. Case studies from
  - Pennsylvania State University, Mont Alto
  - Pennsylvania State University, University Park
  - University of San Francisco
  - Wright State University

## **Creating a Job Description**

Creating a new position can come with surprisingly difficult tasks, like writing a job description that adequately conveys the details of the position and its role between the two (or more) departments involved in the partnership, often in a limited space on a form provided by Student Employment.

As you work on creating your job description, you’ll need to consider things like the following:

- The major responsibilities of the position

- Sometimes these are obvious, but if you're creating a new position from scratch, this could take some time. What are the student's regular or daily responsibilities? Are there any major projects that the student will undertake or participate in/contribute to?
- Required skills for the position
  - These can take any number of forms, including but not limited to
    - communication skills
    - computer skills
    - customer service skills
    - laboratory skills
    - teaching skills
    - technical skills
- Other requirements, similar to the skills above
  - education level required
    - Are students from any class acceptable? Or are you looking for upperclassmen or graduate students?
  - certifications required
    - Are any special certifications or training required before the student can be hired? Or if you're looking at a collaboration with another department or academic support unit, check to see if their employees receive any special certification—it might be a great addition to your own program!
  - knowledge required
    - This can include certifications or special knowledge required for the position or fields that the position is within.
  - coursework required
    - Are students expected to have completed any specific courses? Should they have earned a specific grade or fall within a range of acceptable grades?
  - and any physical requirements of the position
    - We have to be conscious of accessibility issues of the positions we create. Could a student in a wheelchair or a deaf or blind student complete all requirements? Or a student with other accessibility concerns? Be sure to think about these sorts of things. Not all accessibility issues can be seen easily on either our end as supervisors or our students' end as employees.

Depending on your institution, you might need to provide more or less detail in these areas, but I've found that these are great starting points as you consider what to put in the job description. These points can also be supplemented in the contract you create for the position.

In *The Fundamentals of Library Supervision*, Third Edition, Beth McNeil emphasizes that “job descriptions should include a job summary, a detailed list of duties and responsibilities, necessary qualifications and skills, and, if pertinent, any physical requirements for the position.... Many position descriptions include the percentage of time devoted to each task as well as an indication of whether the task is essential to the position.”<sup>16</sup> This is also a great starting place combined with the other considerations, especially the percentage of time devoted to each area. With your partnership specifying these details, including that in the job description can help student employees have a better understanding of what's expected of them in the position.

**EXAMPLE**

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**College of Charleston***by Gretchen Scronce and Elena Rodriguez*

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**Peer Staffer Employment Application*****Application for Peer Staffing Employment***

The College of Charleston is an affirmative action/equal opportunity employer and does not discriminate against any individual or group on the basis of gender, sexual orientation, gender identity or expression, age, race, color, religion, national origin, veteran status, genetic information, or disability.

***Information Desk Peer Staff Student Employment in Addlestone Library***

The Information Desk in Addlestone Library seeks College of Charleston students to join our team. The Information Desk, staffed by a combination of librarians, student computing support professionals, and peer staff student employees, is the first stop for students seeking answers to their research and computing questions. Peer staff student employees provide online and in-person first-tier research assistance, computer troubleshooting, and computer lab maintenance.

***Duties***

- Work assigned hours (averaging 10 hours/week) at the Information Desk providing research and student computing support services.
- Troubleshoot student computers, wireless connectivity, My Charleston, Oaks, and password-related issues.
- Maintain computer lab, including refilling paper and changing toner cartridges.
- Assist students in scanning, printing, and lab software.
- Assist students in using library research guides, online catalog, and databases.
- Assist students in finding materials in the stacks and online.
- Record Information Desk transactions.

***Required***

Ability to assist students in conducting library research using the discovery service, online catalog, various research databases, and scholarly internet resources as well as aptitude to assist students with installed lab software, connecting personal mobile devices (laptops, cell phones, tablets, iPads, etc.) to the college's wireless network, and troubleshooting issues in the college's online services gateway and learning management system.

***Preferred***

It is preferred that students have been enrolled at the college for at least two semesters prior to working at the Information Desk.

***Contact Information***

How did you learn about this application?

- SCS Homepage
- Library Homepage
- Cistern Online
- Word of mouth
- Other:

Name: \_\_\_\_\_

Are you a United States Citizen?

- Yes
- No

Do you currently have a Federal Work Study award as part of your financial aid?

- Yes
- No

Permanent Address: \_\_\_\_\_

Local Mailing Address (if different from Permanent Address) \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-mail: \_\_\_\_\_

Class level: (This position is only available to current CofC students)

- Freshman
- Sophomore
- Junior
- Senior

***Your Available Hours***

This position requires employees to assist other students in their research needs as well as answering basic computer questions. List any experience you have below that you believe makes you a good candidate for this position.

If there are any restrictions on your availability (will be gone for Maymester, taking classes during Summer I, etc.), please list them in additional comments

Research Experience: \_\_\_\_\_

Computer Experience: \_\_\_\_\_

Additional comments or other customer service experience: \_\_\_\_\_

**EXAMPLE**

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**Hendrix College***by Janice Weddle, Charnley Conway, and Felipe Pruneda Sentías***Peer Learning Associate 2018**

Please complete this document and return it to Charnley Conway, Assistant Director of Academic Success.

Name: \_\_\_\_\_

On or off campus (circle one)

Contact number \_\_\_\_\_ Is it okay to communicate via text message?  
Y or N

Email address \_\_\_\_\_

Classification SO JR SR

Major \_\_\_\_\_

Do you qualify for Federal Work Study? Yes No Not Sure

Answer the following questions in well-developed paragraphs. Please answer on attached page.

1. What characteristics do you think a PLA should possess in order to be effective?
2. Why do you want to be a PLA?
3. Have you ever attended a peer learning session coordinated by Academic Success?
4. Y or N
5. Are you involved in any clubs/organizations on campus? Y or N If yes, please list other commitments.
6. Please list other course(s) in which you feel you can assist students academically.
7. How confident are you with assisting others
8. For communications purposes, will you be open to chat sessions using Group Me for Academic Success Peer Learning communication?

**Qualifications:**

- Must be currently registered at Hendrix College as a sophomore, junior, or senior
- Must complete a Peer Learning information sheet and become acquainted with the Peer Learning areas (Bailey Library Seminar room, Learning Commons, other areas as assigned)
- Must have obtained a 3.0 GPA or higher for courses you wish to assist

- Must maintain at least a 3.0 or higher cumulative GPA while in your position
- Must be willing to keep accurate, honest, and detailed records to be submitted in a timely manner as specified by the Office of Academic Success
- Must have a high level of patience and a sincere desire to share their academic successes and abilities with their peers

### ***Responsibilities:***

- To respond promptly to requests and adhere to the peer learning schedule
- To make arrangements for absences in a timely manner
- To communicate effectively with peers about their academic needs
- Make at least two visits per semester to professors and/or classroom to notify students and professors of your availability
- To attend training sessions and meetings
- To maintain sign-in sheets with proper documentation for sessions
- To respect confidentiality in all appropriate aspects of peer learning
- To communicate effectively with other associates and the assistant director of Academic Success about tutoring experiences, concerns, and strategies
- To submit timesheets and sign-in sheets on or before the 1st day of each month

### ***Causes for Termination:***

- Excessive cancellations and absences will be addressed by meeting with the assistant director of Academic Success. Communication is key for this position. A second required meeting may result in termination.
- Any breach of confidentiality will result in termination.

Sign and date this page to acknowledge that you have read the qualifications, responsibilities, and grounds for termination.

## **Six Goals of Peer Learning**

A peer learning associate (PLA) is defined as a student involved in a peer teaching and learning relationship that occurs in a structured educational setting. The established environment should be one that provides engaged learning for all students visiting the session.

Your role, relationship, and session comprise the essential components of a successful experience for both you and the student. You should keep in mind the following six goals of peer learning, as they will help you in the overall process. Each goal includes several related tips and recommendations to assist you in your work.

### ***Goal 1: Understand Diversity***

Diversity surrounds us—in the world, our community, in our workplace, and especially on campus. Find out more about what diversity really means and how to create positive relationships with various populations. Students who visit you may have a different

exposure from you—socially, culturally, financially, and academically. Get to know them and why they chose Hendrix.

### ***Goal 2: Follow Your Job Description***

Your role as a PLA can become quite confusing at times. Knowing the limits of your role is important because there are many gray areas as a PLA. You should be able to recognize “out of bounds” situations. If it is not your area of expertise, whether academic or personal, refer the student to the appropriate person and/or office. Pay close attention to your PLA Handbook to assist you, or contact the assistant director of Academic Success as soon as possible. Also, you must be able to say “no,” but say what you can do before addressing the limitations. You will find more about your role and limitations in the handbook.

### ***Goal 3: Promote Academic Independence***

Learn the basics of peer learning, but always encourage students to hold themselves accountable for information they need to know to be successful in the classroom. Encourage them to seek their professor for help, too.

### ***Goal 4: Personalize the Session***

Learning styles and strategies can be very beneficial during peer-learning sessions. Becoming familiar with the various learning styles will allow you to meet more needs of the students you serve during your sessions. Remember that not all students understand and comprehend information in the same manner, so it is helpful to appreciate how and why students learn in particular ways. In this folder, you will find tools to evaluate learning styles and corresponding learning strategies, beginning with an introduction to how learning and memory work.

### ***Goal 5: Provide a Peer Perspective***

Find out how to provide a peer perspective during your session. Do not hesitate to ask other PLAs about their experiences and see what advice they have for new PLAs.

### ***Goal 6: Master the Essential Tools of Learning***

Learn valuable information on time management, memory improvement, lecture note-taking, textbook reading and notetaking, test-taking, and stress management. Not only is this valuable information for you, but your peers can benefit from this material as well. Be sure to share it with them. It is estimated that more than half of the students you assist will be first-year students. Always remember to consider what it was like when you were a first-year student.

**EXAMPLE**

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***Pennsylvania State University, Mont Alto****by Andrea Pritt*

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**Sample Job Description Wording**

“In addition to regular IT duties, student assistants are responsible for supervising the library two weekends a month. In the library, the students will be responsible for helping others with technical problems, along with performing basic library functions.” [Excerpt from IT job description]

“The Mont Alto Campus Library is seeking library student assistants for the 2017–18 academic year. Successful employees will provide assistance in the maintenance and operation of the academic library facility and the duties pertaining thereto, with emphasis on providing additional hours for the library facility to be open. Must be able to work evenings and weekends as assigned.”

**EXAMPLE**

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***Pennsylvania State University, University Park****by Hailley Fargo, Claire Salvati, and Karen-Elizabeth Moroski*

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**Peer Research Consultants**

The Penn State University Libraries seeks undergraduate students as research consultants in the newly created Search Bar. The Search Bar is a consultation center where students can receive peer-to-peer help in research/library resources, writing, and technology. Because learning does not happen in isolation, the Search Bar aims to connect students with resources and provide the space for overlap and collaboration between groups. Our research consultants will be able to help their peers

- choose a topic, narrow down a broad topic, and write a research question;
- find and evaluate different information sources;
- develop research skills;
- navigate and use the Penn State Libraries' website and resources; and
- make referrals to subject librarians and other specialized library departments with expertise that fit the student's research needs.

This nine-month position will require training at the start of this job, followed by continual training, either in assignments completed during a work shift or at our regular (required) staff meetings. When not assisting students in research, Search Bar employees will be asked to complete self-guided learning opportunities and work on special projects. While the Search Bar will not be open in the summer, there are potential opportunities for work over the summer helping to develop training for future consultants or working on assessment of the space and services.

Qualifications: We are seeking undergraduate students who have curious minds, enjoy working with their peers, have an interest in teaching and or research, and want to learn more about the role that the Penn State Libraries play in students' research processes. Specifically, we are searching for students with strong communication skills, in person, in writing, on the phone, and online; the capability to think critically and on your feet while solving problems; the ability to work independently; and the ability to collaborate and relate with your peers during a research conversation and the ability work with other student employees providing services in The Search Bar.

**Writing Tutors**

Penn State Learning's Undergraduate Writing Center is staffed by peer tutors who have been interviewed, taken a three-credit training course, completed a practicum and observation series, and have been approved for work by their supervisors, the co-curricular programs coordinator and the scholar in residence.

The training course, ENGL250, is a mandatory component of tutor training and interested applicants for the position of writing tutor must be willing to take this course and must also excel in its rigors—including but not limited to mastery of theoretical, grammatical, and pedagogical concepts common to peer tutoring (for example, theories of collaborative learning and metacognition).

Peer writing tutors are neither editors nor professorial substitutes; rather, they facilitate discourse about writing and support writers' engagement in their own work. A typical tutorial session might include brainstorming, reading papers aloud with writers, or helping writers access and implement the resources necessary to address citation and formatting requirements.

Qualifications vary, but all peer writing tutors must be recommended or endorsed by faculty members and many are referred to the program after outstanding completion of core writing courses at Penn State. We are happy to bring aboard tutors who have tutored at commonwealth campuses, too, as long as they've completed the necessary training requirements at their previous campus.

## **Tech Tutors**

The Penn State tech tutors are a team of specially trained students that offer free, one-on-one help to their peers on the technologies used for course assignments and projects. Students can bring an assignment with them to a tech tutor (no appointment necessary; walk-ins are always welcome), and the tech tutor will work through the technical aspect of that assignment at a pace that is comfortable for the student, answering questions as they go. The tech tutors are currently looking for motivated, creative, friendly, and resourceful student applicants to join their team. They offer eight to twelve hours a week of on-campus work in an environment designed to help you grow personally and professionally. If you are interested in learning more about this position or if you have any questions, please contact the tech tutors at [techtutors@psu.edu](mailto:techtutors@psu.edu). Cover letter and résumé need to be submitted for an application to be considered complete.



## PROMPT

Talk with your partner(s) about what responsibilities you feel students in this position should have.

- What will their daily duties be?
- What types of additional projects would the employees participate in?
- What will students get out of these responsibilities? What skills will they improve upon?

What questions are used on your institution's student employment application?

- Do these questions give you enough details about the applicant to know if they will be able to complete the job responsibilities the position requires of them? If not, what additional information will you need from applicants?

Will the students be working in one location or split their time between the different partners? If the latter, what percentage of their time will the student spend in each location?

Will the students in this position require any previous experience or skills?

*Could include courses taken, prior job experience, computer skills, research skills, or anything deemed necessary.*

## Deciding Who Pays in the Partnership

Paying the student employees' wages is one of the areas of a partnership that can be tricky to navigate. You'll want to consider things like:

- Where the student employees will be spending their time in this position
- What the budgets for each partnering department or area look like
- Whether the type of student employee (work-study, graduate assistant, or regular) will be a necessary factor for this new position
- What salary the student employees should be making in this new role

### *Location*

Where the students will be spending their time will go a long way in figuring out who should pay the students' salaries. If a student is spending all of their shifts in one location, perhaps that department or unit should pay the student's wages. If the student will be in multiple locations, perhaps splitting the student's wages between the different partners would be most beneficial.

### *Budget*

Along with location and where the student will be spending their time, taking a close look at the budgets of the partners in the collaboration can help determine what each group's contribution to student employee wages should be. Creating a Memorandum of Understanding, once you reach that understanding, is also important for both documentation purposes and for future reference as time moves forward. Budget can also impact what types of student employees the partnership can hire.

### *Types of Student Employees*

As you determine location and budget for the students in your partnership, you need to reflect on what type of student employee you can hire:

- **Work-study:** Work-study students are one of the primary student employee populations that libraries tend to hire in recent years. The students are allotted a certain amount of money through federal student aid funding and that money covers 75 percent of the student's wages while the employer pays the other 25 percent until the allotted amount runs out. This makes work-study employees one of the most affordable types of employees to hire.
- **Graduate assistants:** Graduate assistants have more collegiate experience and are paid differently than other types of student employees—they get a stipend and, often, tuition remission up to a certain amount. These are often competitive positions.
- **Regular:** These are students who receive a set hourly wage from their employer and do not receive other benefits like tuition remission or allotted amounts from federal work-study funds.

Depending on budget and other financial factors, it might be best to hire only one type of student or you might be able to hire a mix of students from these areas.

## ***Salary***

Once you figure out who is paying, how much is budgeted for wages, and what types of students you can hire, you'll need to settle on an amount to pay those students. Because employees in multi-unit positions are often expected to be more independent and take on additional roles from employees located in just one of the partnering departments, minimum wage may not be the best option. Looking at other student positions on campus and in relevant areas can help you determine what a good hourly pay amount should be for your student positions.



### **PROMPT**

Where will the student spend most of their time? Will they spend more time with one organization than another?

How much should a student in a collaborative position make? The same amount as someone working in one of the collaborating areas? More?

What do the budgets look like for each partner? Will that change in the next year or two? What impact will that have on the partner's ability to support this position?

Can you hire non-work-study students, or should you focus on hiring only work-study students? Is there room for a mix of both?

# The Student Employee Contract

I can't stress enough the importance of having your student employees sign a contract; it helps with accountability and also guides them in what is expected of them. While the job description attracts students and introduces the position, the contract is something that both you as a supervisor and your student as the employee can keep to refer to once the job posting is removed. One easy way to make sure that the contract and job description are in agreement with each other is to write them around the same time.

With the contract, there are several things that you can consider adding:

1. Basic rules the student would find in any position, like
  - the dress code,
  - computer and phone usage policy,
  - what to do if they need sick or vacation time off,
  - food policy, and
  - office supply policy.
2. *The Student Employment Handbook* for the university, though through a link and not necessarily including the entire handbook in the written contract; either option would work, but generally keeping contracts shorter and more to the point seems to garner a more positive response and also leads to more overall comprehension.
3. A line that says something like, "The University has an open-door policy when it comes to receiving feedback or assisting student employees" because it is important to remind students that they have support across campus.

I also include what I like to call the "bonus page" of the contract after the signatures, which is titled "Student Expectations." While the actual two-page contract contains a lot of the official details for the position, the Student Expectations page was a chance for me to put my open, honest expectations in writing for the students.

These are my student expectations:

1. **Be reliable.** Show up on time for work when you are scheduled. If you are sick or running late, call your supervisor and/or the Information Desk to let them know. If you need time off or to leave your scheduled shift early, let your supervisor know ASAP.
2. **Be professional and friendly.** Behave professionally (respectful, nonjudgmental, conscientious, reliable, inquisitive, ethical, and honest) and friendly in the office. We want to provide a warm and welcoming environment that feels safe for everyone.
3. **Dress professionally.** Business casual is a good practice for our desks. Exercise pants, pajamas, tank tops, and hoodies are not appropriate work attire.
4. **Complete tasks as assigned, but allow for flexibility.** When you are working, we expect you to keep busy (no Facebook, personal email, etc. unless it's during your break). We will assign various tasks and expect you to complete

them in a timely manner. At the same time, there will be times when we have to switch gears, so please allow for flexibility.

5. **Understand and respect confidentiality.** You may gain access to personal information that requires you to be discrete (see: Policy on Confidentiality of Patron Information, p. 42 of the *Peer Research Consultant Handbook*). Do not share anything personal that you see or hear with anyone outside of the office.
6. **Communicate.** Because there may be more than one person working on a project, it is important to keep organized and communicate about what tasks may have been completed and where things are left off. At the end of each shift, be sure to make notes about where you have left off with your projects.
7. **Take opportunities to learn.** This position has a variety of tasks associated with it. Take each project and task assigned as an opportunity to learn something new. Ask as many questions as you want. If you find something cool or have a neat idea, don't hesitate to share it!

I think that all of these are important for our students and worthy of their own page for students to reference. Some of these are expectations that are also reiterated throughout the contract and handbook, like being reliable and dressing professionally. But others are things worth separating into their own points, like allowing for flexibility, which reminds students that it's okay to change focus on projects as needed or to take opportunities to learn and possibly share what they've learned with the other students or groups in either the library or Writing Center (or both). Especially at a collegiate level, it's important to help student employees prepare for the real world, so encouraging them to submit things for publication or present at conferences or even just lead a training workshop at their own institution, is important. This also influenced the weekly blog reflections, readings, and supplemental training that I offered the peer research consultants.

**EXAMPLE**

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**College of Charleston***by Gretchen Scronce and Elena Rodriguez***Service Model**

The Information Desk is an instructional service point staffed by a combination of library, student computing support, and student peer staff. Our scope of service is to provide students with first-tier, point-of-need instruction in the research and computing skills they need to be successful at the college. It is important that the students perform the skills we are teaching themselves (rather than the staff performing the skills for them) as part of their kinesthetic learning.

***General tier 1 research and computing questions (<15 minutes) will be handled at the Information Desk.***

**Everyone working at the desk is responsible for the following:**

General desk-related activities:

1. Log every transaction every time in LibAnswers!
2. Monitor “Ask Us” chat, Info Desk phone, and email; transfer to librarian or SCS as appropriate.
3. Answer general questions. Give directions, find locations of buildings on campus, communicate who does what on campus via email, text, phone, and face-to-face.
4. Wi-Fi. Ask students to try choosing eduroam from the available networks and log in using the full CofC email address and My Charleston password. If this doesn’t connect, forget the eduroam network and reconnect to eduroam. If this does not work, direct students to Tier 2 SCS.
5. Printing. Hand students the printing rack card and provide a brief explanation.
6. Log patrons onto Affiliate Computers (<https://sites.google.com/a/cofc.edu/infodesk/wiki/services/affiliate-users>).
7. If at any time you are unsure how to handle a patron’s inquiry, please look up the answer in the infodeskwiki (<https://sites.google.com/a/cofc.edu/infodesk/>) or in the Ask Us Knowledgebase. If you still can’t find the answer, refer them to a librarian or IT on duty or give the patron Burton Callicott’s or Tracy Bates’ card as appropriate. Ask the patron to email us so we can research the answer and get back to them.
8. Turn off projectors left on in any of the three classrooms after use.

## IT-related activities:

1. Assist students using the Addlestone computer lab and related software (i.e., Microsoft Office, printing, copying, scanning, etc.).
2. Online Computing Tutorials. Direct students to the Student Computing Support Blog (<http://blogs.cofc.edu/scs/>).
3. Instruct and assist students with how to access My Charleston, C-Mail, and other college IT systems.
4. Attend to the fill paper schedule *and* check for problems such as closed programs on the scanning beds and microfilm readers or any other visible issues. Fix and/or report as needed using the SCS Trouble Report (<https://sites.google.com/a/cofc.edu/infodesk/trouble>).
5. Show students how to download Office onto personal computers.

## Library research-related activities:

Patrons with research-related questions (including “Can you look up a book?”) should be referred to a librarian if available. If a librarian is not immediately available, provide research assistance and instruction using the library homepage (i.e., discovery service, classic catalog, databases, etc.). Be sure to encourage patrons to fill out a research consultation request using the “Meet with Us” button under the “Ask Us” tab on the library website, which allows students to make appointments in person and Skype research consultations with the librarians or return when a librarian is scheduled to be on duty. If no librarian is immediately available:

- For inquiries that relate to a specific field, department, or area of study, demonstrate how to find library liaisons, research guides, and online databases using the Library “Liaisons and Resources by Subject” direct link in the Quick Info section of the library website: <http://libguides.library.cofc.edu/sb.php>.
- Periodical articles. Show patrons the Discovery Service on the library homepage, Information Desk iPad, or the Mac (peer advising). Point out the filters, including publication date, “scholarly (peer-reviewed),” “academic journals,” “magazines,” “news,” etc. Let them know the librarian on duty is available to assist.
- General research. Refer patrons to the “Get Your Research Started” button on the Access & Instruction Desk Research Guide (<http://libguides.library.cofc.edu/aid>), which links to online tutorials.
- Online research tutorials. Direct students to the Access & Instruction Desk Research Guide (<http://libguides.library.cofc.edu/aid>) and the Information Desk YouTube Channel (<https://www.youtube.com/user/CofCReference>).
- Specific known items (books, DVDs, scores, etc.). Direct patrons to the Classic Catalog on the library website, the Information Desk iPad, or the (Peer Advising) Mac. If the item is not found or the record is unclear/confusing, direct them to a librarian or give them Burton’s card if a librarian can not be located. Never end an interaction by saying, “We do not have what you are looking for.”

- Assist patrons with finding physical items in the stacks. If an available item is not found, find a library staff member who will attempt to locate the item. If the library staff member also cannot find the item, follow the missing book procedures.
- Instruct students, faculty, and staff on how to place requests for PASCAL or inter-library loan. Retrieve PASCAL and ILL items which have arrived in ILL.
- For patrons who would like to renew books or check to see whether a PASCAL item has arrived, instruct them on how to access and use My Library Account. Direct the patron to circulation if anything is unclear or problems are encountered.
- Re-shelve ready reference materials indicated by an orange dot and REF on the call number label.
- Bring library materials left in the lab or Info Desk area that need to be re-shelved in other areas of the library to the Circulation Desk.
- Report problems with library resources using the CofC Libraries ticket system.

***More involved tier 2 questions (>15 minutes) should be referred as follows:***

SCS technicians can help with

- unlocking MyCharleston accounts and resetting passwords;
- advanced troubleshooting and assistance with connections with the wireless network;
- advice and guidance to students regarding spyware/virus issues and prevention as well as spyware/virus removal and repair;
- troubleshooting and computer diagnostics for student laptops;
- answers to computer technology questions regarding systems in use on campus; and
- faculty and staff requests for equipment, such as webcams and projectors. Refer to Helpdesk's online Loaner Equipment Request (<https://cofc.teamdynamix.com/TDClient/Requests/ServiceDet?ID=13786>) if a technician isn't available.

Research and instruction librarians:

- If CofC students and faculty would like to make a research consultation appointment with one of our librarians or archivists, please show them the "Meet with Us" button on the "Ask Us" tab on the library homepage or on the Info Desk iPad. Direct link: <http://libcal.library.cofc.edu/appointments/>.
- To find the librarian for a specific subject, click the "Library Liaisons and Resources by Subject" link under "Quick Info" on the library homepage. Use the pull-down menu and click the librarian's photo for contact information. Direct link: <http://libguides.library.cofc.edu/sb.php>.

Interlibrary loan staff:

- Refer CofC students, faculty, or staff to the interlibrary loan staff for in-depth assistance or troubleshooting with PASCAL or interlibrary loan requests.

**EXAMPLE**

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**Hendrix College**

by Janice Weddle, Charnley Conway, and Felipe Pruneda Sentías

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**Bailey Library Student Assistant Expectations**

You are critical members of Bailey Library's staff. Without you, we simply could not stay open as long as we do or offer the services we do. Here are our expectations of you as library staff members:

***Attendance and Hours***

You need to show up for your full shifts, on time. You are expected to tell your supervisor (and/or the supervisor who will be here) as soon as possible if you will be late, need to leave early, are ill, or have an emergency. If you know ahead of time that you will miss a shift completely, you need to arrange for a replacement among your fellow student workers and inform us about the switch.

You need to fill out your timecards in a timely fashion. We'll give you a friendly reminder before timecards are due, but if *you* don't get them filled out and ready for approval, *you* don't get paid.

We expect your timecard to be accurate for the hours that you worked. If the campus is closed or if you couldn't make your shift, don't write down hours. We'll cover special situations as they arise.

If you have any questions about what to write down for your hours, talk to your supervisor *before* the timecards affected are due.

***Communication***

*To us:* If you are having conflicts due to your studies, other jobs, events in your personal life, etc. that might affect your work at the library, please talk to us about it, preferably before it becomes a problem. We can't help you find solutions to the situation if we're not aware of it.

*To each other:* Be courteous and give each other a reasonable amount of time to respond to any requests for shift switches (at *least* one day). And, please, do respond to each other and take the shift if you can; you might need the favor returned. Please *switch* shifts, if possible; otherwise, we'll be in a crunch at the end of the semester!

*From us:* You need to check your Hendrix email regularly because we'll send items there, as will other offices on campus. If we have texted you, you need to respond. We'll try not to inundate you, but if we're texting, it's because we need to reach you quickly. Please program \_\_\_ and \_\_\_ in your phone.

***Daily Shifts***

It is important that *someone* be present at the Circulation Desk (or nearby) at all times while we're open. During your shift, don't leave the front lobby area of the library unless another student assistant or a full-time staff member is present.

If you're working during staff mealtimes, at night, or over the weekend, you'll spend most of your time sitting or standing at the Circulation Desk. At other times of day, though, we expect no more than one of you to be sitting at the desk at any given time. We have shelving, mail and newspapers, interlibrary loan items and articles, and various special projects for you to be working on.

When you *are* sitting at the desk, you need to be approachable and ready to help anyone who comes up to you. This means you need to look up—make eye contact, smile, say hi, etc.—when people walk up to you or past the desk. No earbuds or headphones while you're at the desk; even if you're paying attention, it visually closes you off and makes people hesitant to interrupt you. For the same reason, you should set your phone aside for your desk shift. You shouldn't eat at the desk, either; a quick snack is ok from time to time, but plan to eat before or after your shift.

Your work for the library—including checking with your supervisor, other full-time staff, or a library associate for things that need to be done—comes *first* during your shift. You may bring some coursework with you to work on during your shift as time allows, but bring something that doesn't require your sustained concentration—you still need to be approachable and should be prepared to immediately set your homework aside to help someone who walks up or calls. It is *work-study*, after all, and studying during your shift is a privilege that may be revoked if you abuse it.

Your friends, significant others, and group project members are welcome to visit you briefly during your shift, but again, your library work comes first during that time. If it becomes a problem, we'll let you know and expect you to address the situation. *No one* other than current library employees should be behind the Circulation Desk.

### ***Ethics***

Everyone at Hendrix College has equal rights to access the information, materials, and space that we provide here at Bailey Library, and we expect you to treat everyone equitably, with professional courtesy.

As a library employee, you'll have access to private and identifying information about current and past Hendrix faculty, staff, and students. It is *illegal* to share any of this information outside of what is necessary to share among ourselves or to conduct library business and serve our patrons. Information about items checked out, interlibrary loan items available or on order, fines, etc. should only ever be discussed with the patron themselves and with your supervisor(s), as required by the situation. If any other patrons or members of law enforcement ask for this type of information about a patron, do *not* provide it. Refer them to the librarians.

### ***Library Info***

You are expected to know the basic layout of the building, both first and second floors. You need to be able to direct patrons and guests to the collections and general call number area, to the specialized viewing rooms, to the study spaces, to the bathrooms and water fountains, to the emergency exits, fire extinguishers, and storm shelters, to the elevator, etc.

You are expected to know our circulation and reserves policies, and to be able to look up our hours, the contact information for the librarians, etc.

These things will be covered in your on-the-job training, and you will be expected to complete a Moodle quiz about them during the semester.

### ***Shelving***

There are more than 200,000 items in Bailey Library and each and every one of them has only *one* correct location on the shelves. As student assistants, you are responsible for making sure that books are checked in or scanned for internal use, put in correct Dewey order for reshelving, and shelved in their proper location in the stacks. No one wants to look through all 200,000+ items to find one that was put in the wrong place. Constant vigilance!

### ***YOU should expect US to***

- inform you of things going on in the library and any changes to services, full-time staff, or regular hours;
- inform you ASAP about any unexpected closures or change in hours (for weather, etc.);
- handle research questions;
- handle problem patrons or unusual situations; and
- handle most emergencies—but please call 911 and Public Safety if you need to!

*I have read, and I agree to abide by, these expectations and other reasonable rules set forth by my supervisors during my employment with Bailey Library. I understand that if my job performance fails to meet these expectations, my employment may be terminated.*

NAME: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

## **CONFIDENTIALITY AGREEMENT**

I, \_\_\_\_\_, understand that I will be working with and have access to personal information on Hendrix College students, faculty, and staff. Furthermore, I understand that I may hear conversations about students, faculty, and staff that are personal in nature. I am aware that this information is CONFIDENTIAL, and that if I discuss/disclose this personal information with/to anyone other than the particular student, faculty or staff member, or a supervisor, then it *will* result in termination of my employment and may be punishable by law.

Therefore, I, \_\_\_\_\_, agree not to disclose personal and confidential information on any student, faculty, or staff member.

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

## ***Expectations for Writing Center Associates***

You make the Writing Center possible, and so you are a vital part of the campus community. This document lists the practices in which the director expects you to engage in order to conduct our services.

### ***Attendance and Hours***

You need to show up for your full shifts, on time. You are expected to tell the director as soon as possible if you will be late, need to leave early, are ill, or have an emergency. If you know ahead of time that you will miss a shift completely, you need to arrange for a replacement among your fellow student workers and inform us about the switch.

You need to fill out your timecards in a timely fashion. We'll give you a friendly reminder before timecards are due, but if *you* don't get them filled out and ready for approval, *you* don't get paid.

There are timesheets on a clipboard at the Writing Center, where you will enter your hours so that you and the director both can keep track of them. If the campus is closed or if you couldn't make your shift, don't write down hours. We'll cover special situations as they arise.

If you have any questions about what to write down for your hours, talk to the director *before* the timecards affected are due.

### ***Communication***

*To the director:* If you are having conflicts due to your studies, other jobs, events in your personal life, etc. that might affect your work at the Writing Center, please talk to us about it, preferably before it becomes a problem. We can't help you find solutions to the situation if we're not aware of it.

*To each other:* Be courteous and give each other a reasonable amount of time to respond to any requests for shift switches (at *least* one day). And, please, do respond to each other and take the shift if you can; you might need the favor returned. Please *switch* shifts, if possible; otherwise, we'll be in a crunch at the end of the semester!

*From the director:* You need to check your Hendrix email regularly because I'll send items there, as will other offices on campus. If I have texted you or contacted you on GroupMe, you need to respond. I'll try not to inundate you, but if I'm texting, it's because we need to reach you quickly. Please download GroupMe to your phone and add my number to your contacts.

#### Shifts and appointments

It is important that *someone* be present at the Writing Center at all times while we're open. If you must leave for a few minutes during your shift and you are the only one there, leave a BE RIGHT BACK message on the door and close it behind you. Do not leave for long.

During your shift, you need to be approachable and ready to help anyone who comes up to you. This means you need to look up—make eye contact, smile, say hi, etc.—when people appear by the Writing Center door. The use of headphones or earbuds is discouraged unless it is necessary for your work. If you do use these devices, keep very alert to show visitors that they have your attention. Also, please set your mobile devices aside

during the appointment unless, once again, you need them for the writing assistance you'll provide.

