Case Study 11

# WRITING CONSULTANTS AT THE UNIVERSITY OF DAYTON:
## A Collaborative Cross-Training Approach

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## OVERVIEW

The creation of a new learning commons at the University of Dayton Roesch Library not only highlighted the research and writing support available to students, but it also led to an entirely new library-led cross-training program for writing center student employees. Prior to the new learning commons, the writing center occupied spaces on the upper floors of the library, and the staff of the two units enjoyed a friendly, albeit distant, relationship for many years. The new learning commons, named the Knowledge Hub, brought the library research team directly together with the writing center, both in terms of proximity and workflows. Library and writing center student employees work together at a shared service desk, while research librarians and student writing consultants share the same consulting workspace. With a mandate to provide integrated services, the library and the writing center developed a shared mission and have been working to articulate a common culture as well as developing a multi-faceted training approach. This chapter describes

the development of Knowledge Hub training, with a focus on staffing, service philosophy, cross-training approaches with the writing center, and assessment efforts to date.

## History

The impetus to create a learning commons came from multiple factors. LibQUAL+ surveys revealed a growing demand for study space, while the library and writing center both desired increased visibility for the research and writing services. The reference desk was already located on the first floor in what was to become the Knowledge Hub. The writing center, on the other hand, was located on a different library floor; to access the writing center, users had to walk past rows of bound journals which obscured visibility and made it difficult for students to find. The writing center itself occupied an open library space and shared an understanding with the library that the space and furniture were available for anyone to use when the writing center was not open, as study tables are at a premium throughout the library. However, library floor counts indicated that very few people occupied that fairly sizable space other than during the writing center hours. Thus, the library saw benefits in sharing a more visible space with the writing center, which would free up additional study space once the writing center relocated.

It also helped that the library and writing center already had an existing relationship. In addition to being neighbors, librarians had participated in writing center training sessions and both of the unit coordinators sat on the English Department composition committee. The librarians and student writing consultants share responsibility for teaching academic integrity across campus, and there is a general appreciation of each other's role in providing academic support. Because the research and writing processes are often interconnected, these two units seemed like a natural fit. The Knowledge Hub opened in September 2014.

The Knowledge Hub space includes workstations, printers, tables and chairs for group or individual study, and more. Staffing for the Knowledge Hub is located at the main service desk and there is a nearby space for research and writing consultations. The consultations take place in an open area, which is available for anyone to use; there are no doors or walls enclosing the consultation area. The writing center works from a peer-support model, with both the writing consultants and service desk employees either undergraduate or graduate students. The library utilizes paraprofessional staff and student employees at the service desk, while librarians primarily conduct the research consultations.

## Philosophy

As the Knowledge Hub became a reality, the stakeholders wrote a mission statement for the new space and services to help guide how we would work together. The library and writing center both came to this process with a strong focus on customer service and academic support, and our existing relationship made the creation of the mission

statement a relatively easy process. This mission statement has become the basis for our training efforts, our communications, and our work focus:

> The Knowledge Hub staff seek to provide writing and research support for members of UD's community in a comfortable, collaborative environment where learning can flourish. Staffed by Roesch Library research librarians and Write Place student writing consultants, the Knowledge Hub will help to empower individuals by offering easy access to the resources they need to succeed.

This mission statement and our library-writing center collaboration philosophy were informed by the work of others. James Elmborg, University of Iowa, argues for greater connections between the research and writing domains,[1] as does Janelle Zauha, Montana State University, who notes, "When research and writing services are located near each other but are kept entirely separate, however, the signal is also given that both librarians and tutors feel these processes can and should be carried on in separate spaces, that it is as normal for students to move smoothly from the task of research and on to writing as if stepping between two rooms of the house, closing doors as they go."[2] Elise Ferer's literature review of library and writing center collaborations also helped us understand how other libraries approached these efforts and what we might consider for our local situation.[3] Elmborg and Hook's edited volume included a theoretical basis for such collaborations as well as case studies about libraries and writing centers working together.[4]

This work helped shape and supported our conception of what an integrated space might be. Practically speaking, we realized early on in the planning that our users would expect service desk assistance from Knowledge Hub employees, regardless of the reporting structure. The mission statement, with an emphasis on customer service, and the work of others writing about library-writing center collaborations helped us develop the cross-training program for writing center student employees.

