ACTION PLAN: REVISION OF TUTOR HIRING/TRAINING MODEL

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Summary

Based on a Fall 2016 assessment—incorporating survey and focus group data with new and experienced Writing and Reading Center (WRC) tutors, research in writing center studies, TutorTrac data, and comparative observations—this report identifies the revision of tutor hiring/training protocols as an immediate need to improve overall WRC operation(s). This report recommends that extant tutor hiring and training models be replaced with the successful completion of the Tutoring Writing English course. More specifically, this report advocates that all individuals who hope to work in the WRC must take Tutoring Writing before they are eligible to be employed as tutors.

Current Hiring/Training Protocols

The current process for hiring tutors begins a semester prior to the potential tutor's employment. Professors are solicited via email to identify students in their courses with strong writing skills, and these students—once pinpointed by their instructor—are then encouraged to submit an application to work in the Writing and Reading Center. Students can also submit applications without an instructor recommendation. Applicants are hired based on the overall strength of their materials (which include a writing sample) and a phone interview with the Director of the WRC.

Once hired, tutors must complete a new hire training checklist before they are eligible to begin tutoring. This checklist—which tutors complete independently and during their scheduled hours at the WRC—involves engaging with readings and videos on writing center practice, which tutors then respond to on the WRC MyCourses portal. They must also evaluate writing samples and complete four observations (i.e., where they watch an experienced tutor work with a student) and meet with WRC administration. Additionally, they also attend a once-per-week workshop, where they work in small groups with other new tutors under the supervision of the WRC Director. The full new tutor training checklist can be found in Appendix A.

The time it takes to complete this training depends both on the individual tutor's motivation and their hours committed to the center. In Fall 2016, the first tutor to complete the training did so on September 30th and the final individual did not complete the packet until November 17th. The average time to complete the checklist for all new tutoring staff was approximately mid-October.

Primary Critiques of Current Model

First, it should be noted that a goal of any writing center should be to recruit, hire, and support the most talented individuals. Being a writing tutor can be an incredibly difficult job, as it requires that students not only be skilled writers, but also demonstrate strong interpersonal communication skills and the ability to transfer knowledge. This report is not meant to imply that the current model has resulted in ineffective or unprepared tutors; rather, it is to put forth an alternative model that also produces successful tutors, and that offers numerous benefits vis-à-vis labor, time, and alignment with writing center best practices. In thus outlining some of the ways that the current model is disadvantageous, this section refers to data collected from two measures: an anonymous survey completed by 24 of the 25 new tutor hires this semester and a focus group where seven new tutors provided additional insights on their experiences with the tutor training program (for the purposes of comparison, this same survey was given to students in ENL 279: Tutoring Writing). A survey was also distributed to experienced tutors (those who have been working at the WRC for more than one semester) that was completed by 16/21 individuals. A focus group was conducted with eight experienced consultant participants. In the interest of transparency, the full survey results can be found in Appendix C.

Inability to Fully Assess Potential Tutors' Communication Skills

Hiring students based on professor recommendation and writing samples is certainly one way to assess the strength of writing skills. More difficult to ascertain, however, is students' ability to communicate with others—a vital component for a successful tutoring session. A phone-mediated interview can unfortunately not provide an accurate measure of the potential tutor's ability to work successfully with others. From observations of current staff, it is apparent that there are some tutors who struggle with these communicative aspects.

Burdens of Time

For students who are being compensated for completing the tutor-training checklist, the amount of time spent completing this work is both costly and, potentially, discouraging. One tutor in the survey noted that, "The only thing I would suggest would be to make the WRC training shorter. At times, I felt like I wanted to give up all together because it seemed I would never become a tutor." This sentiment was echoed by focus group participants, and another survey participant noted, "Toward the end, my training felt bloated and repetitive." It is clear too from Fall 2016 new staff experiences that there is significant variation in terms of time-to-completion of the training materials (September 30th to November 17th).