Your work for the Writing Center—including checking with the director or other associates for things that need to be done—comes *first* during your shift. You may bring some coursework with you to work on during your shift as time allows, but bring something that doesn't require your sustained concentration; you still need to be approachable and should be prepared to immediately stop doing your homework to help someone who walks up or calls.

Your friends, significant others, and group project members are welcome to visit you briefly during your shift, but again, your Writing Center work comes first during that time. If it becomes a problem, we'll let you know and expect you to address the situation.

Students can make appointments with you during your shifts. Make all your appointments. If you must miss one, see the Communication section above to ensure the appointment is covered.

### ***Class Visits and Workshops***

Occasionally, faculty will contact the Writing Center to request that we speak to their classes about our services or specific writing issues (thesis statements, active versus passive voice, and so on). If you have agreed to participate, you are expected to prepare for the visit or workshop and then carry it out in the allotted time on the scheduled date. The director will be the principal communicator with faculty in these cases, but if you have to be in touch with them, address them professionally in electronic and face-to-face communications.

### ***Ethics***

Everyone at Hendrix College has equal rights to access the information, materials, and space that we provide here at the Writing Center, and we expect you to treat everyone equitably, with professional courtesy.

As a Writing Center employee, you'll have access to the work of current Hendrix students. It is *illegal* to share any of this information outside of what is necessary to share among ourselves to serve our patrons. Information about student visitors' written work should only ever be discussed with the patron themselves, the director, and your fellow associates as required by the situation. The discussion must maintain the confidentiality of patrons as much as possible. If any other patrons or members of law enforcement ask for this type of information about a patron, do *not* provide it. Refer them to the director. When a faculty member wishes to discuss a student's work, it happens with the student's knowledge, so professors will not approach you about students without you first knowing that those students are aware of the conversation.

Plagiarism is strictly forbidden and can have legal consequences. You must not write or correct the visitors' papers for them. Suggestions are allowed as long as they're meant to be illustrative of a larger point or pattern that the student writer must then revise and complete. If you detect that a student writer has failed to credit a source, be sure to point that out and explain the proper citation format. You may even direct them to the college's policy on academic dishonesty in the handbook if they are unsure what constitutes plagiarism.

### **Writing Center Maintenance**

Our workspace is small. We are all responsible for keeping it clean and clear of obstacles. When supplies run out, inform the director as soon as possible for restocking.

### **Library Info**

Since the Writing Center is located in Bailey Library, you are expected to know the basic layout of the building, both the first and second floors. You need to be able to direct visitors to the study spaces, to the circulation and reference desks, to the bathrooms and water fountains, to the emergency exits, fire extinguishers, and storm shelters, to the elevator, etc.

### **YOU Should Expect THE DIRECTOR to**

- inform you of things going on at the Writing Center and any changes to services, full-time staff, or regular hours;
- inform you ASAP about any unexpected closures or change in hours (for weather, etc.);
- answer your questions and be available to discuss your concerns with Writing Center business;
- handle problem patrons or unusual situations;
- handle most emergencies—but please call 911 and Public Safety if you need to!; and
- keep supplies stocked.

*I have read, and I agree to abide by, these expectations and other reasonable rules set forth by my supervisor during my employment with the Writing Center. I understand that if my job performance fails to meet these expectations, my employment may be terminated.*

NAME: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

### **CONFIDENTIALITY AGREEMENT**

I, \_\_\_\_\_, understand that I will be working with and have access to personal information on Hendrix College students. Furthermore, I understand that I may hear conversations about students, faculty, and staff that are personal in nature. I am aware that this information is CONFIDENTIAL, and that if I discuss/disclose this personal information with/to anyone other than the particular student, faculty, or staff member, or a supervisor, then it *will* result in termination of my employment and may be punishable by law.

Therefore, I, \_\_\_\_\_, agree not to disclose personal and confidential information on any student, faculty, or staff member.

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

### ***Valued Practices for Writing Associates***

Writing assistance is, by nature, highly improvisational—each student and each project are unique, and you will develop assistance strategies on the fly. Having said that, below are brief summaries of practices that might recur and that will be useful to keep in your back pocket.

First, remember that students might be self-conscious about workshopping their writing. Make them feel at ease and even encouraged by their decision to work with us. Also, find ways to remind them of their authorship—help them realize and assert their ownership of their ideas. The goal is to orient them toward the articulation of their thoughts so that when they voice them, they will know what to write.

With that in mind, below is a recommended sequence of events for a Writing Center appointment:

1. Welcome them, introduce yourselves (if needed), ask if the current setting is okay. If not, offer to move elsewhere in the library (like the study carrels).
2. First, ask how you can help. If there are no specific questions, ask them to explain, in their own words, the goal of their assignment or project. Finally, ask them to explain the objective, point, or argument of their piece. Remember: the more you ask them to articulate their thoughts, the more those thoughts will become clear to them.
3. If you are struggling to get them to communicate, feel free to remind them how a Writing Center appointment works and how its aim is to assist *them* in expressing *their* ideas. You can make suggestions, but they have to communicate their intentions and questions before you can provide feedback.
4. Listen to the paper. That is, read their piece aloud or ask them to read it for you. If a sentence does not fit into the natural rhythms of speech, it will be evident that revision is necessary.
5. Talk about what's working after the first read and acknowledge the challenge of the assignment.
6. The session can then occur in a number of ways.
  - a. Assignment questions. Locate the keywords and sources of confusion. Try to identify terms that need definition, which you can suggest, but always remind students to do some research (or direct them to the library staff) if it is necessary.
  - b. Brainstorming. During a brainstorming session, restate the goals of the assignment and wonder: Where are the areas of tension? What questions within the assignment does the student writer feel most curious about? What do they already know about the subject and what are they yet to learn?
  - c. A complete or partial draft. Start with the purpose or argument. Is the point clear? Why not? Explain in your own words what you think their point is and ask them to confirm it. Then, see if the structure contributes to the strength of the argument. Recommend outlining, reorganizing, and checking transitions. Finally, look at the cumulative effect of

the prose at the sentence level and identify patterns and tendencies that need further work. Minimal marking is as far as you can go in terms of pointing out errors—underline or circle a word or sentence and then ask them to look more closely at it, guiding them toward the discovery and correction of their mistake.

7. Check that citation work is in order. You don't need to memorize the citation styles—there are handbooks in the Writing Center—but at least take a look and discuss any discrepancies or inconsistencies. At all times, recommend that they do their own final proofread and that they double-check the citation of their sources.
8. Recap what you discussed and any recommendations and suggestions you have made.
9. Ask them if they have considered speaking to peer learning associates and library associates if you think it is pertinent. Also, tell them to consider returning to work on a subsequent draft.
10. Keep track of time. You can stay longer if your shift and the patron's own schedule and wishes allow it, but do not keep them longer than the time they've requested.

It is not a bad idea to wish them good luck and to thank them for coming.

**EXAMPLE**

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**University of San Francisco***Kelci Baughman McDowell***Library Reference Desk Student Employee Responsibilities**

- The primary responsibilities of reference student employees are to
  - serve on the Reference Desk and provide research assistance through “interviews”;
  - direct patrons to alternate services like the twenty-four-hour IM, Meet with a Librarian, Email Ref;
  - direct patrons throughout the library and university;
  - hourly aesthetic checks of the Reference Lab, Printing Room, and iPad kiosks;
  - assist in troubleshooting technological issues (direct to ITS when necessary);
  - maintain a thorough understanding of the library’s website, including services, guides, and collections;
  - recognize when to refer the patron to an alternate resource (e.g., library, librarian, campus department);
  - refrain from continuously carrying on personal conversations, using headphones at the Reference Desk, or watching movies/shows while on the desk;
  - look up frequently to check for patrons needing assistance;
  - answer the phone at the Reference Desk, transferring calls when appropriate;
  - log all questions on Gimlet;
  - routinely make Slack posts detailing interesting questions received or important information;
  - routinely check the student blog for information and events;
  - complete other duties and projects as assigned; and
  - actively pursue library projects/tasks related to personal interests.
  
- During training, the probationary period will last one semester.
- The schedule established at the beginning of the semester is considered permanent for the entire semester.
- Student employees are required to work during the final examination period. Failure to do so will result in receiving an unexcused absence. Schedules will be adjusted to accommodate studying needs and final exam sessions.
- Student employees are expected to be on time. If they cannot work an assigned shift or if they wish to alter their schedule, they must notify their supervisor in advance.

- Employees who miss two consecutive work assignments without notifying their supervisor will be automatically terminated. Student employees are expected to give at least two weeks notice in cases of voluntary resignation.
- Student employees are hired on a semester basis. Students working in the fall or spring semesters generally may return to work in the succeeding fall or spring if it is mutually agreeable. Employment for fall and spring semesters does not mean employment during summer sessions, intersessions, or holiday periods. These are considered additional work assignments and students interested in working during these periods must request to do so.
- Student employees are expected to keep their timesheets current and accurate. Failure to do so may result in delayed payment for hours worked.
- Student employees are expected to maintain a professional demeanor toward all patrons, fellow student assistants, and library staff. If difficulties arise, please inform a supervisor immediately.
- Student employees should wear casual, professional attire while working in the library. We advise against wearing open-toe shoes in order to avoid injury.

**EXAMPLE**

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**University of Miami***by Lauren Fralinger and Ava Brillat*

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**University of Miami Peer Research Consultant*****Policies and Procedures***

All students are required to adhere to the following code of conduct. This code of conduct is designed to provide a safe and enjoyable working environment for all students and staff within the department. This is only a summary of the important procedures that students must follow.

1. All peer research consultants must report for their scheduled shifts and *on time*.
2. Peer consultants must notify the supervisor and/or information specialist on duty when arriving for or departing from duty.
3. Peer consultants late for their shift will receive a verbal warning. Three verbal warnings will be counted as an unexcused absence.
  - Students not showing up for their assigned shift will be counted as an unexcused absence.
  - Three unexcused absences (or combination of lates and absences) will be subject to disciplinary action up to and including termination.
4. Peer research consultants must adhere to their approved work schedule. No changes may be made to this schedule without prior approval or substitution. If a peer consultant must miss a shift, they must notify their supervisor as soon as possible via email. Excused absences include but are not limited to:
  - illness
  - family emergency
  - inclement weather
  - transportation problems (example: car breaks down)
  - academic reasons
5. Peer consultants must notify their supervisor if they are calling off sick.
  - Peer consultants must notify both supervisor *and* information specialist on duty if calling off sick during evening hours via email.
6. Peer consultants may only work during scheduled hours. They may not swap or substitute hours for each other.
7. In the case of inclement weather, supervisors must inform peer consultants in advance if school is canceled or the library is closed.

- Peer consultants are a part of the UM Libraries Emergency Phone Tree.  
In the case of a hurricane, peer consultants must contact their supervisor post-hurricane to notify them of their safety.
8. The use of personal devices at the reference desk is limited. You may use your phone for emergency purposes, but it should be kept out of sight. Only emergency calls should be taken and the peer consultant must leave the desk after alerting the info specialist on duty of the emergency in order to take their call.
  9. Peer consultants may not have friends spending extended periods of time with them at the desk. Conducting services to a patron with others present is a violation of the patron's privacy.
  10. Peer consultants may only work on homework or academic projects or use the internet if all assigned duties are completed and no patrons are currently in need of assistance.
  11. No student assistant may leave their assigned area without permission from the information specialist on duty. Any student found leaving their area or the building while on the clock may be subject to immediate termination.
  12. Peer consultants are permitted to have *small quantities* of food or drink on the desk. Examples:
    - Acceptable: can of soda, piece of fruit, granola bar, small sandwich.
    - Unacceptable: value meal, pizza, burger and fries, foot-long sub sandwich.
  13. Peer consultants are permitted to use refrigerators in both the LRS office suite and the third-floor lounge to store food.
  14. All breaks must be taken away from the desk. Peer consultants must notify the information specialist on duty when they leave for their break and when they return.
  15. All peer consultants must keep their UM ID card on them at all times while working.
  16. All peer consultants will take part in annual evaluations at the end of the academic year.
  17. Supervisors and information specialists may provide assignments for peer consultants to work on while at the desk. Any assignments given must be on-desk assignments so the peer consultant is able to provide service from the reference desk.
  18. Peer research consultants may be asked to provide feedback on UML promotional materials for LRS or to do outreach to different student groups or other areas of the university or act as representatives at UML events.

## EXAMPLE

### **Wright State University**

#### **University Libraries/University Writing Center Peer Research Consultant Contract**

##### *Policies for Student Employees*

I, \_\_\_\_\_, do hereby agree to follow and abide by these Policies for Student Employment.

1. **The first 30 days of employment are probationary.** If after 30 days, work performance has not been achieved or consistently met the expected standards, employment will cease.
2. **Student employees should dress appropriately** for a semi-professional office setting. This includes neat and clean clothes, without tears or holes. Students will take care not to wear attire that is too revealing of skin or undergarments and will use good judgment by wearing footwear and headwear that is appropriate for an office setting. This is determined at the discretion of the supervisor and the student may be sent home as a result of inappropriate clothing.
3. The student will be given a black polo shirt issued by the library to wear while on shift. They are allowed to wear a plain black polo, reasonably similar to the library-issued one, providing that it meets the dress code outlined above. **Wear your polo (or similar alternate) and nametag at both desk locations.**
4. **As a rule, personal work should not be done on university time.** When an assignment or project is completed, the student employee should see out his/her supervisor for another work-related assignment. **If all projects are currently completed, then homework may be worked on**, but only as long as it does not conflict with any job assignment.
5. Library and Writing Center computers are university property. Students will **not use the library computers for any illegal downloading or other nefarious activities** (or playing games or watching movies). Students will also not use headphones at the service desks. Students who violate this policy are subject to dismissal.
6. **Each student will complete a work schedule for his/her supervisor.** It is expected that all assigned hours will be worked unless arrangements are made in advance with the supervisor.
  - All excused time off must be approved **at least one week in advance** by the student supervisor. If time off is approved in person or by phone, follow up with an email to the student supervisor to confirm.
  - If the student is too sick to come into work or they have an emergency preventing them from working, they will **call the student supervisor as**

**soon as possible** before their shift begins. If they are missing an Information Desk shift, they will **also notify the Information Desk. Follow this up with an email** to the student supervisor if done by phone. For the protection of the student and university, if there are an excessive number of absences (as determined by the Student Supervisor), a doctor's note will be required.

- Timecards are due the Friday at the end of the pay period. **Falsification of time-in/time-out records is grounds for immediate termination.**
- 7. Students should **receive permission before making personal phone calls or text messages** during working hours.
- 8. Students **will not eat at either the Information Desk or Writing Center.** All food must be consumed on breaks away from the desks.
- 9. Students **will not have personal visitors** at either desk location.
- 10. Office supplies are to be used only for university purposes and not for personal use. This personal use of equipment includes the copier machines and printers using department cards or funds.

I understand that my employment may be terminated for failure to follow the library or Writing Center procedures. I understand that library or Writing Center staff may use progressive discipline including verbal and written warnings to help improve my performance but that failure to improve may result in termination.

I, \_\_\_\_\_, have read and understand the office expectations for the University Libraries and Writing Center collaborative peer research consultant position. I understand that as a student employee I am a representative of Wright State University. As such, I understand that the decisions I make should reflect positively on the University.

I understand that I must abide by all policies listed in the Student Employment Handbook, found at [www.career.wright.edu](http://www.career.wright.edu).

I understand that if I ever have any concerns or issues that need to be brought to a supervisor's attention, that I should first go to my supervisor to discuss the issue. If, for some reason, I am not comfortable discussing my concerns with my supervisor, then I should go to the head of the Instruction and Research Services department. The university has an open-door policy when it comes to receiving feedback or assisting student employees.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_



## PROMPT

What basic or common expectations and rules exist for each partner? Are they all applicable for this position?

A few things to think about:

- Dress codes
- Sick/vacation time off
- Rules for behavior at the location where they will work
- Confidentiality concerns

What rules and expectations should be put in place for this position specifically? How can the responsibilities you have decided on influence these rules and expectations?

Is it better to have a short contract emphasizing the most important points? Or should the contract be more detailed and longer in length? How do you, as a partner, feel about this?

# The Interview Process

The actual interview process is a great way for all involved departments or organizations to work together and meet as a group when it comes to their shared student employees. Having representatives from each area come together for the final interview is a great idea, as the students will meet the different people who will be involved in their position and hear more from each person's perspective.

When it comes to designing your interview, you'll want to first think about the people you're bringing in to interview. Are they undergraduates? Graduate students? A mix? This should help guide you as you design the length, topics for questions, and general design of the interview process for the new position.

## *Setting Up the Interview*

Who are you inviting to the interview? Just the prospective candidates? Representatives from each of the partners?

How long are you aiming to have the interviews last? Is this something that will be overwhelming to your candidates?

The prompt for this chapter will have you reflect on these ideas.

## *Questions*

This is arguably the hardest part of the interview: what do you ask your prospective employees?

Open-ended questions tend to be the most popular option, allowing for more lengthy answers instead of brief "yes" or "no" answers. Another popular option is working in scenario-based questions that start with something like "If you were in the position and (x) person had (y) event happen, how would you help?" or "What would you do?" These help you see how possible employees think on the fly and might initially react to a given situation. Keep in mind that they won't have had your training yet, so there's still room for growth if they're not quite to the level you'd like them to be at but are within the same ballpark.

## *General Design of the Interview*

Who is asking the questions? Are you rotating? Are you sticking with one interview or splitting it into two rounds of interviews?

Are you only asking questions? Providing an opportunity for the candidate to ask questions? Providing more background about the position? Giving a tour of the areas they might be working within?

These types of questions are great to think about with the general design and layout of the interview.

**EXAMPLE**

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**Hendrix College***by Janice Weddle, Charnley Conway, and Felipe Pruneda Sentías*

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**The Experience**

Peer learning scenarios

1. It's your first session with a new student. You want to make a good impression and you want the student to make a good start. What can you do to ensure the success of this first session and to ensure the student will want to return?
2. Your session ends in ten minutes and four students walk in requesting your assistance. What do you do? What are your options? How would you handle this situation?
3. Two PLAs are assigned this particular night and both of you are working with students on the same subject. One section has an exam the next day and other students are preparing for another assignment. Describe possible solutions to handle the needs of all students.
4. You are working with a new student who doesn't seem to be able to effectively communicate their needs for the class. You have tried your most skillful questioning techniques with little to no response. What can you do?
5. Student A discloses that they have a learning difference and you begin to assist them but don't necessarily feel that you can assist this student or continue the session. What do you say to the student? What else can you do?
6. You have worked with a student consistently and felt that the student was prepared for the upcoming exam. The student comes to you and reports that their grade on the exam was a D and they're very unhappy. What is your response?
7. You're assisting a student in general chemistry. You recognize that the student's actual difficulty is the lack of understanding of math concepts. How will you guide the student?
8. You are trying to assist a student, but the student has many personal problems which they insist on sharing with you instead and will not focus on the session. How will you handle this?
9. The student you are working with constantly complains about their professor. Their choice of words makes you very uncomfortable. How do you address this situation?
10. A student you have been assisting for several weeks is still having trouble understanding the material. You suspect that the student may have a learning or other non-physical disability. How do you go about referring him/her to the appropriate services? Where would you refer the student?

**EXAMPLE**

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***Pennsylvania State University, Mont Alto****by Andrea Pritt*

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**Sample Interview Questions**

- Tell me about yourself and how you decided on the major/program you are studying here at Penn State Mont Alto.
- What interests you about working in the library?
- What skills do you possess that will make you successful in this position?
- Are there any skills that you would like to learn? If so, please name a few.
- Have you ever dealt with the public? If so, how would you describe your experience?
- What did you like the most, and dislike the most, about your last job?
- How do you plan to balance your classwork and extracurricular activities with your job?

Sample interview information:

- Description of job responsibilities
- Work schedule and training
- Rate of pay
- Anticipated start date
- Personal conduct expectations, if hired
- Hiring decision timeline

**EXAMPLE****Wright State University****Peer Research Consultant First Round Interview Questions**

Applicant Name: \_\_\_\_\_

Legend:	
1	= Unacceptable
2	= Could be better
3	= Okay
4	= Good
5	= Ideal

- |                   |   |
|-------------------|---|
| 1   2   3   4   5 | 1. Tell me a little bit about yourself. (No points)   |
| 1   2   3   4   5 | 2. Why did you apply for this position? (No points)   |
| 1   2   3   4   5 | 3. What do you consider to be your three best qualities?  |
| 1   2   3   4   5 | 4. Tell me about a time that you feel you provided exceptional customer service.  |
| 1   2   3   4   5 | 5. Tell me about a time where you had to resolve a problem with few or no guidelines in place.                                |
| 1   2   3   4   5 | 6. How would your current/most recent supervisor describe you?<br>On the other hand, how would your best friend describe you? |
| 1   2   3   4   5 | 7. How would you describe your work style?  |
| 1   2   3   4   5 | 8. What do you like to do for fun?  |
| 1   2   3   4   5 | 9. What is a challenge you recently encountered and how did you overcome it?  |
| 1   2   3   4   5 | 10. What are your career goals?   |
|                   | 11. Do you have any questions for me? (No points)   |

**Total points: \_\_\_\_\_ out of 40***0 to 10 points: Absolute no**11 to 20 points: Most likely no**21 to 30 points: Possibly consider**31 to 40 points: Definitely consider***2<sup>nd</sup> Interview?**    Yes    No**Notes:**

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## Peer Research Consultant Second Round Interview Questions

Applicant Name: \_\_\_\_\_

<b>Legend:</b>
1 = Unacceptable
2 = Could be better
3 = Okay
4 = Good
5 = Ideal

1   2   3   4   5

1   2   3   4   5

1   2   3   4   5

1   2   3   4   5

1   2   3   4   5

1   2   3   4   5

1   2   3   4   5

1   2   3   4   5

1. Tell us a little bit about yourself and why you're interested in the position. (No points)
2. What skills do you have that make you a strong researcher and writer?
3. This is a collaborative work environment. Tell us about your experiences working collaboratively.
4. Tell us about a success that you've had. What was it and how did you achieve it?
5. Discuss a situation in which you had to deal with an angry or upset customer (or co-worker).
6. Briefly describe your involvement in campus groups or other activities in which you participate.
7. What leadership qualities do you feel you possess?
8. *Scenario: Barrier/Communication*  
You are working with a student whose professor has told them they need to have scholarly sources and recommend using the library's website. They look at you blankly and say that they don't understand the difference. "Isn't a search on Google the same thing?" How would you respond to this?
9. *Scenario: Conflict/Confrontation*  
A writing coach has brought over a student who needs more topic development/resource gathering help. The student seems frustrated and tells you that they're required to be there for their English class. They tell you that they don't understand why they have to be here because their assignment—an argument paper—is stupid. You start to ask questions about the work they've done, but they act hostile to the idea of seeking help in general and to you in particular, asking the coach why they can't just have their session and be done. Sitting back with their arms crossed, they tell you that they have no ideas because their original idea of writing about how 9/11

was a conspiracy was rejected and that they don't care about the paper.

- a. How do you proceed?
- b. How would you deal with the personal hostility?
- c. How would you find out if that hostility is really about you?

1 2 3 4 5

10. *Scenario: Research/Library Resources*

A student in a women's studies class comes to you for help finding sources for their paper. They want to research Laverne Cox and can't find many resources because their professor only wants academic, scholarly sources. What search strategies would you use to help them? What would you recommend?

Do you have any questions for us?

If the student seems like a good candidate, tell them the following:

- About the job:
  - Types of students/groups they'll work with
    - Range of writing, reading, and speaking skills
    - Range of knowledge about the library and its resources
    - Different types of patrons: students, faculty, staff, community
  - Split locations between the Writing Center and library
  - Independence and why punctuality, professionalism, dependability, and focus are so important
  - Other job responsibilities
    - Research projects
    - Blog
    - Staff meetings
  - Overview of training
    - Library and Writing Center orientations the week before class starts
    - Ohio Reference Excellence training through fall
    - College Reading & Learning Association training through year, primarily in spring
    - Staff meetings
- Hours and pay:
  - 14 to 16 hours total
    - 10 to 12 hours in the Writing Center, 4 hours in the library
  - \$10 per hour
  - No break or summer hours (except for training)

**Total Points:** \_\_\_\_\_ **out of 45**

*0 to 10 points: Absolute no for the position*

*11 to 20 points: Most likely no for the position*

*21 to 30 points: Possibly consider for the position*

*31 to 45 points: Definitely consider for the position*

**Notes:**



## PROMPT

Who should be involved in the interview? Just the employee's future supervisor? Representatives from each partner?

- Should there be one part to the interview or should the interview process be broken up into sections? e.g., one short interview with the student supervisor, one longer group interview with all involved parties; two parts in an interview process—a phone interview followed by an in-person interview?

What types of questions should you ask? Questions limited to past experience? Scenario-based questions? Opinion questions? Behavioral questions? Something else?

Will you create a rubric or point-based system to assess interviews? Is there an existing assessment system at your institution that you could use or modify? Who will contribute to the final hiring decision?

Where will you conduct the interviews? In their future work location? In a neutral meeting room? In a partner's meeting room?

**CASE STUDY**

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***Pennsylvania State University, Mont Alto****by Andrea Pritt*

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**About the Campus**

The Mont Alto Campus is a commonwealth campus of the larger Pennsylvania State University and is located in south-central Pennsylvania. The Pennsylvania State University Libraries act as one library, geographically dispersed. The Mont Alto Campus Library is regularly staffed by full-time faculty librarians and staff members year-round. Additionally, during the fall and spring semesters, the library relies on library student assistants to cover additional hours on evenings and weekends. The campus library circulates all types of materials such as books, DVDs, games, and laptops and also provides access to more than twenty public workstations for student, faculty, and staff use. Equipment such as two printers, a collaboration station, multiple scanners, a 3D printer, and a one-button filming studio are also housed in the campus library. This multi-purpose space serves all students on the Mont Alto campus. The Mont Alto Information Technology (IT) Department and the library designed a collaborative program in an effort to ensure that students had access to library services and campus technology on the weekends. This program was spearheaded by the then director of IT and head librarian in 2008 and has continued with success.

**Hiring Students**

One of the most interesting and unique features of this collaborative partnership was the fact that the hiring of the students who would be working in this program was completed outside of the library. During the initial meeting, it was agreed that the campus IT department was willing to have their IT student assistants staff the library on the weekends, in addition to their primary roles of working in the IT department during the week. Ultimately, the decision was made by the director of IT and the head librarian that these combination IT and library student assistants would be paid hourly by the campus IT department. This was agreed on for logistical reasons such as the director of IT was the primary supervisor of the IT student assistants. They were hired and/or fired at the discretion of the IT director and, therefore, it was deemed appropriate that their wages were paid by their primary department. Due to the fact that these IT student assistants were officially employed by the campus IT department, the campus library took no part in the initial hiring process of these students. The job descriptions for each position were informative but generally short. The position requirements were then elaborated on during the interview process. Sample job description wording is included in the Creating a Job Description section of this chapter. The separate hiring processes for the library and IT student assistants were similar in that each suitable applicant was individually interviewed and were asked a set of basic interview questions. Included in

the Interview Process section of this chapter is the complete list of interview questions for the library student assistants.

Shortly after the IT student assistants were successfully hired, they were brought over to the library to meet with the library supervisor. During the first meeting, there was a brief introduction to the library, a quick tour of the building, and the student employees were informed of how the collaborative partnership would work. As these students were being paid by the IT department, their role as combination IT and library student assistants varied from the students who solely worked at the library. In subsequent meetings, the combination IT and library student assistants were trained on relevant library software, searching the online catalog, circulation processes and policies, and library equipment. They were not required to do large-scale library projects or to shelve library materials, as they were hired and trained to primarily be IT student assistants and therefore could troubleshoot any technology issues that arose with the computers and/or printers in the library. Both campus department heads agreed to this variation in responsibilities because of the unique partnership and nature of the collaboration. These combination IT and library student assistants were hired to staff the library over the weekends with the library supervisor acting as an on-call supervisor. Students would never work alone as per the head librarian's policy of adequately staffing the library at all times.

Libraries may be hesitant to allow student employees hired outside of the library to staff the library and that is understandable. However, due to the shared vision between the IT department and the library, the onboarding challenges were minimal in this collaborative program. These two departments navigated the partnership together and kept one another apprised of any complications. For a program such as this to work, the importance of open communication cannot be understated.

**CASE STUDY**

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*Pennsylvania State University, University Park**by Hailley Fargo, Claire Salvati, and Karen-Elizabeth Moroski*

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**In Search of Common Ground: Creating Hybrid Tutorial Services at The Search Bar**

In the summer of 2017, plans began to create a unique, hybrid tutorial service at Penn State University's University Park Campus. The collaboration would bring together Penn State Libraries, Penn State Learning, and IT Learning and Development at Penn State to provide a suite of peer-to-peer student support services wherein each tutorial provides an amalgamation of specialized services—a method distinct from the single-service models popularized by many learning commons and writing centers.<sup>17</sup> Traditional tutorial services often focus on one skill or task at a time: a writing tutorial focuses on composition; a research consultation might help with the identification of potential library resources; a technology tutorial might help with navigation of an application or new software. The goal for this new student support suite would be to weave these services together into a multi-skill tutorial. The name for this project: The Search Bar.

The Search Bar represents a new iteration of what's possible in peer-to-peer tutorial services: building on effective collaborative learning strategies employed in writing center studies and recent work suggesting that learners benefit from working with multiple tutors at once.<sup>18</sup> With this considered, the vision for The Search Bar involves asking students to learn together, share together, and empower/be empowered by one another across disciplinary ties. In an ideal situation, all three tutors on one shift—one from each program—would sit in together on a tutorial, encouraging the visiting learner to explore multiple aspects of their research and writing process and providing the opportunity for unique, compound feedback. This model would pilot creative, interdisciplinary tutorial methodologies and foster a new type of peer-to-peer support among tutors themselves and not just between a single tutor and a learner. This vision, however, would require cohort building, strong pedagogical focus/training for tutors, clear communication of process to our learners, and a common assessment. These requirements are no easy feat when bringing together established, distinct programs under a single new auspice and then trying to find an amenable set of next steps.

During the planning stage and first year of The Search Bar's operation, we had to adapt our vision in order to make The Search Bar a functional service. The prospect of The Search Bar was exciting to all involved, but finding the time and space to develop a shared vision, set expectations, and create best practices with multiple stakeholders was more difficult than we assumed. To change expectations for The Search Bar required defying or dismantling long-term expectations of student employees/tutors; in theory and from a top-down perspective, this seems like a simple administrative box to check, but in practice, navigating tutors' own institutional memory and sense of their own work provided another set of challenges to consider and work through.

Before The Search Bar, two of the three services—writing and technology—already had an established presence at University Park and in Penn State Libraries. These programs held regular tutorial hours within the library, but workspaces, hours, and personnel were inconsistent. Each service also utilized its own training model: Penn State University’s Undergraduate Writing Center at Penn State Learning had a robust staff of tutors trained through a three-credit course while IT Learning and Development had a large number of student employees trained through its own program. Penn State Libraries decided to revisit their service model during the 2016–17 school year, prompting the development of the library’s own peer-support service. For the project’s first year, a group of existing student employees would be trained to help with reference questions and would be called peer research consultants (PRCs). In the midst of all these changes, it made sense to rethink how peer services existed within the library. As a new service, The Search Bar aims to provide collaborative tutoring that supports student learners on several aspects of their writing process: research, composition, and software. Current practices at other academic institutions often have these services, side-by-side, but not fully integrated and collaborating with each other in the ways we hoped to have with The Search Bar.<sup>19</sup>

In May 2017, The Search Bar stakeholders began to meet to discuss how to implement this new service. These stakeholders—including the authors—felt they needed to start at the beginning but couldn’t agree on the location of “the beginning.” Should the first concern be space? Should it be hiring? Should it be designing a pedagogy through which to train tutors? Should it be data and analysis? All of these questions have resulted in a generative and ongoing conversation about how to best align the goals, practices, and possibilities of multiple departments or programs at a large university. A domino-like effect exists among these aspects of project management at an administrative level; making changes to any one facet of the program requires buy-in and necessitates change in other areas. Given the longstanding nature of both writing and tech tutoring combined with the newness and unique pedagogies of The Search Bar, progress on the fronts of both hiring and vision work has been slow.

In initial discussions, many complications stemmed from the seemingly simple question: How will we hire tutors? Questions of hiring beg questions of what’s being staffed: how many hours a week are tutors needed? We understood a merger of these separate services would be challenging, especially considering that each service had its own human resources department. These siloed departments are a good example of the domino effect when implementing change for a new service; you cannot just change a hiring process in one week. In our summer 2017 discussions, we envisioned a space where all student employees in The Search Bar would be hired and trained collaboratively. We believed that if all three services were hired under the same umbrella of The Search Bar, we would be able to more easily enact the vision for a multi-skilled tutorial. Ultimately, though, making immediate, practical decisions took over big-picture strategic planning. With the space open for business, our immediate concern was: who would work here? When? And for how long per shift? This meant that existing hiring, payroll, scheduling practices, and supervisors of each program were carried forward into The Search Bar. No single person was tasked with supervision of The Search Bar; tutors were mentored, monitored, and trained both remotely and separately.

This mismatching of scheduling processes created a rift of sorts across the tutorial services; feelings of cohort and community were harder to build. One way this is seen in The Search Bar is through the differences in shift length. Writing tutors are accustomed to a best-practices recommended two-hour shifts; however, both the tech tutors and peer research consultants decided to have longer shifts. With writing tutors' shifts having faster turnover, tutors across all three programs lacked consistent time to build cohort. To accommodate these differences, we (the authors) had envisioned implementing consistent staff meetings for tutors working in The Search Bar. The goal of these meetings—creating cohort, explaining pedagogy, and reinforcing structure—were attempts to address gaps in program continuity. However, because scheduling was handled by each tutorial service, getting tutor buy-in for shared staff meeting time proved difficult. As The Search Bar enters its second year of operation, this is one deficit we still hope to address. In the absence of a centralized supervisory mechanism for The Search Bar, however, addressing differences in expectations, scheduling, hours, and availability still prove challenging.

**CASE STUDY**

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*University of San Francisco**by Kelci Baughman McDowell*

At Gleeson Library | Geschke Center, the reference desk has historically sat in close proximity to technological resources like lab computers and printers, so the role of providing technology help has fallen into the duties of library student assistants working at the reference desk. Over the course of about five to ten years, this role evolved and changed due to varying levels of support from campus IT in response to acute challenges posed by the technology as well as in response to the university adopting a new printing system and bringing on dedicated contractors to service the printing system. Despite the fact it became routine practice to provide tech help at the reference desk, the main duty of the reference desk students is to provide reference and research services, and the conflict between these service priorities has been difficult to overcome.