## Hours/Location

The Knowledge Hub takes up considerable space on the first floor of the library. A large service desk welcomes users to the area, which includes twenty computer workstations, two printers, a smaller reference collection, and three wall-mounted monitors for group work. The remaining space has study tables, large and small, for individual and group work. Some of the tables are reserved for writing and research consultations when the services open.

The writing and research consulting services are available Sunday through Friday in the Knowledge Hub. These hours are coordinated so that research and writing opportunities—and cross-referrals—are available mostly at the same time. The Knowledge Hub service desk opens at 8:00 a.m. Monday through Thursday and closes at 10:00 p.m. on those days. It is staffed Friday through Sunday as well. The service desk hours are longer since we also provide technical support for the Knowledge Hub computer workstations

and printers. During the summer, only the writing center has a presence in the Knowledge Hub; drop-in research questions are fielded at the Knowledge Hub service desk and redirected to librarian offices.

# ADMINISTRATION

The Knowledge Hub comprises two units: the University Libraries research team and the Ryan C. Harris Learning Teaching Center (LTC) Write Place. The research team is led by the director of education and information delivery and includes librarians, paraprofessional staff members, and student employees. The research team reporting lines are listed below:

- Director of education and information delivery
    - ○ reference and instruction librarians (2)
    - ○ life and health sciences librarian
    - ○ communications and outreach librarian
    - ○ coordinator of research and instruction
        - ▪ reference assistant (part-time)
        - ▪ reference assistant
            - – student employees (10)

The paraprofessionals and student employees staff the Knowledge Hub service desk and the librarians staff drop-in research consultation shifts in the Knowledge Hub space. The University Libraries are managed by the dean of libraries.

The Write Place (writing center) is managed by a full-time coordinator, who supervises a student staff of approximately forty. This group includes six Knowledge Hub service desk student employees and about thirty-four writing consultants. The service desk employees manage the intake process for writing consultations, who work primarily with drop-in clients. The Write Place reports through an associate provost.

There is no Knowledge Hub manager but rather a Knowledge Hub administrative team, which includes two librarians and two staffers from the LTC. This team meets regularly to address issues of shared concern, including training, hours of operation, communication, and outreach. These meetings are vital since the operation is managed by units that have different reporting lines, budgets, and work cultures.

# TRAINING

Because the Knowledge Hub area includes a shared service desk and a consultation area, training is multi-faceted. Some training components focus on camaraderie and job understanding among the different employee categories, while others address customer service and task acquisition, and yet another looks closely at the integration between writing

and research. Most of this cross-training is organized by the coordinator of research and instruction and the Write Place coordinator.

The training process focuses primarily on library and writing center student employees, although there is some cross-training for the library staff. Student employee training is differentiated by job function, yet we also conduct training so that both the library and writing center staffs have an understanding of the job functions that support the Knowledge Hub services. Much of the training occurs at the start of the school year, with supplemental sessions and meeting opportunities throughout the year.

The training process outline:

- All-staff Knowledge Hub orientation: overview of Knowledge Hub services and mission; opportunity to meet new and returning staff
- Training for Knowledge Hub service desk: library paraprofessionals, library student employees, and writing center service desk student employees
  - Group meeting to review basics
  - One-on-one training
- Writing consultant training
  - Group meeting for writing consultants and librarians to discuss the role of librarians and research in the writing process
  - Follow-up meeting to continue discussion
- Social opportunities as they arise

The training program is vital in meeting the Knowledge Hub's mission of a collaborative work environment for academic support. The training prepares the student employee staff of both the library and writing center to provide effective service, despite the differences in our work tasks and despite the fact that one service is provided primarily by full-time employees and the other service is facilitated mostly by undergraduate students who attend school full-time.