In addition to the time costs associated with the students' work, training also constitutes a large portion of the labor of the WRC's administrative staff. Not only do members of the administration (including assistant directors) have to moderate and evaluate the MyCourses content, the Director, in Fall 2016, spent four hours per week overseeing the workshops for new tutors.

Relevancy of Training Content

Writing center studies is a rich field that, especially within the past few decades, has evolved into its own academic discipline. For this reason, it is crucial that new tutors are exposed to the most contemporary and relevant scholarship that can then be coupled with practical application.

Much of the content of the current tutor training program could reflect more modern notions of writing center labor—for example, many of the readings used in the current training packet are nearing or over thirty years old, including "Triage Tutoring: The Least you Can Do" (1988), "Ethics of Peer Tutoring" (1983), and "Writing Lab Tutors: Hidden Messages that Matter" (1982). The field has evolved substantially over the past ten years, especially in terms of addressing issues of diversity as related to writing center work. It is vital that training materials represent the most recent and inclusive content. Although new tutors are exposed to some contemporary writing center scholarship in their weekly workshops, since many of these meetings are tutor-led, there is not a great deal of consistency in terms of content.

Overwhelmingly, the new tutors mentioned the term "observations" specifically as the aspect of the new tutor training program that was most helpful (17 out of the 24 open-ended responses, or over 70% of participants). Conversely, 18 individuals (75%) noted that they felt that either the readings, My Courses responses, and/or videos were the least helpful aspects of the tutor training program. Again, given that these questions were open-ended—and students could identify any aspect of the program that they found most and least beneficial—these are fairly definitive results. When asked if there was anything that they wanted to add as a final comment, one participant also noted that, "I feel that more observations would be beneficial in the new tutor training instead of the outdated videos."

It is perhaps unsurprising that the new tutors found more value in the more hands-on experiences, as —without theory that is connected to a particular, specific outcome—it can be easy for students to perceive this as merely "busy work."

Financial Implications

In addition to the aforementioned time burdens, the current training model represents a significant proportion of WRC funding. Although not all tutors receive pay from the WRC budget for their work

(some receive Federal Work Study funds or experiential learning credits), the training hours add up to a significant cost.

For instance, in addition to the variable amount of time spent completing the tutor training checklist (which depends on the tutor's overall hourly time commitment to the WRC), each new tutor spends 11-12 hours per semester in their new tutor workshop and attends full staff meetings. Tutors are paid approximately $11 an hour. In Fall 2016, thirteen new tutors were hired from the WRC budget, six had Federal Work Study, and five received credit.

Thus, in Fall 2016, approximately $5,000 from the WRC budget was used to compensate new tutors for training. This is not meant to undermine the value of training, or to suggest that such training should not be compensated: this figure represents just the cost of *new* tutor training, not total training expenses. Experienced tutors also attend a once-weekly workshop with a member of the WRC staff and attend full staff meetings. When paired then with the administrative labor of training (all members of the WRC administrative staff, including the Faculty Director, Director, Writing Assistant(s), and Graduate Assistant currently facilitate a workshop), it is important to consider the cost-benefit breakdown of the current model. Any reduction in the large portion of the WRC budget dedicated to training would consequently be advantageous.

Proposed Model

The Tutoring Writing course, currently listed as ENL 279, has been a part of the English department's curriculum for several years. In recent iterations, however, this course has not had any connection to the Writing and Reading Center, but was instead used to recruit students to work in the English department's Classroom-based (Embedded) Tutoring program to supplement off-cycle first-year English courses.

Since I took over the instruction of ENL 279 and the supervision of the CBT program in Fall 2016, my goal has been to integrate both into the Writing and Reading Center. Students in the 279 course completed field work hours in the WRC and eventually built toward tutoring independently. In Spring 2017, students from the 279 course will be working as both WRC tutors (for credit) and as CBT tutors. Three current WRC tutors will also be working in the CBT program. The syllabus for the Fall 2016 section of Tutoring Writing can be found in Appendix B.