I was the supervisor of the reference desk student assistants and was also the technology point person from the library, acting as the liaison between campus IT and the technology needs of the reference department, so I was in a unique position to synthesize these two critical service aspects. Throughout all this time, regardless of level of partnership with IT players, I advertised the reference desk student assistant job as one that only provided technology assistance as a conduit to helping community members meet their research needs and made sure to recruit student assistants that were technological savvy, held curiosity for troubleshooting, and were able to communicate effectively with patrons facing technological challenges. I did this by describing the technological duties of the job in the job posting and asked about tech skills during the interview. Once the students were hired, I provided extensive training and documentation on dealing with technological issues. I found that adeptness at troubleshooting garden varieties of tech issues could also serve as a gauge of adeptness at navigating database search interfaces and other research-related digital tools.

This case study charts different phases of the technology support service model at the reference desk and describes the resulting steps taken to both differentiate and coordinate services provided by library student assistants, IT student assistants, and Copy Center staff over the course of a long period of change.

Originally, reference desk student assistants provided computer and printing support as a first point of contact: they assisted users with all aspects of utilizing the desktop computers in the lab, changed the toner in the printers and refilled the paper, and helped users with their personal laptops. As many professors shifted to using electronic reserves and the university's course management system rather than printed course materials, the increased load on the computer lab and its printers overburdening the system. At that point, reference department staff petitioned campus IT to help at the reference desk, and IT students were stationed alongside reference desk student assistants. While IT students were hypothetically available to help, neither party altered their service practice past their independent aims. In practice, IT students did not provide the same quality of service

as reference desk students provided, and they were often unavailable to help because they were servicing IT inquiries by phone and had been instructed by their supervisor to not leave their station to help with computer lab issues. Once I discussed this with the IT student supervisor and she reinforced the limits of what she can authorize her student assistants to do, I saw no way of effectually improving the services provided by IT student assistants and therefore opted to discontinue the practice of stationing IT students at the reference desk. Reference desk students resumed vending technology assistance and usually referred users to campus IT only when they reached a breaking point. In summation, a lack of flexibility in job duties for IT student assistants as well as a lack of effective collaboration between myself and the IT student supervisor resulted in the failure of the partnership.

Next, in concert with the aforementioned new printing system coming to campus, library student assistants again resumed responsibility for providing primary assistance for printing due to a lack of any other clear leader in this area. As time went on and the new printing system took root, the newly installed Copy Center contractors became reliably responsive in providing assistance for printing in the library, and it became easier to define when reference desk student assistants could and should hand off troubleshooting issues to Copy Center staff. I developed a clear calling tree that instructed the reference desk students to whom to hand off printing issues based on the nature of the issue. Additionally, during this time, the IT help desk became more established in a location inside the library, and I more clearly trained reference desk student assistants on when to refer issues to the IT help desk. However, despite being located in the library, the physical separation of the IT help desk and the reference desk sometimes made it difficult to refer patrons away from the reference desk, and the level of collaboration between library staff and IT staff was low.

As time went on and new computers began taking the place of old computers in the lab, an acute login issue came to infest the lab, and the next phase of partnership between campus IT and the reference desk was born out of need. As I worked with campus IT's desktop engineers to identify and solve the problem, an agreement evolved in which campus IT stationed high-performing IT student assistants at the reference desk to track and troubleshoot this one specific issue. During this practice, it became more natural to establish a collegiate relationship with IT managers and IT students, and, in some cases, friendships were born and some IT students offered help with issues beyond the acute login problem. Crafting this partnership necessitated clearly communicating the expectations reference desk staff had for the type and quality of assistance the IT student should provide. It was further necessary to keep campus IT accountable by way of weekly check-in meetings between myself and IT managers. The crux of the success of this phase relied on communication between all reference desk players, all the IT players, and me. It was around this time that I began de-emphasizing the need for reference desk students to be masters of technology, instead shifting their skill set to more directly apply to conducting research and mastering the ins and outs of the library's electronic resources (e.g., the library's website, online tools, and databases). This is reflected in the classification levels for reference desk student assistants developed and documented in the online student manual at the time.

Finally, building renovations, which included a renovation of the reference desk and adjacent computer lab and the dissolution of the IT help desk at the back of the library, led to the permanent establishment of IT students at the nearby circulation desk. Thanks to the collaborative relationship developed in the preceding phase between me and IT managers, the supervisor of these IT students authorized them to rove to the lab to assist with issues, decreasing the pressure put on the reference desk students. IT managers communicated their expectations for their student assistants to me and encouraged me to intervene in the case of subpar service. Reference desk students still acted as the primary liaison between users and the Copy Center contractors, but it was a happy partnership characterized by prompt service. The library in total was trending toward the learning commons model and was developing collaborative relationships with several student success providers, so the overall atmosphere at this time aided the development of partnerships between library staff and IT staff.

Throughout this process, the roles of reference desk students and IT students became distinct and separate, yet I allowed my student assistants to put their own strengths to work as much as possible. For example, if I had hired a student who was very good with people but not as good with technology, during training I would emphasize it is ok to rely on the IT students and the Copy Center for help. On the other hand, if one of my senior students who had become very good at troubleshooting technology issues wanted the challenge of a complex printing question, I allowed them the opportunity to answer that question.

Above all, I got better at communicating my expectations for how the reference desk students should handle technology issues by clearly describing expected competencies in the student manual. There, I outlined four classification levels and the corresponding competencies, and technology use became an avenue for reaching information literacy service competencies rather than an end in and of itself. For example, the first classification level communicates the expectation for reference desk students to “master the meticulous” aspects of making sure all technology tools are running as expected and to report malfunctions as necessary, but it doesn’t put the burden on them for fixing any issues. The second classification level expects the reference desk students to be “digital dynamos” but only insofar as it relates to using technology tools to conduct research and use tools for creating research outputs (e.g., using the RefWorks plug-in with MS Word or exporting a table from a database to MS Excel).

In general, I got better at recruiting and hiring students who had flexible minds, were able to keep an inquiring perspective, and could easily communicate with diverse populations. Once I was able to identify the seeds of these characteristics during the interview and onboard the student assistant, I then put into place a review system that pinpointed concrete steps they could take in pursuit of climbing through the classification levels, and I kept them accountable at each level of growth. This review program involved a one-to-one meeting twice a year: an informal discussion in fall that was documented in a summary email from me to the student with the specific steps we had discussed and a formal review in spring that measured their growth and used a form provided by the office of student employment. The annual wage increase was based on this formal review and was communicated the following fall when it went into effect.

In this case study, the partnership between the reference department of the library, campus IT, and the Copy Center didn't directly affect how students were hired in the library (MOUs, job descriptions, and classifications remained insular to each department) but did affect how all employees did their work and regarded one another, ultimately leading to an increase in reliance on each other's expertise. I think the development of that skill—the development of people skills—as well as the scaffold for the student assistant growth in their classification levels provided a fertile environment for the development of high-level service habits as well as professional development.

## CASE STUDY

### *Wright State University*

*by Holly A. Jackson*

When creating the job description at Wright State, for example, the following areas were required on the job description form:

- Please describe major responsibilities.
- Please list any computer skills required to perform the duties of this position.
- Please list research/laboratory skills and knowledge/coursework required to perform the duties of this position.
- Please list communication/teaching skills and knowledge required to perform the duties of this position.
- Please list any physical requirements needed to perform the duties of this position.
- Please list any certifications required to perform the duties of this position.
- Please list any special working conditions required to perform the duties of this position, e.g., travel, late hours, outdoors work, etc.
- Please list any supervisory responsibilities of others that this student employment position requires.
- Please check the education level required to perform the duties of this position:
  - Freshman  Sophomore  Junior  Senior  Grad. Student
- Please check the level of responsibility for this position:
  - Routine duties
  - Some independent action
  - Frequent independent action
  - Routinely works independently and makes independent judgments
  - Works independently, may include expectations of high levels of confidentiality
  - Please describe the level of responsibility.
- Please check the level of supervision provided to the student employee:
  - Close and direct supervision
  - Moderate supervision of assigned tasks
  - Minimal supervision of assigned tasks
  - Guidance provided by a supervisor
  - Consultation with supervisor
  - Please explain the level of supervision provided.
- Summarize other details of the position that have not been addressed above.

Some of these points were easy to answer, like physical requirements, certifications, or supervisory responsibilities (all none). Some of them took a bit more thought though. This was a position that we marked as “routinely works independently and makes independent judgment” with “guidance provided by the supervisor,” which means that they got to make decisions on their own. This justified their pay being a little higher than a position where the students weren’t making as many independent calls. It also led us to focus on juniors, seniors, and graduate students for the position as they had more experience at the university. We mentioned that the shifts would rotate between the library and Writing Center in the question asking about “special working conditions” and also used that space to give a heads up that our training would be done the week before classes started in the fall so that students would know to be back in the area a week early.

The biggest questions for us to address with regards to the partnership were the ones dealing with

- major responsibilities;
- computer skills; and
- research/laboratory skills and knowledge/coursework required.

After a lot of discussion, we narrowed down the important major responsibilities to list as the following:

- Provide library research assistance and information about library services, resources, and policies to students at the Writing Center (some service will be provided at the Dunbar Library).
  - Research assistance may include using the library catalog, simple database searching, and locating library materials.
- Engage with patrons one-on-one or with a writing coach or a librarian.
- Participate in ongoing training and development.

These succinctly covered the main details of what the peer research consultant position would require: providing library research assistance in both the Writing Center and library, working with students as they come to the respective help desks by themselves or with another person (usually a writing coach or a librarian), and continue to train and develop as research consultants to evolve the position as needed throughout the year.

For computer skills, we narrowed down the top skills required as:

- must have good keyboarding skills, including speed and accuracy
- basic knowledge of Microsoft Word and Excel
- basic knowledge of online searching

With these skills, we knew that they could assist with searching for research online but also assist with assessment and data collection if needed, using Microsoft products.

And for research/laboratory skills and knowledge/coursework required, we required previous library, writing center, and/or customer service experience. In my mind, if a

student came in with any sort of customer service experience where they worked with at least one other person, they were worth considering. It didn't matter to me whether that was at a local fast-food restaurant or a library. It's worth noting that we had many applicants who did not have previous work experience, which excluded them from our search. With the independence required for the position, we needed people with previous interpersonal work experience.

After the first year, we also included that students must have received an A or a B in ENG 1100 and ENG 2100 (the two required general education composition courses) and asked that students submit an unofficial transcript as evidence. This was in preparation to potentially certify our students in the College Reading & Learning Association's International Tutor Training Program Certification. The writing coaches in the Writing Center are certified in this program, and we thought it would make a nice supplementary training for the peer research consultants. Receiving an A or B in English composition courses is a requirement.

For the peer research consultants, our intention was to have them spend 75 percent of their time at the Research Corner in the Writing Center and 25 percent of their time at the Information Desk in the library. I was their immediate supervisor. Though they spend slightly more time in the Writing Center, they were mostly conducting library-related research help while they were there. With all of these factors in mind, the library and Writing Center agreed on a 50/50 split for paying the student, with the library covering payroll upfront and the Writing Center sending over funds at the end of each semester once the final amount of hours worked per student was determined (shift switches, sick days, unexpected university closings, etc. all impacted this).

Library student assistants are paid minimum wage, while writing consultants are paid a couple of dollars more (job duties were the determining factor for this). Because of this, we took a close look at the job duties we expected the peer research consultants to tackle, and the fact that they would be largely independent in their work, and offered them \$10 an hour, which was more than minimum wage and around the same pay as being a tutor.

Initially, I was approved to hire one non-work-study student for twenty hours a week. When we had student interviews for the position, I ended up with two qualified top candidates, and successfully negotiated to hire them both as one was work-study and one was not, which meant that I was able to hire two students for the price of the original one that we anticipated (and for a total of thirty-two hours, which helped us to increase our hours in the Writing Center). As time went on, our budget situations across campus changed and we were told to tighten our budgets. With that in mind, we only hired work-study students in our second year. Despite having to cut down on funding, we were able to hire three students the second year because we pulled back on having librarians in the Writing Center and solely had the peer research consultants represent us. Because they were all work-study, we were able to maintain our extended hours from the first year and save money overall.

For the peer research consultant interviews, I decided to break them into two parts: an interview with me as the immediate supervisor first, followed by a group interview with myself, the Writing Center director, the Writing Center graduate assistant, and the head of Instruction and Research Services. The first part of the interview could be conducted in person or over the phone, depending on whether this was done in the

spring semester or over the summer. If the student didn't live nearby, a phone interview would be sufficient. For the second, a group interview, I required everyone to come in person and sit down with us for an hour.

The lengthy interview process is more akin to what the students would encounter if they were applying for an academic full-time position, so it also served as preparation for future career opportunities that the student might pursue. Because we did not have an overwhelming number of applicants, it also helped us easily narrow down to two or three final candidates and make decisions fairly quickly about who would be hired.

For both rounds of interviews, we looked at a variety of possible questions from past experience and through online searches. We decided that the first round would consist of more general, get-to-know-the-candidate types of questions, whereas the second round would include example scenarios for them to give input on how they would handle difficult situations that might occur in either the library or Writing Center.

Outside of the standard “tell us about yourself and why you're interested in this position” questions, I settled on a ranking system to help make the decision process a bit easier. Each candidate's answer would be ranked on a scale of 1 to 5 with the total being considered as part of the decision process. The legend for the number scale was:

- 1 = Unacceptable
- 2 = Could be better
- 3 = Okay
- 4 = Good
- 5 = Ideal

The first round of interviews had eight questions that were ranked, with a total scale that read:

- 0 to 10 points: Absolute no
- 11 to 20 points: Most likely no
- 21 to 30 points: Possibly consider
- 31 to 40 points: Definitely consider

The questions selected for this round of interviewing were:

1. Tell me a little bit about yourself.
2. Why did you apply for this position?
3. What do you consider to be your three best qualities?
4. Tell me a bit about a time that you feel you provided exceptional customer service.
5. Tell me about a time where you had to resolve a problem with few or no guidelines in place.
6. a – How would your current/most recent supervisor describe you?  
b – On the other hand, how would your best friend describe you?
7. How would you describe your work style?
8. What do you like to do for fun?
9. What is a challenge you recently encountered and how did you overcome it?
10. What are your career goals?
11. Do you have any questions for me?

The second round had nine questions for ranking and so the scale was modified to read:

- 0 to 10 points: Absolute no for the position
- 11 to 20 points: Most likely no for the position
- 21 to 30 points: Possibly consider for the position
- 31 to 45 points: Definitely consider for the position

We alternated who asked the questions in the second round of interviews so that everyone had the chance to ask at least two questions. The questions for this round were:

1. Tell us a little bit about yourself and why you're interested in the position.
2. What skills do you have that make you a strong researcher and writer?
3. This is a collaborative work environment. Tell us about your experiences working collaboratively.
4. Tell us about a success that you've had. What was it and how did you achieve it?
5. Discuss a situation in which you had to deal with an angry or upset customer (or co-worker).
6. Briefly describe your involvement in campus groups or other activities in which you participate.
7. What leadership qualities do you feel you possess?
8. Scenario: Barrier/communication  
You are working with a student whose professor has told them they need to have scholarly sources and recommend using the library's website. They look at you blankly and say that they don't understand the difference. "Isn't a search on Google the same thing?" How would you respond to this?
9. Scenario: Conflict/confrontation  
A writing coach has brought over a student who needs more topic development/resource gathering help. The student seems frustrated and tells you that they're required to be there for their English class. They tell you that they don't understand why they have to be here because their assignment—an argument paper—is stupid. You start to ask questions about the work they've done, but they act hostile to the idea of seeking help in general and to you in particular, asking the coach why they can't just have their session and be done. Sitting back with their arms crossed, they tell you that they have no ideas because their original idea of writing about how 9/11 was a conspiracy was rejected and that they don't care about the paper.
  - a. How do you proceed?
  - b. How would you deal with the personal hostility?
  - c. How would you find out if that hostility is really about you?

10. Scenario: Research/library resources

A student in a women's studies class comes to you for help finding sources for their paper. They want to research Laverne Cox and can't find many resources because their professor only wants academic, scholarly sources. What search strategies would you use to help them? What would you recommend?

11. Do you have any questions for us?

At the end of the second interview, if the student seemed like they might be a good fit and was a contender for the position, we would tell them a bit more about the duties involved in the job, hours required, and what the pay would be.

Interestingly, I found that, rarely but notably, some candidates had very different interviews between the first and second rounds. In one particular case, I had thought that a candidate was a great match, but the second interview was much worse. I was surprised and kept an eye out for potential warning signs in future interviews.

After the interviews were completed, I sat down with all of the staff who participated in the second round of interviews to get their feedback on each candidate. It usually worked out that it was pretty clear who our hires would be, but I liked getting to know of any concerns about candidates early. That way, I could work in any improvements that were feasible into their goals and outcomes for the coming year, if we hired them.



## CHAPTER 4

# Developing Training

*“It’s all to do with the training: you can do a lot if you’re properly trained.”*

– Elizabeth II, Queen of Great Britain

### In this chapter you will find:

#### I. Themed sections on

- don’t reinvent the wheel if you don’t have to
  - using pre-existing training from
    - departments involved
    - the larger institutions
    - state-level and higher opportunities
- aligning with your goals
- more engagement, less lecturing
  - training methods
  - tools to help you train

complete with examples from different institutions and prompts to help you reflect on your own needs

#### II. Case studies from

- California State University, Dominguez Hills
- Hendrix College
- Indiana State University, Bloomington
- Michigan State University
- University of California, Los Angeles
- University of Dayton
- University of Miami
- Wright State University

## Don't Reinvent the Wheel If You Don't Have To

When it comes to training student employees, there is a wealth of literature available, both for academic libraries and other college and university areas. However, there isn't a model of training students who work in multiple areas or departments for one position. Just because there isn't a unicorn of a model doesn't mean that you have to start from scratch though; a lot of these existing models have some truly great advice that you can use to create your own.

### *Training from Departments Involved*

First, I'd recommend taking a look at pre-existing training that the departments involved have for their respective student employees:

- What can you take from these training to assist your own students?
- What can you leave out that might not be relevant to the new position?
- Should your students join in with the other students from these department-specific positions for co-training?
- Should your students receive separate training?

If the departments involved don't have any pre-existing training (or training materials), this is a great time to bring up the idea of working together to develop materials for your respective and combined students.

### *Training from the Larger Institution*

Along the same lines as departmental training, your larger institution should have training available that might be useful for your students.

- Does your Human Resources department offer webinars or workshops that your students might be able to attend?
  - If not, are these events that *you* could attend and then provide information about to your students?
- Does the Student Employment Office or Career Center offer any workshops or webinars that might be useful for your students?

Some of the institution-level training isn't going to be tailored toward students but might still be applicable. When I was looking at materials for training my students, I included a variety of things, including an activity or two from a supervisor training that definitely wasn't tailored toward students or even for the topic I used them for, though they fit well where they were needed.

## *Training from State-Level or Higher*

In Ohio, I was lucky to learn about the Ohio Library Council's Ohio Reference Excellence (ORE) training while working at the Public Library of Cincinnati and Hamilton County.<sup>20</sup> It's a great, free resource that I was able to adapt for my student employees to help train them with reference and allowed them to get certificates for their work. Are there programs like this in your state?

Some simple searching reveals a variety of options available in different states, like:

- The ABLE program offered through the Idaho Commission for Libraries, which includes a Public Services Sequence comprised of the following sections: "The Reference Interview," "Evaluating Reference Sources," "Basic Reference Sources," and "Ethics and Public Service." This is a free program that has a certificate available upon completion.<sup>21</sup>
- Courses available through the State Library of Louisiana, including Reference Basics, a six-hour course available for \$25.<sup>22</sup>
- The Maryland State Library Resource Center offers a variety of by-request workshop topics, including several excellent-sounding customer service-based workshops like Challenging Customer Interactions, Customer Service and Model Reference Behaviors, and Improving Library Service to Customers with Disabilities.<sup>23</sup>

These courses have different topics, requirements, and costs (though most appear to be free).

You might also take a look at webinars and other training that come through national organizations too. For example, the Association of College and Research Libraries has a couple of free series of webinars with recordings that could be useful.<sup>24</sup> The Georgia Library Association's Carterette Series also has some great potential topics.<sup>25</sup> More than just library associations, you can also look at the national organizations that represent your partners to make sure that you're really providing as much cross-training and training across departments as possible. While most of these options that I've pointed out are free, it might also be worth exploring whether there are funds or grants available to pay for some more specialized online training or webinars that might not be available through free resources.

**PROMPT**

What training do you feel you could use from your department and/or the other departments involved in your partnership? Will they require any updating or revising to fit your needs? If so, how will you do that?

What trainings from your larger institution (Human Resources, Student Employment, Student Career Center, etc.) could you use in your student employee training? Would these groups be able to deliver the training? Will you need to attend and become familiar with the topic to lead it yourself? Where do you see the training best fitting in with your student training schedule?

Does your state library association or state library offer any training that is relevant for your students? Do they cost anything and, if so, do you have funding available for that? Are there other states with organizations that have training you might want to use? What about national organizations—are there webinars or training from them that might be useful? Where would that training best fit in with your student training schedule?

## Aligning with Your Goals

It can't be stressed enough how important it is to align with your goals. When you're developing training for your student employees, consider these goals and how you might best support your students as they work to achieve these goals.

The Annual Goals chapter highlights some of the areas you should think about as you develop these goals (your strategic plan, what you need, what the student needs), but developing training that aligns with these areas isn't always the easiest job. Here's what I'd recommend thinking about with training for these areas:

### *Strategic Plan*

- What overarching goals does the library have that pertain to student success? How would your student employee be assisting the library with meeting these goals?
- What training would they need to help meet these goals? Hands-on? Tutorials about the library's mission/vision/goals? A simple reading activity?

### *What You Need*

With student employees in the library, the most common need from the library is for the student to represent the library at one or more information desks. This is pretty straightforward. Training should at least partially focus on responsibilities while at the desk, how to answer common questions, and when to refer questions, among other things. Consider having your students complete the same training as "regular" library student staff, though with additions and changes as needed, such as:

- Are these students working at a desk combined with the other department(s) involved? If so, what cross-training will they need? Even if they're simply working in another department's space, this same question applies.
- Will the students be using any specialized software when they're working? What training will they need to be able to use it?

### *What the Student Needs*

This is really important. Working with the student employee(s) to figure out what they're hoping to get out of working for you is an important step to supervising them. Understanding how this position will help them as they complete school and work toward entering the workforce can help determine what additional training might be beneficial for the student.

- What does the student want to do once they leave your institution? Is there any targeted training you can offer than can help them (that is also relevant to the work they'll be doing with you)?

- How will training benefit the student in the long run? How does this align with their goals? How do all of these goals (the strategic plan, yours, and the student's) work together with your training program?



## PROMPT

What overarching goals does the library have that pertain to student success? How would your student employee be assisting the library with meeting these goals? What training can you offer that would help meet these goals?

What are your personal/departmental goals for the student employee? How will your training align with these goals? Is there any specific training that you believe you should offer to best assist with these goals? Likewise, what goals do your partners have for the student employee? How does your training align with these goals as well as yours?

What does the student want to do once they leave your institution? What targeted training can you offer them to assist with this? How will your training benefit the student in the long run? How do your goals and the student's goals align? How will training best meet these goals?

## More Engagement, Less Lecturing

Once you've figured out what you want to include in your training and how it will align to the goals of the partnership and institution, it's time to sit down and plot out how to make it all happen. Is this one-day training? A series of training days? Something spread throughout the semester or year? How do you want to handle that?

### *Training Methods*

There are a variety of training methods available to you and more that are developed each year. I am by no means a complete expert in this, but here are some of the more popular examples that I've seen used:

- In-person training. With in-person training, there are many ways you can organize them, like:
  - one-day training
  - multi-day training
  - workshop series
  - weekly meetings (usually staff meetings)
  - coaching/one-on-one training

You can also include a variety of training activities, like:

- readings
- discussions
- roleplay scenarios
- games
- hands-on practice
- worksheets
- quizzes
- demonstrations
- case studies
- Online training. There are many methods of creating online training, including:
  - a course through your institution's LMS (Blackboard, Canvas, Desire to Learn, Moodle, etc.)
  - your own website, either through your library's webpage or through some other website creator
  - a tutorial or series of tutorials
  - a video or series of videos (interactive or simply informative)
  - a blog
  - a game or series of games

## ***Tools to Help You Train***

There are a variety of tools available to help you put together your training, both free and proprietary.

For in-person training, you may not need more than some of the standard tools on any librarian's computer—your library's catalog, access to the internet, Microsoft Office, etc. You can always play around with tools like Kahoot (for quizzes) or Canva or Piktochart (to create materials, presentations, and handouts), too. These are some of the tools that I've found helpful, though they are not the only ones.

For online training, here are some resources you might find particularly helpful. These are not complete lists of resources but are ones that I am familiar with and/or have used myself:

- Website creation
  - Adobe Dreamweaver<sup>26</sup>—proprietary; might be part of your institution's Adobe Creative Cloud subscription if you have one; has templates or you can create the code from scratch
  - Google Sites<sup>27</sup>—free; drag-and-drop interface; connects with other Google products like Drive and Calendar
  - Weebly<sup>28</sup>—free; drag-and-drop interface; includes a blog option
  - Wix<sup>29</sup>—free; lots of tools to use, including blog options, video and photography sharing, and even a logo maker
  - Wordpress<sup>30</sup>—free; works with their blog option; a variety of templates
- Tutorial creation
  - Articulate Storyline 360<sup>31</sup>—proprietary; has a free trial; includes a variety of tools for creation and live support; mobile-friendly
  - Camtasia<sup>32</sup>—proprietary; has a free trial; screen recorder, as well as ability to import PowerPoint and other tools for creation
  - Powtoon<sup>33</sup>—free; creates videos using animation; images and music are already included, and you add your voice-over
  - Snagit<sup>34</sup>—proprietary; screen capture/screen recording
- Blog creation
  - Blogger—free; one of the oldest blog websites
  - Wordpress—free; lots of themes and customizable options
- Games. These can take a variety of forms, depending on if these are in-person, online, or a mix of the two. You can adapt an existing game to fit your training purposes or create a new one. In the classroom, for example, I've put labels on Jenga pieces for quizzing or introductions/getting-to-know-each-other activities.

Some new areas that can be explored include:

- Augmented reality. This is a great tool for engaging with training in a hands-on manner. You can hang poster triggers for an app all over the

space and have students play along with the clues and posters to answer questions, get acquainted with the tools and space, and more.

- When I first did this, I used an app called Aurasma, run by HP, which later became HP Reveal. Unfortunately, this has been discontinued.
  - BlippAR is another app that I have used a few times and intend on exploring more. It used to be free, but now has a thirty-day trial available. You can have videos, photos, websites, PowerPoints, and a variety of other options pop up in the app.<sup>35</sup>
  - Lately, I've begun exploring ARize, which has free and paid versions. You can have videos (including 360 video), 3D models, and websites pop up from the app.<sup>36</sup>
- Virtual reality. I haven't had a chance to experiment with this yet, but I know that Google (Cardboard) and Oculus (Rift) and other companies have some VR products worth exploring.

**EXAMPLE**

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**California State University, Dominguez Hills***by Kendall Faulkner*

Below, you'll find a transcript of the tutorial that Kendall uses to train student assistants.

**Research Help at the CSUDH Library: Getting Patrons the Help They Need, a Tutorial for*****Student Assistants*****I. Research Help****a. Welcome**

- Hi, I'm Kendall. I'm the reference services coordinator here at the library. That means that I work with all the services that get students help with their research, including the Research Help Desk.

**b. What kinds of things are included in Research Help?**

- One of the most common types of research help is finding articles and books on a topic.
- But there are many other kinds of help we offer, including:
  - ✦ using and getting the most out of library databases and other resources
  - ✦ evaluating resources
  - ✦ finding reliable websites
  - ✦ literature reviews
  - ✦ narrowing or broadening a topic
  - ✦ developing keywords
  - ✦ formatting citations
  - ✦ developing a search strategy
  - ✦ making an annotated bibliography

**c. Meet the librarians.**

- Librarians have special training and experience to help with research.
- [Photos and names of librarians included]

**d. What you should answer.**

- Most questions asked at service desks should be answered by the student assistant or staff working the desk. However, research questions should be referred to a librarian to answer. Below are examples of what you should answer and what you should refer to a librarian.

- You answer:
    - ✦ questions about your department
    - ✦ directions
    - ✦ information about the library or campus services
    - ✦ seeking a specific known item, like the title of a book or article
  - Refer to a librarian:
    - ✦ any of the more advanced research questions on the previous slide
    - ✦ topic searches
    - ✦ trouble finding articles or books
    - ✦ research strategy
    - ✦ using databases
    - ✦ citations
    - ✦ assessing sources
    - ✦ finding reliable websites, statistics, or government information
- e. Match answers  
(Drag-and-drop style, 10 points, three attempts permitted)

<b>Drag the questions into the box for the person best suited to help the patron</b>	
<b>Question</b>	<b>What box it belongs under</b>
Do you have a copy of <i>I Know Why the Caged Bird Sings</i> ?	You or department staff
I'm having trouble with my computer. Can you help me?	You or department staff
I'm doing a paper on the effects of alcohol on child development and I need to find articles.	Refer to a librarian
Do you have Ovid Nursing?	You or department staff
Where can I get a group study room?	You or department staff
Is this a scholarly article?	Refer to a librarian
My professor said our textbook is at the library.	You or department staff
I need to know how many homeless people there are in Long Beach.	Refer to a librarian

Feedback when correct:

“That’s right!”

Feedback when incorrect:

“Still not right. Finding articles on child development, understanding scholarly articles, and searching for reliable statistics are all questions best answered by a librarian. The other questions can be answered by you or the appropriate library department, such as circulation to find a book, reserves for textbooks, and IT for computer help.”

- f. Making the referral
  - Now that you know when to refer a patron, let's see how you can get them to a librarian.
- g. Weekday referrals
  - During normal office hours (Monday–Thursday: 8 a.m. to 7 p.m., Friday: 8 a.m. to 5 p.m.)
    - ✦ Call us
      - On the schedule, check to see who is “on-call” and call their extension.
      - The librarians’ schedule can be viewed at [csudh.libguides.com/RefStudent](http://csudh.libguides.com/RefStudent).
      - If no one is on-call, dial the main office line x3718.
      - Librarians are on call and ready to help! We will come out and greet the patron to take them to our office for one-on-one help.
      - **You are not bothering us by calling.** Research help is what we are here for and we want to be there for our students.
    - Anytime research help
      - ✦ Schedule an appointment
        - Students can schedule appointments with a specific librarian or any available. Appointments last up to an hour.
      - ✦ Email or Text
        - When a student submits an e-mail, it sends notifications to all librarians. Even when we are not in the office, e-mails are typically answered within a few hours.
        - When we receive a text outside of normal office hours, it also sends an e-mail notification to all librarians and is typically answered within a few hours.
- h. Find the Research Help page
  - How to e-mail, text, or schedule an appointment with a librarian:
    - ✦ Under the Research tab on the home page, click Research Help.
- i. Research Help page
  - Help from a librarian

## II. Quiz

- a. It is 9 a.m. on a Wednesday. A patron asks you for help researching feminist themes in the novel *Frankenstein*. What should you do?
  - Search “feminism and Frankenstein” in OneSearch.
  - Have the patron send an e-mail using the Research Help page.
  - **Refer the patron to a Librarian by calling the on-call librarian or the main office line for the librarians.**

- b. It is 4 p.m. on a Monday. A patron comes to the desk looking for the textbook for his math class. What do you do?
  - Call the librarian.
  - Send them to the reserves desk; they can help them find the call number there.
  - Look up the call number using the Course Reserves Search, write down the call number, and have the patron take it to the Reserves Desk.
- c. It is Saturday afternoon. A patron asks for help finding psychological tests for depression using the database PsycTests. How will you help the patron?
  - Tell the patron to come back on Monday when there is a librarian available to help them.
  - Show them where PsycTests is in the database A–Z list.
  - **Show them how to get help from a librarian by sending an e-mail, text, or making an appointment.**
- d. A patron comes to you with their class syllabus with several citations for journal articles they need to find. What will you do?
  - **Use the OneSearch to search each title and e-mail the patron the URLs.**
  - Use journals we own to find the journal they are looking for.
  - Call the librarian on-call to help them find the articles for their class.
  - Send them to the Reserves Desk.

### III. Closing

- a. Results from quiz

**EXAMPLE**

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***Hendrix College***

*by Janice Weddle, Charnley Conway, and Felipe Pruneda Sentías*

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**Case Studies for Customer Service*****Library Associate Training***

1. A patron for whom English is a second language comes up to you at the desk. You don't understand the question they ask you. What do you do?
  - a. You have established that the patron needs to fax a document. What do you do?
2. You're sitting by yourself at the Circulation Desk on Tuesday afternoon, while the rest of the library staff has their monthly meeting. A community patron walks up to you and tells you that they are trying to fill out a job application and they need help at the computers. What do you do?
3. You're working an evening shift on Wednesday when a faculty member comes rushing in to ask for a film from Reserves for their screening in just a few minutes. You check the shelves, but you don't see the title they're asking for. What do you do?
4. You're working a shift with a new student assistant at the beginning of the semester when a patron comes up to your co-worker and says, "I looked for [this book] upstairs, but it's not there." What do you do?
5. The phone rings on a Friday morning while you're by yourself at the desk. The person on the phone asks to speak to "the person who does the ordering." What do you do?
6. A student comes up to you during your late shift on Sunday night. They tell you they need to find primary sources for their Epidemics & Society assignment. You don't know anything about the subject. What do you do?
7. A student comes up to you during a late-night shift on Monday night. They need to find articles for their paper for Buried Cities & Lost Tribes. You had that class last year. What do you do?

**EXAMPLE**

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***Indiana State University, Bloomington****by Meg Meiman, Christina Sheley, and Meredith Knoff***Primary Reference Training Exercises*****Database Searching***

1. Each research assistant is assigned a sample research question/topic.
2. Using the library website only, research assistants must identify three appropriate/relevant resources—one of which must be scholarly.
3. Research assistants need to document their search strategy, list the resources they found and show how they found them, and defend/explain why they chose the articles/books/etc.
4. Each research assistant demonstrates to the group their search techniques. The group as a whole can ask questions or offer suggestions to the research assistant.

