



Working together: library and writing center collaboration

Working
together

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Abstract

Purpose – The purpose of this article is to survey the means through which libraries and writing centers are collaborating to determine best practices and applications.

Design/methodology/approach – Examples of collaboration between libraries and writing centers were examined and grouped into similar examples to highlight themes within the literature.

Findings – Many librarians are training writing center staff and tutors in library services and information literacy skills. Reference librarians are sharing space or holding joint office hours with writing centers to help create a one-stop shop for students. Joint classes and workshops are helping to reinforce the connected nature of research and writing. It is important to survey the environment; some types of collaboration work better at some institutions than others.

Research limitations/implications – This is a review of the literature concerning collaboration and cannot contain every example of library and writing center collaboration.

Practical implications – Using this article, librarians can compile a list of possible ways to collaborate with their writing center.

Originality/value – This article is of value to librarians and writing center staff looking for ways to foster collaboration and ways that they can begin to collaborate.

Keywords Writing centres, Collaboration, Academic libraries, Creative writing, Libraries, Best practice

Paper type Literature review

At many academic institutions, librarians and staff in writing centers are examining how their services overlap, especially at schools where writing and information literacy are promoted within the same classes. Partnerships between writing centers and libraries can contribute to student success and retention and improve their experience, but there are many other reasons to collaborate. Decreased budgets and changing environments in higher education are motivating librarians to consider collaborating with other campus entities. Accountability and assessment are becoming more important on college and university campuses and libraries are being asked how they contribute to learning outcomes, recruitment, engagement, and retention both by their administration and by accrediting bodies. Considering the top trends in academic libraries as identified by the Association of College and Research Libraries (ACRL) in 2010 and 2012, one can see many reasons for collaboration. Decreases or stagnation in library budgets continue to be a trend at schools across the country; many libraries are trying to do more with less and are being asked to assess their services and demonstrate their value to the campus community (ACRL Research Planning and Review Committee, 2010, 2012). Additionally, colleges and universities are being asked to communicate the value of a college degree to potential students (ACRL Research Planning and Review Committee, 2012). Therefore it is important to make connections across campus so administrators see different departments working together to further the institutional mission (Glenn, 2009). ACRL has also identified convenience to



students and collaboration as trends, as many campus entities work together to provide integrated, seamless student services (ACRL Research Planning and Review Committee, 2010, 2012). Partnering with other units on campus can help accomplish some of these tasks. Partnerships between writing centers and libraries are also desirable because they can improve and streamline student services.

Many institutions emphasize writing and information literacy in their courses and require students take “writing intensive” courses. In some cases, courses that are identified as such contain a research component where information literacy can be inserted. Writing centers and libraries support these courses and the greater curriculum and together they can strengthen their roles on campus by partnering to advocate for and support each other.

The goals of writing centers and libraries overlap, which makes collaboration between the two units logical. Both services supplement classes and curriculum with the goal to help students succeed in their studies. Staff in writing centers or librarians may be invited into a class to speak about writing or research and both assist faculty with assignment design. The goals that each set out for students often overlap; both groups want students to be able to craft a clear thesis, learn how to correctly incorporate research into their writing, and cite sources properly. Each group serves to help students complete research papers. Because of these shared goals it is logical for libraries and writing centers to collaborate with each other to aid student success and prepare them to become lifelong learners.

The focus of this article is on programs at academic libraries; examples from a variety of institutions of different sizes form the backbone of the article. The literature detailing partnerships between writing centers and libraries has been reviewed in order to highlight helpful examples and determine best practices for collaboration. The scope of this review is scholarly literature published in English between 1999 and the present in the areas of librarianship, writing programs, and higher education. Anything published before this was consulted, but was not considered to be applicable to current practices at colleges and universities. The focus of research was on partnerships between libraries and writing centers or other campus entities that provide writing help for students. Relevant articles or book chapters were also mined for citations and simple searches of the web were performed to find relevant scholarly information. Of particular interest were materials that detailed tangible projects that could be duplicated elsewhere, or literature that identified potential forms of collaboration positioning staff in writing centers or librarians to both brainstorm and make informed decisions concerning potential partnerships.