Writing center research supports a credit-bearing course as one of the most beneficial models for the implementation of tutor training. In discussing these advantages, Crosby (2006) notes that, "It is widely admitted, after all, that writing centers are often perceived as places for remedial, clerical, and rote-based workshop instruction. A for-credit class places the writing center and its personnel in an

institutional, academic, and theory-based context—a context, moreover, that acknowledges tutor needs in real time and sets the stage for a more effective writing center environment" (4-5). A for-credit course thus encourages potential tutors to see the Writing Center as a legitimate site for scholarly inquiry, and it is a setting that also puts theory in conversation with practice. The current model, while implementing this to some extent via weekly workshops, often fails to provide a real application for the videos and other texts tutors are asked to engage with—it is easy for students to just see this as a hoop that must be jumped through. In a course, however, because critical engagement with texts is expected—and, in Tutoring Writing, students were asked to specifically connect their field work experiences with texts—students are more likely to see the value in engagement with writing center scholarship. Gill (2006), in her assessment of the syllabi of seventy-five tutor training courses, reiterates this point: "the students are more engaged with the reading because they see that it has direct implications for the work they are undertaking as peer writing tutors. The professionalization of writing center work can present then an opportunity to bridge a gap between theory and practice in tutor training" (6).

Gill's study also demonstrates that this model (i.e., tutor training implemented via a credit-bearing course) is one that is already common at many other institutions. To provide some additional specific examples of this, the writing centers at the University of Notre Dame, the University of Vermont, Salem State University, and U Mass Amherst illustrate how such a course may be advertised (in fact, Vermont and U Mass Amherst actually require a two semester course sequence).

The following points provide further justification for replacing the current model of tutor training/hiring with the Tutoring Writing course:

Ensuring Longevity/Efficacy of Tutoring Writing

ENL 279 has been chronically underenrolled (the course currently is capped at ten students, but, in Fall 2016, only six students enrolled). By requiring students to take this class, it will ensure Tutoring Writing's longevity and relevancy. A plan is currently in place to move Tutoring Writing to a 300-level course that will also fulfill a University Studies 5B requirement. Since students at the University of Massachusetts Dartmouth are required to have a certain number of 300 level courses in order to graduate, as well as complete a 5B requirement, this will ensure that even students who take the course but perhaps do not continue on as tutors in the WRC will still receive benefits. Ideally, however, the course would be capped at a number that would ensure that the majority of individuals who successfully complete Tutoring Writing would be able to work as tutors (based on previous hiring numbers, as well as need determined by TutorTrac data, I would anticipate the ideal cap to be between fifteen and twenty students if the course runs only in the fall, or ten if the course could run in both the fall and spring semesters). Potentially, the Tutoring Writing course could also be cross-listed

as a graduate-level class, which would enable more substantial recruitment of graduate student tutors.

It is important to acknowledge that a possible major downfall of any required course is that it might impact the ability to recruit a diverse staff, as students in certain majors have a very restrictive curriculum that might not allow for the completion of many electives. For this reason, it is critical that students in a variety of disciplines need to be specifically contacted and informed of the advantages of enrolling in Tutoring Writing (e.g., fulfills 5B/300 level requirement, opportunities to advance writing skills). This would mean that ongoing recruitment efforts would need to specifically target students outside of the English major. This could occur—as has been the case in the past—by asking professors across the university to nominate strong writers in their courses.

Many institutions with tutor training courses, such as Notre Dame's and U Mass Amherst's, also limit enrollment in the course to those with prior instructor approval. This would enable a pre-enrollment process again similar to the application process already in place, where students would need to submit a writing sample and other documents. Those with the strongest applications would then be granted permission to enroll in the course. I believe that this is a necessary step because it would again ensure the course's diversity, as well as the enrollment of the strongest possible cohort.