## *Team Building: All-Staff Training*

Given the large number of library and writing center staff who provide Knowledge Hub services, both units place importance on getting to know each other as well as understanding and valuing the various roles within the Knowledge Hub space. The Knowledge Hub administrators have created opportunities throughout the year to foster socialization.

### Orientation

One of the most important training events occurs at the start of the school year when the library and the writing center hold a joint mandatory orientation. It is one of the few times that all staff can come together, and includes full-time reference librarians,

full-time writing center administrators, library reference student employees, and writing center student employees. In fact, the library makes attendance at this meeting a condition for library student employment. During the orientation, we deliberately seat different employee types together so that the two staffs have an opportunity to meet. Orientation includes snacks and simple ice-breaker questions and then moves quickly to a focus on the shared service aspect of Knowledge Hub. We ask small groups to respond to prompts about the Knowledge Hub mission, addressing the following questions in particular: "What actions can you take individually and collectively to contribute to the mission? What new opportunities do you envision for the space and our work?" We then come back together to discuss and share as a group. The goal for this question is to encourage students to situate their own work within a larger Knowledge Hub context and to begin making connections among the services offered in this common space.

We host another all-staff meeting in January, right after the start of classes. This orientation continues the goal of developing an understanding of the Knowledge Hub as a shared service point and how each employee can contribute. This session asks everyone to consider Knowledge Hub goals for the coming year, again using small groups with mixed staff to develop the goals and then coming together to finalize the results.

## Staff Directory

In addition to the all-staff orientation, the library and the writing center produce a staff picture directory to help learn and remember names beyond the one-time event. We request everyone to submit a staff photo and fill out a brief form that asks staff to share interesting facts about themselves. The photo directory is a fun, easy way to engage staff. The staff directory is a print resource but will move to a secure online space for even easier staff access.

## Other Social Opportunities

The Knowledge Hub administrative team uses holidays to recognize our student employees and promote staff interactions. We celebrate Halloween with candy packets for all student employees and recognize Christmas with a "Deck the Hub" party for the student employees and adult staff. For the Christmas party, we set up craft stations and use construction paper and discarded books to make simple ornaments and decorations for the space. An invitation to wear an ugly Christmas sweater, along with cookies and hot chocolate, sets the stage for staff and student employees to meet one final time before the end of the semester. We also celebrate Valentine's Day with candy for all the Knowledge Hub student employees and wish them well on their spring semester final exams with encouraging words and snacks.

# *Customer Service and Desk Skills: Service Desk Employee Training*

Successful service desk training forms the basis for a successful Knowledge Hub experience. This section describes the need for service desk training, a training timeline, shared documents, summer term training, and cross-training for writing center tasks.

The Knowledge Hub is anchored by a large service desk, which is staffed by student employees from the library and the writing center as well as the research team's paraprofessional staff. It is here, in particular, where the library and writing center staffs must be able to perform certain tasks regardless of reporting lines, as our shared service philosophy focuses on providing effective and efficient customer service. Thus, library student employees must be knowledgeable about the writing center intake process, and the writing center student service desk employees must be familiar with basic library technology issues and library services.

For these student employees, we conduct a fairly structured training program at the start of each semester. Both the library and the writing center hire new student employees after each semester, as students graduate or move on to other opportunities. The beginning of each new semester provides a small window of time when we can do group training for new student employees and remind returning students about work details they might have forgotten as well as any recent changes in procedures and technology. Student employees are given an outline of customer service expectations that set the tone for providing Knowledge Hub help, rather than simply the rules or best practices for only the writing center or the library.