Highlighting best practices for collaborative projects between writing centers and libraries is valuable because the partnerships detailed can help to improve student services, student retention, and their success in higher education. This information is applicable and relevant to those within the field of librarianship, but also to those at colleges and universities who wish to enhance connections between writing and research. These suggestions will not be suitable to all campuses; it is important to consider the population and environment at your institution before deciding to apply or adapt any of these examples.

The original purpose of this literature review was to generate ideas that a library at a small liberal arts college could use to collaborate with their writing center. The primary focus was on academic or scholarly literature because these articles provided

the best and most complete information on partnerships. Readers will find, as the author did, that scholarship in the library literature was considerably stronger than that within the literature on writing centers and writing programs; as a consequence some of the examples are weighted toward the side of libraries and librarians.

Potential limitations

The bulk of the examples discussed in this paper are from academic literature that is targeted toward librarians, though there are a few sources from the web and from literature on writing and writing centers. There are several reasons for this: examples from the academic literature offer better details about collaborations including specifically how projects were carried out, assessed, and often contain some simple feedback from librarians, writing center staff, and students. Additionally, more librarians are writing about their partnerships with staff in writing centers so the literature is weighted toward scholarship in the area of librarianship. Since most of the literature focuses on specific projects and partnerships there are no large-scale studies of assessment in this area or on sustainability of partnerships. Most projects discussed include easy ways to assess and receive feedback from involved parties, but these groups have chosen to focus the bulk of their energy into designing and carrying out these programs.

Literature review

The review of the literature has been organized into various categories to place similar trends together to highlight the divergent ways that collaborations were carried out in different environments. In many of the examples below the name of the institution has been included so readers can easily find relevant information, such as the Carnegie classification of the college or university.

Outreach and partnership

Numerous articles discussed the positive effects of outreach to the campus writing center (Love and Edwards, 2009; Simons *et al.*, 2000). Del Bosque and Chapman (2007) stressed the importance of outreach to other departments on campus to build relationships and to create positive impressions of the library and library staff by personalizing the library and making students more aware of the library building, services, and staff. Mahaffy (2008) observed that students took greater advantage of services offered because of the collaboration between the writing center and library at New Mexico State University. She stated that any collaboration was helpful as it could get both parties working together and stressed the interconnected nature of research and writing. Poole and Stanfield (2008) believed that working together increased awareness of services, made it easier for students to receive help, and showed that the library is eager to collaborate with other units on campus. Most importantly it fostered the retention and success of students by increasing the availability of assistance with research and writing. Simons *et al.* (2000) expanded on the many positive effects of collaboration, namely that it created a relationship between writing programs and the library which reinforced the relationship between research and writing, and gave writing center staff a person to answer their own questions concerning library resources.

Even though there are numerous reasons why libraries and writing centers should collaborate, the collaboration should follow some guidelines in order to be successful. Giglio and Strickland (2005) stressed the importance of good communication, listening

skills, and consideration and acceptance of different working styles. They also thought that each group should clearly define their roles along with the tasks involved and any expectations and outcomes of collaboration. In summary, collaboration between a library and writing center has had many positive effects. It helped each group see what services the other offered, built contacts between them, and reinforced the connections between writing and research.

Many academic libraries partnered with writing centers to increase their campus outreach efforts. This was particularly common when the writing center was physically removed from the library, as it could increase the library's or the writing center's visibility on campus. In most cases, the library was the more recognizable entity, but there could be cases where students were using services at a writing center while they were not aware of specialized services that their library offered.

Most authors suggested beginning collaboration efforts by referring students to the other group (Elmborg, 2006) and linking to each other's websites to cross promote services. A study by Jennifer Solomon (2008) at the University of North Carolina showed that many libraries linked to writing centers at other schools and did not link to their own campus writing center. She noted that other centers may have had superior resources available online, such as the site offered by the Purdue Online Writing Center (OWL), but students should still be able to find a link for a writing center they could easily visit for help. It was likely that students looking for information about the writing center or library would find the link for the other group, thus cross promoting services online. In the same study she suggested that the two groups collaborate on workshops, along with guides and citation materials.