A major (but perhaps anticipated) obstacle to the success of Tutoring Writing in Fall 2016 was that the students in the course felt that it was somewhat difficult to integrate into the existing structure of the WRC. In a survey distributed to these students, when asked to voice any concerns that they had, two commented, "Some of [the WRC staff] were very kind and welcoming, however some of the staff seem very much like their own community that is difficult to be apart of" ; "I feel that there should have been more exposure to the WRC as a class. I also think that students should be introduced to as many faces within the center as possible." Because of these two separate training models, it was difficult for all WRC administration and staff (including receptionists and other tutors) to have a full understanding of what these students were doing at any given time. This also led to a general lack of familiarity with tutor populations: although I was familiar with all the students in the course, I also had no opportunity to get to know the new tutors-in-training hired via application (and, similarly, the WRC staff had very little opportunity to get to know the students in Tutoring Writing).

Although the English department chair allocates teaching responsibilities, and the Faculty Director position was created with the expectation that the tutoring class would be an ongoing assignment, there might be advantages to rotating the facilitation of Tutoring Writing as meets the needs of the tutoring program and other departments (e.g., WRC Director could have the opportunity to serve as course facilitator). Regardless of who is the primary instructor of the course, however, I believe that

all members of the WRC administration should have some role in supervising and working with the students, particularly as they progress through their field work hours.

In sum then, it is redundant and confusing for both of these models to exist. By having only Tutoring Writing as the training program, the course will be fully integrated into the structure of WRC labor.

Additional Hands-On/Mentoring Opportunities

One of the new tutors who completed the survey noted that, "for a first time session it would have helped to have an experienced tutor with me who just sat back and was there to help if I needed it."

During the focus group with new tutors as well—and without prompting—two tutors mentioned that they would have appreciated the opportunity to, before they started tutoring independently, be tutored on their own writing as well as co-tutor with an experienced member of the WRC staff. These are experiences already built-in to the Tutoring Writing course: students complete first a general observation of the center, then make an appointment and are tutored on their own writing. Before they are eligible to begin tutoring independently, they must observe several sessions and co-tutor with an experienced consultant.

The Tutoring Writing course then possesses an additional advantage because it provides an opportunity for experienced tutors to mentor new consultants. This mentoring was not as successful as it might have been this past semester, because, again, most experienced tutors were unaware of the co-tutoring requirement (the current scheduling program also makes it difficult to ascertain quickly which tutors are working during any given hour). Co-tutoring can be beneficial because it gives additional agency to these experienced staff members, allowing them to pass on tips, recommendations, and best practices. The Tutoring Writing class also hosted a panel with experienced tutors, where they were able to engage in a question and answer session with students in the course. Such collaborations between new and experienced staff ultimately strengthen the WRC's community, increasing the potential for new tutors to form connections and view experienced tutors as valuable resources.

Allows for Recruitment of Most Talented Staff

As noted above, it is crucial that the WRC hires individuals who possess advanced critical thinking skills and effective strategies for interpersonal communication. The Tutoring Writing course allows further insight into students' proficiency in both of these areas, and provides a forum where students' abilities can be ascertained before they are officially hired as members of the WRC staff. With all members of the WRC administration committed to monitoring the students' professionalism

(including possibly observing an independent tutoring session), informed and collaborative decisions can be made as to which individuals are ultimately the most qualified.

Labor/Time Reallocation

Perhaps the most compelling justification for shifting to this new model is what it would enable in terms of expanding existing WRC services.

<u>Additional support for TRIO clients</u>

In 2011, two external reviewers, Neal Lerner (then of the Massachusetts Institute of Technology) and Melissa Nicolas (then of Drew University) conducted an assessment of the WRC. One of their primary recommendations was to support the hiring of a Faculty Director, who could be charged with "hiring and supervising tutoring and support staff" as well as "developing in-house training programs" (Lerner and Nicolas 10). They emphasize too that it is imperative that the WRC dedicate additional resources to TRIO students, as the WRC receives a substantial amount of funding from a TRIO grant. Specifically, they recommend that, "the current WRC Director's time [should be] fully (or 100%) devoted to these clients. It is important to note that this recommendation does not preclude the creation of a faculty director for a University Writing Center. Instead, we see these roles as complementary: an ARC/Writing Specialist with 100% of his/her position devoted to TRIO clients and an English faculty Writing Center Director with teaching, service, and scholarship responsibilities and some amount of administrative release from teaching and/or administrative/service work as Director of the Writing Center" (4). Given that a Faculty Director has now been hired—and, if the Faculty Director continues to take on Tutoring Writing and the entirety of new tutor training as a primary responsibility—much more of the Director's labor currently dedicated to tutor hiring/training could be shifted towards developing additional resources for TRIO students. I do not believe that the WRC currently meets our obligation to these TRIO clients, and it is imperative that additional resources are dedicated to these students (e.g., bringing back the TRIO mentoring program that is still listed on the WRC website, even though the program has not been active for several years).