Appendix A contains the introduction and one part of our customer service standards document. Although the library created the document, it has the support of the writing center administration. In addition to describing the Knowledge Hub service philosophy and standards for behavior, we also share an outline of tasks students should be able to accomplish, absent a library staffer. We then work with student employees and review these basic tasks, including answering the phone and proper greeting, troubleshooting basic technology issues, using service desk software accurately, and how to check in research consultations.

During the fall and spring semesters, we do not provide reference-related training for the writing center student employees, as we have librarians and paraprofessionals readily available to provide that support. The writing consultations occur in the same open area where the research consultations take place, so a referral can be easily facilitated as the need arises. Since the Knowledge Hub service desk is double-staffed with library and writing center staff, the library research team members can easily handle ready reference questions or check in students for research consultations.

The Knowledge Hub service desk includes two workstations, one for a library employee and one for a writing center employee. During the academic year, the desk is double-staffed, so remedial training occurs on the job in collaboration with the writing center coordinator. We also maintain a shared Knowledge Hub binder that includes many training materials and basic instructions. These efforts are further enhanced by an email distribution list and a shared Google Docs folder for writing center-related items.

Shared Knowledge Hub binder contents:

- customer service standards
- list of cross-training tasks
- basic instructions for technology issues
- library and writing center phone numbers
- library and writing center staffing schedules
- data entry procedures for consultations
- writing center protocols

During the summer term, writing center student employee training is more extensive, as they staff the service desk alone for part of the day. These student employees are expected to answer ready reference queries in addition to directional and technical questions. Reference training focuses on enabling the writing center student employees to answer questions that begin, "Do you have this book/library resource…?" We also work to identify when questions should be referred to librarians, namely those that indicate a need to research a particular topic.

In the summertime, we monitor the reference work of the writing center student employees more closely to ensure that responses are accurate. We review queries recorded in the reference tracking software (we use LibInsight Lite), and the student employees also report "New to me" questions in a Google Form to which both library staff and the student employees have access. Between these two venues, librarians provide feedback, whether by email or in the form itself. Throughout the summer, we supplement an initial training session with a series of scenario-based questions using the university's learning management software. Please see Appendix B for sample questions. One question, for example, asks student employees to respond to a textbook inquiry. To answer this question successfully, student employees must understand library textbook policies, textbook editions, and access to our statewide library consortium catalog in addition to patron-initiated borrowing.

Training at the Knowledge Hub service desk is primarily focused on customer service, facilitating client check-ins for consulting services, fixing technical issues associated with our computer lab, and successfully directing users to various library services. Because we have both research and writing consultations, the writing center also cross-trains librarians and library student employees on their Knowledge Hub service desk processes.

Although similar to a research consultation check-in, their work is slightly more complicated due to multiple writing consultants and consultation volume.

Cross-training for writing center work is focused around the Knowledge Hub service desk tasks. Like research consultations, an initial client interview is conducted to determine the type of help needed and familiarity with a writing consultation, so that expectations can be set for meeting outcomes. During the cross-training, the library employees learn about the software used to record consultations, communication protocols between the Knowledge Hub service desk and the writing consultants, and the paperwork associated with appointments and waiting lists. The writing center operates primarily on a drop-in basis, so coordination between the Knowledge Hub service desk and writing consultants is essential when multiple clients are waiting for help.

As we work more closely together, we are looking at points where training is duplicated and we can share the efforts. The writing center, which reports through another unit, uses the university's learning management system to deliver training modules about general safety and Title IX issues. The library supervisor for the Knowledge Hub student employees likewise uses the learning management system to develop online training modules for her employees.

## *Referral Skills: Writing Consultant Training*

The writing consultant training is more nuanced. We have found that these student employees have often attended library instruction sessions and may have asked simple questions at a library service desk, but few have actually met with a librarian one-on-one to discuss research. The writing consultant training, then, works from the perspective of teaching writing consultants about the role of librarians in the context of the writing process, with the end goal of effective referral services.