Another obvious way for libraries and writing centers began to collaborate was by sharing resources and cross-promoting each other's services. This was easiest when there was an open relationship and a clear idea what each group could offer, which is why it is important for each group to familiarize itself with the other. Some suggested that librarians attend writing center workshops so that instructional librarians will learn more about relevant issues and promote the library to other attendees (Lorenzen, 2002). At the University of Arizona, the writing center offered information on the library, staff made referrals, and encouraged students to contact reference librarians for research needs (Rabuck *et al.*, 2005).

When writing centers and libraries were not located in the same building, cross-promotion was even more important. At Saint Joseph College, librarians made an effort to keep information on the writing center and display it for students when the writing center moved out of the library. The library and writing center also worked to learn each other's resources and websites, so they could easily help students without sending them off to a different location with little to no information (Arzt, 2005). In other cases, when co-teaching courses, librarians and writing instructors shared articles and web sites, and met regularly to discuss and plan sessions (Tipton and Bender, 2006). Some of these strategies could be adapted to unite the writing center and library.

Regular meetings/getting to know one another

Many librarians and writing centers recognized the importance of simply getting to know each other and their services. As information literacy has become a larger part of the curriculum at most schools some writing centers have begun to examine ACRL's information literacy standards (Brady *et al.*, 2009). One of the reasons many gave for

collaboration was that it allowed librarians to make connections with those working in the writing center and to get to know each other's services (Cannon and Jarson, 2009). It was important for librarians and writing center staff to have a full understanding of each other's roles and their relationships to each other before deciding how to collaborate.

James K. Elmborg (2006) stressed the importance of being aware of what was going on in each other's fields and reading news and articles to keep current. Some librarians noted that making a positive connection was as simple as visiting each other's spaces, keeping current handouts from each other's programs, attending presentations or workshops held by the other group (Lorenzen, 2002), and familiarizing themselves with each other's procedures and hours. When attending workshops or presentations by their writing center, librarians have had the opportunity to introduce themselves to attendees and promote library services, as well as to learn about the writing center. At one library, tutors shadowed librarians during reference hours so they could learn about the reference interview and adapt it to their tutorials. In some libraries, working on joint committees or inviting writing center staff onto committees within the library fostered more collaboration between the two groups (Arzt, 2005). At the University of Arizona, the library and writing center prepared information sessions for each other so each group will have an idea of what the other does along with the ways each group could help students (Rabuck *et al.*, 2005). Many of the examples in the literature were as simple as networking to get to know each other and form relationships.

At Bryant College, the writing center's biggest challenge in collaborating with the library was that they had little contact with the library in the past and therefore were not familiar with what the librarians did. Staff in the writing center reasoned that they should have a better understanding of how librarians worked and their shared purposes before collaborating further (Nadeau and Kennedy, 2000). In all cases librarians and writing center staff should have a definitive idea of what they each offer students before collaborating.

Importance of sharing space

Some college writing centers were fortunate to share space with or be within close proximity of the campus library. Many writing centers that did not have this advantage have tried to move into the library space so students would be able to get research and writing help in the same place. At some schools, writing centers that were physically removed from the library have had much success holding clinics or office hours there (Mahaffy, 2008). Librarians have found that close proximity to the writing center could fuel collaboration, such as joint workshops (Arzt, 2005). Some libraries have taken sharing space a step further and have moved reference services into the writing center permanently or begun to create spaces where students can get research and writing help in one location, which aligned itself with the trend for information and learning commons in libraries. At the University of South Dakota, the departments for English, Speech Communication, and Library Instruction have worked together to open a communication center within the library staffed by graduate and advanced undergraduate student tutors (Tyler and Hook, 2001).

Librarians in the writing center

Many librarians have experimented with offering their services in the writing center and holding regular office or reference desk hours there. This has been met with mixed

results, which seemed to depend on the culture of the school and how and when students were performing research in the process of writing papers.