<u>Scheduling Software</u>

The WRC is currently housed under the auspices of the Academic Resource Center, which includes the Math and Business Center and the Science and Engineering Center. All three centers use the same scheduling software, TutorTrac, which aggregates the data for

the three sites. Jackie Grutsch McKinney argues that "writing centers ought to be in the practice of gathering their own data," especially because of how it critical it is for effective assessment (xix). One of the reasons that the Faculty Director position was created was to ensure that ongoing assessment initiatives would take place. It is critical then that WRC's data is easily accessible and comprehensive.

The current TutorTrac system is unwieldy and, again because it houses three centers' data, isolating a specific variable or tracking a particular client population for one center is a difficult. This makes assessment of any WRC-specific data a time-consuming and complex process. The "folder system" currently in place to monitor appointments in the WRC is also outdated and bulky, and—based on feedback received from new and current tutors—leads to many late sessions, because tutors have trouble determining which client has been assigned to them, since they do not have access to the scheduler. Additionally, because it takes a great deal of time for receptionists to book appointments and process individuals through the system, multiple individuals end up congregating in long lines near the WRC's entrance, leading to difficulties gaining access to the room (a possible fire hazard).

Transitioning to the MyWCOnline scheduling platform, I believe, would greatly improve the ease of processing, assessment, and overall data-collecting efficacy of the center. Major advantages of this system include the ability for students to make appointments online (and view tutor bios to self-select a tutor whose experiences best match their needs), the ability for tutors to write digital post-session notes viewable to all WC staff, and the ability to schedule/conduct online appointments. This system provides major advantages for both on-campus and commuting students, and it is much easier for tutors to track their own appointments, thus easing the burden on WRC receptionists. It was also a software created specifically with attention to writing centers' unique needs.

Although TutorTrac has been justified as advantageous because it connects to students' COIN data (and because there is a need to monitor use by TRIO grant-eligible clients), it is still possible to collect this same data via MyWCOnline, as its registration platform is completely customizable. The WRC could still deliver a usage report to the ARC or any interested campus entity, and, indeed, taking on some of this labor internally could greatly ease the burden on the ARC secretary. I have used MyWCOnline at two previous institutions, and from this experience, I can verify that for the specific needs of writing centers, TutorTrac is vastly inferior to this software. Transitioning to MyWCOnline would be a perceptible way to indicate that that WRC is responding to the needs of contemporary students, and would

allow us to shift to a digital means of record keeping, as it would eliminate the need to have paper records of tutors' hours and client visits.

The cost to purchase a subscription to the MyWCOnline software is $715 per year. If Tutoring Writing replaces the current model, this would represent a very feasible re-allocation of funds previously spent on compensating new tutors for completing training.

Additional Full Staff Meetings

One of the points that emerged from the survey and focus group with experienced tutors is the need and desire for additional full-staff training. Although experienced tutors attend weekly small group workshops as part of their ongoing training, there is great demand for additional guidance to supplement these sessions. Some topics—such as working with ELL students and individuals with disabilities—need to be addressed by campus experts who can offer insight into best practices.

Although some full staff meetings have occurred (there was one that took place early in the Fall 2016 semester), I believe that these need to be continuous, ideally taking place once every month during a time best suited to the staff's schedule. Although finding a common time has been a challenge in the past, if consultants are made aware in advance that, for example, the first Friday of every month at 3:00 will involve ongoing paid full staff training, it might be easier for them to plan in advance to make this time available.

