

Collaborative Partner, Not a Tenant: Creating Sustainable Writing Center Partnerships in Libraries

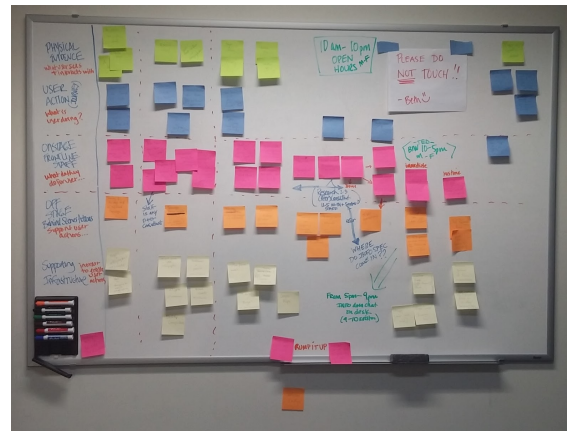
Background

Librarians support student success through partnership with academic success units such as writing centers. This roundtable explores a range of writing center-library models and seeks to highlight practices that lead to sustainable, mutually beneficial outcomes. Applying service design thinking at the outset helped us integrate library and writing center services and build a collaborative space where research and writing are intertwined processes. In our model, library trained research consultants work alongside writing center consultants. All are trained in studio pedagogy, a model where student writers drop in to the Undergrad Research & Writing Studio on an as needed basis, mirroring libraries point of need philosophy.

In this roundtable let's discuss challenges, best practices, pedagogical approaches, commonalities, and divergences in writing center-library partnerships.

Discussion

1. Share a brief anecdote with the person next to you about a successful campus partnership. What was memorable?
2. What were key moments or actions that solidified the partnership? Were there major points of departure?
3. After hearing our description of service design thinking, has your library used this approach and if not are there elements you would want to adopt when designing partnerships with academic success units? What shifts (culturally, administratively) would need to occur to promote sustainable partnering?
4. Turning to pedagogical approaches, does your partnership have an underlying approach?
5. Thinking about best practices for the profession, what's one practice you recommend others adopt?
6. Your questions?



Example of Service Design Journey Mapping

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Sources

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- Jackson, Holly A., et al. "Collaborating for student success: An e-mail survey of US libraries and writing centers." *The Journal of Academic Librarianship* 43.4 (2017): 281-374.
- Sullivan, Rebecca M. "Common knowledge: Learning spaces in academic libraries." *College & Undergraduate Libraries* 17.2-3 (2010): 130-148.

Keep in touch!

Jane Nichols, Head, Teaching & Engagement
jane.nichols@oregonstate.edu
Beth Filar Williams, Head, Library Experience & Access
beth.filar-williams@oregonstate.edu
OSU Libraries, Corvallis, Oregon