At the University of Guelph – Humber College, librarian services were well received in the writing center because students were coming there for help before they had begun to do research. This model was so popular that librarians opted to move their reference desk into the writing center permanently (Palomino and Gouveia, 2011). At New Mexico State University, the librarian's services were underutilized in the writing center, but the collaboration had the positive effect of building relationships and helping each group learn more about the other (Mahaffy, 2008). At University of Texas – San Antonio, the library explored providing reference away from the reference desk, including a service point in the writing center. This service point was under-used by students; librarians found that students who were coming to the writing center did not have research questions (Del Bosque and Chapman, 2007). The study assumed that because no one asked any reference questions that no research help was needed at the writing center.

At George Mason University, joint sessions between the library and writing center led the library to ask the Graduate Research Assistant to schedule regular hours in the writing center and to act as a liaison between the two groups (Simons *et al.*, 2000). At Bowling Green State University, librarians and writing consultants partnered to offer writing and research clinics in a location where a librarian and a writing instructor would be available (Boff and Toth, 2005). Additionally, many authors suggested that libraries and writing centers share collaborative spaces where research and writing help are available concurrently (Cooke and Bledsoe, 2008; Lorenzen, 2002).

Co-teaching/instruction and assignment design/co-workshops

Several authors also recommended partnering with writing center staff to create students and faculty workshops that entwine research and writing. These could help faculty develop assignments and courses or could walk students through the entire process of writing a research paper, including developing a topic, researching, and writing.

At some schools librarians worked with writing instructors to help them teach research skills along with writing in courses (Tipton and Bender, 2006). James K. Elmborg (2006) suggested collaborating on workshops for faculty development, while Sheril Hook (2005) recommended creating workshops to assist faculty in teaching writing and research and in crafting assignments that would help students learn the critical thinking, research, and writing skills they would need in college. In one example, as information literacy became an important part of first-year courses, the writing center and library used workshops to help faculty insert information literacy into their courses (Arzt, 2005). At West Virginia University, librarians, English faculty, and writing center staff worked together to develop assignments, classes, and activities for students in a first-year writing course; which included a writing and research clinic that was modeled on a program at Bowling Green State University (Brady *et al.*, 2009). Librarians at the University of Dubuque collaborated with the writing center on assignments for a beginning composition course including course materials and a survey given to peer tutors (Gruber *et al.*, 2008).

At the University of Washington at Bothwell, faculty, librarians, and the writing center personnel collaborated on developing assignments for two courses taught separately on research and writing. This course went through several revisions. First it was collapsed into one course where a librarian and writing instructor worked together

to develop assignments for the revised course. In the next revision a librarian and writing instructor came into the class and taught short presentations on writing and research to help students prepare to work on research papers. The course eventually evolved into a series of team taught workshops for faculty that helped instructors teach students to formulate questions, apply research strategies, and develop critical thinking skills (Leadley and Rosenberg, 2005).

Additionally, when writing center staff were asked how they would like to collaborate with their libraries they said that they would like to hold joint workshops on research and writing where they could work with librarians to assist in pre-writing and research help (Jelen, 2009). Librarians at other schools worked with the writing center to develop workshops that helped specific groups of students with distinct research and writing tasks (Switzer and Perdue, 2011). At Wesley College, collaborations between the writing center and librarians were so well received that many professors began to request their services in tandem (Giglio and Strickland, 2005). At St Joseph College, librarians worked with the writing center to prepare joint tutorials with individuals and small groups where a writing tutor and a librarian could both help someone at the same time. Meanwhile, the school's writing center developed tutorials for students that assessed student's mastery of information literacy skills and their use of online databases (Arzt, 2005).

Training tutors and/or writing center staff to assist with research

One of the most common suggestions from the literature was the training of tutors and/or writing center staff in library resources, research skills, and/or information literacy. This was considered to be effective by librarians for several different reasons, most importantly because it familiarized the trainees with the librarians and their duties so students could be referred appropriately and reference services would be promoted by the writing center.