### Survey

When the Knowledge Hub first opened, we surveyed writing consultants to see what they knew about librarians and librarian training. The simple survey comprised three multiple-choice questions and asked the following: list the circumstances in which they had worked with a librarian; identify tasks associated with a librarian position; and select education requirements for librarians. The full survey is included with Appendix C. The survey allowed us to begin a conversation about the structure of libraries, namely that not everyone in a library is a librarian and that to be a librarian requires additional training and education beyond the undergraduate degree. Because many writing consultants have continued their employment for several years, we have not repeated the survey. Upon further reflection, this survey was discontinued, as we found that it had a chilling effect on meaningful conversation between librarians and writing center consultants.

Because the survey results indicated that few student writing consultants had direct experience working with librarians on research consultations, the training sessions for writing consultants now include librarian participants. We have also asked the writing consultants to discuss their own research needs with a research librarian so that they have first-hand knowledge of a research consultation. In the workplace, all student employees wear name badges and the librarians have individual nameplates when they staff the research consulting area. These activities, along with a new Knowledge Hub all-staff photo directory, help both sets of staff to recognize each other and to develop a deeper understanding of each other's work.

Second, training has also focused on helping student writing consultants recognize when a client could use additional research support. The writing consultants are taught to use a hierarchy of writing needs, including content, organization, mechanics, revision, and documentation, during a writing consultation. As the Knowledge Hub construction was coming to completion, the Knowledge Hub administration team identified the potential for referrals when student writers use outside sources to support their claims. Cross-training for the student writing consultants centers around helping this group recognize when support or evidence is weak or missing.

## Authentic (or Nearly Authentic) Learning

The writing consultant training is facilitated with a writing sample that is evaluated for evidence of particular information literacy skill levels. We try to use authentic writing samples but cannot always do so. In situations when we are not able to use an authentic sample, we share a text written by a librarian with sources and evidence that are less than ideal. Appendix D is an example of a librarian-written text that we use for this exercise. The samples are short, five or six paragraphs, but long enough to construct an argument and brief enough to read quickly. Evaluation is conducted with an information literacy-specific rubric. We adapted one developed by librarians at the University of Houston[5] for this exercise, and we continue to use this rubric. For the training session, we pared down the rubric content because of time limitations.

The writing consultants and librarians work in pairs or small groups to read and evaluate the writing sample. Each group must work together to score the sample using the supplied rubric. The scores are reported out, which are recorded and shared on a classroom whiteboard. Sharing the results is important, as it allows the groups to provide a rationale for their scores, and it is the rationale that prompts real discussion about the sample quality. Following this discussion, the large group brainstorms ways the writing consultants can draw out more information about the client's research efforts.

This exercise involves writing consultants and librarians working together. In previous iterations, the librarians rated the sample independently of the writing consultants and scores were compared during the training session. Although this approach was useful in seeing how the two different groups scored the samples, it did not help build the rapport

and understanding that is useful for the two groups. In working together, the librarians and the writing consultants also benefit from hearing the same message together. Any future training sessions with the writing consultants will likely involve librarians for these reasons.

This training exercise sought to provide some direction to the writing consultants as to when they might refer their clients to a research librarian. In particular, we wanted them to look closely at the external evidence their clients were using, to identify weak synthesis effort, and to realize that poorly constructed citations might be a hallmark for other research issues. We also wanted to call to their attention when sources were insufficient for assignment requirements.

We realized early on in the partnership that a second session would be beneficial for the writing consultants. They were managing multiple writing needs during their consultations and could benefit from a more direct approach, rather than a framework, about evaluating source quality in their clients' work. We timed a second presentation for the middle of the semester when we traditionally saw an uptick in research and writing visits. We again used writing samples for this training session, but instead of a rubric to guide evaluations, we asked the writing consultants to discuss the merits of the sources with a partner. We instructed them to pay attention to source quality and synthesis with respect to the research paper directions. As part of this discussion, we included a list of writing instances that might be an opening for a discussion about sources. These examples include keyword topic help at the pre-writing stage, a works-cited list with popular or undetermined sources instead of scholarly ones, irrelevant quotes that do not support a thesis, and poor documentation style. See Appendix E for conversation prompt examples.