***Reference Role-plays***

1. Research assistants act as the librarian while the librarian manager acts as a student researcher.
2. Role-plays are done in front of the group. Research assistants are told that they can solicit help from their fellow research assistants.

**Question 1:** Hi, I am a public health student. I am doing research on poverty's impact on public health in urban environments. I need the poverty and employment rates for the south side of Chicago for the past thirty years.

**Question 2:** I am in an English class, I am writing a paper, and I need seven scholarly articles.

**Question 3:** I am researching MLK and Malcolm X. I need to know how their approaches to civil rights differ.

**HIRE ED Training Role-Playing Activity*****Directions***

The scene is the research consultation desk. One individual plays the student job-seeker. The other individual plays the library staff member. The student job-seeker is going to come to the library staff member for their previously scheduled HIRE ED consultation

appointment. The library staff member finds the company and industry report and current news appropriate to the student job-seeker's company (see below). In addition, the library staff member will locate the information that addresses the student job-seeker's questions (see below).

### ***Role-play Scenarios***

A laptop will be provided to each group for use during role-play.

*Research consultation #1:* Company of interest: PepsiCo

Library staff member finds the company and industry report and current news. Library staff member teaches the student job-seeker how to find this information as well.

Additional questions (asked by the student job-seeker):

- I am interested in a brand management position at PepsiCo. Where could I go to find information about this company's branding or marketing activities?
- Where could I find examples of interview questions that I might be asked?

Student job-seeker and library staff member should switch roles before moving to research consultation #2.

*Research consultation #2:* Company of interest: Airbnb

Library staff member finds the company and industry report and current news. Library staff member teaches the student job-seeker how to find this information as well.

Additional questions (asked by the student job-seeker):

- I am interested in a product manager position at Airbnb. Where could I go to find information about this company's products?

Reflection questions:

1. What feedback would you give the library staff member executing the consultation?
2. As the library staff member, what was confusing about the resources and/or information sources?

### ***Assessment of Primary Reference Training for Research Assistants***

The questions below are meant to evaluate the four-hour primary training you received as a research assistant in the Learning Commons. Your answers will be used to shape your training in the coming academic year and will be anonymous.

1. How would you rate the usefulness of the brainstorming session to develop a Learning Commons mission statement?
  - a. Highly useful

- b. Useful
  - c. Somewhat useful
  - d. Not very useful
  - e. Not at all useful
  
2. How would you rate the usefulness of the database searching session?
  - a. Highly useful
  - b. Useful
  - c. Somewhat useful
  - d. Not very useful
  - e. Not at all useful
  
3. How would you rate the usefulness of the role-playing session in learning about how to do a reference interview?
  - a. Highly useful
  - b. Useful
  - c. Somewhat useful
  - d. Not very useful
  - e. Not at all useful
  
4. What did you especially like about the training session that we should make sure to include for future RA sessions?
5. What did you dislike about the training session that we should make sure to exclude in future sessions?
6. What additional training do you think needs to be included?

### ***Partner Training Survey***

1. What hour session did you attend for the Learning Commons all-staff training?
  - a. 3:00
  - b. 4:00
  - c. 5:00
  - d. 6:00
  
2. For which Learning Commons service do you work?
  - a. Library services desk
  - b. IU Peer Coaching
  - c. IT Training
  - d. UITS Technology Center Consulting
  - e. Research Assistance
  - f. Writing Tutorial Services
  - g. UITS Support Center

3. Overall, to what extent do you feel the session helped familiarize you with Learning Commons' services?
  - a. The session did not familiarize me with Learning Commons services.
  - b. The session did an OK job familiarizing me with Learning Commons services.
  - c. The session did a good job of familiarizing me with Learning Commons services.
  - d. The session did an excellent job of familiarizing me with Learning Commons' services.
4. Based on your response to the last question, can you expand on why the session did or did not help familiarize you with the Learning Commons services?
5. Was the Learning Commons all-staff training session beneficial to you as a staff member? Why or why not?
6. Should we continue to offer annual all-staff training?
7. Is there anything that you especially liked about the session that we should make sure to include in future sessions?
8. Is there anything that you especially disliked about the session that we should make sure to exclude in future sessions?
9. Is there anything else you would like to share with the Learning Commons Training Team about the training session?

**EXAMPLE**

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**Michigan State University***by Emilia Marcyk***Joint Peer Research Assistant/Writing Center Training Outline**

- Introduction to the Peer Research Assistant Program (10 min.)
  - Included sharing goals of the program, common types of help provided to patrons, overview of where to find information about PRAs and the library.
- Question sharing and discussion (25 min.)
  - Mixed tables of PRAs and Writing Center consultants discussed five example questions. These were designed by Writing Center coordinators and mirrored common scenarios received by the Writing Center.
  - Tables were prompted to discuss each scenario and identify where a patron would be best served by the Writing Center and where they would be best served by a peer research assistant.
- Debrief and discussion (15 min.)
  - Tables shared their thinking, and the group as a whole worked on articulating the line between writing and research help and where these two areas overlap.
- Time for questions (10 min.)

**Example Joint Training Scenarios**

1. Jessica is working on an essay for her first-year writing class comparing the rhetoric of the Cold War to the events of today. She is still in the drafting stages of her essay and is trying to find historical sources to include that describe the Cold War, including events, speeches, propaganda materials, etc. She has a draft of her introductory paragraph and an outline of the rest of the paper.
2. Zhang is an international student working on an essay for his first-year writing class and wants help making his grammar sound more like a native English speaker. He uses quotes frequently in his work, but these are mostly from Wikipedia and are inserted into the essay as complete sentences. He also struggles with articles, pronouns, and verb tense.
3. Shawn is working on his master's thesis in anthropology, focusing on religion in Haiti. He is in a later drafting stage and wants help with APA formatting because he is more used to MLA, and that is the current format of his work. His instructor also suggested that he go to the Writing Center for help with the organizational structure, including the heading titles that are used. Last, Shawn wants to make sure that there are a variety of sources that he is using in his work.
4. Kate is an education student working on her dissertation about the literacy practices of African American high school students in Detroit. She has written

an introduction and two chapters, but now she is stuck and does not know what to do next. She is meeting with her advisor next week but wanted to first visit the Writing Center to see if they can help her.

5. Kim is working on a paper that she thinks is finished. Her instructor, however, strongly encouraged her to go to the Writing Center before turning in the paper. She explains to Kim that she does not always have a clear argument and that she needs to engage further with her sources. At the start of the consultation, Kim tells the consultant to tell her what she needs to fix.

**EXAMPLE**

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**University of California, Los Angeles**

by Annie Pho and Alicia Reiley

**2018–2019 Embedded Inquiry Specialist Training Schedule**

	Monday 9/24 [1]	Tuesday 9/25 [2]	Wednesday 9/26 [3]
7:30 AM	<b>Sign-in</b> <i>Library Human Resources Office</i>		
8:00 AM			
8:30 AM			
9:00 AM	<b>Welcome, Breakfast 7 Work Orientation</b> <i>Scheduling, office hours, expectations, and communication, UWC @ 9:45</i>	<b>Breakfast, Perks &amp; Accounts</b> <i>Jerseys, account cards, locker assignments, Consultation Tracking Tools (Confluence, MyScheduler, Ref Stats, LibCal, Slack)</i>	<b>Breakfast &amp; Introduction to the Space</b> <i>Sharing space with InqSpecs + Writing Center</i>
9:30 AM			
10:00 AM	<b>Undergraduate Writing Center Training</b> (PAB 2-748) <i>Training with Peer Learning Facilitators</i>	<b>Library Website Training</b> <i>Catalog and ArticlesPlus ASC and Web of Sciences Instructional tools/guides</i>	<b>Scenarios Training</b> <i>Role-playing "real life" scenarios in groups</i>
10:30 AM			
11:00 AM			
11:30 AM			
12:00 PM	<b>Cluster Lunch and Orientation</b> (Covel Commons, Salon Room A)	<b>Goal Setting and Lunch</b> <i>Developing your workplans and reviewing your research guides with your Cluster Liaisons. Overview of weekly breakdown for hours. Lunch starting at 12:00</i>	<b>Peer to Peer Panel</b> <i>Returner reflections &amp; Q+A</i>
12:30 PM			
1:00 PM		<b>Research Consultants Trainings</b> <i>What is a research consultation? Most common consultations (writing, research, studying/exams, logistics, other) Examples of research consultations Video examples</i>	<b>Lunch with Fellow Student Employees</b>
1:30 PM			
2:00 PM			
			<b>Powell Library Outreach &amp; Tour Training</b> <i>Self-Guided Tours and CCLE Outreach to faculty</i>

**FIGURE 5**

Cluster Embedded Inquiry Specialist Work Plan

*Mandatory activities in bold*

Activity	Weeks	Goals and Tasks	Additional Information	Notes
<b>Inform cluster coordinator and Library of your office hours</b>	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10	<input type="checkbox"/> Includes day(s), times, and location <input type="checkbox"/> Send an email to all students via CCLE letting them know when your office hours will be held <input type="checkbox"/> Check that syllabus and/or CCLE has the correct information	<ul style="list-style-type: none"> <li>• Check with <b>Alicia Reiley</b> to make sure your planned office hours to not conflict with those of other Embedded InqSpecs</li> </ul>	
<b>Attend at least one lecture per week</b> (1.25-2.5 hrs/wk, fall/winter qtrs)	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10	<input type="checkbox"/> Introduce yourself at first lecture: brief background and what your role will be <input type="checkbox"/> Make announcements in lecture about upcoming events	<ul style="list-style-type: none"> <li>• Pay especially close attention during lectures which cover material new to you and lectures which present assignments</li> </ul>	
<b>Attend teaching team meetings</b> (1-2 hrs/wk, fall/winter qtrs)	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10		<ul style="list-style-type: none"> <li>• At most meetings, you may not have much to contribute as the faculty will discuss teaching techniques and the specifics of grading</li> <li>• Be prepared to offer your thoughts on a particular assignment or inform the teaching team of any troubling trends you have observed</li> </ul>	
Attend section/seminar meetings (variable)	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10	<input type="checkbox"/> Ask the TAs for permission to attend their sections to introduce yourself to the students again <input type="checkbox"/> Send emails confirming specific dates and times to attend <input type="checkbox"/> Visit sections and give a brief description of the services the Library offers and the role you play within the cluster; remind them of your contact information and availability	<ul style="list-style-type: none"> <li>• It's useful to get as much face time with the students as possible, and speaking to them in section helps to familiarize them with your role</li> <li>• After these initial meetings, feel free to sit in and observe as many sections as you like (with permission from the TAs)</li> </ul>	

**FIGURE 6**

Cluster M1 Work Plan Winter 2019

*Mandatory activities in bold*

Activity	Weeks	Goals and Tasks	Additional Information	Notes
<b>Hold office hours in Powell InqLab 1</b> (1-3 hrs/wk, fall/winter/spring qtrs)	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10	<input type="checkbox"/> Make announcements in lecture and sections <input type="checkbox"/> Email reminders to TAs and students <input type="checkbox"/> Post on <b>Slack</b> at the start of office hours <input type="checkbox"/> Input ALL student interaction statistics (email, consultations, office hours, review sessions, workshops) into <b>RefStats</b> under the "Embedded_InqSpec" username and into <b>LibCal</b> under your personal username.	<ul style="list-style-type: none"> <li>• When not in meeting with students, observe/assist with other consultations</li> <li>• Keep an eye on the UWC receptionist to ensure that they do not inadvertently send one of your students away</li> </ul>	
<b>Schedule and attend appointments for individual students</b> (variable)	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10	<input type="checkbox"/> Make announcements in lecture and sections <input type="checkbox"/> Email reminder to TAs <input type="checkbox"/> Input ALL student interaction statistics (email, consultations, office hours, review sessions, workshops) into <b>RefStats</b> under the "Embedded_InqSpec" username and into <b>LibCal</b> under your personal username.	<ul style="list-style-type: none"> <li>• When not in meeting with students, observe/assist with other consultations</li> <li>• Keep an eye on the UWC receptionist to ensure that they do not inadvertently send one of your students away</li> <li>• Communicate with students frequently via email</li> <li>• keep track of no-shows in <b>LibCal</b></li> <li>• Manage your time and student expectations to prevent being overworked</li> <li>• Experiment with length of consultations: do you prefer 20 min., 30 min., or longer consultations?</li> </ul>	
<b>Attend weekly InqSpec meetings</b> (1-2 hrs/wk)	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10	<input type="checkbox"/> Share any updates and/or interesting events with the other InqSpecs <input type="checkbox"/> Keep track of upcoming events at the Library	<ul style="list-style-type: none"> <li>• Come prepared with any questions that may have come up in the past week: often, another InqSpec may have dealt with a similar circumstance in the past</li> </ul>	

**FIGURE 6 (CONTINUED)**  
 Cluster M1 Work Plan Winter 2019

*Mandatory activities in bold*

Activity	Weeks	Goals and Tasks	Additional Information	Notes
<b>Conduct tours of the Library for cluster students</b> (variable, fall qtr)	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10	<input type="checkbox"/> Memorize the route and the scripts <input type="checkbox"/> Wait for the students in the foyer several minutes before the tour is scheduled to begin <input type="checkbox"/> Introduce yourself and your partner <input type="checkbox"/> Lead the tour and answer any questions	<ul style="list-style-type: none"> <li>• Before beginning the tour, work out with your partner who will do what: one person should walk at the front, the other should bring up the rear. Divide the speaking roles equitably between the two of you</li> <li>• Wait for any stragglers before starting</li> <li>• Encourage questions and try to interact with the students</li> </ul>	
<b>Make an announcement encouraging students to re-enroll in the cluster</b>	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10	<input type="checkbox"/> Address the students in lecture and/or sections <input type="checkbox"/> Send reminder emails to the students <input type="checkbox"/> FOR SPRING: coordinate with the seminar instructors to obtain syllabi and course materials as soon as possible	<ul style="list-style-type: none"> <li>• Encourage any student who is contemplating dropping the cluster to talk to you about their options</li> <li>• Reinforce the benefits of staying in the cluster for the whole year</li> <li>• Reference your own personal experiences with the cluster</li> <li>• FOR SPRING: establish a culture of communication with all the instructors. Try your best to learn as much as possible about the logistics, structure and topic of each seminar to be prepared for spring.</li> </ul>	
<b>Meet with the library liaison</b> (variable)	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10	<input type="checkbox"/> Update librarian on any upcoming assignments <input type="checkbox"/> Collaborate on the cluster <b>research guide</b> <input type="checkbox"/> Discuss the possibility of library instruction	<ul style="list-style-type: none"> <li>• Try to meet with your liaison as often as possible (at least once a quarter)</li> </ul>	

**FIGURE 6 (CONTINUED)**

Cluster M1 Work Plan Winter 2019

*Mandatory activities in bold*

Activity	Weeks	Goals and Tasks	Additional Information	Notes
Assist librarian in preparing for library instruction (variable)	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10		<ul style="list-style-type: none"> <li>• Even if you won't have library instruction this year, discuss the possibility of future instruction with your liaison and cluster coordinator</li> </ul>	
Attend library instruction (variable)	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10			
<b>Submit any last stats, update work plan and complete quarterly reflections</b> (1-2 hrs/qtr)	<input type="checkbox"/> Week 0 <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 2 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 4 <input type="checkbox"/> Week 5 <input type="checkbox"/> Week 6 <input type="checkbox"/> Week 7 <input type="checkbox"/> Week 8 <input type="checkbox"/> Week 9 <input type="checkbox"/> Week 10	<input type="checkbox"/> Regularly update your work plan <input type="checkbox"/> Input ALL student interaction statistics (email, consultations, office hours, review sessions, workshops) into <b>RefStats</b> under the "Embedded_InqSpec" username and into <b>LibCal</b> under your personal username. <input type="checkbox"/> Write and submit your evaluations and/or requested statistics to Annie Pho before the deadline <input type="checkbox"/> Prepare new work plan for coming quarter	<ul style="list-style-type: none"> <li>• Try to input all your stats as they occur: do not wait until the end of the quarter to input your stats</li> <li>• You must record all interactions, including email exchanges, directional queries, etc. They are essential to tracking your progress and helping to grow the program</li> <li>• Keep your work plan current by periodically making updates (e.g. completing checklists)</li> <li>• At the end of the quarter, modify your work plan to reflect your tasks for the next quarter</li> </ul>	
<i>Target hours: 200 hours over fall, winter and quarters (including training)</i>				

**FIGURE 6 (CONTINUED)**  
 Cluster M1 Work Plan Winter 2019

**EXAMPLE**

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**University of Dayton***by Jillian Sandy and Heidi Gauder*

<b>Knowledge Hub</b>	<b>Training Date:</b>	<b>Trainer's Initials:</b>
<b>Knowledge Hub Opening Procedures</b>		
Point out info in binders.		
Student employee name tag.		
Location of keys for Knowledge Hub and printer cabinets.		
Start up both workstations if not on. Otherwise, turn on monitors.		
Use Novell log-in for Cisco screen.		
Log into Knowledge Hub email; sample questions.		
Log into Desk Tracker.		
Check for voice mail messages.		
Check the paper supply in the public and workroom printers.		
Check the staple supply in the staplers. Discard paper in 3-hole punch.		
How to answer the Knowledge Hub telephone.		
How to transfer calls using the pre-programmed buttons.		
How to transfer calls to other numbers in the library or on campus.		
<b>Printer Procedures</b>		
How to clear paper jams: look at all drawers.		
Turning off the printer at the printer.		
Replacing toner cartridge; put cartridge in ref workroom.		
Troubleshooting: too much paper in tray, print job not showing up, papercut issues.		
iPrint manager		
<b>1st Floor Locations</b>		
Reference workroom.		
Location of public restrooms.		
Access Services and its functions.		
Explanation of Circulation Supervisors and Super Students and their roles.		

**FIGURE 7**

University of Dayton Knowledge Hub training chart

<b>Knowledge Hub</b>	<b>Training Date:</b>	<b>Trainer's Initials:</b>
Location of extra Knowledge Hub desk keys and paper cabinet keys at Circulation Desk.		
Reference books and LC call number shelving.		
Library faculty offices and the office of the Assistant Dean of Libraries.		
Location of the three first-floor study carrels.		
Emergency exits; role of staff in emergency.		
<b>Directional, Technical, and Basic Reference questions</b>		
Answering directional questions.		
Answering technical questions.		
What is Udiscover?		
Searching a book in the U.D. catalog.		
Requesting a book from an OhioLINK library.		
Borrowing periods for books.		
Requesting an Inter-Library Loan.		
Textbooks.		
Research Guides.		
Questions about library-sponsored events.		
Teaching users about emailing articles/citations from databases.		
When to refer users to the Research Help Desk or to a subject librarian.		
<b>Community User Computer Policies</b>		
Computer use.		
Open office software on public computers.		
Printing from community computers.		
Printing costs and payment for printouts.		
<b>Recording Transactions</b>		
Filling out Desk Tracker accurately.		
Identifying the question category.		
What is a directional question?		
What is a technical question?		
What is a reference question?		
Identifying question difficulty on the READ scale.		

**FIGURE 7 (CONTINUED)**

University of Dayton Knowledge Hub training chart

### UDayton MadLibs

The story of UD begins when a Marianist priest, Father Meyer, traveled to \_\_\_\_\_ in \_\_\_\_\_. The following year, he and a \_\_\_\_\_, \_\_\_\_\_, and a \_\_\_\_\_ bought the land that would become St. \_\_\_\_\_'s College. It wasn't until 1920 that our school became known as the University of \_\_\_\_\_. We are now known as the \_\_\_\_\_ and have an impressive \_\_\_\_\_ team. I think our official colors \_\_\_\_\_ and \_\_\_\_\_ complement each other perfectly. Today, close to \_\_\_\_\_ students attend the University. There is a lot I like about campus: \_\_\_\_\_, my \_\_\_\_\_ house, and climbing the \_\_\_\_\_ wall. Personally, my favorite thing about the University is \_\_\_\_\_, which is one \_\_\_\_\_ reason today is so great!

#### FIGURE 8

Training icebreaker – MadLibs

### Knowledge Hub Service Desk and Customer Service Expectations

The Knowledge Hub service desk assists many users who are looking for all kinds of help. The staffers at this desk interact with students, staff, faculty, community users, and other visitors. We work with people of all ages, both in person or on the telephone.

As a Knowledge Hub service desk staffer, you represent multiple units: Roesch Library, Write Place, and UDiT. Our users do not distinguish or even know who we report to

when they are asking a question—they want someone who can provide an answer or else lead them to someone who can answer their question.

It is vital that you come ready to work as a Knowledge Hub staffer, as someone who can manage the tasks assigned to you by your employer and as someone who may be called upon to perform tasks related to the other departments that work at the Knowledge Hub desk. On any given shift, you will likely be troubleshooting printer issues, answering the phone and directing questions, asking our users about their needs and facilitating them to the right person, using the appropriate workplace software, and more.

The standards below were created so that we could ensure a consistent, professional and welcoming experience for anyone who visits the Knowledge Hub. We do not want our users to think that they are interrupting a staffer's homework, movie/music, conversation with friends, or lunch. We do want them to think, however, that we take our jobs seriously by the manner in which we dress and maintain the service desk area. It is OK to do homework during down times, but the primary emphasis during your shift should be on making sure that our users feel welcome and that we are there to lend assistance.

Standards for Behavior and Appearance at the Knowledge Hub Desk

## At the Knowledge Hub Desk

The Knowledge Hub service desk is staffed by both students and full-time staff. We sometimes have students with needs that are more easily addressed if they join us on the staff side of the desk, so it can be confusing to users to figure out who is and who is not a staffer. Nametags are worn to help our users identify who is available to help them.

The service desk area is a shared public space, so it is important to remove any potential obstacles off the floor and out of the public, like backpacks. We also strive to maintain a professional atmosphere, so extra bags and coats need to be stored in the reference workroom where we have a coatrack and other storage options.

- ALWAYS wear your nametag at a visible level.
- Backpacks and coats must be stored in the reference workroom.
- Do not put your feet on the desk or on the shelf underneath the Knowledge Hub desk. Please use the stepstools if you cannot reach the chair footrests.
- Shoes must stay on your feet.
- Make sure that you are using appropriate language, and keep conversations appropriate to the workplace.

## Knowledge Hub Service Desk Equipment

The Knowledge Hub computers and monitors are the property of the university and shared by multiple departments. These terminals should have all of the applications and software needed to perform the tasks at the Knowledge Hub service desk. If an application is needed, contact a library research team member.

This service desk is a shared workspace, both in terms of the Knowledge Hub service desk staff and by our users, who bring over laptops to ask questions, use the staplers to organize papers, and even set backpacks on the counters. The equipment we have on the counter space is intended to help us complete our work-related tasks and allow us to

maintain sightlines with our users. Any other materials need to be kept to a minimum so that the space can be usable and tidy.

- Do not download applications to the service desk computer.
- The Knowledge Hub service desk is a work surface for our users. Please keep the space tidy; there are magazine racks and a bulletin board for promotional items.

## Personal Technologies

We manage much of our daily lives through technology. However, the use of personal laptops and cell phones at a public service desk signals to our users that personal needs are a priority over services. The use of personal technologies must be done away from the Knowledge Hub desk. If you need to text or call someone, you are welcome to use the reference workroom to do so. These standards are intended to show that we are ready and available to help our users.

- Personal laptops must remain stored in backpacks or bags.
- Earbuds are not needed to conduct work at the desk; they must remain stored away while you are working.
- Do not watch videos/movies or listen to music while sitting at the service desk.
- Personal cell phone conversations need to take place away from the Knowledge Hub service desk.

## Visitors/Socializing

Conversations often signal to others that you are busy. When friends and co-workers stop by for social conversations, we lose opportunities to help others who might be too polite or unwilling to interrupt—and who might leave unhappy that their needs were not seen as a priority.

If you are engaged in a (brief) social conversation at the desk and are approached for help, please be respectful of the user's privacy. It is not appropriate for a friend or off-duty co-worker to listen in on the conversation. You will need to convey to your friend or off-duty co-worker that he or she should step away from the desk.

- Please save socializing for after work or during breaks or lunches.
- Be friendly and helpful to patrons but not overly chatty.
- Do not hang out at the Knowledge Hub service desk with co-workers when you are off duty.

## Food

It will be likely that you will work during a lunch or dinner shift, so please plan accordingly. You are welcome to eat snacks, but a complete meal or Chipotle (or other takeout) delivery is not appropriate when you are scheduled at a service desk. Remember, this desk is a shared area; food can be messy and some people are sensitive to certain food smells. More importantly, a complete meal can signal to our users that they are interrupting a meal and they may not want to bother us, which is the opposite message we want to convey.

- Snack foods are permitted at the service desk (i.e., small bag of chips, soda/water, cut up veggies, candy bar, etc.). Meals are not permitted.
- Any other food needs to be eaten in the reference workroom, the LTC, or outside.

## Dress

While there is no formal dress code here at the library for student employees, please dress tastefully and neatly. Jeans, skirts (of an appropriate length), and shorts (also of an appropriate length) are acceptable. These standards are meant to convey a professional impression to our users.

- If you can wear it to bed, the gym or the beach, then it is not OK to wear at the Knowledge Hub service desk.
- No hats at the Knowledge Hub service desk.

*Remember, you are a representative of the Knowledge Hub and may be the only contact a user has with the services of the Knowledge Hub, the library, Write Place, or UDiT. Strive for a positive, professional impression.*

## Customer Service Quiz

### Part I

1. When a patron asks you a question, how should you respond?
  - a. Be polite, but make it clear that if you answer too many questions it would be unfair to other students.
  - b. Ignore them. Maybe if you stay still, they'll go away.
  - c. **Listen to the full question, then answer professionally. If you do not know the answer or the patron is not satisfied, find someone who can help her.**
  - d. Answer the question only if she has already finished searching and identified which resources she wants.
2. If a student looks confused about the location of a book or resource, what should you do?
  - a. **Ask them if they need help and then answer any questions they might have to the best of your ability.**
  - b. Ask if they are lost and point them to another person because you're too important and that isn't your job.
  - c. It's not polite to point out that someone looks confused, so don't say anything.
  - d. Tell them that all the information they need is by the elevators.
3. Do you have to be a saint to be good at your job?
  - a. Yes, you must always be smiling and a beacon of joy in the library.

- b. **No, we are all human and have good and bad days. Just remain polite and courteous toward the customer.**
  - c. No, be a jerk. If you're mean to them, they know you mean business.
  - d. Yes, you need to be prepared to bow down before every customer and their sacred questions.
4. What does Grover (from *Sesame Street*) do well when interacting with the unhappy restaurant patron?
- a. Argues with the patron
  - b. Gives the patron a free appetizer
  - c. Tries to persuade the patron soup tastes better with a fly in it
  - d. **Brings the patron a new bowl of soup**
5. If a student asks for help checking out a book, and are not near a station that checks out books, what do you do?
- a. Laugh at them for being stupid. It's a library—they can figure it out.
  - b. **Point them toward any desk that checks out books, and be polite and courteous when doing so.**
  - c. Grab the book from them, make a “beep” noise and pretend to check it out. They won't know the difference, and you don't care.
  - d. Not your job, so just ignore them.

## Part II

1. Why do many patrons find libraries intimidating?
- a. Silence of the buildings
  - b. Stereotypical representations of mean librarians
  - c. Physical feats of strength
  - d. **A and B**
2. True or false: The “intimidating presence” of a library is limited to the physical library building:
- a. True
  - b. **False**
3. According to Jess Haigh, why is it so important to help people who are intimidated by libraries to feel comfortable there?
- a. Libraries are a great place to meet friends.
  - b. To influence people to become librarians one day.
  - c. **Statistically, people who frequently use the library get better grades and go on to earn higher degrees.**
  - d. So people feel at home in every building on campus.

4. What is the best approach for dealing with our “inner idiot”
  - a. Denying that our inner idiot exists
  - b. Cohabitate with our inner idiot**
  - c. Blaming someone else
  - d. Preventing the emergence of our inner idiot
  
5. Which of the following is NOT an example of something libraries might do to support different types of user and their needs?
  - a. Mandate that the entire library remain silent.**
  - b. Create space for people who work in different ways.
  - c. Treat the library user the way you would want to be treated.

**EXAMPLE**

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***University of Miami****by Lauren Fralinger and Ava Brillat*

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**Peer Research Consultant*****Training Day***

- 9:00 – Breakfast and Welcome (clock in)
- 9:30 – Overview of Policies and Procedures
- 10:00 – Opening and Closing Procedures
- 10:30 – Break
- 10:45 – Customer Service at the Consultation Zone
- 11:30 – Richter LRS Peer Consultant Guide
- 11:45 – Intro to Research Guides
- 12:00–1:00 – Lunch
- 1:00 – Tour of the Library
- 2:00 – Break
- 2:15 – Reference Interview
- 2:45 – uSearch and Catalog
- 3:15 – Databases
- 4:30 – End Time (clock out)

**LRS Information Desk Training Checklist**

General Library and Learning Commons Services

1. Opening, hourly, and closing procedures
  - Overview and understanding of all opening, hourly, and closing procedures for the desk, based on this checklist: <https://miami.box.com/s/vstehnb8sl4d6w0225pa6n2gz7n27v3i>
2. Accessing library website (on and off-campus procedures)
  - Overview and understanding of the library's website
3. Finding contact information for subject librarians, departments, and branch libraries
  - Ability to quickly locate relevant contact information for UML staff and libraries
4. Location of rooms, labs, offices, services, and collections
  - Ability to answer all directional questions regarding Richter Library (i.e., how to get to the 9<sup>th</sup> floor, Cuban Heritage Collection, study rooms, bathrooms, etc.)
5. Location of physical library materials
  - Ability to answer questions regarding locations of physical materials (i.e., where DVDs, maps, and microfilm are located)

6. Location of Learning Commons partners and services
  - Ability to answer questions regarding locations of Learning Commons partners (i.e., where to find Writing Center, Math Lab, as well as where to schedule appointments with Camner Academic Resource Center)
7. Study room reservations, policies, and procedures
  - Ability to explain to students how to reserve group study rooms (how many days in advanced, number of students, where to pick up keys and supplies)
8. Requesting and renewing materials through the website
  - Ability to sign in to MyLibrary to request and renew library materials, including what items can and cannot be requested (i.e., Law and Medical materials)
  - Overview and understanding of interlibrary loan
9. Welcoming behaviors
  - General overview of customer service skills
10. Phone and virtual reference etiquette
  - Overview of proper phone and Library3lp etiquette
  - How to prioritize order of questions received
11. General library policies and procedures
  - Overview of borrowing privileges, noise policy, computer usage, etc.
12. Emergency and safety procedures
  - Overview of emergency and safety procedures (i.e., emergency exits, fire extinguishers, active shooter scenarios, etc.)

## Reference Services

1. Using uSearch
  - Overview and thorough understanding of uSearch in finding articles, books, and other library materials
2. Locating databases, resources, and research guides
  - Ability to locate specific databases, resources, and research guides (i.e., find databases through A–Z list, by subjects, and by format)
  - Knowledge of UML Digital Collections, including Scholarly Repository
3. Scholarly resources
  - Ability to understand and explain the difference between scholarly, peer-reviewed sources from popular sources
  - Ability to limit search through uSearch and various databases to only peer-reviewed sources
4. Reference interview basics
  - Understanding of the reference interview and what to ask when assisting others with finding relevant resources
5. Knowledge of top databases and resources
  - Knowledge of top databases and resources available through UML and online and basic understanding of how to use them
6. Referrals to subject librarians and departments
  - Thorough understanding of how to properly refer others to librarians and departments for more thorough research assistance

7. Map collection procedures
  - Basic understanding of how to assist others with using the Map Collection.

### Technical Services

1. Information Commons computers and printers
  - Basic understanding of computers at Richter Library, including how to log in and software available
  - How to troubleshoot common computer issues
2. Printing, photocopying, and scanning
  - Thorough understanding of using UPrint and common printing issues (i.e., print jobs not showing up, custom paper sizes)
  - Understanding of photocopying and scanning (i.e., how to scan multiple pages at once, fit large materials onto one page, etc.)
  - How to add funds to Guest Copy cards and printing using them
  - How to add money to replenish UPrint funds
3. Restocking printers and replacing toner
  - How to refill printers with paper and replace toner and waste cartridges
4. Clearing paper jams
  - Basic understanding of how to clear out paper jams
5. Releasing print jobs through Pharos Remote
  - General knowledge of checking print queue on Pharos Remote and how to release print jobs
6. Submitting trouble tickets
  - How to properly submit Systems Work Requests
7. Installing UPrint drivers
  - How to install wireless printer drivers on both PC and Mac laptops
8. Digital Media Lab offerings
  - Basic knowledge of equipment and services offered at the Digital Media Lab
9. Microfilm/microfiche scanner
  - Basic knowledge of how to load microfilm/microfiche into the scanner and scan/print images

## Peer Consultants

### *Training Guide*

#### English Literature

1. A student in an ENG class comes in and asks for literature criticism on James Joyce's novel *Finnegans Wake*. Start by doing a search in uSearch.
  - a. What search terms did you use and why?  
*Answers vary but they should have "James Joyce" and "Finnegans Wake" at the very least.*
  - b. How can you tell whether or not you are finding literature criticism?  
(Hint: Look at the left-hand side for a filter.)