Katherine Mary Jelen (2009) surveyed staff at several different writing centers and received suggestions that indicated staff in writing centers wanted training in library services. Writing center staff asked for more help managing citations and clarification on what librarians vs. writing center employees could do for students. They also indicated that they were using the website and chat options with students, as well as referring them to library resources and librarians. From this, one could conclude that it would be helpful to provide an information session on the website and basic resources to tutors. This would also give librarians a forum to promote services and to make a connection with tutors. In addition to the suggestions above, staff wanted to see librarians explaining their role to tutors, promoting services to them, and assisting in pre-writing and research help (Jelen, 2009).

There were numerous examples of successful tutor training programs throughout the literature. Many of the programs were designed to see a student all the way through writing a paper, from research to a finished paper (Lowe and Lea, 2004; White and Pobywajlo, 2005). In many cases, librarians chose to train experienced peer tutors, ones that were already comfortable in serving as a tutor, while these programs often were designed to assist students with beginning or general studies courses since research was not considered to be complex at this point (Boff and Toth, 2005). Many good reasons were given for using peer tutors; it could extend library services outside the physical building and students would see their peers using library resources

correctly (Giglio and Strickland, 2005; White and Pobywajlo, 2005). It created a seamless experience for a student; they would not need to be directed to a librarian for further help and the session would not be disrupted (Hook, 2005). Some research has shown that students were more comfortable asking for help from a peer (Lowe and Lea, 2004). In several cases training tutors resulted in positive feedback and the creation of more collaboration in the forms of term paper clinics and bringing tutors in to assist with library instruction (Deese-Roberts and Keating, 2000). A few specific examples from the literature are described below.

At Muhlenberg College, one of the librarians was invited to give a short lesson in library skills, which included use of databases and an overview to citing correctly as part of the training for writing center tutors. This was later expanded into two separate lessons, one that covered specific sources and tools and the other on evaluating sources. In order to keep tutor training relevant, the librarians focused on active learning activities and asked tutors to evaluate different resources for appropriateness and authority; tutors also drafted citations together in small groups. The first session focused on disciplinary resources, writing, and citation styles, and the second session was a hands-on approach to evaluating sources. Instructors planned to continue to discuss the objectives and materials taught in these sessions to further improve them. Librarians at Muhlenberg hoped that tutors would be able to identify problems with research or sources in papers they evaluated and would help students at the point of need or refer them to a librarian (Cannon and Jarson, 2009).

At the University of New Hampshire at Manchester, librarians, writing instructors, and the learning center, which offered tutoring services in writing and composition, worked together to train student writing tutors to provide basic information literacy skills. All writing tutors were assigned to specific writing and composition courses and worked with students in the classroom and in one-on-one sessions. The goals of the program were that students would be able to use library resources, become discerning in their use of information, recognized the people who could help with research problems, and familiarized themselves with scholarly discourse. Student tutors were chosen for this program so that relationships could be formed and any anxiety about the library and research could be avoided; student tutors were to serve as “library ambassadors” to classes (Fensom *et al.*, 2006). After the first semester tutors were trained using active learning techniques and mock tutoring sessions. The program was considered to be successful because it showed students that research and writing were related and tutors were able to develop relationships with students in their classes (Fensom *et al.*, 2006).

Furlong and Crawford (1999) argued that training writing tutors in library resources at the University of Maine at Farmington created student interest in using the library and sparked faculty interest in and support for the library. Their course for writing tutors was nicknamed “How to Bail Someone Out in an Hour”, which proved popular with tutors because students often asked for help at the last minute (Furlong and Crawford, 1999). The authors noted that it was beneficial to teach tutors library resources so they could pass this knowledge on to the students with whom they worked. During the session for tutors, services that librarians offered were emphasized so tutors would know when to refer students to librarians for more help (Furlong and Crawford, 1999).