Because the writing center's goal is to help students become better writers with the help and support from peers, the consultations are in-depth conversations filled with guiding questions. In that vein, this training session looked to provide them with some guided prompts that they could use with their clients.

Cross-training for writing consultants focuses not only on understanding our respective roles in this combined service area, but it also sought to provide writing consultants with tools that would help them look at a writer's source content more closely. Our hope is that once the writing consultants understand the one-on-one help we can provide, then they would be better able to recommend such help when they identify such needs for their clients.

# ASSESSMENT

At this point, there is no formal assessment of student employee library-related work. Because the librarians and research paraprofessionals are actively working with the writing center's student employees, we can easily address issues, especially at the Knowledge

Hub service desk, on a case-by-case basis. The writing center student employees who staff the Knowledge Hub service desk in the summer are evaluated when they begin working by themselves at the service desk, as mentioned previously. We have started to develop a year-round training and evaluation program for the library student employees; as soon as that training is in place, we likely will work with the writing center coordinator to determine if program components would be useful for the writing center student employees.

Our collaboration with the writing consultants remains a work in progress, and developing an appropriate assessment process will likely take a while. When we opened the Knowledge Hub, we anticipated that we could measure, in part, the success of integration by a growing number of referrals. If we taught the writing consultants how to look for weak or poorly researched sources, the thinking went, then they could, in turn, bring a librarian into the conversation or refer their clients to us. However, there are multiple aspects we are contending with in this combined service area, not the least of which is that we are still hard at work creating a Knowledge Hub culture where everyone recognizes their respective work unit's contributions to providing academic support as well as the contributions of the other unit.

There are other reasons why this measure is a difficult gauge for assessing Knowledge Hub success. Many students view writing as a linear rather than recursive process, and so for them, research needs happen at a different stage than when they seek out writing assistance. We also recognize that the staff members providing writing and research support are very different: the librarians are full-time employees with advanced degrees while the writing consultants are primarily undergraduates who work part-time and attend school full-time. The librarians are seen as research experts and writing consultants are very skilled peer mentors, another difference that this training seeks to bridge. As a result, we have shifted focus for the time being away from a quantitative approach for assessment to focusing on efforts that contribute to a shared Knowledge Hub culture from which collaboration arises.

As the cross-training grows and matures, we will also find ways to effectively evaluate student employee performance and learning, whether is it with the library Knowledge Hub student employees or with the writing center consultants. The library student employees are assessed via tutorials in the learning management system already. We also have some assessment in place for writing center students who handle ready reference queries at the Knowledge Hub service desk, but there is opportunity to do even more. As the shared Knowledge Hub culture grows, the ways in which we collaborate with the writing center assess other aspects of the cross-training program will likewise become evident.

# REFLECTION

We created the Knowledge Hub with the understanding that the library and writing center would be more than good neighbors occupying the same space. We would be working

together, sharing certain work tasks and needing to understand each other's work so that we could effectively work with our users. We believe that successful operation of the Knowledge Hub requires a keen understanding of our respective units, excellent customer service, and a mastery of tasks, both library- and writing center-related, associated with the service desk. Our cross-training efforts to date have focused on all of these aspects in close collaboration with the writing center coordinator.

We recognize that this cross-training program also has limits. Assessing for success with a strictly numbers-based approach proved to be difficult. At this point, we have shifted focus to making sure that the writing consultants know who we are, what we do, and what help we can provide. We acknowledge that the consultations are hosted by two very different groups—research librarians and peer writing mentors—and each group brings a particular dynamic to consultations. We have no plans to cross-train librarians on writing consultations or writing consultants on research sessions, although we acknowledge a shared responsibility in helping students with citation questions.