*This should be difficult for them. Using the left-hand filter to limit to articles is the best choice, but there is nothing that denotes whether or not it is literature criticism.*

2. Now, do the same search in Literature Criticism Online by finding it in the English Literature databases list.
  - a. In Literature Criticism Online, how are you able to tell which items are criticisms?
  - b. After doing a search, the results should be organized to show criticisms first, under the heading “Literature Criticism.”
  - c. After doing these two searches in uSearch and Literature Criticism Online, which one are you likely to recommend to students and why? *Literature Criticism because it filters by type.*
  - d. Go to the English Literature databases by clicking on the “Databases” tab and then clicking on “By Subject”. In the list of databases, what other literature criticism databases would you recommend students use? (Hint: Use the blue “i” bubble to find out more about the databases.) *Literature Resource Center, MLA Bibliography, Literature Online, or Literary Index are all acceptable.*
  
3. A student is searching for a book review for *The Wind Done Gone* by Alice Randall. Do a search in Literature Resource Center to help him out.
  - a. Which one should the student use and why? (Hint: Look on the right-hand side to find the filters.) *The student should use one of the items labeled as a book review. The other items are not book reviews.*
  - b. How can you tell which items are reviews? *Literature Resource Center labels the items as reviews. You can also use the filters to get only the reviews.*
  - c. What is the difference between a book review and literary criticism, based on what you can tell from your search? *This might be more difficult but they should be able to tell that a book review has a summary and provides limited criticism whereas a piece of literary criticism has in-depth analysis and often includes a reference list.*
  
4. A student needs peer-reviewed articles written in the last ten years about *Frankenstein* and feminism. Do a search in JSTOR.
  - a. Looking at your results, how can you filter to the last ten years? *They should be able to filter to the newest results using the filter at the top to bring the newest articles to the top.*  
Looking at your results, how many seem relevant to your topic? *They should notice that some of the items aren’t relevant at all. This is because of the embargo periods of journal titles in JSTOR and the crappy*

*search algorithm. They aren't going to know that, but they should be able to tell that the quality of search is not as good as the other literature databases.*

- b. What can you do to limit search results to articles only?  
*There are two ways to do this. They can either limit to articles in the advanced search or they can use the filters at the top to limit to just articles.*
5. Now, do the same search in MLA Bibliography.
- a. How can you filter to the last ten years?  
*They can use the slider on the left-hand side to limit to the last five years.*
  - b. What can you do to limit search results to peer-reviewed articles only?  
*They can use the filters on the left-hand side to limit to the peer-reviewed articles.*
  - c. Which one are you more likely to recommend to the student?  
*The JSTOR search will be messy with some results that don't make as much sense. Although the MLA search will only have two results, those articles will be more relevant than the JSTOR search.*

## EXAMPLE

### **Wright State University**

by Holly A. Jackson

At Wright State, we did quite a bit of training with our students. A lot of the materials, including the *Peer Research Consultant Handbook*, can be found at: [wsupeerresearchconsultants.weebly.com](http://wsupeerresearchconsultants.weebly.com)

Here are some of the initial training worksheets we had them do from library training:

#### **Who and Where to Send People**

1. If someone comes up to the desk with questions about researching Central America for their Spanish class, who could you refer them to?
2. If someone else comes up to the desk and they're also doing research on Central America, but it's for their Model UN team, who could you refer them to?
3. If someone comes up to the desk for help with a nursing paper, who could you send them to?
4. A small group approaches the desk looking for somewhere quiet to study. Where could they go?
5. Another group comes up and wants to record a video for a group project. Where could they go?
6. A student organization wants to hang up materials in the library. Who do they need to speak to?
7. A student comes up to the desk and says that they're interested in becoming a librarian and wants to speak to someone about it. Who could you refer them to?
8. A student wants somewhere completely silent to study. Where could they go?
9. A student heard we have board games. Where should they go to play?
10. A student is attending a workshop on "Finding the Perfect Source." When and where is the next one located?

#### **Basic Catalog Searching**

1. Do you have the children's book *Charlotte's Web* by E. B. White? If so, what is the call number and location?
2. Do you have the movie *Fight Club*? If so, what is the call number and location?
3. How many books does the library own that are written by Chimamanda Adichie?
4. I want to check out a copy of *Acheron* by Sherrilyn Kenyon. How many Ohio-LINK libraries own a copy? How many SearchOhio libraries? Are any of them available for checkout?

5. Please give me a call number, title, and location for an English-German dictionary that I can check out.
6. Do you have *Fundamentals of Complex Analysis* by Saff and Snider? (Slightly *tricky* question, but it's the kind of thing we get *all the time*.)

## Locating and Organizing Books

**Instructions:** Find these books and arrange them on a book truck in call number order; then write down the general subject this call number designates (using the Library of Congress Classification System pages from Section 2).

	Call number	Title	Subject area
1	RC 438.F613	<i>Madness and Civilization</i>	
2	PR6039.O32 L6372 2001	<i>Hobbits, Elves and Wizards: Exploring the Wonders</i>	
3	BJ1031.E854 2007	<i>Ethics in Practice: An Anthology</i>	
4	PS1556.L5 1991a	<i>Love of Landry</i>	
5	KFO78.H57 2004	<i>The History of Ohio Law</i>	

**Instructions:** Find these books in the catalog and write down at least three Library of Congress or National Library of Medicine subject headings for the book.

	Call number	Title	LC or NLM Subject Headings
1	E840.B785 1997	<i>The Grand Chessboard</i>	1. 2. 3.
2	PN6714.L56 2012	<i>Linguistics and the Study of Comics</i>	1. 2. 3.
3	GV546.6.W64 H49 1998	<i>Bodymakers: A Cultural Anatomy of Women's Body Building</i>	1. 2. 3.

## Online Resources

### *Online Catalog*

1. Do you have the *Journal of Personality Assessment*? Is it full text?
2. I'm looking for a WSU thesis by Kevin Custer. He graduated in 2004 and it has something to do with biological sciences.
3. I can't find Abt.6 Bd.1 of Nietzsche's *Werke* on the shelf. The call number is B3312.A2 1967. Where is the book?
4. Do you have *Gone with the Wind* on DVD?
5. Do you have the play *Icarus's Mother* by Sam Shepard?

### *Library Website*

1. I'm a retired faculty member. How long can I check out books?
2. What student job positions for the library are open now?
3. When is the next patent workshop?
4. What is your policy on cell phones?
5. What is the library's mission statement?

### *WSU Website*

1. What Chinese-language classes will be offered in the fall semester? When are they?
2. What are the hours for the pool this summer?
3. How do I get to campus? Is there a map?
4. How do I get to my class on Pilot?
5. Does WSU offer a master's degree in leadership studies?

### *Research/LibGuides*

1. I'm in ENG 2100 and don't know how to get started with my research. Where should I look first?
2. I need to write a description of the Mid-Atlantic Ridge. Are there any online encyclopedias I could use to get background information?
3. How can I get a complete copy of this psychological test?
4. I need to find international market research reports for my MKT 3300 class.
5. I'm in LEAP4 and I'm doing a paper on prejudice against people with Hepatitis B in China. Where should I start?

## Chat Reflection

### *Chat Example One*

Patron: Hello, I am trying to access a journal on the WSU Library site and I can only get the abstract and not the full article.

Library Staff: Hi!

Library Staff: What article/journal are you looking for?

Patron: doi:10.1016/j.pubrev.2009.01.006

Library Staff: What is the article title?

Patron: Engaging Stakeholders Through Social Networking: How Nonprofit Organizations are Using Facebook.

Library Staff: Great. Let me check on that for you. Hold on just a moment, please.

Patron: I have pulled full articles before from the library site. Do I need to create an EBSCOhost account?

Library Staff: It looks like we have that through two databases. If you head to this link and click on the yellow “Find it” button on the left-hand side of the page, it will offer two links. I’d click on the OhioLINK option at the top and the PDF is at the top left: <http://ezproxy.libraries.wright.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edselp&AN=S0363811109000046&site=eds-live>

Library Staff: You don’t need to create an EBSCO account unless you like to use the Folder feature. It’s not necessary.

Patron: Eureka!!

Patron: Thank you.

Library Staff: You’re very welcome! :)

Library Staff: Is there anything else I can help you with today?

Patron: Not right now. Have a good evening.

Library Staff: You too!

**Did the library staff provide enough information for this patron to find the full text of her article? If not, what else could have been stated?**

**Should the library staff have downloaded the full text and attached it to the chat?**

### *Chat Example Two*

Patron: Hello, I’m looking for articles in relation to US national debt and military spending. More specifically the negative impacts and those affected by it. Any help is appreciated

Library Staff: Hello.

Library Staff: Which class is this for?

Patron: Academic reading and writing eng 1100.

Library Staff: Did you have librarians come into your class? Try the QuickSearch database <https://www.libraries.wright.edu/databases/connect?dbid=420>

Library Staff: You need to click on connect.

Patron: Yes, I did.



*Second Example*

Patron: How do I access the Naxos library?

Library Staff: Hi.

Library Staff: Let me look into that. I'll be right back.

Library Staff: <http://libraries.wright.edu/databases/connect?dbid=145>

Patron: Thank you!

Library Staff: You're welcome.

**When these patrons need to connect to these databases again, will they know how to access them without the links above?**

**How would you explain to these patrons the process for finding Factiva or Naxos on the library's website?**

*Chat Example Five*

Patron: Hi, I need some help with an essay that I need an article from the library website for and literally can't find anything.

Library Staff: Hello.

Library Staff: Typing your topic into QuickSearch usually produces some good articles. Have you tried that? QuickSearch is the search blank at the top of the library homepage: <https://www.libraries.wright.edu/>

Patron: So, I have to write an essay on Kafka's *Metamorphosis* and was trying to find articles about how Gregor is feminized throughout the story and there's either nothing on it or I just don't know how to search. I'm constantly at work and school and live an hour away, so don't have time to physically come to the library.

Patron: Yeah, but it has to be a scholarly/peer reviewed journal, so I did the advanced search.

Library Staff: You should contact the librarian for the English department. Her name is Holly Jackson: <https://www.libraries.wright.edu/staff/hollyjackson>. [This page no longer exists because Holly has since moved to a different university.]

Patron: I mean, I wouldn't be able to meet with her or anything, it would all have to be over email or chat.

Library Staff: Also, try the research databases on the English Research Guide: <http://guides.libraries.wright.edu/english>

Patron: Would that still be ok? Because I have literally no time to come in before this is due.

Library Staff: Yes, she could help through chat. Calling on the phone would work, too.

Patron: I've just barely ever used the library website or even been to the library, so I'm super confused.

Library Staff: MLA International Bibliography is a research database that you should also search. It is listed on the English research guide.

Patron: I have a rough draft of this due Thursday, so I was really hoping to at least have an outline done by tonight. Do you think Holly would email back quickly?

Library Staff: Probably. She is here today.

Patron: Ok, I'll email her. Thank you.

Library Staff: I typed in metamorphosis and feminization and Gregor into both QuickSearch and MLA international bibliography and didn't get any relevant results. It would be a good idea to see if Holly has any ideas.

Patron: What was her email again? I can't find it for some reason and it won't let me scroll back up in the chat.

Library Staff: holly.jackson@wright.edu

Patron: Ok thanks.

Library Staff: You're welcome.

**Was it a good idea for the library staff member to refer this question to the subject librarian?**

**Do you think the library staff member provided too much information about Holly?**

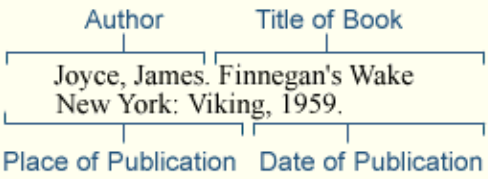
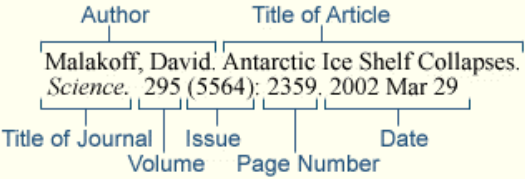
## Known Item Searching

We often get the question, "Do you have this here?" and are handed a citation (or, more likely, a part of a citation) by our patron. To respond to this question efficiently, you need to

1. decide the source type and
2. decide which database to use.

### Source Type

The two most common source types that our patrons are looking for are books and articles. Here is a quick visual to remind you of the difference in citation content between these two source types.

Book citation:	 <p>Author: Joyce, James. Title of Book: Finnegans Wake. Place of Publication: New York. Date of Publication: Viking, 1959.</p>
Article citation:	 <p>Author: Malakoff, David. Title of Article: Antarctic Ice Shelf Collapses. Title of Journal: Science. Volume: 295. Issue: (5564). Page Number: 2359. Date: 2002 Mar 29.</p>

### FIGURE 9

Differences between book and article citation. Source: University of New South Wales Library

## Database Choice

- If you feel pretty confident that the source type is a book, using the WSU Catalog is usually efficient because it allows you to identify various editions of the book easily and to also move your search efficiently to OhioLINK and/or SearchOhio.
- If you believe that the citation is for an article **and you know the journal title**, using the WSU Catalog is usually efficient because it can show you both electronic and print holdings for a particular journal.
- Start all other searches in QuickSearch.

## Practice Together

1. A student asks you, “Do you have this?”  
Hall, Heather R., and Linda Roussel. *Evidence-based Practice: An Integrative Approach to Research, Administration, and Practice*. Burlington, MA: Jones & Bartlett Learning, 2014.  
This is a book. Look for it by doing a **title search** for the first five words in the WSU Catalog. Then check for it in OhioLINK. You will see that it is owned by several libraries. Some lend the book; some don't.
2. A student asks you, “Do you have this?”  
Geng, Penelope. 2012. Before the Right to Remain Silent: The Examinations of Anne Askew and Elizabeth Young. *Sixteenth Century Journal* 43, no. 3: 667-6  
The citation seems to clearly indicate that this is an article. Look for it in the WSU Catalog by doing a **title search for the journal title**. You will see that even though we have e-access to some of this journal, we may not have it for this particular article. It is time to look for the article in a print volume.

<a href="#">New Search</a> <a href="#">Add to My Lists</a> <a href="#">Save Records</a> <a href="#">Return to Browse</a> <a href="#">Modify Search</a>		
Title	sixteenth century journal	View Entire Collection
System Sorted <input type="button" value="Search"/>		
Title	<b>The Sixteenth century journal</b>	
Publish Info	[Kirksville, Mo., etc., <b>Sixteenth Century</b> Press, etc.]	
Persistent Link	<a href="http://catalog.libraries.wright.edu:80/record=b1385378--57">http://catalog.libraries.wright.edu:80/record=b1385378--57</a>	
CALL #	PER D220 .S57	
Location	Dunbar Periodicals	
Lib. Has	v.40(2009)-v.46(2015)	
Latest Received:		
Location	Call no.	Status
<a href="#">Dunbar Periodicals</a>	D220 .S57 v.40 (2009)	LIB USE ONLY
<a href="#">Dunbar Periodicals</a>	D220 .S57 v.41 (2010)	LIB USE ONLY
<a href="#">Dunbar Periodicals</a>	D220 .S57 v.42 (2011)	LIB USE ONLY
<a href="#">Dunbar Periodicals</a>	D220 .S57 v.43 (2012)	LIB USE ONLY
<a href="#">Dunbar Periodicals</a>	D220 .S57 v.44 (2013)	LIB USE ONLY
<a href="#">Dunbar Periodicals</a>	D220 .S57 v.45 (2014)	LIB USE ONLY
<a href="#">Dunbar Periodicals</a>	D220 .S57 v.46 (2015)	LIB USE ONLY

**FIGURE 10**

WSU Catalog record for *Sixteenth Century Journal*.

Figure 10 shows the catalog record for the print volumes. Note both the *Lib. has* line [v.37(2006)-] and the list of journal volumes. It appears that we own the volume this student needs and that it is in the Dunbar Periodicals room.

3. A student asks, “Do you have this?”

Wentz, L. (1990). Eurocom wants U.S. agency. *Advertising Age*, 61(31), 2.

The citation seems to clearly indicate that this is an article. Look for it in the WSU Catalog by doing a **title search for the journal title**. You will see that even though we have e-access to some of this journal, we may not have it for this particular article. Look closely at the WSU Catalog record (figure 11) for the print version of this publication.

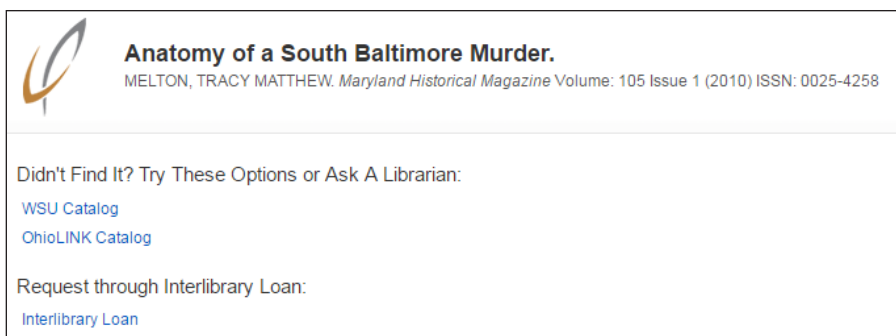
The screenshot shows a library catalog interface. At the top, there are buttons for 'New Search', 'Add to My Lists', 'Save Records', 'Return to Browse', and 'Limit/Sort'. Below these is a search bar with 'Title' selected and 'advertising age' entered. To the right of the search bar are options for 'View Entire Collection' and 'System Sorted'. The main record area shows the title 'Advertising age', publisher information '[Chicago, Ill.] : Crain Communications', and a persistent link. Below this, there are sections for 'Identity' (Microfilm, CALL # HF5801 .A276, Location Dunbar Microform Journals, Lib. Has v.65(1994)-v.80(2009)), 'Identity' (Current year, CALL # PER HF5801 .A276, Location Dunbar Periodicals, Lib. Has Current year, Latest Received: April 17, 2017v.88 no.8), and 'Location' (Lake Periodicals, Lib. Has Current 3 months, Latest Received: April 17, 2017). At the bottom, there is a table with columns 'Location', 'Call no.', and 'Status'. The table lists multiple volumes of 'Dunbar Microform Journals' with call numbers ranging from HF5801 .A276 v.73 to HF5801.A276 v.7, all with a status of 'LIB USE ONLY'. A button at the bottom of the table says 'View additional copies or search for a specific volume/copy'.

**FIGURE 11**  
WSU Catalog record for *Advertising Age*

Note both the “Lib. has” line [current year] and the list of publication volumes. You will need to click on “View addition copies....” It appears that we own the volume this student needs and that it is in the Dunbar Microform Journals. That’s another story!

4. A student asks, “I am supposed to read a book about a murder in Baltimore written by Matthew Melton. Do you have it?”

- a. This is definitely an incomplete citation. The student does not have a good title. She may not have the rest of her information right, either. Start with a keyword search in QuickSearch.
- b. A keyword search in QuickSearch for “murder Baltimore Melton” will quickly allow you to show the student some possible candidates for her “book.” It turns out to be an article:  
Melton, Tracy Matthew. “Anatomy of a South Baltimore Murder.” *Maryland Historical Magazine* 105.1 (2010): 35–57.
- c. When you use the “Find it” button in the QuickSearch record, you see this:



**Anatomy of a South Baltimore Murder.**  
MELTON, TRACY MATTHEW. *Maryland Historical Magazine* Volume: 105 Issue 1 (2010) ISSN: 0025-4258

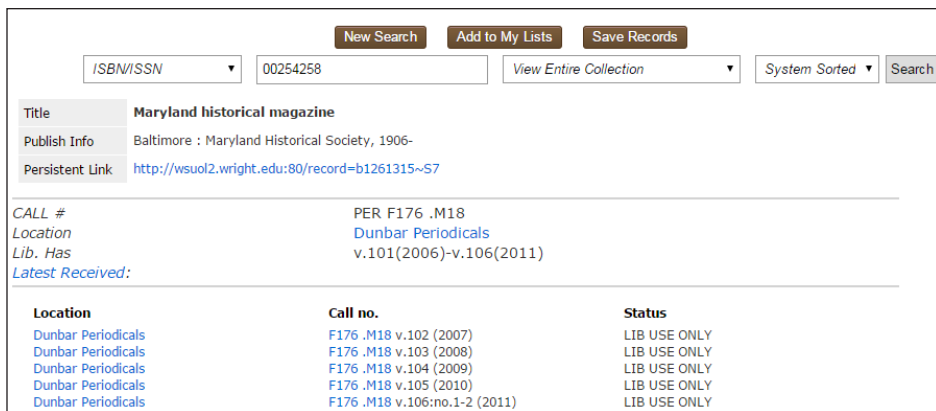
Didn't Find It? Try These Options or Ask A Librarian:  
[WSU Catalog](#)  
[OhioLINK Catalog](#)

Request through Interlibrary Loan:  
[Interlibrary Loan](#)

## FIGURE 12

Find it results in QuickSearch

And when you choose the WSU Catalog link you know that the student can find the article in a print journal:



New Search Add to My Lists Save Records

ISBN/ISSN 00254258 View Entire Collection System Sorted Search

**Title** Maryland historical magazine  
**Publish Info** Baltimore : Maryland Historical Society, 1906-  
**Persistent Link** <http://wsuol2.wright.edu:80/record=b1261315~S7>

CALL # PER F176 .M18  
Location Dunbar Periodicals  
Lib. Has v.101(2006)-v.106(2011)  
Latest Received:

Location	Call no.	Status
<a href="#">Dunbar Periodicals</a>	F176 .M18 v.102 (2007)	LIB USE ONLY
<a href="#">Dunbar Periodicals</a>	F176 .M18 v.103 (2008)	LIB USE ONLY
<a href="#">Dunbar Periodicals</a>	F176 .M18 v.104 (2009)	LIB USE ONLY
<a href="#">Dunbar Periodicals</a>	F176 .M18 v.105 (2010)	LIB USE ONLY
<a href="#">Dunbar Periodicals</a>	F176 .M18 v.106:no.1-2 (2011)	LIB USE ONLY

## FIGURE 13

WSU Catalog record for *Maryland Historical Magazine*

### ***Now You Are Ready to Practice Alone***

For practice, search the examples on the next few pages and see if you can identify and locate them either in the WSU catalog or QuickSearch. (Remember: For articles, you'll want to make sure we have not only the specific journal but also the volume and issue the article appears in. It may be print, microfilm, or electronic.)

1. Lundberg, Elaine M. *If they're laughing they're not killing each other*. Cottonwood Press, 1997.  
**What is it?**  Book  Article  Other  
**Do we have the full text online?**  Yes  No  
**If yes, what database?** \_\_\_\_\_  
**Do we have a print or microfilm copy?**  Yes  No  
**Give info:** Location \_\_\_\_\_ Call # \_\_\_\_\_
  
2. "Plan 9 from cyberspace: The implications of the Internet for personality and social psychology." *Personality and Social Psychology Review*. Vol 4 (1) no. 1 (2000) p.57-75.  
**What is it?**  Book  Article  Other  
**Do we have the full text online?**  Yes  No  
**If yes, what database?** \_\_\_\_\_  
**Do we have a print or microfilm copy?**  Yes  No  
**Give info:** Location \_\_\_\_\_ Call # \_\_\_\_\_
  
3. Rostand. *The Fantasticks*.  
**What is it?**  Book  Article  Other  
**Do we have the full text online?**  Yes  No  
**If yes, what database?** \_\_\_\_\_  
**Do we have a print or microfilm copy?**  Yes  No  
**Give info:** Location \_\_\_\_\_ Call # \_\_\_\_\_
  
4. "Ten commandments of communicating with people with disabilities." Ward and Associates. 1994.  
**What is it?**  Book  Article  Other  
**Do we have the full text online?**  Yes  No  
**If yes, what database?** \_\_\_\_\_  
**Do we have a print or microfilm copy?**  Yes  No  
**Give info:** Location \_\_\_\_\_ Call # \_\_\_\_\_
  
5. *Developmental Neuropsychology* vol 17 issue 3 June pp323-337  
**What is it?**  Book  Article  Other  
**Do we have the full text online?**  Yes  No  
**If yes, what database?** \_\_\_\_\_  
**Do we have a print or microfilm copy?**  Yes  No  
**Give info:** Location \_\_\_\_\_ Call # \_\_\_\_\_

6. "Saturday Morning Cartoons as 'Therapy.'" *Chronicle of Higher Education* 55.24 (20 Feb. 2009): B15.

**What is it?**  Book  Article  Other

**Do we have the full text online?**  Yes  No

**If yes, what database?** \_\_\_\_\_

**Do we have a print or microfilm copy?**  Yes  No

**Give info:** Location \_\_\_\_\_ Call # \_\_\_\_\_

7. Coughlin, E. (1990, December 12). RESEARCH NOTES: Archaeological remains may be an early locker room. *Chronicle of Higher Education*, 37(15), A6.

**What is it?**  Book  Article  Other

**Do we have the full text online?**  Yes  No

**If yes, what database?** \_\_\_\_\_

**Do we have a print or microfilm copy?**  Yes  No

**Give info:** Location \_\_\_\_\_ Call # \_\_\_\_\_

8. Ishitani, T. T. (2006). Studying Attrition and Degree Completion Behavior among First-Generation College Students in the United States. *Journal of Higher Education*, 77(5), 861-885.

**What is it?**  Book  Article  Other

**Do we have the full text online?**  Yes  No

**If yes, what database?** \_\_\_\_\_

**Do we have a print or microfilm copy?**  Yes  No

**Give info:** Location \_\_\_\_\_ Call # \_\_\_\_\_

9. My instructor said I should use this book: *The Archeology of Jerusalem* by Katherine Galor.

**What is it?**  Book  Article  Other

**Do we have the full text online?**  Yes  No

**If yes, what database?** \_\_\_\_\_

**Do we have a print or microfilm copy?**  Yes  No

**Give info:** Location \_\_\_\_\_ Call # \_\_\_\_\_



## PROMPT

What in-person training methods do you think would be best suited for your students/partnership? How would you implement them? Would these be a one-time training or more ongoing? What supplies will you need to accomplish these?

What online training methods do you think would be best suited for your students/partnership? How would you implement them? Would these be a one-time training or more ongoing? What supplies will you need to accomplish these?

What tools are provided through your campus that you might be able to use for training, both physical and virtual? What additional tools or supplies would you need? How much would these cost? Can you work them into your budget or are there any grants you might be able to apply for? Are there any organizations on or related to your campus that offer money for projects like this that you might be able to utilize?

**CASE STUDY**

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***California State University, Dominguez Hills****by Kendall Faulkner*

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**Help You, Help Me: Informing Library Partners of Facilities and Services to Ensure Smooth Handoffs Between Departments**

In recent years, academic libraries have been moving away from librarians staffing front-line positions to student assistants providing the public face of the library; the students, in turn, make referrals to librarians and staff where appropriate. This “on-call” model has created concerns among many about how to ensure student assistants are properly making referrals, with Davidson and Mikkelson decrying the referral as the most challenging part of training student assistants. Librarians have developed extensive training programs for library student assistants using various techniques such as the READ Scale (Vassady, Archer, and Acherman),<sup>37</sup> role-playing (Stevens),<sup>38</sup> secret shopping (Fojo and Hammill),<sup>39</sup> and more. But what if the student assistants in question are not under the supervision of the library?

**Description of the Library and Information Technology**

California State University Dominguez Hills is a mid-size public university in the Los Angeles Metropolitan area with one library. IT for the library is administered by the Division of Information Technology, and user assistance is provided by student assistants under their purview. The main level of the library includes a checkout desk (circulation), research help desk (reference), reserves desk, a café and casual gathering area, a computer bay, information literacy classrooms, and reference book stacks. Upon entering the library, users would immediately walk past the checkout desk and casual gathering area. Situated further back in the building are the research help desk and computer bay.

***The Problem***

Initially, IT student assistants were positioned at the checkout desk near the entrance to the library and helped users with a variety of computer troubleshooting issues. The research help desk is deep into the library and somewhat far from the entrance within the proximity of the computer bay and, as such, frequently receives questions from users seeking IT help. While staff at the research desk would try their best to help with issues relating to software and browser problems, they frequently had to send users to IT at the front of the library for issues with passwords, Wi-Fi connection, hardware problems, etc. due to a lack of expertise and access to restricted systems. This disconnect caused a great deal of walking back and forth for users and IT workers and resulted in frustration among both groups.

An obvious solution may have been to train library staff to address common issues such as resetting passwords and troubleshooting Wi-Fi. However, these activities require access to IT systems that, for security and privacy reasons, the department was not able

to share with library staff. Therefore, the only other option to streamline services was to move the IT assistant closer to the most significant point of need at the computer bay and the research desk. Library administration worked to negotiate the move with the student assistants' supervisor.

Once the IT assistants took residence at the research desk, it became clear that library users frequently asked them questions not only about IT issues but about library facilities and services as well as research questions. To a user, there is little distinction between a person sitting at a desk with a sign that says "IT Help" and the person sitting next to them with a sign that says "Research Help." It also became clear that the IT assistant knew little about the library and often answered questions incorrectly or tried to help with research questions that should be answered by librarians or research assistants. In addition, the fact that, due to low use, the research help desk was not staffed by a research assistant for the full library opening hours and sometimes the IT assistant was the only person at the desk further compounded the demands placed on them.

The IT assistants needed to have a basic understanding of the library's services and building to answer quick informational questions and, most importantly, the ability to refer any more complicated question correctly to library staff. Gaining access to training staff in other departments can be a somewhat delicate business. One must convey that the department is not taking up too much time from the staff whose salary it is not paying nor asking them to do work outside of their area. The most important thing we wanted IT to know was that in a genuine sense we wanted them to do less work by not attempting to answer library or research-related questions and quickly passing users on to someone who could help them. With this preface, the student assistants' supervisor was open to the idea of training.

### ***The Solution***

The next question was how to deliver the training. The primary goal was to provide quick and efficient training, and with several students only working on evenings and weekends, a flexible format was also needed. Online tutorials fit this need the best. The library recently purchased Articulate Storyline software to create interactive tutorials for information literacy concepts and was able to use it for this purpose as well.

The tutorial software allowed us to create short "chunks" of information and interact with the material. Tutorials focused on library services and understanding what questions to refer and how. The first tutorial explained services, library jargon staff members might use, who and where to send users to, and questions users might have about them. The final quiz asked students to match the service with their description. The referral tutorial focused on understanding what research help is, who the librarians are, and what kinds of questions should be answered by a librarian. The tutorial uses drag-and-drop functionality for students to sort a list of questions to answer themselves or to refer and a quiz with examples of specific questions they might encounter.

In addition to the tutorials, we also created a separate statistics-taking form in LibAnswers and an easy-to-access IT student assistants widget for students to record their transactions. By illustrating to the IT supervisor that this could help him manage staffing and see what kinds of questions students are answering (IT or library) and that we could

manage our partnership better and ensure that we were not asking too much of the IT student assistants, we were able to gain his support.

### ***Conclusion***

The student assistants showed no resistance to taking the tutorials and appeared interested in learning more about the library. All IT student assistants were able to correctly complete the tutorials and send screenshots of the final results to the reference services coordinator for verification. While it was hard to compare reference analytics to what was previously occurring (the form had only recently been adjusted to account for referrals from IT students), anecdotal evidence showed that the IT student assistants were making more and appropriate referrals after the taking the tutorials.

## CASE STUDY

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### *Hendrix College*

*by Janice Weddle, Charnley Conway, and Felipe Pruneda Senties*

Hendrix College, located in Central Arkansas, is an academically rigorous, four-year, residential, private liberal arts college affiliated with the United Methodist Church. The college's motto is "Unto the Whole Person." With an FTE just over 1,200 in the fall of 2018 and an average class size of sixteen students, Hendrix is invested in the academic and personal development of each student in a diverse and inclusive community. As part of that development into "whole persons," each student participates in active learning experiences through the Odyssey program, through which students carry out, and often design, projects that cover six learning domains: Artistic Creativity, Professional and Leadership Development, Global Awareness, Service to the World, Undergraduate Research, and Special Projects.

The Office of Academic Success, the Writing Center, and the Olin C. Bailey Library at Hendrix College have been formally working together for a little over a year to improve each of the varied peer-assisted learning services on campus. We had already begun discussing opportunities to collaborate with each other when funding became available through a Mellon Foundation Grant to intensify inclusive pedagogy at Hendrix. The grant has enabled and shaped our collaboration thus far by giving us a specific area of focus: inclusion.

Each of these three campus entities has a staff of students dedicated to peer-assisted learning. Academic Success's peer-learning associates assist their fellow students with subject content; the Writing Center's writing associates orient visitors in composing their projects; and Bailey Library's associates support patrons on research methods. We recognized the need to prepare our student workers to engage with a diverse body of their peers and that combining our groups for training sessions would more efficiently utilize our resources. At the same time, it became clear that creating stronger articulations between our offices would be most beneficial to the Hendrix community. The collaboration with our offices is two-pronged: we emphasize that effectively seeking peer assistance is an important skill for learners of all levels, and work toward de-stigmatizing the adjective "remedial." Making connections between our services instills a strong sense that our programs share the mission of ushering successful college careers. The links increase both the visibility and accessibility of our resources and build a collaborative atmosphere.

With that in mind, we can describe our work on three spheres:

#### **1. Communication**

Data and research sharing is a key component of our collaboration, which results in a common, expanding knowledge base. The program directors relay findings in theory and practice to their counterparts—upcoming conferences, relevant publications, useful technologies, and development opportunities. At this point, we share a common online

booking system to make appointments and have all adopted the term “associate” to replace “tutor.” It is worth pausing to explain that transition. The word “associate” conveys to patrons that the student assistant has received training. More importantly, “tutor” connotes a more conventionally pedagogical dynamic, where knowledge passes from those who have it to those who do not. “Associate,” by contrast, does not carry such implications, and instead leaves room to consider a more equitable conversation between peers about learning outcomes. The consistency of interfaces and terminology further enhances the continuity between peer-assisted learning resources, and so the directors keep each other abreast of similar adjustments and potential intersections.

We also endeavor to introduce all our peer-learning associates to each other’s work so that they have a macroscopic perspective of the work we each do to support learning at the college. Each director speaks to all associates during training meetings about each program’s goals and procedures. Online and print training materials exhort associates to connect with each other, to the extent of helping patrons arrange meetings with associates in the other offices when the project at hand demands it. Peer-learning associates also keep track of these instances to learn what scenarios lead to one service identifying the need for another. Cases of inter-office exchange are not limited to the one-on-one sessions that comprise the bulk of our activities.

As an example of our information-sharing, consider the organization of two focus groups with the incoming first-year class and the outgoing seniors. All three program directors helped generate questions and were present during the discussion. Afterward, the directors shared the results and impressions of the focus groups with the associate provost and developed goals during the debriefing. One objective entails maximizing opportunities for students to talk among themselves about peer-assisted learning services. Recommendations from faculty and peers, usually by word-of-mouth, are the most powerful incentives for students to seek our assistance. We believe that encouraging each of our peer associates to talk about their experiences will help expand our outreach efforts beyond traditional marketing channels and the work we do with faculty.