Selected librarians at the University of Rochester took the idea of training tutors one step further and signed themselves up for the training required for all writing

consultants. After training, these librarians provided one to two writing consultations per week, which gave them new ways to approach their work as reference librarians and helped them understand the services of writing consultants (Alvarez, 2007).

Ideas from writing center staff

As mentioned earlier, Katherine Mary Jelen (2009) authored a study where writing center staff members were surveyed about collaborations between their center and the campus library. These surveys generated many interesting ideas for collaboration between the two groups.

Writing center staff suggested that librarians should know about their services in the writing center and how they help students, specifically what they did and did not provide to students. Staff asked to be updated on new resources and services within the library, as well as receiving training on library services and lists of reference librarians or a current reference schedule. They wanted to develop easy ways to refer students to librarians for more help, to collaborate on joint workshops with librarians, and were interested in asking librarians to tutor training so services could be promoted directly to tutors. They would also like librarians to be involved in pre-writing and research help within the writing center (Jelen, 2009). It would prove useful for librarians and writing center staff to meet periodically to talk about what is going on in each place. Similarly librarians should have a better understanding of what the writing center offered before they referred students there for further help.

Jelen (2009) also suggested that librarians mention writing center services when discussing library resources. Separate handouts that detailed library and writing center services could be displayed and given out by each group. Jelen (2009) argued that this would be an easy way for each group to know about what the other offered and to advocate for each other. She called on librarians to attend writing center staff meetings and to prepare short presentations of library resources for writing center staff.

Other ideas

Designing workshops or class assignments has often led librarians and writing center staff to write articles and present their projects and programming to a larger audience. In many academic settings, this was the logical next step in collaborating, so that writing center staff and librarians could share their experiences with others and contribute to scholarly information in their fields. From the research one could still see the need for more information about collaboration and new ways that libraries and writing centers are working together, especially from the perspectives of staff in writing centers.

At Muhlenberg College, collaboration between writing instructors and a librarian prompted the writing instructors to ask the librarian to author a chapter about evaluating sources in a writing text on which they were working (Cannon and Jarson, 2009). Similarly Cooke and Bledsoe (2008) suggested that the campus writing center and librarians work together to write a joint newsletter, directed toward faculty and staff or students.

Discussion

Patterns and themes

In order to highlight best practices in collaboration for staff in writing centers, librarians, and those in higher education, the scholarly literature published in English

since 1999 was reviewed. In analyzing the literature spanning libraries and writing centers patterns and themes emerged. Cross training tutors in library services and information literacy was one of the most widely used examples of collaboration.

Other popular examples included co-teaching, cross-promoting and supporting each other's services, course design, networking, sharing space, collaborating on professional development, and training librarians as writing tutors (see Figure 1).

However, when Ricker and Kaplan (2006) surveyed writing center staff and librarians about collaboration they found that creating instructional tools and handouts was the most popular form of collaboration, followed by joint meetings with students, joint meetings with faculty, co-teaching, and training writing center staff in library research (see Figure 2). This would suggest that most collaboration starts with smaller projects and eventually moves onto larger projects that combine the services of the two entities. While larger projects were more popular within the scholarly literature because they provided more information for potential authors to describe and analyze and makes for more engaging articles.

The positive benefits and opportunities that come from cross training outweigh the risks, as training tutors will help serve students better and make them more aware of library services. It eliminates confusion or frustration for students when they are already frustrated by the process of writing or research. Creating a one-stop shop for writing and research reinforces their interconnected nature. Co-instruction also serves many of the same goals; it creates links between writing and research for students in classes where writing and research are addressed together. Since few students approach research and writing separately when working on papers it is helpful to teach these skills together.