There is great potential for building upon the cross-training program that we have started. We recognize now that we need to provide such opportunities throughout the year, whether for training or social interactions, not just at the beginning of the academic year. We see opportunity for greater student employee involvement in leading cross-training efforts as well as the need to examine overlap in our individual training programs so that we can achieve more efficiency in scale. We will continue to examine the roles of the librarians and writing consultants in the writing process and experiment with ways that we can work together for the shared goal of providing academic support. One possibility could include greater discernment at the Knowledge Hub service desk and would involve training on how to recognize when a student writer could benefit from a joint research and writing session. And we will maintain a training focus on realizing a shared Knowledge Hub culture and mission while considering how to measure student employee performance and overall Knowledge Hub success.

# APPENDIX A

## INTRODUCTION AND ENTRY FROM THE KNOWLEDGE HUB SERVICE DESK MANUAL

### *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 both Roesch Library and the Write Place. 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 both Library and Write Place tasks. On any given shift, you will likely be trouble-shooting 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.

Because we deal with a variety of users, the standards for behavior and appearance differ at the Knowledge Hub service desk than what you experience as a writing consultant. The standards below were created so that we could ensure a professional, welcoming experience for anyone who visits the Knowledge Hub. We do not want our users to think that they are interrupting a staffers' 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.

### *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 coat rack and other storage options.

- ALWAYS wear your nametag at a visible level.
- Backpacks and coats must be stored in the reference workroom.
- Shoes must stay on your feet.
- Make sure that you are using appropriate language, and keep conversations appropriate to the workplace.

# APPENDIX B

## TRAINING QUESTIONS DELIVERED THROUGH THE LEARNING MANAGEMENT SYSTEM

Question 1: Someone comes up to the Knowledge Hub desk and says, "I'm a UD alum and I'm here early for Reunion Weekend. I sent myself old UD pictures before I came here. Can you give me a wifi password for my laptop and show me how to hook up to these printers?"

1. List a question you might ask to get clarification on what this person is trying to do.
2. Write out a response as to how you might answer this request.

Question 2: A student needs the most recent edition of the textbook *Engineering Economics Analysis* by D. G. Newnan, as she says the title is not available at the bookstore.

1. Describe how you will search for this title. What statements would you make or clarifying questions might you ask?
2. Include a URL for a relevant catalog record, if you find one.

# APPENDIX C
## WRITING CONSULTANT SURVEY

Have you ever worked with a University of Dayton librarian? Check all that apply.

☐ You asked a question at the Information desk.
☐ A librarian met with your class to discuss research.
☐ You met with a librarian at the Research Desk to discuss research.
☐ You met with a librarian in his or her office to discuss research.
☐ You were on a committee with a librarian.
☐ I've talked with a librarian but not about research.
☐ I have never worked with a librarian.

What do you think are the main responsibilities of UD reference librarians?

☐ Refill staplers
☐ Help people find articles and books to write papers
☐ Show people how to cite sources correctly
☐ Fix printer problems
☐ Buy books for the library
☐ Answer directional questions like, "Where is the bathroom?
    Host tours and scavenger hunts activities for students
☐ Teach classes about how to do research
☐ Plan events and exhibits
☐ Build webpages
☐ Make online tutorials and videos
☐ Read books
☐ Write articles and give conference presentations
☐ Check out books

What kind of education and training do you think is needed for a librarian job?

☐ Bachelor's degree
☐ Bachelor's degree plus computer certification
☐ Master's degree
☐ Two Master's degrees
☐ A Ph.D.