## **2. Interconnection**

Besides communicating within our triad, we have strengthened the practice of integrating peer-assisted learning services for faculty. We have endeavored to keep each other informed whenever faculty request support from our offices. Faculty are welcome to approach a single service, but we make them aware of the links between services and recommend that they purposefully see our work as part of the same process of collaborative learning. From the focus group and examples from other small liberal arts colleges, we have learned that extending the associates’ presence outside the brick-and-mortar locations paradoxically increases traffic to the specific buildings that house our offices. Through informational classroom visits and workshops, the combination of content, research, and writing assistance grows more palpable, as does the incidence of those valuable word-of-mouth encounters.

Greater contact with faculty in the form of cooperative, shared services (rather than discrete offices) can also foster the creation of assignments that instruct and evaluate the students’ learning, writing, and research skills in tandem. Research has shown that metacognition solidifies content learning. Highlighting the interconnectedness of our

peer assistance services supports the faculty's metacognitive pedagogy, for they present other avenues for students to be more self-aware and intentional in their application of review, research, and composition tools.

### 3. Inclusive Pedagogy

Inclusive pedagogy seminars happen across all fields and areas of expertise, and the basic structure of peer assistance—individual or small-group meetings where open dialogue complements and enhances student learning—makes it possible to share training across academic support programs. Our director of Academic Success has already led a workshop about working with students with disabilities. Plans are underway to set up similar sessions that would equip peer-learning associates to address mental health, public safety, and racial and gender-based discrimination. We have been able to make use of on-campus experts at Hendrix for training on these topics, but we are also alert to the possibility of inviting guests with relevant expertise.

Given the experiential and highly contingent nature of each peer-assistance interaction, role-playing scenarios prove extremely productive in our training sessions, particularly to dispel concerns that working with diverse student body is too difficult or that it involves significantly more measures than the already busy associates can handle. In our experience, associates embrace these opportunities and tackle complex questions with enthusiasm.

In both our joint training sessions and single-service training, we have made use of valued practices documents from our respective professional organizations, as well as documents we've created for use in our community at Hendrix College. Among others, we have used RUSA's "Guidelines for Behavioral Performance of Reference and Information Service Providers," Muriel Harris's article "The Concept of a Writing Center" (made available online by the International Writing Centers Association), and the 2003 revised edition of the *College Reading and Learning Association Tutor Training Handbook* as foundational documents for developing our peer-assisted services. While each of these documents was written for specific audiences, we have found a great deal of overlap between them, which has made cross-training of the associates relatively seamless.

Our role-playing scenarios are structured with written descriptions of a peer-assistance interaction. We use both fictitious and real situations as our examples, and remove any personal identifying information. We create small groups with a mix of associates from all three services and use the think-pair-share learning strategy to have them discuss ways to apply valued practices and then address the full group of associates, emphasizing any aspects relating to inclusion.

A recent and illustrative example of role-playing comes to mind. A library associate wondered what to do when a patron feels peer-learning assistance consists of one-sided exchanges, where they expect to receive all the input they need from the associates. A proposed solution was to pause and restate the aims of our programs and the methods through which they are most effective. Not only is this part of putting students, who are often self-conscious about peer assistance, at ease, but it can also engender familiarity with the processes of writing, researching, and studying content. Students are thus encouraged to take ownership of their learning in relation to collaborative assistance—that is, they assimilate peer-assisted learning as an enriching habit rather than a

call for help or a cause for alarm in terms of their performance. The reminder that they participate actively in the conversation, and that they even direct it toward their learning objectives, becomes an integral part of an appointment. It also focuses on the student's agency, a strong sense of which is a key factor in feeling part of a learning community.

Our goals include the development of a reproducible training program on inclusive pedagogy for future cohorts of peer associates—one that provides a strong foundation but that has room to evolve. The program, collected in a handbook, would be a common feature in our three offices, and it would be available for the college community at large. Questions about assessing the effectiveness of our collaborations also remain, as there are multiple factors that determine whether we are succeeding in making our institution more user-friendly. Facilitating access to our resources is part of the latter effort. Through cooperation among our offices, we move toward greater institutional transparency for our students. Furthermore, we hope that finding common instructional ground among the college's academic support services will have a significant influence on student retention and success.

**CASE STUDY**

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***Indiana State University, Bloomington****by Meg Meiman, Christina Sheley, and Meredith Knoff*

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**Introduction**

The Indiana University (IU) Libraries comprise one of the leading academic research library systems in North America and aims to support and strengthen teaching, learning, and research by providing the collections, services, and environments that lead to intellectual discovery. The flagship campus of the IU system, Indiana University Bloomington, has more than 40,000 students—33,000 of which are undergraduate students—and more than 3,000 faculty members. The Bloomington campus has twenty-three libraries across campus, including the Herman B. Wells Library, which serves as the visual center of the multi-library system. Located on the first floor of the Wells Library, the Learning Commons is a 24/7 technology-infused learning center that supports the IU Libraries' mission of fostering inquiry and collaborative learning. The Learning Commons, a partnership between IU Libraries and University Information Technology (IT) Services, offers many student services, including IT training, research assistance, tech support, the writing center, peer-to-peer coaching, and more.

The mission of the Learning Commons and its focus on peer-to-peer learning directly inform the mission of the Libraries' Research Desk to support student research. Students learn cooperatively at the Research Desk by working under the guidance of specially trained research assistants, making a significant impact on the IU Libraries' service model by creating a crucial link between traditional library reference service and information literacy instruction. This peer-to-peer learning model has helped to shape the roles and expectations for research assistants. Given the number of service partners located in the space, as well as the user demographics of the Learning Commons, the libraries use a scaffolded approach to train research assistants. This begins with broad-based reference training and then focuses on specialized skills that facilitate partner interactions and subject-specific assistance. This funneling of training allows research assistants to acclimate gradually to their roles providing research assistance, to collaborate more effectively with the separate partners offering co-located services, and to meet the varied and interdisciplinary needs of those using the Learning Commons.

**Primary Reference Training for Research Assistants**

The Research Desk offers in-depth, one-on-one consultations for students at any stage of their research process. This can include finding a topic, creating a search strategy, executing searches, or evaluating information resources. Consultations are handled by appointment or on a drop-in basis. Being able to seamlessly refer students and users to coordinated services within the Learning Commons is an essential aspect of the Research Desk. Research assistants are graduate students currently enrolled in Indiana University's Department of Information and Library Science. While they primarily staff the Research

Desk, research assistants also participate in programming and outreach for the Learning Commons and instructional activities.

Introductory training for research assistants takes place over the course of four hours, divided into three sections: overview of the mission of the Learning Commons and job expectations, library resources and reference services, and a tour of the Learning Commons. Using input from former and returning research assistants, training addresses topics relevant to initial work at the Research Desk. Follow-up training takes place on a weekly basis and ranges from advanced reference training to working with specific service providers, such as the writing center.

While research assistants are enrolled in a library science graduate program, they may have no prior experience with a learning commons environment. Research assistants are therefore introduced to the concepts and theories of a learning commons environment through a group brainstorming activity: using sticky notes, each research assistant writes down words or phrases they associate with a Learning Commons. After posting these notes to a whiteboard, the group examines and discusses the terms each research assistant identified. Research assistants then learn about the mission, vision, and history of the Indiana University Libraries' Learning Commons so they are familiar with the space in which they work.

Following an overview of the operating procedures at the Research Desk, research assistants learn the specifics of IU Libraries' resources, including electronic and print materials, as well as services available to the IU Bloomington community. As an introduction, assistants participate in an activity. Using the IU Libraries' website, research assistants must locate resources for a sample research question and document their search process, list their chosen resources (one of which must be scholarly), and explain why they chose these information sources. They next present their process and findings to the group. As a group, the librarian and fellow research assistants offer potential suggestions or alternate paths and resources. After this activity, students are thoroughly trained on library resources and procedures for accessing, obtaining, and borrowing material.

Prior to training, research assistants review the "RUSA Guidelines to Reference," a magazine article comparing customer service, care, and experience, as well as a short video clip to illustrate poor customer service. During training, a discussion of these materials illustrates the components of a reference interaction and the importance of good customer service skills in providing reference help to students and patrons. A role-playing activity allows research assistants the opportunity to practice these skills. In the role-play, the librarian acts as a student, posing a research question to the research assistant. At the end of the role-play, the group at large reinforces the positive aspects of the interaction and offers potential suggestions. The training culminates in a tour of the Learning Commons, with a focus on introducing research assistants to the difference services partners and spaces.

## **Service Partner Training for Research Assistants**

After research assistants acclimate to working on the Research Desk, the next stage of their training focuses on how the different service providers interact within the Learning Commons. Because a major function of the Learning Commons is to co-locate student

services, it is essential for research assistants and those working in other units to understand what kind of help each offers.

At the beginning of the fall semester, partners in the Learning Commons come together for an all-staff training session. Four one-hour training sessions are held to accommodate the fifty-plus student workers on staff. These sessions use lightning talks, where each service manager introduces their services in under two minutes. This session ensures that those working in the Learning Commons are aware of the mission and purpose of the Learning Commons as well as what services each partner provides. The goal of these sessions is to help facilitate referrals and to introduce employees the different services to each other. By allowing the workers a space to socialize outside of their shifts, managers hope to promote a comradery that encourages workers to refer students to other support services. At the end of the lightning talks, the workers take a brief tour of the service desks of each unit, allowing them to associate the service with a space as well as ask targeted questions relating to the service and those providing it.

The Learning Commons managers also maintain a Canvas course (IU's learning management system), in which all those working in the space are enrolled. At the end of the training session, students can use this space to learn more about each service, review the goals and specifics of each service, and find contact information to ask any follow-up questions.

## **Specialized Training for Research Assistants**

Roughly a month after research assistants begin working on the Research Desk, they receive specialized, subject-specific training. This is the result of a 2016 assessment of the Learning Commons, which showed that the largest percentage of users were first- and second-year business students. Librarians from the Business/SPEA Information Commons—a nearby campus library that supports the Kelley School of Business and the School of Public and Environmental Affairs (SPEA)—teach research assistants to provide HIRE ED consultations. This initiative is a personalized interaction that assists student job seekers in locating company and industry information—most often a company profile or report, an industry report, and company news—to prepare for an interview or networking event. During the consultation, research assistants demonstrate how to locate each of these sources in library databases and assist users in finding additional information of interest. A summary email that includes copies of found information is sent to the student job-seeker at the end of the library interaction.

HIRE ED consultations in the Learning Commons support students by offering a specialized service in a space they already occupy as well as continuing a service for which Business/SPEA Information Commons' staff are unavailable. Additionally, research assistants are able to further develop their reference and public service skills by gaining knowledge of business resources and research strategies with which they are unfamiliar. This training uses two ninety-minute training sessions as well as an online module. The first session provides an overview of the service and the business resources most commonly used when executing a HIRE ED consultation. After the session, research assistants are sent a link to an online training module created in Springshare's LibWizard, which allows them to engage with the resources from the in-person training. Additionally, the module provides content covering strategies applicable to

researching private companies, as the in-person training session does not allow adequate time to address that topic.

The second training session uses a role-playing activity so that research assistants can practice conducting a HIRE ED research consultation, thereby building confidence in their business research abilities. The activity begins with two librarians modeling how they would execute a consultation. Research assistants are then paired off, each taking a turn acting as the student job seeker and as the library staff member. Librarians circulate during the exercise to observe, address additional training needs, and evaluate how well each student assimilates the training material.

## **Conclusion**

Designing a scaffolded approach to training research assistants—particularly an approach that uses role-playing and other active learning strategies—needs to include an assessment of the training’s effectiveness. Assessment instruments evaluate several aspects of the tiered training, and they focus on surveying the research assistants in order to gauge their confidence in performing reference services in the Learning Commons and reflect on different aspects of their training. Data from these assessments are used to inform subsequent training sessions over the course of the semester and allow librarians to consider any necessary changes to training for the following year.

**CASE STUDY**

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*Michigan State University**by Emilia Marcyk*

Close collaboration began with the Writing Center in 2016 with the hiring of a new assistant director. Prior to 2016, Writing Center consultants and peer research assistants shared space in the Engagement Centers but had very little understanding of the kinds of help provided by the other service. Referrals between consultants and PRAs were rare, and PRAs reported ongoing confusion from consultants about their purpose in the Engagement Centers.

Initial cross-training efforts were one-sided. The peer research assistant coordinator visited consultant training sessions twice during the 2016–2017 academic year, with short presentations focused on the role of the PRAs in addition to other services provided by the library. The PRAs themselves were not present during these meetings. Based on questions asked during both meetings, it became clear that the consultants were confused about what kind of help PRAs could provide and did not understand why a student would benefit from seeking help from a PRA or librarian.

Before the 2017–2018 academic year, the assistant director of the Writing Center and the peer research assistant coordinator met to craft a new approach. PRAs and consultants would attend a one-hour joint training session at the beginning of the semester. Instead of just talking about the PRA program, mixed tables of PRAs and consultants looked at a variety of example questions and brainstormed which service would be most helpful to a student with that question. This helped the PRAs and consultants articulate the line between writing and research help and to see how those kinds of help are interconnected and complementary.

The questions were designed by Writing Center coordinators, who are typically graduate assistants responsible for ongoing Writing Center training. It was ultimately beneficial to see what questions were common from the Writing Center's perspective. Since they are more established in the Engagement Centers, and regularly see many more patrons during the semester, they have a better sense of common questions that blur the line between writing and research help.

Though short, the training session has had an ongoing positive impact on both programs. The two groups report feeling more like colleagues and felt more comfortable making referrals between programs to better serve patrons. Peer research assistants reported feeling empowered to jump in when they overheard questions about the library or research coming out of Writing Center appointments, and that this kind of collaboration was welcomed. In essence, the joint training session enabled the programs to transition from just sharing a space to building a collaborative service. The training meeting was repeated before the 2018–2019 academic year, though it is too early to assess its continued impact.

As part of the joint training, the Writing Center assistant director offered to include PRAs on the Writing Center's appointment system, WOnline. This allows patrons

to find available PRAs, and schedule half-hour appointments for research help. While there was some initial confusion (some students made appointments with PRAs that were really meant for the Writing Center), the appointment system as been immensely beneficial to the PRA program. The number of patron interactions nearly doubled in 2017–2018 over any previous year.

### **Joint Peer Research Assistant/Writing Center Training Outline**

- Introduction to the Peer Research Assistant Program (10 minutes)
  - Included sharing goals of the program, common types of help provided to patrons, overview of where to find information about PRAs and the library
- Question sharing and discussion (25 minutes)
  - Mixed tables of PRAs and Writing Center consultants discussed six example questions. These were designed by Writing Center coordinators and mirrored common scenarios seen by the Writing Center.
  - Tables were prompted to discuss each scenario and identify where a patron would be best served by the Writing Center and where they would be best served by a peer research assistant.
- Debrief and discussion (15 minutes)
  - Tables shared their thinking, and the group as a whole worked on articulating the line between writing and research help, and where these two areas overlap.
- Time for questions (10 minutes)

**CASE STUDY**

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*University of California, Los Angeles**by Annie Pho and Alicia Reiley*

Across the country, many academic libraries are pursuing avenues to support first-year student initiatives and are becoming involved in student retention efforts. At UCLA Library, we have taken a unique approach to supporting research and writing for first-year students who are enrolled in general education coursework as part of the Cluster Program. We created the Embedded Inquiry Specialist program, which is a unique and innovative initiative designed to support the Cluster Program. The UCLA Library is comprised of multiple library locations and serves a large student body of about 45,000 students, including around 31,000 undergraduates and about 15,000 graduate students. The Embedded Inquiry Specialist program is administered through Powell Library, whose mission is to offer “students opportunities to discover their intellectual passions, explore their creative talents, and engage in community with others” and Powell Library’s “services, spaces, collections, and programs promote student learning and success at UCLA and beyond.” Powell Library takes a very student-centered approach to teaching and learning, and in addition to the challenges of serving a large student population, every initiative must be designed to be sustainable and programmatic.

For the Embedded Inquiry Specialist Program, we hire and train undergraduate students who have successfully completed and excelled in their Cluster course by the faculty teaching team, to come back and be embedded in their respective courses. These students are hired to be Embedded Inquiry Specialists and they provide additional research and writing support using peer-to-peer learning for the upcoming academic year. The Embedded Inquiry Specialists also attend weekly Cluster lectures, special events to support the curriculum, weekly faculty teaching team meetings, weekly library staff meetings, and discussion sections. In addition to providing academic support, the first-year students see the Embedded Inquiry Specialists as a “peer mentors,” someone they can talk to about different classes and disciplines, jobs, time management, talking to professors, and life skills. This program has been hugely successful due to the partnerships that the library has made with the Cluster Program, the Undergraduate Writing Center, and the Office of Instructional Development.

The Cluster Program is an innovative, interdisciplinary, first-year experience program where students enroll in year-long courses in which approximately 18 percent of all incoming first-year students enroll. UCLA Library is positioned uniquely to support the UCLA Cluster Program, which is part of the UCLA Undergraduate Education Initiatives Office. The UCLA Library supports this program in many ways, including library instruction, library tours, providing research and writing consultations, and more. When the Cluster Program first began, librarians were assigned as liaisons and were embedded into the courses. They attended weekly lectures, met with faculty and students, and provided reference and library instruction. In 2015, the library experimented with hiring and embedding a former Cluster student into one of the courses in an attempt to scale

up the research and writing support for these large classes. From there, the program has grown, and now the library has an Embedded Inquiry Specialist in every Cluster course.

The Embedded Inquiry Specialists are nominated for the position by faculty and teaching assistants because they felt the student's coursework was of high caliber, which distinguished them from their classmates. The library receives a list of candidates from the faculty teaching teams and proceeds to interview and hire the students. When they are hired, they bring with them a high level of research and writing skills and personal experience with the assignments from the Cluster. This hiring process has worked well because the Inquiry Specialist often has a strong relationship with their faculty teaching team. They are very familiar with the content and rhythm of the course, the assignments, and the exams, which positions them to help students enrolled in the class with specific questions about the assignments. Additionally, their knowledge about the Cluster helps the library align its instructional content to the curriculum of the Cluster course. This nomination process has worked very well for the library.

This position requires a high level of engagement and knowledge of research and writing skills, which requires the library to provide a comprehensive and continuous training program. Before the academic school year begins, we host a three-day training where the Embedded Inquiry Specialists are trained by library staff, the UCLA Undergraduate Writing Center, and attend a kick-off orientation with the entire Cluster team, including the library. The training with the Writing Center provides them with best practices for university-level writing and how to teach those techniques to other students. The students watch a recording of a writing consultation and receive writing samples to review and edit. When they attend the in-person session, they discuss these techniques and learn about writing pedagogy. We are currently working with the Writing Center to expand the writing training and offer refreshers throughout the academic year.

The Embedded Inquiry Specialists hold their consultations and office hours in the library and are trained to provide in-depth research consultations as well. During the three-day training and throughout the course of the year, the Inquiry Specialists receive training on how to navigate the library's resources, develop research questions and keywords, and evaluate information in order to connect it to their respective Cluster course. Additionally, the Inquiry Specialists meet with their liaison librarians regularly to plan and strategize and work on approaches for library engagement for their course. Examples of these engagements may include a visit to the lectures and discussion sections to promote library services, attending faculty team meetings, providing library instruction, updating the research guides, creating online instructional content, and more.

Part of the Embedded Inquiry Specialists' job duties includes providing tours and orientations to the library, so they receive extensive training on the locations within the building and key student-oriented service points. The library orientation training speaks to the "soft" skills that have become a large role the Embedded Inquiry Specialists play in the life of first-year students. The initial library tour training starts during the three-day training in which they are walked through the building and participate in a "train-the-trainer" session, where they are shown key services, historical aspects of the building, and told how they would be explaining those points during the tour. The next iteration of the tour training involves peer-shadowing and co-leading tours with another Embedded Inquiry Specialist with at least one year of experience. The tours allow for the

Inquiry Specialists to work together early on in their career at the library, which helps to build community with each other and library staff. These tours occur within the first five weeks of the academic year and quickly prepare the Inquiry Specialists with public speaking skills and to reiterate their knowledge about key library services.

After the three-day training, additional training often happens in weekly meetings, where challenges and highlights of the week are also discussed. Library staff and students share ideas, brainstorm solutions, and suggest strategies previously adopted for comparable problems. These sessions foster community and trust within the group, help each other learn new skills, and bring forward issues and solutions to challenges. As they navigate the campus outside of their role with the library, because of their knowledge about key library services, they serve as unofficial library ambassadors and advocate for the library in other areas of campus life where they might be involved.

At UCLA Library, we use a variety of online tools to help the students stay organized, communicate, and for training purposes. Because of the independent nature of the Embedded Inquiry Specialist position, students need to be well-trained in how to use these online tools. We use Confluence—shared collaborative software—for documentation and training. Each student employee has a checklist that lists all the accounts and resources they need to be trained on as well as a work-plan for the year. The work-plan details what the Inquiry Specialist might be spending their time on week to week—for example, attending weekly lectures and meetings, providing research consultations, assisting librarians with instruction, providing library tours, and more. At the beginning of the academic year, liaison librarians and Embedded Inquiry Specialists sit down and establish goals for the year as well as go over their individual work-plans since each Cluster course is unique and may require attention in different activities. The concept of the work-plan is very important because it helps to set up expectations of the students in this position as well as give them a sense of what their time commitments will be per week and per quarter. The program has many facets, so documenting what kinds of activities the Inquiry Specialist might be involved in is very important.

Ensuring communication between student employees and full-time staff members is critical for any large-scale program. The library trains the students to use Slack, an online communication tool, to communicate with full-time library staff members and fellow student employees. Since the space where the Inquiry Specialists provide their research consultations is separated from where full-time staff work, Slack helps to keep lines of communication open when a staff member isn't necessarily in the same room as the Inquiry Specialist. Students also use Slack to check in and let the supervisors know they are present for their shifts. Using Slack has also facilitated communication among the Undergraduate Writing Center's student employees, which has strengthened the relationship among these various programs.

As the program has grown, we've continued to improve our training process for the Inquiry Specialists. Looking forward, we plan to focus more on soft skills in the initial three-day training for the Inquiry Specialists, focusing on the process of reference interviewing, setting up boundaries when working with students, and knowing when to refer students to another full-time staff member. Additionally, we have developed a ten-week online course site in UCLA's course management system to extend the training topics throughout the quarter, in addition to the weekly meetings in the library. The online

training course has more in-depth modules that will introduce students to more specialized resources within the UCLA Library system, such as navigating special collections and information sources in disciplines like the humanities, social sciences, and sciences. Our hope is that this online content will allow students to learn asynchronously, at their own pace, and reflect intentionally on how the content connects to their work as Inquiry Specialists.

Part of the success and growth of the Embedded Inquiry Specialist program has been in part due to our openness to receiving feedback from our student employees. Because the training process is so comprehensive, we have found that students hired into the Embedded Inquiry Specialist positions stay employed with the library for more than one year and often transition into similar research assistance positions in the library. We have had many students who have worked for the library for their entire academic career at UCLA. Many of the Embedded Inquiry Specialists have found their work experience very rewarding and helps them to build professional skills that make them highly employable graduates or as they apply for graduate programs.

The relationships that are built among the library, the Embedded Inquiry Specialists, the Cluster Program, and the Undergraduate Writing Center are crucial to the successful execution of this complex and important first-year experience library program. With every year, we continue to improve our program with the help of our partnerships to ensure that what we do is student-centered in every way.

## CASE STUDY

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### *University of Dayton*

*by Jillian Sandy and Heidi Gauder*

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#### **Introduction**

The University of Dayton is a private Catholic research university in Dayton, Ohio, that serves around 10,000 graduate and undergraduate students; approximately 90 percent of the undergraduate student population lives on campus. The University Libraries occupy a seven-story building that houses Roesch Library (the main campus library), the Marian Library (a special library and archives), several special collections, exhibit spaces, and our information commons, which is known as the Knowledge Hub. Additionally, the Learning Teaching Center is located on the building's ground floor and, among other services, oversees student writing support for the campus. Although the student employees who offer customer service at the Knowledge Hub report to different campus divisions, we have collaborated to develop service guidelines that all of our student employees learn and demonstrate in their roles at the information commons.

#### **Rationale**

Our service model and training approaches have changed drastically over the last few years, due in large part to a reference room renovation, which allowed us to make space for a writing center and campus technology support. As a result, the former reference desk now functions as an intake desk for research, writing, and technology services; the staff at the desk also provide support for twenty computer workstations and two printers. Not only has it been necessary for our library student employees to receive training that addresses these changes but also for the students employed by the other two departments.

The training we provide writing center and campus technology support student employees is intended to align with our service expectations. We knew that both units offered student employee training, but it was unclear how much customer service training each unit provided. Our underlying service philosophy is that our users expect at least a basic level of service from all employees who staff this intake desk, which we have named the Knowledge Hub desk, regardless of reporting lines. Thankfully, the unit supervisors agree with and support this service philosophy, and their support is a key component to the successful cross-training of Knowledge Hub desk.

#### **Training Areas**

The cross-training content focuses on a couple of broad categories: customer service and library-related tasks. Some of the training opportunities are also set up so that the staff from each unit can get to know staff from other units. The writing center does offer some cross-training, but their services and the technology department's services are specialized, so cross-training training for library student employees is comparatively minimal.

Because the library, writing center, and technology student employees all share the same desk, we expect a base level of customer service, regardless of the question and which student employee is approached. All three units provide some customer service training, so the library focus is on appropriate behavior and emphasizing service values. We expect any student employee to be alert and available for questions, so we explain how laptops, visiting friends, headphones, and full meals at the desk inhibit approachability. We also emphasize professionalism and make it a point to connect this value with the need to wear name badges, remove ball-caps, and keep shoes on their feet. And, because they work at a shared desk with limited workspace, we also point out the need to store their backpacks and coats in a designated area away from the desk. Although the student employees report to three different units, they work within a unified space where approachability and professionalism guide our customer service focus.

In addition to customer service training, the writing center and technology student employees undergo cross-training related to specific library knowledge and functions. Not everyone on the library staff is a librarian, so our training includes a basic overview of the different roles and jobs across the library as well as the library's mission. With this basic grounding and understanding of the library, we believe these student employees will be more effective at answering questions. Our cross-training not only trains student employees from a bigger library perspective but also prepares them for the daily routines at the Knowledge Hub desk and environs. Training includes familiarizing students with the Knowledge Hub layout and spaces (reference collection, photocopiers, visitor computing, technology spaces for group work, librarian offices, staff workroom, etc.) as well as protocols associated with working at the desk. Student employees are taught the opening and closing tasks for the desk workstations, telephone protocols, and how to record the questions they are asked.

In addition to training these student employees on customer service expectations and providing them with a general working knowledge of the library and Knowledge Hub, we also help them understand the differences and limitations in their respective roles. Our student employees, whether affiliated with the library or writing center or technology, are genuinely interested in helping our users, and while we want them to provide assistance, we do not cross-train them in every library aspect. Training also focuses on defining those limitations and explaining when to make referrals.

One task, however, that we do expect all student employees at the Knowledge Hub desk to perform is basic computer and printer troubleshooting. The Knowledge Hub learning commons includes twenty workstations and two printers that are located directly across from the Knowledge Hub desk. Campus printing requires at least two authentications, a process that is not intuitive. We expect any student employee to walk a first-time user through the steps needed to print in addition to being able to fix simple mechanical problems.

Our library Knowledge Hub learning commons is a busy place: our users are seeking research help, writing support, and technology assistance. They are also using public computers and printers to complete a variety of tasks. Given the prominence of the Knowledge Hub desk in the middle of it all, student employees must be prepared to perform a baseline set of tasks in order to effectively and efficiently help our users.

## Training Approaches

To approach cross-training for student employees who work at the information commons, we have used four main tactics: an all-staff meeting including student employees from all departments, small group training targeting specific units, one-on-one sessions, and online training.

Our all-staff meeting serves as a kickoff for the fall and spring semesters, providing a refresher for returning student employees, introducing content to new hires, building team rapport, and setting the tone for the year. While the informational content plays an important role in this meeting, our main focus has been to create an opportunity for student employees to engage in big-picture thinking, reflecting on their respective roles and the ways in which our distinct departments can support each other. We typically provide the group, including students, staff, and faculty, with a prompt to discuss in small teams and then share with the rest of the group. Additionally, we plan an ice breaker activity to provide students with a low-stakes opportunity to work together and get to know one another better; for the fall 2018 semester, we created our own University of Dayton-themed Mad Libs. To help students and staff connect names with faces beyond the meeting, all are asked to contribute to a staff directory used internally. This takes the form of a Google Slides presentation that features pictures, names, and answers to some lighthearted questions about student interests. After trying several approaches to gathering this information, we asked student employees to answer a few questions about themselves and take a selfie during our all-staff meeting in the fall of 2018.

In addition to a large team meeting once per semester, we conduct two or three smaller group training sessions targeting specific departments and training development. Groups with many new hires may receive a brief tour of the information commons. When many of our student employees are returning hires, we are able to build upon existing library knowledge and experiences; in the past, we held a very interactive training in which IT student employees told the group what they know about the library rather than hearing redundant information in a lecture-style session. Regardless of experience level, customer service is a key element of training we continue to review, sharing a document that outlines our guidelines and expectations. We find small group training provides a convenient opportunity to review some of the elements of technical help, especially concerning our rather intimidating printers with many compartments for jams to occur. With small groups, we are able to show students in detail the hardware and software involved in printing as well as share knowledge we have acquired based on trial and error.

Student employees who provide writing and IT support do also receive training and/or review through one-on-one sessions with a staff member. The reinforcement of customer service expectations is our main priority here. We use a checklist to guide these sessions and remain consistent in the material we cover, including items like storage of backpacks and personal belongings, answering and transferring phone calls, and supply locations. Because the student employees from these units work in the library but are paid by departments outside of the library, developing student understanding of the library's values and purpose within the university is another top goal of this training. One-on-one training also gives student employees more time to understand our printing system and how to troubleshoot problems they encounter with it; students can take on a much more hands-on approach to learning printer troubleshooting than they can in other training contexts. Additionally,

we ask students specifically if there are content areas they would like to cover or review. Typically, we as full-time library employees have reflected on these concepts to a greater extent than many of the student employees, so encouraging student employees to follow up on questions they are unsure about is a supplemental goal. Through one-on-one training, we attempt to establish a positive relationship in which student employees can identify at least one staff member to whom they can address questions or concerns.

Finally, we have modified existing online training content for writing and IT student employees on Isidore, the University's LMS built on a Sakai platform. We created one module with five parts that emphasize customer service, recording questions, and making referrals to library staff and faculty. Since customer service is our top training priority, we review an outline of expectations that should by now be very familiar to student employees. Additionally, we describe specific behaviors that will help us meet patron needs, such as understanding the question and prioritizing patrons over socializing or completing homework at the desk. At our service points, we are interested primarily in recording three types of questions using Springshare's LibInsight: reference, directional, and technical. Writing and IT student employees are not expected to answer reference questions, but we do expect them to identify this type of question and make referrals. To complete the modules, students read four sections that either review information previously covered or introduce new content, then complete two quizzes to evaluate comprehension. Questions address areas such as how to approach questions when student employees are unsure of the answer, principles that guide our service model, and identification of questions to answer versus refer to a staff member. In the past, we have also created forum discussions and Google Forms to provide a better picture of student employee learning.

We use multiple techniques for cross-training in order to match the content with the approach as much as possible; for example, training for printer troubleshooting is much more practical when students can gain hands-on experience. In addition to covering informational content, training has served to build teamwork and student employee ownership of their work.

## **Conclusion**

Fortunately, the departments operating within our information commons recognize the need for cross-training in order to provide the best customer service we can, support the growth of our student employees, and build a supportive team. After all-staff meetings, we do ask for feedback such as tactics students found most valuable or would suggest changing; however, we do not assess student employees in other units. Ultimately, our role is to decide which training content is vital for all student employees to succeed at the service desks and to cover this information using a variety of strategies for engagement.

Though our departments remain distinct, we hope to move toward more shared responsibilities. Research team student employees have taken on the role of signing users in to meet with a writing consultant, a task that has previously been completed exclusively by writing center student employees. Additionally, we hope to coordinate IT training that will help research team student employees better provide technical assistance. By working with the other units who are part of the information commons and taking a multi-pronged approach to training, we recognize that our different areas of expertise are valuable, especially when we are willing to teach and learn from each other.

**CASE STUDY**

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*University of Miami**by Lauren Fralinger and Ava Brillat*

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**About the University of Miami Learning Commons**

Officially opening in January of 2018, the Learning Commons in the University of Miami Libraries Richter Library was a new venture, a common space where students in different disciplines could reach their academic goals through collaboration with peers and guidance from experts. By bringing campus partners such as the Writing Center, Math Lab, Digital Scholarship, and the Camner Center for Academic Resources into one place, the UM Libraries created a new information ecosystem in which students could explore and thrive, utilizing a concentration of resources to better become self-directed, life-long learners. Co-locating services allows students—the most important stakeholders on campus—to access resources and assistance more easily and in a more approachable manner. Technology, expert help, and collaborative spaces underpin this new ecosystem and allow peer-to-peer learning to take root and grow. Part of that expert help comes from students of the University of Miami themselves in the form of the UM Libraries peer research consultants.

**Training Guides**

Providing hands-on research support to their peers at both the undergraduate and graduate levels, peer research consultants are trained to provide quality reference interactions by the library's Learning and Research Services department. This training allows peer research consultants to deepen their research skills and develop the advanced research, interpersonal, and presentation skills needed to support their fellow students. The peer research consultants program taps into the instinct of undergraduates to rely on their peers for academic guidance while also providing personalized, one-on-one service.

While a group training day is a new addition, the training program for the peer research consultants began as a series of checklists and guides which still underpin the program. This initial training is organized to begin with concrete expectations before moving into more the more abstract and artful form of providing empathetic research support. Basic knowledge, such as referrals, logins, and opening and closing procedures, is reflected in comprehensive training checklists that librarians and the peer research consultant supervisor guide peer research consultants through before moving on to more advanced training. After this basic orientation, either during a training day or more individualized setting, peer research consultants then begin to develop their reference and research skills through a series of active learning guides, whose goal is to encourage exploration, analysis, and self-reflection. These guides are completed in an asynchronous format, allowing peer research consultants to complete them while they work and at their own pace, taking time to explore library resources as well as ask questions from librarians when they find areas of difficulty. As each

peer research consultant completes a guide, it is turned in to their supervisor via a shared folder. The peer research consultant supervisor then reviews the answers on the guide and has the opportunity to leave the consultant feedback or meet with them to address their answers or concerns, helping each peer research consultant to gain comfort with research resources and search strategies.