In sharing spaces, cross-promoting services and supporting each other, libraries and writing centers achieve several goals beyond improved services to students. They

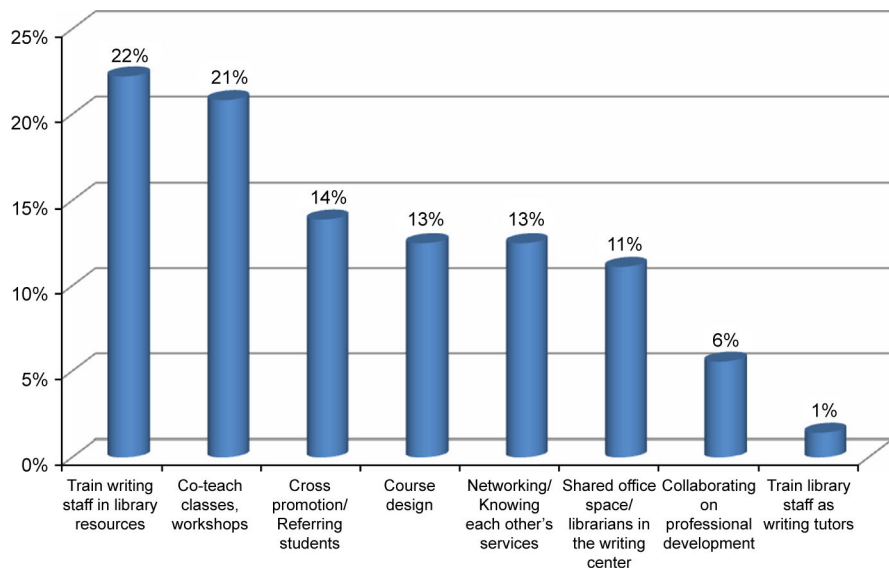
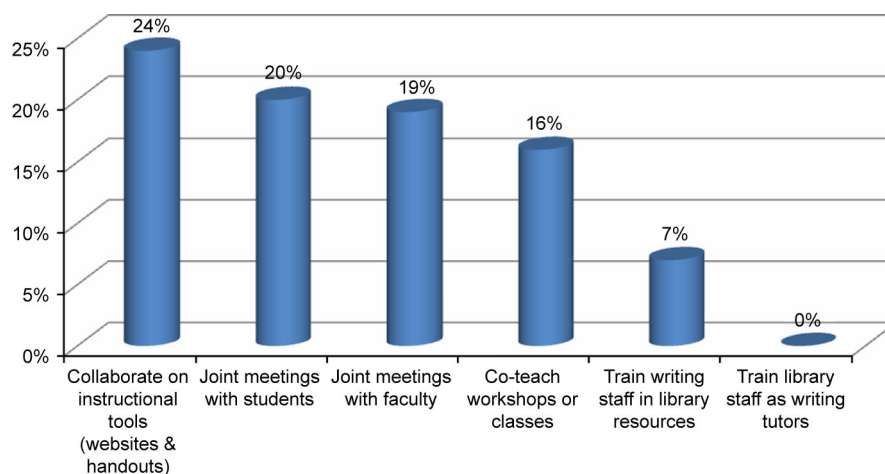


Figure 1.
Popularity of examples of collaboration from reviewed academic literature



Source: Ricker and Kaplan (2006)

Figure 2.
Popularity of library and
writing center
collaboration as surveyed
by Ricker and Kaplan
(2006)

prove to administration that they work together to serve students and can advocate for each other. When a writing center relocates inside the library a livelier space is created, a learning library or “library as place” that is more than a repository for books. Through collaboration, libraries and writing centers create services that are more valuable to students together than separate and prove their worth to upper administration. Assessment becomes easier when both groups partner to evaluate skills that students demonstrate in some of the same assignments. As academic institutions and the way students work change libraries and writing centers should collaborate and support each other because it benefits students.

Areas for further research

While the literature appears to be generally sufficient, there are a few areas in which there are gaps or could use improvement. Most noticeably there is not much written on this subject by staff working in writing centers or by those assisting students to improve their writing. Much of the literature details benefits to students through simple surveys, improved grades, or increased usage statistics, but no large-scale assessment studies have been done on the effect of partnerships on student achievement or the potential return on investment of these services. In-depth studies of student’s behaviors both before and after participating in any collaborative projects could contribute more to the literature and strengthen the argument for partnerships. Articles written from the viewpoint of students, staff administering these programs, and faculty involved could be helpful for those planning future collaborations. Lastly, scholarship that follows up on the projects discussed above would help readers see how programs may evolve and grow over time and how others have built successful partnerships as well as the sustainability of said projects.

