

## Report on ACS Grant to Train Peer Research Tutors at the University of Richmond.

Students were recruited from among assistants already working for the library, the Writing Center, and the Academic Help Center. We were able to find five students (four from various areas of the library and one from the Help Center), who attended six 75 minute sessions covering the library catalog, general indexes and electronic reference sources, government resources, and the basic databases in the social sciences, humanities, sciences, arts, and business. They were paid \$6.50 per hour for their training time and seemed genuinely enthusiastic about the knowledge and skills they were gaining. Three of the four library students returned to work in the library (one to a more responsible position as student supervisor) and the one who worked in the Academic Help Center also returned to her position.

In spite of this relatively positive outcome, our evaluation was that the expenditure of the grant money and the instructor's time and effort had benefited the individual students involved more than the library as an organization or the cause of information literacy on campus. We are currently investigating other avenues of instruction and engagement for peer tutors. The university is currently embarked on a wholesale evaluation of our curriculum and the library has been aggressively advocating a more formal, more pervasive role for course-integrated information literacy. It may yet be that we can attain our original goal of training students to serve as peer tutors for course related assignments. While we await the outcome of the curriculum review, we are also looking at specific academic departments that have already committed themselves to programs of information literacy to develop opportunities for trained students to serve as peer research tutors.

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