# APPENDIX D

## WRITING SAMPLE USED FOR TRAINING WITH WRITING CONSULTANTS

**Hypothetical first-year writing course assignment: Identify a problem on the University of Dayton campus. Write a researched paper to explain the problem and provide a solution. Include at least 3 quality articles (minimum 1 scholarly) to support the argument.**

### *Let's Eat Local!*

Looking around the University of Dayton's dining halls, I see many food choices. You could eat pizza every day if you wanted to or you could eat lots of varieties of food. You could drink Pepsi for breakfast, lunch, and dinner if you wanted to as well. Although I see a variety of food, I also see many GFS (Gordon Food Service) trucks in the dining hall delivery zones. Thus, it is clear that much of our food is pre-packaged and pre-made before it arrives at the University of Dayton. I believe this reliance on GFS for food supply is a problem and that we need to do more to support locally grown agriculture. I propose that the University of Dayton become involved in Community Supported Agriculture (CSA) efforts because it is more nutritious and because it supports the local economy.

We need to add more locally grown fruits and vegetables to the menu options in the dining halls because it is more nutritious. Studies have shown that freshman students gain, on average, fifteen pounds during their first year of college. Many are on their own for the first time in their lives and do not have to live by mom and dad's rules. Many are excited to make their own decisions about food choices and thus pick their favorite foods but they might not be the most nutritious. Students may also be depressed or homesick and overeat in order to deal with their feelings (Jio). With pizza, burgers, and potato chips ever-present on the dining hall menus, it is no wonder that students gain weight. Although ordering food from GFS in bulk is cheaper, it leads to poor eating habits for students. Thus, if the University of Dayton ordered more locally grown fruits and vegetables, this food could replace some of the less nutritious items that are constantly on the dining hall menus.

Another reason why we should buy from CSAs is because it would support the local economy. The University of Dayton is a leader in the city of Dayton's economy and by buying locally grown fruits and vegetables, our school could set an example for other companies to buy locally. Even more important, our school would be helping the local economy and it would create a trickle-down effect. According to Samuel Staley, Dayton's economy is stagnant. "Few people would recognize Dayton, Ohio, of 2008 as the industrial powerhouse it was less than one hundred years ago. Once a beacon of manufacturing success, Dayton

claimed more patents per capita than any other U.S. city in 1900." We still need to find ways to give it a boost. Just imagine how much money could be put into the local economy instead of into the pockets of a "food corporation" that makes millions of dollars a year if we were to use some of that money on Community Supported Agriculture! Dayton has a number of CSAs that could easily be supported by the University of Dayton (Green People). Clearly, then, for reasons of health and economy, the University of Dayton needs to stop shopping so much at GFS and spend more on Dayton's own CSAs.

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# APPENDIX E

## CONVERSATION PROMPTS FOR WRITING CONSULTANTS

The intended use is during writing consulting sessions to help writing consultants discern research quality.

"The evidence that you are using here"...

> What kind of source provided this information?

> Tell me more about how this information supports your thesis.

"The quote that you are including here"...

> Who is the author of this quote? What are his/her credentials?

> What is the purpose of this quote? Will it provide emotional, moral, or expert support to your thesis?

"Your bibliography here…"

> If you need to use scholarly sources, which ones are scholarly?

> How did you go about finding your sources?

# NOTES

1.  James Elmborg, "Locating the Center: Libraries, Writing Centers, and Information Literacy," *Writing Lab Newsletter* 30 (2006): 7–11.
2.  Janelle Zauha, "Peering into the Writing Center: Information Literacy as a Collaborative Conversation," *Communications in Information Literacy* 8 no. 1 (2014): 1–6.
3.  Elise Ferer, "Working Together: Library and Writing Center Collaboration," *Reference Services Review* 40 no. 4 (2012): 543–57.
4.  James Elmborg and Sheril Hook, eds., *Centers for Learning: Writing Centers and Libraries in Collaboration* (Chicago: Association of College and Research Libraries, 2005).
5.  Christina Gola et al., "Developing an Information Literacy Assessment Rubric: A Case Study of Collaboration, Process, and Outcomes," *Communications in Information Literacy* 8 no. 1 (2014):131–44.

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