Applications

There are numerous ways for libraries and writing centers to collaborate and improve services to students and faculty, but as each educational climate is different it is important

to survey the environment before adapting these ideas to your institution. Think about where and when students begin their research, when they begin to write, and when they come to the writing center. Bringing librarians into a writing center or having joint office hours are most successful at institutions where students need research help when they visit the writing center for writing help. At the University of Texas at San Antonio and New Mexico State University librarians had found their services in the writing center were not popular, while at University of Guelph – Humber College they have been (Del Bosque and Chapman, 2007; Mahaffy, 2008; Palomino and Gouveia, 2011).

Libraries that have close physical ties to a writing center may want to approach collaboration differently than those that are at a distance from their writing center. When facilities are close together it is less important to collect promotional materials about each other and there is less need for formal meetings between the two groups. If both the library and writing center are in the same building there can be events and committees that staff can work on together. It is also important to look at what resources are at one's disposal and what both units are already doing. For example, is there a current project where collaboration can start? Is one group already performing assessment that can include the other or is there a workshop or classes in place where the library and writing center can work together? If librarians or writing center staff are meeting with classes they can include the other group and/or cross promote the services of the other group in class sessions. If either area is in a period of staff turnover meeting can help build relationships with new employees and maintain current lines of communication. As new services and resources are introduced it helps to demonstrate these to the other group so everyone can be kept current.

Many institutions start out with small, easy projects, such as cross-promoting services, linking to each other's information, serving on committees together, and meeting to keep current on what the other group is doing. These can generate future ideas for collaboration between the two groups that can result in longer projects as those discussed in previous examples. If there is resistance to collaboration or change starting with small projects may prepare people for larger, more disruptive enterprises. Any collaboration between libraries and writing centers is worth trying, though in some cases it may not have the effects intended or meet the expected level of success. As new methods for collaboration are implemented, assessment and feedback are important to determine whether collaboration is effective. Many of the projects discussed throughout have included simple assessment techniques, such as questionnaires, surveys, or quizzes at the end of a session or semester. Success of these programs was also measured in increase of students using these services, better performance in coursework or classes, and expressed appreciation of students and faculty. While many of the programs did not place a direct importance on creating sustainable partnerships, it is also critical to analyze how sustainable collaboration will be at your institution; will collaboration be easy to maintain?

When writing center staff were surveyed by Jelen (2009), they said they would like to see more collaboration in the following areas: they would like to be updated on new resources and services in the library, receive handouts for citation styles, exchange resources, develop joint workshops on research and writing, receive training in basic library skills, have a library contact person, improve communication, have a reference schedule/list of reference librarians, develop easy ways to refer students, ask librarians to come and explain their role to tutors and promote services to them, and teach librarians

to assist in pre-writing and research help. Librarians would like to see collaboration happening in some of the same areas. They would like opportunities to cross promote their services to writing center staff and tutors, be able to easily refer students, and co-teach with writing center staff. Additionally, some librarians would like to be trained as writing tutors and assist with research within the writing center. These are all ideas that could be explored further and implemented at many different academic institutions.

Conclusion

Much of the literature on partnerships between writing center and libraries encourages any type of partnership between writing centers and libraries because it can be beneficial to students, faculty, and staff and encourages those working in higher education to begin to collaborate with each other. At the very least it is helpful to build ties between people working in the writing center and in the library. The examples distilled from this review of the literature can be used to generate ideas for collaboration. An environmental scan or survey will position you to decide what would be best and most effective. At most institutions it may be easier to start small with projects that will not require a large shift in the status quo. This can help build positive feelings for larger collaborative projects and help each group see where future work is needed. It is important to assess services and gather feedback to improve collaboration and decide whether it is effective and sustainable in your environment. Finally, while there is adequate literature on this subject it is important to contribute to this area and share thoughtfully successes and failures with the rest of the academic community.

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