To create these training materials, Lauren Fralinger, one of the Learning and Research Services librarians at the University of Miami Libraries, liaised with subject specialist librarians throughout the University of Miami Libraries system, incorporating specialist knowledge from a wide variety of librarians. Each subject librarian contributes research questions commonly asked by students in their disciplines or are directly related to course content in their subject areas. The questions are designed to be open-ended, encouraging peer research consultants in training to reflect on their search strategy or to guide them through complex steps in unfamiliar resources. This process provides new peer research consultants the opportunity to develop their expertise and determine their preferred research methods through hands-on experimentation with different possible search strategies. Additionally, as they encounter new resources and ask questions about them, it allows consultants in training to build relationships with the librarians to whom they will refer higher-level research questions.

## Ongoing Training

Ongoing essential training is a key factor in the continued development of the peer research consultants. Once peer research consultants have completed their initial training, they move into another phase in their development. With a foundation of knowledge established, peer research consultants are exposed to a variety of reference requests that help them to identify areas of reference where they may need to broaden or refresh their skills. Each week, peer research consultants are given weekly quizzes based on reference questions culled from reference statistics. Comprised of five questions ranging from fairly simple to deeply complex, consultants are required to answer these questions and submit them to their supervisor for grading. During the first semester of employment, peer research consultants complete their training guides and familiarize themselves with library protocols and departments. From the second semester forward, they are expected to build upon what they learned during their initial training and demonstrate that through their weekly quizzes and interactions with library staff and patrons.

These weekly quizzes are built upon actual questions that peer research consultants, staff, and librarians receive at the reference desk. The peer research consultant supervisor reviews reference statistics and incorporates these real-world questions into each quiz, exposing peer research consultants to actual questions they may receive on the desk. The grading process of these quizzes also allows the peer research consultant Supervisor to become acquainted with the knowledge of each peer research consultant and address any weaknesses or flaws in their responses and identify areas of improvement.

Developing comprehensive training programs for student workers starts with simple steps, such as surveying existing student worker training documents and identifying departments that already manage and train student workers to be partners in developing and implementing peer-to-peer research support programs. Focusing on larger

library and institutional goals can help clarify the focus of the program and ensure efficacy. By identifying common and distinctive needs, specialized training documents can then be developed to augment already-existing generalized student training documents and policies. Positions such as the peer research consultant supervisor can be used to build in consistent and constant contact with student workers. Through ongoing training and contact, the supervisor can ensure that training is reinforced and continues to develop as student workers become more comfortable and adept at providing service to their peers.

## CASE STUDY

### *Wright State University*

*by Holly A. Jackson*

When creating a model for my peer research consultants, I looked at existing training for library student assistants and writing coaches at Wright State University as well as other established training programs such as Ohio Reference Excellence (ORE) and the College Reading and Learning Association (CRLA)'s International Tutor Training Program Certification.

Initially, the peer research consultants attended a week of training in the week before the fall semester. They would attend both days of writing coach training and then would spend two to three days in the library going over library assistant training and specific responsibilities for the new position. Then, they would have weekly reflections on a variety of topics, with associated readings. In the fall semester, they would also complete ORE training through six modules, while in the spring semester they would complete the CRLA's International Tutor Training Program through five additional areas/modules that were not covered through the fall training they received. With CRLA's training program, there was quite a bit of allowed crossover with the ORE and local training they received. The basic training outline looks like this:

#### Initial Training, Week Before Fall Semester

Monday	Tuesday	Wednesday	Thursday	Friday
@ Dunbar Library	@ Writing Center	@ Writing Center		@ Dunbar Library
9:00 a.m. – Tour & Introductions				9:00 a.m. – Student Technology Assistance Center (STAC)
9:30 a.m. – Go over PRC Handbook & outline training				9:30 a.m. – Library technology
10:00 a.m. – Finding books	Writing Coach Training, part 1	Writing Coach Training, part 2	Move-In Day, no training	10:00 a.m. – Recording transactions
11:00 a.m. – Online tools (website, QuickSearch, referrals, Share Point, blog)				10:30 a.m. – Database training (JSTOR, Gale, Oxford Encyclopedias, OED)
12:00 p.m. – Lunch				
12:30 p.m. – Chat				
1:00 p.m. – Observe at Information Desk				11:00 a.m. – Observe at Information Desk

## Weekly Reflection Themes

Week	Fall Weekly Themes	Spring Weekly Themes
1	Multiple Intelligences/Literacies	Setting Goals & Planning
2	LoC vs. Dewey	Reference Interview, part 2
3	Reference Interview	Fake News
4	Peer Review	Citation Styles (MLA and APA)
5	Citation Styles	Citation Styles (Chicago and IEEE)
6	Information Literacy	Handling Difficult Situations
7	Difficult Patrons	Diversity
8	Diversity	(Spring Break – no reflection)
9	First-Year Students	Leadership
10	Graduate Students	Communication Skills
11	Common Text	Study Skills
12	This I Believe	Critical Thinking
13		Professional Development
14	Assessment	Career Preparation
15	Reflection	Reflection

## ORE Training Modules

1	Introduction
2	The Reference Interview
3	Communicating with Patrons
4	Resource Strategies
5	Resources
6	Ethics

## CRLA Training Modules

Fall Semester		
<i>Training</i>	<i>Reflection Assignments</i>	<i>ORE</i>
Basic Tutoring Guidelines	Learning Styles & Learning Theory	Active Listening & Paraphrasing
Definition of Tutoring & Tutoring Responsibilities	Handling Difficult Students	Communication Skills
Referral Skills		Study Skills
		Compliance with Ethics
		Critical Thinking Skills

<b>Spring Semester</b>		
<i>Training</i>	<i>Reflection Assignments</i>	<i>ORE</i>
Active Listening & Paraphrasing (part 2)	Handling Difficult Students (part 2)	(completed in Fall Semester)
	Communication Skills (part 2)	
	Study Skills (part 2)	
	Critical Thinking Skills (part 2)	

Parts of the training were done in person, including the writing coach training, library information desk training, and some of the hands-on activities, but a lot of the training was also put online in the peer research consultant website: [wsupeerrresearchconsultants.weebly.com](http://wsupeerrresearchconsultants.weebly.com).

On the website, you'll see a copy of the *Peer Research Consultant Handbook*, the blog where students posted their reflections, and the materials that had been put together for the supplemental ORE and CRLA training.

## CHAPTER 5

# Assessing Success

*“If we screw it up, start over. Try something else.”*

– Lee Iacocca

### **In this chapter, you will find:**

- I. Themed sections on
  - diagnostic assessments
  - formative assessments
  - summative assessments

complete with examples from different institutions and prompts to help you reflect on your own needs.

- II. Case studies from
  - College of Charleston
  - Oklahoma State University
  - Pennsylvania State University, Mont Alto
  - Wright State University

## **Diagnostic Assessments**

Diagnostic assessment is what you should be doing before you actually get started, to diagnose the situation. Consider things like the following:

### ***Your Initial Meetings Between Partners***

How often are you meeting? What are you meeting about? Who is coming to these conversations? With your initial meetings, you should consider meeting as often as you need to in order to get things ready. These verbal assessments—what needs to be done, what materials you’ll need, what the staffing situation should look like, who would be best served—are all important. They’ll help set the partnership up for success. More than just starting the partnership, being forward-thinking about sustaining such a partnership is also a challenge. Barbara Cozza and Patrick Blessinger reflect that “in order to sustain a

partnership, relationships need to be nurtured and the responsibilities of the collaboration need to be stated clearly from the onset of the partnership. It is recommended that monitoring of the collaborative relationship be ongoing.”<sup>40</sup> Keeping the conversations going between partners and having regular meetings, both formal and informal, will be vital as you continue to grow and assess the collaboration.

### ***Having Conversations with Students and Stakeholders***

It’s not just the partners that you should be meeting with—it’s also the populations you’ll be supporting through this partnership. Talk to students, faculty, and the general community (if they’re involved). Get their feedback about what they need, what would really help them, and what ideas they have for the partnership. While they might not know the ins and outs of the library or other partners, they do know what they need and that’s what we need to focus on. Betina Gardner and Donald M. DePamphilis express that “a discussion of student-focused spaces and services formed through mergers, alliances, and partnerships should consider student-centric outcomes,” suggesting various assessment tactics to assess this claim.<sup>41</sup> Work with your students and stakeholders to come up with your outcomes for success and create the basis of assessment for the collaboration. A partnership is only as good as the partners involved and the efforts that they make to help their stakeholders be as successful as possible.

### ***The Hiring Interviews***

This might seem odd, but I firmly believe that the hiring interviews are also an excellent form of diagnostic assessment. Looking at who is applying to be involved in the partnership and what they bring to their interview (experiences, motivations, attitudes) can tell you quite a bit about how the partnership might go. Because these people are going to be representing all partners involved in their partnership, it’s important to really understand them and what they bring to the table, so to speak.



#### **PROMPT**

Before you go too far down the assessment rabbit hole, let’s start at the very beginning: What do you plan to do with your assessment data? Will you be producing reports or materials utilizing the data? Will you be using everything that you’re collecting? How do you plan to make use of it at the end of the semester or year?

Who are your stakeholders?

What information do you think would be most beneficial for your stakeholders to receive about the partnership and your student employees?

How can you best gather that data throughout the semester/year?

What information can you take from your hiring interview process to help assess the beginning stages of your student employees coming into the collaboration?

## Formative Assessment

Formative assessment is what you'll note throughout the semester and year as the collaboration is ongoing, such as the following:

### *Observations Throughout the Training Period*

When it comes to training your employees, it's important to have a training period in general and to take note of how things are going throughout the period. Are there areas that might need extra training throughout the semester or year? Are there things that come up that weren't originally in the training that you'll want to add later?

### *Check-Ins with the Student Employees Throughout the Semester*

These check-ins can be informal or more strategic, depending on the time of year and your specific needs from the meeting. There are many ways to plan these meetings. The vice president for student life at the University of Iowa encourages the GROW program.

GROW, in this case, stands for Guided Reflection on Work. This encourages supervisors to check in with their students more and to focus on four questions:

- How is this job fitting in with your academics?
- What are you learning here that's helping you in school?
- What are you learning in class that you can apply here at work?
- Can you give me a couple of examples of things you've learned here that you think you'll use in your chosen profession?<sup>42</sup>

Your institution might also have a student evaluation form or student assessment information that you could incorporate into your discussions with your student(s). Even if you aren't required to submit a student evaluation, it's something that can be beneficial for the student to have on hand, or on file, moving forward. Meeting with the student to discuss these areas and how they're meeting them (or could improve on them) could be very beneficial for the two (or more) of you.

### *Reflective Meetings with Your Partners*

These are very important but don't necessarily have to follow one strict format. Scheduled meetings are great for setting topics and having dedicated time for those areas, but informal meetings where you chat about things more off-the-cuff are also beneficial.

Talking about what's working, what's not working, what you want to try the next semester or later on in the current semester, and any other topics you feel necessary can help things run more efficiently and effectively. These reflective meetings can also help lead to other discussions that you have with your students, your department, and the larger campus community as a whole.



#### **PROMPT**

What types of things (behaviors, mannerisms, conversations, etc.) will you be looking for as you observe your student employees? What are the signs that they're doing well? What are the signs that they may need additional support, follow up, and/or training?

What are some of the ways you plan to check in with your students throughout the semester, both formally and informally? What sorts of information are you hoping to receive from these check-ins?

How do you plan to check in with your partners throughout the semester? How often will you meet? What sorts of information will you need from one another to assess how things are going?

## Summative Assessment

This is what happens after the semester/year wraps up:

### *Surveys of Student Employees and the Other Students They Are Working With*

These are a great resource not just at the end of the semester, but also mid-semester as well. When I was at Wright State, I would survey the students coming to the Writing Center mid-semester and include at least one question testing whether an idea for the following semester would be well received. If there was support based on a random sampling of students being tutored, then we would go ahead and try it. If not, we'd move on to other ideas.

When thinking about what to ask any of the students, there are a few things to think about:

- What exactly is it that you want to assess from that group of students?
- How many questions do you need to ask to gather the information? (Generally, the shorter the survey the better, especially for students who aren't your employees.)
- What is the best format for these questions? Yes/no, multiple-choice, sliding scale, numeric ranking, short answer, or something else?
- Should you do these on paper or online? While online might be convenient, sometimes paper surveys in person mean that more people will complete them. This isn't always the case though.

### *Evaluations of the Student Employees*

These are a bit more formal than your surveys of the students and typically focus on the student's performance on the job.

Most evaluations tend to be completed at the end of the year, though more regular evaluations can be useful—midsemester check-ins and end-of-semester wrap-ups, for example.

Often, your student employment office (or even the departments involved) might have a template on hand that you could use as your own evaluation or to tailor a new evaluation just for your students. There are some examples included at the end of this section that might also be useful.

## *Meetings with Stakeholders and Partners*

Like evaluations of your student employees, meetings with stakeholders and partners tend to also be better when they're spread throughout the year instead of a once-a-year meeting, though how many you have is completely up to you and your partners.

Focusing on the smaller picture (how things are going in that moment/semester, immediate changes/improvements you've seen, etc.) as well as the bigger picture (where to go from here, how to expand or grow, etc.) is important.



### **PROMPT**

An easy way to collect some assessment data at the end of the semester or year is to survey the students using the service, the students providing the service, the stakeholders, the partners, etc. What sorts of information would you want to gather from these groups? Would you use the same survey each time or alternate every semester/year?

How do you plan to evaluate your student employee(s)? Will you use an already available form? Create your own? Meet in person? Meet virtually? Will you do them solo or in a group? Will all partners be involved or just the supervisor? How often will you evaluate your student employee(s)?

How often will you meet with your stakeholders? With your partners? Will you meet with them all together or in smaller groups? How will you focus on the smaller picture/short-term considerations? How will you focus on the bigger picture/long-term considerations?

**EXAMPLE****Oklahoma State University***by Hui-Fen Chang***Presentation and Interview Coaching – Feedback Form**

Please circle the number that corresponds to your feelings regarding your experience with the Presentation and Interview Coaching Services in Edmon Low Library.

	1 strongly disagree	2 somewhat disagree	3 neutral	4 somewhat agree	5 strongly agree
The presentation/interview coach offered adequate advice and feedback in the area needed.					
The presentation/interview coach was knowledgeable and professional.					
The presentation/interview coach was attentive and responsive.					
The services provided improved my skills.					
The services provided met all of my needs.					
The presentation/interview coaching studio offered all of the advised services.					
I would return to the presentation/interview coaching studio for future needs.					
I would recommend the presentation/interview coaching to others.					

Additional comments/concerns:

**EXAMPLE**

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**University of Miami***by Lauren Fralinger and Ava Brillat***Peer Consultant Evaluation Form****Annual Review**

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Service Excellence	1	2	3
Teamwork	1	2	3
Continuous Learning	1	2	3
Initiative	1	2	3

1. Overall Average: \_\_\_\_\_
2. Average Quiz Score: \_\_\_\_\_
3. Areas in Need of Development:
4. Feedback:

Grading Rubric:

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<b>Service Excellence</b>	Is unable to meet the needs and wants of customers or to provide accurate, complete and timely service. Does not demonstrate professionalism or ensure thoroughness of work.	Meets the needs of customers to provide accurate, complete and timely service. Demonstrates acceptable levels of professionalism and thoroughness.	Anticipates the needs and wants of customers to provide accurate, complete and timely service. Demonstrates professionalism and ensures thoroughness of work by taking additional steps to satisfy patrons.
<b>Teamwork</b>	Does not work with people within the team or across the organization to achieve goals.	Works with people within the Peer Consultant team and across the library to achieve goals.	Goes above or beyond to work with people not only on the Peer Consultant team but across the library to achieve goals.

	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>Continuous Learning</b>	Does not demonstrate a commitment to continuous personal and professional learning and improvement of self, others and the university.	Demonstrates a commitment to continuous personal and professional learning and improvement of self, others and the university.	Demonstrates an exceptional level of commitment to personal and professional learning and improvement of self, others and the university.
<b>Initiative</b>	Does not anticipate or act on opportunities for improvement. Does not attempt to create new or valuable ideas.	Acts on opportunities for improvement, and makes use of those opportunities to learn new ideas that can be used to solve problems.	Anticipates and acts on opportunities for improvement. Creates new and valuable ideas, and uses these ideas to solve problems and develop improved processes.

**EXAMPLE****Wright State University***by Holly A. Jackson***Surveys of Student Clients in the Writing Center**

Each semester around midterms, when things were getting busier in the Writing Center, we would print out 100 copies of a half-sheet survey and ask the writing coaches to hand them out with their evaluations after a session to get feedback from student clients. Once we'd received the 100 back, we'd compile the data to look over for the next semester. Here are a couple of examples:

***Fall 2015***

1. I think that it's a good idea to have librarians in the Writing Center.

Strongly Agree     Agree     Neutral     Disagree     Strongly Disagree

2. I would be comfortable speaking to a librarian in the Writing Center.

Strongly Agree     Agree     Neutral     Disagree     Strongly Disagree

3. I think it would be great to be able to schedule an appointment with a librarian in the Writing Center at the front desk.

Strongly Agree     Agree     Neutral     Disagree     Strongly Disagree

4. I have spoken with a librarian in the Writing Center before today.

Yes     No

5. Do you have any comments or suggestions about having librarians in the Writing Center? If so, please write them here:

***Spring 2016***

1. I think that it's a good idea to have librarians in the Writing Center.

Strongly Agree     Agree     Neutral     Disagree     Strongly Disagree

2. I would be comfortable speaking to a librarian in the Writing Center.

Strongly Agree     Agree     Neutral     Disagree     Strongly Disagree

3. I have spoken with a librarian in the Writing Center before today.

Yes     No

4. I would be interested in meeting with a Writing Coach in the Library.

Yes     No

What hours would you be interested in meeting with a Coach in the Library?

- Morning                       Afternoon                       Night                       Weekends

5. Do you have any comments or suggestions about having librarians in the Writing Center? If so, please write them here:

### Surveys of the Writing Coaches

At the end of each semester, we'd also survey the writing coaches:

#### Writing Center/Library Collaboration Survey

WSU Status/Year (circle one): Freshman   Sophomore   Junior   Senior   Graduate Student   Non-Degree
# of semesters in Writing Center (circle one): 1-2 semesters   3-5 semesters   6-8 semesters   9+ semesters

For each item identified below, circle Yes or No and then answer any corresponding questions.

Survey Questions – Part 1		
I have spoken to at least one librarian while they were in the writing center this year.	Yes	No
If No, what was the reason?		
I have asked the librarian on duty a question this year.	Yes	No
If Yes: Were you able to find what you were looking for? Yes No		
I have brought a client to the librarian on duty to ask a question.	Yes	No
If Yes: Were they able to find what they were looking for? Yes No		

For each item identified below, circle the number to the right that best fits your judgment of its quality.

Survey Questions – Part 2	Scale					
	SD = Strongly Disagree D = Disagree M = In the middle A = Agree SA = Strongly Agree					
I think that the librarians have been a good addition to the Writing Center.	SD	D	M	A	SA	N/A

If you disagree or strongly disagree: What would you change or improve about our relationship?						
I think that having tutors in the library during set weekly hours would be a good idea.	SD	D	M	A	SA	N/A
I would be interested in trying out a virtual collaboration between the library and Writing Center.	SD	D	M	A	SA	N/A
There is not enough time in a student's schedule when they come to the Writing Center to speak to both a coach and a librarian.	SD	D	M	A	SA	N/A
I don't feel like I know when to recommend that a client visit the librarians or why exactly they should speak to one.	SD	D	M	A	SA	N/A

Any questions/concerns/other feedback you'd like to provide?

## Evaluation of Peer Research Consultants

Along with our student clients and writing coaches, the peer research consultants also had multiple checkpoints for assessment throughout the semester.

### *Mid-Semester Check-In and GROW Questions:*

1. How are things going so far? What do you think is working the best for you?
2. Is there anything that you don't like so far or that you think you need more training on?
3. How is this job fitting in with your academics?
4. What are you learning here that's helping you in school?
5. What are you learning in class that you can apply here at work?
6. Can you give me a couple of examples of things you've learned here that you think you'll use in your chosen profession?

At the end of the semester, we used a slightly modified version of the student employee evaluation used by Career Services, with room for comments from the Writing Center director.

## Student Employment Evaluation

Student Employee \_\_\_\_\_ UID \_\_\_\_\_  
 Department University Libraries Job Title Student Research Assistant  
 Supervisor Holly Jackson Review Period August 22, 2016 – April 29, 2017

*Please check the appropriate box.*

4—Superior 3—Above Average 2—Average 1—Below Average N—Not Observed/Not Applicable

	4	3	2	1	N
<b>Quality of Work:</b> Ability to do satisfactory work following specified procedures					
<b>Quantity of Work:</b> Volume of work done in specified time following specified standards					
<b>Comprehension:</b> Knowledge of job, familiarity with procedures of job					
<b>Reliability:</b> Job completion, ability to get things done, conscientiousness					
<b>Attitude Toward Work:</b> Degree of enthusiasm and willingness with which one performs					
<b>Judgment:</b> Ability to make sound decisions					
Dependability: Punctuality and reliability in attendance					
<b>Professionalism:</b> Conducts oneself in a dignified, business-like manner					
<b>Cooperation:</b> Ability to work with others in harmony					
<b>Initiative:</b> Interest in assuming added responsibilities					
<b>Potentialities:</b> Abilities to improve one's self within the job situation					
<b>Leadership:</b> Qualities of understanding and directing people					
Overall Performance:					

Comments:

From the Writing Center:

**CASE STUDY**

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***College of Charleston****by Gretchen Scronce and Elena Rodriguez*

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**About the College and Library**

The College of Charleston (the college) is a large public master's college in Charleston, SC. There are roughly 11,000 undergraduate and graduate students, which allows for the personalized attention that comes from smaller colleges while maintaining the benefits of a mid-sized university. The Marlene and Nathan Addlestone Library is the main library for the college and strives to make available a comprehensive collection of scholarly materials and library services to meet the instructional and research needs of the college community.

The Addlestone Library Information Desk (Info Desk) provides the college community with answers to research and computing questions in-person and through chat, email, and by phone. The Info Desk is collaboratively staffed and co-managed by the library's Research and Instruction (R&I) department and the college's Student Computing Support division (SCS). Student workers at the desk, known as "peer staffers," are hired by SCS but supervised and trained by both departments.

**Training and Assessing Peer Staffers**

SCS technicians train peer staffers in providing assistance with the computer lab and printers, connecting to Wi-Fi, and other technical questions. R&I librarians provide training on library services. Both departments reinforce employee expectations and general Information Desk procedures. The training is split into two components: an initial comprehensive training and ongoing training through weekly assignments.

To acquaint peer staffers with the many tools they need to know and use as Info Desk staffers, they are enrolled in a non-credit training course in CofC's learning management system Desire2Learn, called OAKS at the college. Each training piece is associated with a grade item in this OAKS course so peer staffers can assess their progress and are encouraged to take it seriously. Additionally, it creates an expectation that peer staffers will gain skills and learn from their experience. A companion Google site serves as a knowledge base for answering questions and is utilized by all Information Desk staff. Follow-up assignments with due dates encourage peer staffers to treat their job with the same seriousness they treat their coursework. Student workers are expected to refrain from doing homework at the desk unless it is for their library training.

**Initial Comprehensive Training**

The initial training program takes place primarily in the OAKS course by utilizing Springshare's LibWizard tutorials and a comprehensive test. Upon completing this portion of the training, peer staffers receive an in-person review with a librarian and participate in

ongoing graded assignments; these elements are also tracked and graded in the OAKS course. This training is mostly developed and presented by librarians. Most questions at the desk pertain to computing-related services, such as printing and connecting to Wi-Fi, but peer staffers quickly master this more finite set of skills. Library-related questions range widely in content and scope, and preparing student workers to provide appropriate answers requires more in-depth training.

The first iteration of our OAKS training program was developed in 2013, and it has been modified several times as a result of service model changes and our assessment of training effectiveness. Initial versions of the OAKS training were text-heavy, and it was difficult to tell if a peer staffer had actually completed the required reading. More recent versions have incorporated LibWizard tutorials. These tutorials include questions the peer staffer must answer as they work through the information. Each tutorial covers one aspect of working the desk: Using the Wiki, Opening and Closing the Desk, Library Web Resources, Recording Transactions in LibAnswers, Answering Remote Questions, Affiliate Users, and Referring Questions to Other Departments. These tutorials provide a first baseline assessment of peer staffers and whether they understand basic tools for working at the desk. A librarian reads over submissions and provides feedback when answers indicate a peer staffer needs further clarification.

Once all tutorials have been completed, the peer staffer takes a twenty-four-question comprehensive test in OAKS. The test covers topics ranging from the peer staffer dress code to questions that are often answered incorrectly at the desk. As with all other training, peer staffers are allowed to use all resources available at the desk—in particular, the knowledgebase—to answer questions. Peer staffers who score lower than 80 percent on the test must review it with a librarian and then retake the test. Initial test scores correlate strongly to observed job performance.

The final piece of the initial training is an in-person review. This review is an opportunity for the librarian to remediate errors in the peer staffers' workflows as they respond to questions that are frequently asked at the Information Desk. At this point in their employment, the peer staffer should immediately know the answers to some but not all of these questions asked in their in-person review. Part of asking questions they may not know is to reinforce their use of the Google site knowledge base. The librarian asks both research and computing questions as if it were a patron. For example, the librarian may pose as an alumnus of the college and request access to library materials for research. The peer staffer would then respond accordingly by verifying the patron was an alumnus, providing necessary information in regards to research, and logging them into one of our affiliate-use computers. The peer staffer then shows the librarian how they would record the transaction in Springshare's LibAnswers, our statistics software.

This in-person review is our most useful tool for assessing a peer staffer's comfort level with answering questions. Can they confidently answer some questions? Do they know where to look for an answer if they don't know it? How long does it take them to find the answer? Do they record using the correct fields in LibAnswers? Not only does it reinforce the correct answers and habits, but it also helps the library and SCS determine which areas require further training or may not be appropriate for students to answer.

## Weekly Assignments

Once the initial training period is complete, peer staffers are given periodic assignments to complete in OAKS. These assignments serve several purposes. Creating an expectation for peer staffers that training will be ongoing makes it easier to conduct follow-up training or new training on services and procedures that have changed. One example of this type of assignment was book “shelfies,” where students practiced locating books in our collection. We also use these assignments to engage the students in activities we think will be of use and interest to them. For example, students were asked to make a brief video using the library’s One Button Studio (OBS)—a recent addition to the library that facilitates quick and painless video production. Having direct experience with the OBS is useful when other students approach the desk with questions about it, but that experience could also be useful for the peer staffer in their other coursework.

Although weekly assignments do not directly measure peer staffer job performance, they do provide an ongoing way to assess peer staffers. This baseline assessment is especially useful because peer staffers work with and are informally supervised by a number of staff from both departments and may not ever work with their official SCS supervisor. If a peer staffer is not completing their assignments successfully or on time, it is an indication to SCS and library staff that there may be other performance issues and the peer staffer should be observed more carefully.

## Assessment of Partnership Success

Service numbers recorded at the Information Desk offer strong support for the library’s partnership with Student Computing Support. Of 14,362 desk transactions recorded in LibAnswers from January 2018 to August 2018, 67 percent included a computing/equipment component. This shows that the CofC community makes use of our single service point for all types of information needs but especially for computing needs such as printing and connecting to Wi-Fi. Peer staffers are an ideal way to extend the range of Student Computing Support: they can be quickly trained in these basic support services, they have flexible schedules, and they are less expensive than hiring additional technicians. For those areas in which hiring students can pose more of a challenge, our training and assessment program has influenced the course of the partnership in several key ways: staffing the desk, guiding our service model, and supervising students.

As the peer staffers’ “home” department, Student Computing Support develops their shift schedule. Peer staffers typically work two- to four-hour shifts alongside a librarian and/or SCS staff person. They sometimes work alone in the late evening or on Saturdays. Peer staffers who primarily work hours when permanent staff are not working took longer to complete assignments. While these peer staffers did not score lower across the board than students who worked during regular business hours, our lowest-performing peer staffers worked primarily or exclusively alongside other peer staffers and part-time staff. Over the past two years, we have reduced the amount of time peer staffers work alone at the desk. In particular, the Info Desk used to remain open from 9 p.m. to 12 a.m. most nights, staffed only by peer staffers, but the desk now closes at 9 p.m. when the librarian’s shift ends. This change was due in part to budget cuts, but it was justified by lower numbers of transactions during this time slot and

because we have observed from training assessment that peer staffers are less effective when they work alone.

Our service model has also changed as a result of ongoing assessment. The service model governs our desk partnership by outlining the roles of each type of desk staffer—peer staffer, SCS employee, or library staffer. Rather than a formally outlined document, this model changes as staffing and desk needs change, and updates are often made before the fall semester. The service model delineates questions as either Tier 1 or Tier 2. Tier 1 questions can be answered in less than fifteen minutes and are within the expertise level of all types of desk workers. The vast majority of questions received are Tier 1. Tier 2 questions required more time and specialized knowledge and are typically referred to an SCS technician or librarian for an in-depth consultation.

For fall 2017, the service model changed to divide Tier 1 questions between library and SCS staff. It was perceived that peer staffers were not adequately answering research questions, even simple ones, so Info Desk staff were instructed to direct all library-related questions to the library staffer on duty, and all computing questions were directed to the SCS and peer staffers. While this solved the problem of peer staffers giving incorrect or incomplete library information, in practice this triage made desk service less efficient and even reduced the service hours for library assistance (SCS and peer staffers staff the desk without a librarian on Saturdays).

The service model has changed again for fall 2018, with all desk staffers once again answering all Tier 1 questions. Additional training and assessment in the form of weekly assignments are being provided to peer staffers during the fall semester to improve their skills at finding books, articles, and assisting with basic research.

Our training and assessment program has had the surprising impact of strengthening an already robust partnership as we work more closely with SCS toward the goal of peer staffer success. The library and SCS make a strong team, facilitated by shared desk time, shared office space, and a common goal to offer seamless service. As we have developed and implemented additional peer staffer training, communication and collaboration have increased surrounding our expectations and goals for the peer staffer program. In particular, peer staffers receive reinforcements and reminders from both SCS and librarians regarding their assignments and work expectations, and all library staff who supervise the desk when peer staffers are working are familiar with the peer staffers' training obligations so that messaging from anyone in a supervisory role is consistent.

## CASE STUDY

### *Oklahoma State University*

*by Hui-Fen Chang*

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#### **Background**

Launched in spring 2016, the presentation coaching at Oklahoma State University (OSU) is a peer-coaching service and one-stop resource for students who are looking to improve and receive feedback on their presentation or interview skills. The coaching service is tailored to students' specific needs, and the service includes but is not limited to group or one-on-one consultation and assessment of verbal and nonverbal communication, use of visual aids, organization of content, and interview tips and strategies. The goals for the presentation coaching service are to help students become prepared for a class presentation or a job interview and to assist them in developing confidence in their presentation skills and ultimately leading to their academic success.

In fall 2015, the OSU Library administration, the chair of the Department of Communication Sciences and Disorders (CDIS), and the subject specialist in speech-language pathology came together to discuss the program goals and the planning and the logistics in implementing the presentation coaching service. The coaching service is a joint effort between the library and the CDIS department through contributing resources, including personnel and student employees, funding, and workspace. Two graduate students from the speech-language pathology graduate program served as the presentation coaches. These two graduate students were selected from a competitive pool of qualified applicants for the CDIS Department's graduate teaching assistantship (GTA) positions. Each graduate student serves for a one-year term as a presentation coach. Because they are in the graduate program in speech-language pathology, the coaches bring to the presentation coaching service their subject knowledge and expertise in speech, language, and hearing sciences. They also bring their clinical experience working at the OSU Speech-and-Hearing Clinic to the coaching service in helping students with improving speech and presentation skills.

While the CDIS Department provides the people and subject expertise to the joint presentation coaching program, the library contributes to the collaborative partnership in terms of funding and space. The graduate student coaches receive a monthly salary, tuition stipend, and health benefits through the funding support through the library. In addition, presentation coaches hold weekly walk-in office hours in the library's Presentation and Recording Creative Studio to meet with patrons. The Presentation and Recording Creative Studio is specifically tailored to patrons who wish to enhance their presentations through advanced technologies. The space is set up with a SmartBoard, a podium with keyboard, mouse, and camera controllers, a green screen backdrop, in addition to front- and rear-facing conference cameras. The Presentation and Recording Creative Studio is an ideal workspace for the coaching service because of its location inside the library, where hundreds of students gather on a daily basis. The space also

offers the coaches and patrons equipment and technologies needed for practicing mock presentations or interviews. In addition to workspace and funding support from the library, the subject specialist librarian in speech-language pathology has been appointed to serve as the program coordinator to provide guidance, supervision, and training of technologies (for example, LibGuides training, video recording software training) to the presentation coaches.

## Assessing Success

The presentation coaching service at the OSU Library has entered its third year since the program piloted in spring 2016. Assessing the success of the coaching program has been a priority for this joint project between the library and the CDIS Department. The success of the coaching program will determine resource allocations and the continuation of the program. To facilitate the assessment and evaluation of the presentation coaching program, various tools are utilized to document data and information to assist the library in evaluating the overall program performance. Data and information collected over the past three years in large part have been focused on data pertaining to user statistics, marketing efforts, and client satisfaction feedback on the service received. Data collected through these tools offer valuable information and evidence in determining the overall success (or failure) of the coaching service. The following sections discuss the various tools that are utilized to evaluate the coaching program.

**Presentation coaching client statistics and user activities.** To facilitate the data collection of client statistics and user activities, a presentation coaching client form is created and utilized for this purpose. The presentation coaching client form is a paper-based form containing multiple entries designed to collect data and information pertaining to:

- date of service
- name
- classification
- major
- gender
- type of service (e.g., presentation coaching, sky interview coaching)
- purpose of service
- how did you know about the service?

Using the client form is an effective means of tracking the numbers of students using the coaching service throughout the school year. The form is also used to document client demographics (i.e., classification, major, gender), allowing the library to obtain a client profile of an individual student who uses the service. The form also documents clients' purposes of using the coaching resource. Collecting this information helps the library better understand the needs of students when it comes to seeking help with presentations and interviews. As the client form is presented to a patron at the beginning of an appointment, the information supplied by the client offers the coaches a general idea of the client's needs and helps the coaches determine the treatment(s) needed in addressing those needs.

The purpose of including an entry inquiring information about how the client finds about the coaching service is two-fold. Since 2016, the coaches, with assistance from the

library's communication department, have launched a vigorous marketing campaign by advertising and promoting the coaching service through various communication channels, including the library website, social media, and email and promotional fliers to various course instructors, campus student groups, and organizations. Hence, understanding the ways in which students react to various marketing venues and communication channels is of important interest to the coaching program. Thus, collecting input from the students about how they discover the coaching service becomes valuable information for the coaching program to determine the success of the marketing campaign and efforts. In fact, analysis of data collected from 2016–2017 shows that 80 percent of clients ( $n=97$ ) reported that they found out about the coaching service through their course instructors, and 26 percent of clients ( $n=97$ ) discovered the service on the library website. This statistical information indicates more success on the marketing effort in promoting the presentation coaching service to course instructors.

## Presentation Coaching Client Data Log

The client data log is a Google Sheet spreadsheet that contains multiple entries to document data and information collected from the client forms. Figure 14 shows an example of the spring 2016 client data log.

	A	B	C	D	E	F	G	H	I
1		Name	Classification	Gender	Major	Type of service used	Purpose of service	Marketing	Description of services given
2	3/7/2016	Mariana Del corso	Master's Student	Female	Soil Sciences	Skype Interview Coaching	Skype Interview upcoming for a PhD position at another school	Library homepage	Jordyn and Mariana discussed where she would be holding her Skype interview (e.g., at home, on campus, etc.) and the pros and cons for each location. Jordyn gave tips on the location of Skype interview, what to wear, and how to position camera. Jordyn asked Mariana a series of interview questions and worked with her on clear pronunciation of words.
3	3/9/2016	Sulu Dhitai	Doctoral Student	Female	Soil Sciences	Presentation Coaching	After receiving feedback on a symposium presentation, Sulu came to work on pronunciation and pausing while presenting her research.	Fellow student, library homepage	Sulu gave her research presentation to Jordyn while Jordyn wrote down notes about consonant and vowel pronunciation, rate and voice of her speech. Sulu and Jordyn then discussed the notes she took and Jordyn sent the notes home with Sulu.
4	3/24/2016		Junior	Female	N/A	Presentation Coaching	Wanted to perfect a speech that she would give on an event called "Greek Discovery Day" at which she would be speaking in front of some 2,000 people in Gallagher Iba Arena.	Panhellenic Council Meeting at which one of the coaches marketed services	Corinna provided feedback regarding the rate of the client's speech, as well as distracting behaviors. Corinna recorded the client's speech for her to play back and practice appropriate rate.
5	3/29/2016	Paige Hess	Junior	Female	N/A	Presentation Coaching	Paige wanted to perfect the speech she would be giving at "Greek Discovery Day" the upcoming Saturday. She expressed that she was nervous because she'd be speaking in front of a large number of people.	Panhellenic Council Meeting at which one of the coaches marketed services	Paige performed her speech in front of Jordyn at the podium because she would be presenting behind a podium at the real speech. Jordyn made notes on the oral presentation feedback form and discussed them with Paige. Throughout the presentation, Paige also asked questions about what she was doing and whether or not she should continue the behavior or stop.
6	3/30/2016	Lisa K. Taylor	Doctoral Student	Female	Ag Education and Extension	Presentation Coaching	Wanted to practice her presentation for an upcoming international conference.	Followed Link on Library Website	Lisa was not able to pull up her PowerPoint presentation on her email, but had a paper copy with her. She sat down and went through her presentation with Jordyn while Jordyn made notes. After, they discussed the notes. She said she will be back to practice more and that she would recommend this service.

**FIGURE 14**  
Presentation Coaching Client Data Log, Spring 2016

As seen in figure 14, the client data log contains entries corresponding to the entries in the client form. The client data log includes an additional entry Description of Services Given. This specific entry is designed to document the service(s) or treatment(s) given to the client during the coaching consultation. At the end of each consultation, the coaches will login into the client data log to enter data and information from the client form as well as provide a description of the treatment offered to their clients. Sample entries of service description are given below:

4/4/2016 — First, [Coach] asked [client] a series of interview questions in a mock interview. [Coach] commented on [client's] body

posture, eye contact, use of hands, and nature of answers. After interview coaching, [Coach] watched [client's] presentation of her research that she typically is required to give during the interviewing process. [Coach] and [client] went through ways that she could come across as more “natural” and less “scripted” when giving presentations.

3/2018 — [Coach] met with a group of three students who were prepared to present their final PowerPoint. The group requested feedback on the visual aid and content of the presentation (organization, cohesiveness, etc.) specifically. [Coach] encouraged each student to slow their rate of speech to increase intelligibility while presenting. She also provided feedback regarding the formatting of the visual aid to increase ease of reading, such as including bullet points. She also recommended that the group include an overview and conclusions slide to increase the cohesiveness of the presentation. Finally, she recommended to one member (who was especially nervous) to practice reading her part aloud or in her head multiple times prior to the presentation to increase familiarity with the content and reduce the tendency to read from slides.

These service descriptions provide a unique lens for understanding what goes on during the coaching consultation. For instance, as shown in the first sample description, the data reveals details during a mock interview of the coach's offering of feedback on the verbal and nonverbal communication of body posture, eye contact, and use of hands. These descriptions provide the program coordinator with data and evidence to assess the quality of service through the transaction between the coach and the client. They offer meaningful means of assessing the performance of the student coaches.

At the end of the school year, cumulative data from the client data log is then analyzed to produce reports on the program performance. Table 1 is an example of a statistical report of clients generated from the data collected from the client forms:

<b>Presentation Coaching Service Client Statistics</b>					
	Doctoral Students	Master's Students	Undergraduates	Staff	Total (per semester)
Spring 2016	5	3	11		19
Summer 2016		6	1	1	8
Fall 2016	2	10	16		28
Spring 2017	2	5	16		23
Fall 2017	2	2	11		15
Spring 2018		1	20	1	22
Total (per classification)	11	27	75	2	115

As shown in table 1, during the period of spring 2016 and spring 2018, a total of 115 students and staff members received the coaching consultation, among which are eleven doctoral students, twenty-seven master's students, and seventy-five undergraduates. This statistical information provides the library with helpful user statistics and client profiles. It reveals that undergraduate students form the largest clientele group receiving the coaching service. Additional analysis of the user statistics also reveals that among the seventy-five undergraduate students who have received the service, only two are freshmen. This information further generates discussions about reaching out to first-year students by promoting the services to courses such as First-Year Seminar and English Composition. With the statistical data, the library and the CDIS department agree that there is a need to increase the effort in reaching a wider audience through a more effective advertising campaign. Such data offers invaluable information not only for evaluating the performance of the coaching program, but also offers convincing evidence to influence decision-making.

### **Client Satisfaction Survey**

A more recent tool created for the presentation coaching program is the client satisfaction survey. The client satisfaction survey is a paper-based survey that consists of eight five-point Likert scale satisfaction questions. The five-point Likert scale satisfaction questions are designed to tap into clients' levels of agreement with the following eight statements:

- The presentation/interview coach offered adequate advice and feedback in the area needed.
- The presentation/interview coach was knowledgeable and professional.
- The presentation/interview coach was attentive and responsive.
- The services provided improved my skills.
- The services provided met all of my needs.
- The presentation/interview coaching studio offered all of the advised services.
- I would return to the presentation/interview coaching studio for future needs.
- I would recommend the presentation/interview coaching to others.

The purpose of including a client satisfaction survey for the presentation coaching program is to help collect data and information about the clients' feedback and satisfaction with the quality of the service they receive. Data collected through the client satisfaction survey provides important information concerning how well the presentation coaching service is reaching its intended outcomes. It also supplies valuable information about how the program can be improved. The survey is offered to the client on site with the completion of a presentation consultation, and the client's participation in this survey is completely voluntary. However, during fall 2017 and spring 2018, the coaching program received a low return rate of five surveys from clients. Despite the low survey return rate, the results from the five satisfaction surveys all indicate the clients' full satisfaction with the service they received, confirming the overall satisfactory performance of the presentation coaching service. This information triggers a general discussion on ways to increase the number of clients participating in the survey. Suggestions include creating an equivalent online survey (using the software such as Qualtrics), to distribute it via email, and making the survey part of the consultation instead of a voluntary option for the client. Nonetheless, the satisfaction of the client cannot be overemphasized in the assessment and evaluation of the success of the presentation coaching program and ultimately the success of the partnership!

**CASE STUDY**

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***Pennsylvania State University, Mont Alto****by Andrea Pritt*

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**About the Campus**

The Mont Alto Information Technology (IT) Department and the Library designed a collaborative program in an effort to ensure that students had access to library services and campus technology on the weekends. This program was spearheaded by the then director of IT and head librarian in 2008 and has continued with success.

**Assessing the Success of the Partnership**

Both the Mont Alto Campus Library and the IT Department knew that assessing the success of this collaborative partnership was a necessity and that keeping the lines of communication open was an absolute must. However, there were no specific tools or questionnaires to assess the success of the partnership. Instead, the library supervisor and the IT student assistant supervisor would plan informal telephone calls once every few months to discuss any issues, successes, and failures. Typically, these calls lasted anywhere from five to fifteen minutes and were purposefully kept informal. A more substantial conversation was held among the director of IT, the IT student supervisor, the head librarian, and the library supervisor at the end of each spring semester. This was a longer conversation which lasted an hour and was the time for all stakeholders to discuss the past year of the collaborative partnership. Topics discussed included but were not limited to successes and failures of the previous year; changing of library hours on the weekends to better accommodate the evolving student population; wage, payroll, and budget information; coordinating student coverage; and the willingness of each department to continue the collaboration in the future.

Additionally, both campus departments took comments and suggestions from the IT student assistants who staffed the library on the weekends. The supervisors knew that it was very important to gain insights from the employees who were on the front lines of staffing the library on the weekends. Since 2008, when the collaborative partnership began, library hours on the weekend have changed significantly and the campus IT department has continued to pay the combination IT and library student assistants' wages. At the end of the 2017–2018 academic year, it was agreed that this collaborative partnership would continue for at least another year.

**Assessing the Success of Student Employees**

A handful of locally created assessment tools were used in determining the success of the library student employees. The library supervisor would informally assess the students' progress as the academic year went by. This included brief discussions held at the circulation desk with the student workers who happened to be on duty at the time. The library

contacted IT student assistants via e-mail and telephone to check in on their progress. These brief check-ins were aimed to stay abreast of the students' situations and remain connected with each employee individually. The intention of the library supervisor was to prevent student employees from falling through the cracks. These quick, informal assessments were a valuable way to ensure that all student employees were getting the proper attention.

More formally, the library supervisor would require all students to individually complete mid-year quizzes. The quizzes typically included ten questions of varying types, i.e., short answer, multiple-choice, and true or false. The quiz questions were adjusted depending on the student employee's responsibilities. After these quizzes were completed by the student employees, the supervisor and employee worked together to clarify and correct any inconsistencies. It is important to note that none of these assessment quizzes were used to punish or scold an employee. They were utilized as active learning assessment tools intended to showcase a student's strengths and weaknesses at a specific time. Included in the "Evaluation" section of the chapter is a sample quiz that was given to all student employees.

Additionally, before the end of the academic year, the library hosted a working luncheon where all student employees were invited to attend. The library provided the refreshments and student employees were allowed to come and go as their schedules allowed; the meeting was not mandatory. During this time, the full-time library staff would request feedback on how the collaborative partnership and working in the library generally went during the year. The library supervisor sought ways to change and improve the experience in order to continue making the partnership a success.

## CASE STUDY

### *Wright State University*

by Holly A. Jackson

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#### **Assessing Our Needs as We Started Out**

When we first started our partnership with the writing center, we had librarians taking turns representing the library in the writing center. As our budget took a hit at the end of that first year, we looked at hiring a student to assist. Looking at the first set of interviews we had, there were two candidates who stood out—one who had work-study and one who didn't. Our student budget had been approved for one non-work-study student, but after crunching some numbers post-interviews, I was able to make the case for hiring both students and ended up hiring both for less than the original cost we'd anticipated and for more hours represented between the two of them. This diagnostic assessment worked out in our favor. In the second year of the program, we hired three work-study students to take over, saving even more.

We had regular meetings between myself, as the library representative, and the Writing Center director and graduate assistant. In these discussions, we talked about the services we could provide and the types of assistance students could use from the library in the writing center. There are several gray areas that both librarians/library student assistants and writing coaches get questions about including topic development, citations, narrowing/broadening a topic, and the occasional grammar question.

#### **Assessing the Success of Our Students**

Throughout the semester, I would check in with the students, both formally and informally, to see how they were doing. I tried to drop by while they were working at least once a week or every other week at the longest. Along with my check-ins, I'd also hear how things were going from those who worked at the library desk with the students and those in the writing center who were there while the students were working.

The students completed weekly blog posts on different themes related to the library, the writing center, and careers in general. Often these blogs would tie into the ORE (Ohio Reference Excellence) and CRLA (College Reading and Learning Association) training that supplemented their work with the library and writing center.

Officially, we had two "evaluations" each semester—one at midterm and one at the end of the semester. The midterm evaluation was a little more informal and focused more on the GROW method (Guided Reflection on Work). The end of semester/year evaluations were slightly modified from the version available through Student Employment and added an area at the end for the Writing Center director to provide feedback as well as myself as the supervisor.

## Assessing the Success of the Peer Research Consultant Program in General

What matters perhaps the most to administration, though, is numbers. How did we do? How many people did we help? Did we improve semester by semester? How do we justify the hours we spend in the Writing Center? In our case, the answer to that was that our numbers have increased and the majority of questions asked were reference questions (and not directional or technical). There were 131 interactions in the 2015–2016 school year, which increased to 264 interactions in the 2016–2017 school year. An average of 72 percent of the fall interactions and 87 percent of the spring interactions were reference questions (involving research assistance and citation help), as opposed to directional, supply, or technical questions.

Here's our breakdown of the types of questions we received at the Research Corner in the writing center:

Type of question	Fall '15	Spring '16	Fall '16	Spring '17	Fall '17
Directional (including supply requests)	3	2	18	7	18
Technical	14	2	14	5	11
Reference	37	40	78	51	45
Citation	12	23	41	24	27
<b>Total</b>	66	67	151	87	101

In fall 2015 and spring 2016, we had more limited hours (sixteen hours/week) and were solely librarian-represented, while we expanded with the introduction of students in fall 2016 to thirty-two hours a week.

Just the significant jump alone from spring 2016 to fall 2016 is a milestone. Whether it was the fact that students were representing the desk, or our increased hours, or the fact that our promotions and in-house marketing were more successful remains to be seen, but I believe that it all played a part.

Overall, from watching the students at their desk assignments interacting with patrons to chatting with those that worked with them, it was clear that our students did a great job representing the library and our partnership and were excellent in their roles.



# Moving Forward

*“Around here, however, we don’t look backwards for very long. We keep moving forward, opening up new doors and doing new things, because we’re curious... and curiosity keeps leading us down new paths.”*

Walt Disney

In my original notes, I thought about calling this section “Recycle, Revise, Reassess,” but “Moving Forward” seemed like a straightforward title. So, where do we go from here?

I’m sure that if you haven’t already discovered it, you’re realizing that there are a lot of figurative balls to juggle in a partnership, whether or not you’re looking at sharing student employees. This is where that “recycle, revise, reassess” bit comes in:

1. Recycle what works.
2. Revise what needs small adjustments.
3. Reassess what isn’t working.

For everything! Take a look at the best parts of your partnership; how do you support and grow that with your student employee(s)? With the parts that need tweaking, how can a student employee step in to improve things? And, of course, if something isn’t working, how can it be positively changed or amended using student employees?

- There are a lot of great resources out there that cover details about training students for different types of areas—libraries, writing centers, IT, etc. Take a look at the resources that exist and use those to shape and guide your own policies. Don’t feel like you have to start from scratch, though if you’re up to the challenge, you can make it work.
- Use the prompts from this book to help brainstorm what you need. Tear them out (if it’s your copy), make copies, add notes on the back, do what you need to do as you prep for your student employees.
- Talk with your partners about how they hire, train, and assess their student employees who don’t work within your partnership. See how you can adapt the different models to work for what you need. Also, take a look at the resources available through your student employment office.

Perhaps the best piece of advice that I can give you is to **HAVE FUN**. Enjoy every minute that you can with your partners and your students. Even if things get a bit bumpy, you can work together to adjust and make things even better.





# Notes

1. 40% of those surveyed (librarians, writing center staff, and tutoring services staff) do not train the staff involved in the collaboration and another 38% only do single day or occasional training. Holly A. Jackson, "Collaborating for Student Success: An E-Mail Survey of U.S. Libraries and Writing Centers," *The Journal of Academic Librarianship* 43, no. 4 (July 2017): 284, <https://www.sciencedirect.com/science/article/pii/S0099133316302853>.
2. "History: Peterborough Town Library," Peterborough Town Library, accessed April 3, 2018, <http://peterboroughtownlibrary.org/history/>.
3. I mention this in my 2017 article and have found that these details are highlighted in the following: Laura Brady, "A Collaborative Approach to Information Literacy: First-Year Composition, Writing Center, and Library Partnerships at West Virginia University," *Composition Forum*, vol. 19 (2009): 1–19; Hector Escobar and Heidi Gauder, "On the 'Write' Path to Student Learning: Library and Writing Center Collaboration," *NILOA Newsletter* (May 2015), [https://ecommons.udayton.edu/roesch\\_fac/38](https://ecommons.udayton.edu/roesch_fac/38).
4. Many scholars have covered this evolution from information commons to learning commons (e.g., Maria T. Accardi et al, "Reviewing the Library Learning Commons: History, Models, and Perspectives," *College and Undergraduate Libraries* 17, no. 2-3 (June): 310–29, <https://doi.org/10.1080/10691316.2010.481595>; Charles Forrest and Martin Halbert, *A Field Guide to the Information Commons* (Lanham, MD: Scarecrow Press, 2009); Richard A. Holmgren, "Learning Commons: A Learning-Centered Library Design," *College and Undergraduate Libraries* 17, no. 2-3 (June 2010): 177–91, <https://doi.org/10.1080/10691316.2010.481598>; Elizabeth J. Milewicz, "Origin and Development of the Information Commons in Academic Libraries," in *A Field Guide to the Information Commons*, ed. Charles Forrest and Martin Halbert (Lanham, MD: Scarecrow Press, 2009), 3–17; Mary M. Somerville and Sallie Harlan, "From Information Commons to Learning Commons and Learning Spaces: An Evolutionary Context," in *Learning Commons: Evolution and Collaboration Essentials*, ed. Barbara Schader (Oxford: Chandos Publishing, 2008), 1–36.
5. Forrest and Halbert, *A Field Guide to the Information Commons*.
6. *Ibid.*, xv.
7. *Ibid.*, 247.
8. Trena Napier, Jill Parrott, Erin Presley, and Leslie Valley, "A Collaborative, Trilateral Approach to Bridging the Information Literacy Gap in Student Writing," *College & Research Libraries*, vol. 79, no. 1 (2018): 120–45.
9. Joan K. Lippincott, "Information Commons: Surveying the Landscape," in *A Field Guide to the Information Commons*, ed. Charles Forrest and Martin Halbert (Lanham, MD: Scarecrow Press, 2009), 26.
10. Barbara Cozza and Patrick Blessinger, "Innovative Approaches in University Partnerships: An Introduction to University Partnerships for Academic and Program Development," *University Partnerships for Academic Programs and Professional Development (Innovations in Higher Education Teaching and Learning, Vol. 7)* (Bingley: Emerald Group Publishing Limited, 2016), 10.
11. Authors like Elise Ferer ("Working Together: Library and Writing Center Collaboration," *Reference Services Review* 40, no. 4 (May 2012): 544, <https://doi.org/10.1108/00907321211277350>) express that

- “the goals of writing centers and libraries overlap”; however, others like Joan Lippincott (“Information Commons: Surveying the Landscape,” in *A Field Guide to the Information Commons*, ed. Charles Forrest and Martin Halbert (Lanham, MD: Scarecrow Press, 2009), 26) stress that in partnerships like learning commons, “few information commons have realized the potential of developing fully collaborative services among unit partners. In collaborative efforts, the units involved would demonstrate that they develop shared goals.”
12. G. T. Doran, “There’s a SMART Way to Write Management’s Goals and Objectives,” *Management Review* 70 (1981): 35–36.
  13. Beth Hoag and Sarah Sagmoen, “Leading, Learning, and Earning: Creating a Meaningful Student Employment Program,” *Students Lead the Library: The Importance of Student Contributions to the Academic Library*, eds. Sara Arnold-Garza and Carissa Tomlinson (Chicago: ACRL, 2017), 11.
  14. “About,” Wright State University Libraries, Paul Laurence Dunbar Library, 2019, <https://libraries.wright.edu/about/>.
  15. Wright State University Writing Center, *Writing Center Handbook* (Dayton, OH: Wright State University Writing Center, 2017).
  16. Beth McNeil, *Fundamentals of Library Supervision*, 3rd ed., ALA Fundamentals Series, (Chicago: ALA Neal-Schuman, 2017), 18.
  17. Nancy Schmidt and Janet Kaufman, “Learning Commons: Bridging the Academic and Student Affairs Divide to Enhance Learning Across Campus,” *Research Strategies* 20, no. 4 (2007): 242–56, <https://doi.org/10.1016/j.resstr.2006.12.002>.
  18. Melissa Ianetta and Lauren Fitzgerald, “Peer Tutors and the Conversation of Writing Center Studies,” *The Writing Center Journal* 32, no. 1 (2012): 9–13, <http://www.jstor.org/stable/43442377>.
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  24. “ACRL Presents Webcasts,” Association of College and Research Libraries, ACRL Presents, 2019, <http://www.ala.org/acrl/conferences/elearning/acrlpresents>; “ACRL-Choice Webinars,” Choice Librarianship, 2019, <http://www.choice360.org/librarianship/webinars>.
  25. “Carterette Series Webinars,” Georgia Library Association, Carterette Webinars Archives, 2019, <https://gla.georgialibraries.org/carterette-series-webinars-archives/>.
  26. “Adobe Dreamweaver,” Adobe, Adobe Creative Cloud, 2019, <https://www.adobe.com/products/dreamweaver.html>.
  27. “Sites,” Google, Google Sites, 2019, <https://sites.google.com/>.
  28. “Websites,” Weebly, 2019, <https://www.weebly.com/websites>.
  29. “Wix Features,” Wix, 2019, <https://www.wix.com/features/main>.
  30. “Features,” Wordpress, 2019, <https://wordpress.com/features>.
  31. “Storyline 360,” Articulate 360, 2019, <https://articulate.com/360/storyline>.
  32. “Camtasia,” TechSmith, 2019, <https://www.techsmith.com/video-editor.html>.
  33. “Powtoon: Make it Awesome,” Powtoon, 2019, <https://www.powtoon.com>.
  34. “Snagit,” TechSmith, 2019, <https://www.techsmith.com/screen-capture.html>.
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  36. “Creators,” ARize, 2020, <https://arize.io/creators>
  37. Lisa Vassady, Alyssa Archer, and Eric Ackermann, “READ-ing Our Way to Success: Using the READ Scale to Successfully Train Reference Student Assistants in the Referral Model,” *Journal of Library Administration* 55, no. 7 (2015): 535–48.

38. Christy R. Stevens, "Reference Reviewed and Re-Envisioned: Revamping Librarian and Desk-Centric Services with LibStARs and LibAnswer," *Journal of Academic Librarianship* 39, no. 2 (2013): 202–14, <https://www.sciencedirect.com/science/article/abs/pii/S0099133312001747>.
39. Sarah J. Hammill and Eduardo Fojo, "Using Secret Shopping to Assess Student Assistant Training," *Reference Services Review* 41, no. 3 (2013): 514–31, <https://doi.org/10.1108/RSR-12-2012-0086>.
40. Cozza and Blessinger, "Innovative Approaches in University Partnerships," 10.
41. Particularly, Gardner and DePamphilis (Betina Gardner and Donald M. DePamphilis, "Reinventing Library Spaces and Services: Harnessing Campus Partnerships to Initiate and Sustain Transformational Change," *Advances in Librarianship* 37 (2013): 146) suggest "research and assessment, and programs should elicit student feedback in a variety of forms, including client surveys, observations, and interviews in order to gather data from multiple perspectives."
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# About the Case Study

## Authors

**Ava Brillat** is one of the learning and research services librarians at the University of Miami. She has worked on both faculty and student development programs focusing on integrating an information literacy focus to teaching and learning. Collaborating heavily with Lauren Fralinger, Ava co-manages the Library Research Scholars program, which pairs librarians with undergraduate students to complete year-long research projects. Both Ava and Lauren collaborate to focus their efforts on student development in both the Library Research Scholars and Peer Research Consultants programs, although the focus of their case study will be on the Peer Research Consultants program.

**Hui-Fen Chang** is the liaison initiatives librarian at the Oklahoma State University in Stillwater. She also serves as the program coordinator for the library's presentation coaching program, a collaborative partnership between the library and the Department of Communication Sciences and Disorders at Oklahoma State University. In this role, she provides guidance, supervision, and training of technologies to the graduate student employees who serve as the presentation coaches for the program.

**Charnley Conway** is the assistant director of academic success at Hendrix College. He currently works to assist students with achieving academic success in the classroom and coordinates peer learning for various subjects on campus. Since 2007, Conway has worked with faculty, staff, students, and the community to build a solid program that strives to meet the needs of all current students. To ensure that the program meets all needs throughout the academic year, Conway trains peer learning associates on assisting students with different learning styles, the importance of cultural awareness, and working with students with disabilities. Through research, Conway has learned that creating a diverse environment allows students to use peer learning sessions as an effective avenue to form study groups or receive individual assistance.

**Hailley Fargo** is the student engagement coordinator at the Penn State Libraries at the University Park campus. In this role, most of Hailley's job responsibilities revolve around creating and sustaining collaborations with her colleagues at Penn State and making sure

student employment in the library is meaningful. Hailley was part of the original team to design The Search Bar and led the creation of the peer research consultant training. She has learned so much in helping to create The Search Bar and cannot wait to see where this service goes in the upcoming years.

**Kendall Faulkner** was the reference services coordinator at California State University, Dominguez Hills from 2016–2017, and is currently the social sciences liaison librarian at California State University, Los Angeles. As reference services liaison at California State University, Dominguez Hills, she oversaw the daily operations of the research help desk overseeing student assistants, assessing workflows, and working closely with other departments and library partners. Her research interests include user experience, information literacy, and digital learning objects.

**Lauren Fralinger** is one of the learning and research services librarians at the University of Miami Libraries. Lauren was a key advocate for the establishment and creation of the Peer Research Consultant Program. She is the Peer Research Consultant Project manager and is responsible for aligning the goals and structure of the Peer Research Consultant Program with the mission of the UM Libraries Learning Commons, which includes the development and administration of the training program.

**Heidi Gauder** is professor and coordinator of research and instruction at Roesch Library, University of Dayton. She manages the scheduling of the library services in the information commons in addition to collaborating with the other units in the learning commons. In this role, she provides support for cross-training all student employees who work in the information commons.

**Holly Jackson** is the student success librarian at Mansfield University in Mansfield, Pennsylvania. She is currently working on developing a collaborative student position with the Learning Center director and is excited to see where that goes. Previously, she worked with the Writing Center at Tulane University in New Orleans in her role as scholarly engagement librarian for the humanities. Before that, she began this whole venture at Wright State University in Dayton, Ohio where she served as the humanities librarian and Writing Center liaison, co-creating the peer research consultant position with both the library and the Writing Center and having a blast working with both groups. When she's not knee deep in work, you can find her spending time with her pup Flynn, reading a good book, and trying out new recipes in the kitchen.

**Meredith Knoff** is the Learning Commons librarian at Indiana University Libraries in Bloomington. In her current position, Meredith works with the Learning Commons' service partners to collaboratively oversee its programs and coordinate student workers. In a previous position, she worked closely with a campus' writing center to train tutors in information literacy competency.

**Emilia Marcyk** is the instructional technology/teaching and learning librarian at Michigan State University, where she supervises the library's Peer Research Assistant program.

In her capacity as PRA supervisor, she has deepened the collaborative relationship with the campus Writing Center, which now shares space and an appointment system with the PRAs as well as a yearly joint training session.

**Kelci Baughman McDowell** is the Research & Instruction Services Coordinator for Archives & Special Collections at the Santa Clara University Library. From 2006 to 2018, she served as the Reference & Research Services Library Assistant at Gleeson Library | Geschke Center at the University of San Francisco, during which time she coordinated responsibilities between reference desk student assistants and IT help desk employees who worked in the library.

**Meg Meiman** is head of the Department of Teaching & Learning at Indiana University Libraries in Bloomington. In her current position, Meg collaborates with service partners in the libraries' Learning Commons to develop, refine, and assess training for all employees. She also developed a partnership with the campus writing services that has led to stronger collaborations between the Learning Commons' research assistants (library graduate assistants) and writing tutors.

**Dr. Karen-Elizabeth Moroski** is associate director of The Writing Center at Michigan State, and also serves on the board of the International Writing Center Association and is an associate editor for WAC Clearinghouse. She researches accessibility, trauma, and the writing process and is most happy when she's mentoring students or developing accessible programming. You can contact Karen directly at [MoroskiK@msu.edu](mailto:MoroskiK@msu.edu) or find her in the Twittersphere: @MillennialProf\_.

**Annie Pho** is the instruction coordinator and assessment librarian at the University of San Francisco. She is the co-editor of the book *Pushing the Margins: Women of Color and Intersectionality in LIS* and is the co-editor of the *Critical Race and Multiculturalism Series* for Library Juice Press. Her research interests include intersectionality and women of color in LIS, student research behavior, and feminist pedagogy in information literacy instruction.

**Andrea Pritt** has been working as the STEM librarian within the Pennsylvania State University Libraries Harrisburg Campus since May 2018. Previously, Pritt was employed at the Penn State Mont Alto Campus Library as the library supervisor, which is where the case studies on hiring students and assessing success took place. While working at PSU Mont Alto, Pritt inherited a collaborative program between the Campus Library and the Information Technology (IT) Department. From 2012–2017, Pritt was responsible for hiring, training, managing, and assessing ten to fifteen library student assistants and four to six information technology student assistants. This collaborative program was created in order to keep the campus library open and available to all students on the weekends during the academic year.

**Alicia Reiley** is the peer services and outreach coordinator for Powell Library at UCLA. Alicia is a long-time UCLA employee and is well acquainted with the joys and challenges

of academic life from both a student and staff perspective. She is a passionate and vocal supporter of public education, believing that it is a gateway to personal and professional development as well as community building and engagement. Her belief in diversity is reflected in the backgrounds of the students she recruits for the library's outreach team, which is comprised of students of various ethnicities, genders, and cultural and socio-economic backgrounds. Alicia has a bachelor of fine arts in world arts and cultures and is five courses shy of her master's in library science. In addition to coordinating and conducting library tours, Alicia provides instruction for beginning UCLA researchers and local area high schools and community colleges. When not in the library, Alicia likes to hang out with her dogs, knit scarves, listen to music, and reminisce on her punk rock history. Seeing the Ramones at UCLA and the Clash in London are two favorite memories.

**Elena Rodriguez** is the instruction coordinator of research and instruction services for the College of Charleston Libraries. She has supervised student employees and coordinated the creation and organization of the information desk training with other departments and library staff. Her focus during this period was to prepare student workers to work at the library's information desk in order to improve the user's experience.

**Claire Salvati** is the reference and technology librarian at Penn State Libraries at the University Park campus. A large part of Claire's responsibilities surrounds the day-to-day operations of The Search Bar as well as hiring, training, and mentoring peer research consultants. As an undergraduate student, Claire worked as a reference assistant and now has the pleasure of supporting and creating professional opportunities for peer research consultants.

**Jillian Sandy** is a Librarian at Corning Community College. In a previous position at the University of Dayton, she served as Research Services Assistant and dedicated much of her efforts to student employee training and development. As the supervisor for research team student employees, she worked with the student supervisors of the information commons – IT and writing support services – to develop and implement cross-training for all student employees at the service desk.

**Gretchen Sronce** is a research and instruction librarian and the virtual services coordinator for the College of Charleston Libraries. Since 2014, she has worked with student employees hired through the library's partnership with Student Computing Support—first as the students' unofficial supervisor at the library's information desk during evening and weekend shifts and more recently as a training coordinator.

**Felipe Pruneda Senties** is the director of the Writing Center at Hendrix College. He trains writing associates to assist their peers with their projects at any stage of development and facilitates workshops for faculty on teaching and evaluation of writing in their courses. Under his directorship, which started in 2016, the Writing Center has streamlined its appointment system and increased its outreach efforts to create a more proactive and adaptable organization. Pruneda has also emphasized the coordination of

writing communities within the larger college setting. By making the center less a fixed place than a flexible organism and practicing writing as a locus of dialogue and exchange, peer writing assistance maximizes its inclusive practices to best serve a diverse student body. Pruneda also teaches film studies and academic writing.

**Christina Sheley** was the Head of the Business/SPEA Information Commons at Indiana University Libraries in Bloomington, where she provided instruction, research support, and outreach to the Kelley School of Business and School of Public and Environmental Affairs, and oversaw the day-to-day operations of the Business/SPEA Information Commons branch library. In addition, she collaborated with the Libraries' Learning Commons and Teaching and Learning Department to hire and train student employees. Christina is currently the Director of Business, Engineering, and Entrepreneurship at Cornell University Library, where she manages the Business and Engineering Libraries and leads a team that develops library services and support for entrepreneurship across Cornell's spaces in Ithaca and New York City.

**Janice Weddle** is the assistant librarian for instruction and outreach at Hendrix College. She works to hire and train a diverse group of student assistants, primarily for the library's public services. After joining the college in 2017, Weddle developed a Library Associates program to expand the library's services and efforts to create an inclusive learning environment for a diverse student audience. Associates are trained in offering more robust reference assistance, in co-teaching library instruction sessions, in participating in the library's marketing and outreach efforts, and in tailoring special projects to their interests and talents. Under her leadership, the library associates experience a more professional, project-based work environment and are exposed more explicitly to the mindset and work experience of a librarian.