This full staff training is crucial to the maintenance of a strong WRC community, and, again, with the funding that will be made available due to eliminating the current new tutor training program, compensating consultants for these monthly meetings would be possible.

Oversight of WRC Labor

A critical need for the WRC is to monitor tutoring staff and particular projects. Again, because tutor training takes up so much administrative time/effort, there is very little opportunity for administrative staff to provide ongoing feedback via observations of tutoring sessions. Rather than having staff members evaluate tutors based on workshop participation and conversations, I believe it is critical that administrators have more involvement in tutoring sessions, but a lack of time has been the major barrier to comprehensive observation/staff supervision.

Additionally, some ongoing projects supported by the WRC, such as the Conversation Partners program, have suffered due to a lack of administrative oversight. Currently, a member of the Senior Staff supervises the CP participants and volunteers, but this involves a great deal of work, and—for a program like this—it is important that records are accurately maintained. I have seen participants become increasingly frustrated due to an individual's repeated failure to show up to a scheduled appointment, but, given that the student supervisor is not frequently at the WRC (and this student maintains the list of volunteers), it becomes difficult to know who is supposed to be in a given place at any given time. With repurposed responsibilities, an administrator could provide more direct supervision of this and other WRC programs.

Outreach/Professional Development Initiatives

As illustrated above, the major detriment to the current new tutor training model is that it is costly both in terms of time and materials. It is critical then to think about what could be accomplished if these resources were re-distributed elsewhere. In addition to the needs that have been identified as most critical (e.g., increasing services for TRIO clients), there are many other populations that could be much better served if additional resources were dedicated to recruitment and development initiatives: specifically, graduate students, first-year English students, and writing across the curriculum.

Another concern that emerged from the survey/focus group with experienced tutors is that they sometimes feel overwhelmed with the number of things that they are asked to complete outside of their tutoring practices. One tutor noted that, "To be frank, I don't particularly appreciate what feels like the large amount of paperwork and otherwise that I am expected to do. Granted, I absolutely see the importance of having tutors under a model where we continue to grow and assess where we find ourselves, but I would prefer to see it carried out in a more individually focused way." Continuing tutors are tasked with, for example, completing a grammar diagnostic test and developing a project, in addition to attending a weekly workshop. Another tutor noted that, "My first few workshops were essentially additional training: a grammar-based workshop, a workshop about tutoring across the disciplines. My later workshops were project based, such as publicity and writing center research. The latter were very difficult for me, as they came with a not insignificant workload, but not a lot of consequence for failure or motivation for success. This made it difficult to focus on doing the work when so many other school projects demanded my attention—since those were graded, they almost always took priority." This notion of feeling overwhelmed by these extra projects was also reaffirmed by focus group participants.

It is critical to remember that, first and foremost, working in the WRC is a job and students should be compensated for any work that they are being asked to complete. As the second tutor aptly points out, there are neither consequences nor incentives attached to this additional work and it is thus natural that consultants do not know how to assess or prioritize this labor.

What I would propose then is that students who have the time/interest should be able to add a "flex" hour to their schedules—an hour that would be dedicated solely to WRC projects (i.e., updating social media accounts/blog), working on a potential publication/presentation, and/or helping with the aforementioned outreach initiatives. While such a flexible time allotment might require some monitoring, being compensated for these efforts would help consultants see the value of this professional labor. Beyond this, students should *not* be required to engage in extracurricular work that they are not being compensated for— again, working as a tutor in the WRC is a job and students' own coursework should always take priority. They should therefore *not* be required to complete projects/presentations that would necessitate additional work outside their time in the WRC. With the re-purposed funds, however, I believe that adding these flex hours for particular consultants would be feasible, and that it perhaps might be possible to sponsor a small contingent of tutors to attend a national conference, such as the National Conference on Peer Tutoring in Writing.

A Note on CRLA Certification

The WRC currently certifies tutors through the College Reading and Learning Association (CRLA). The center recently received re-certification that will stand through the year 2021; however, there is no obligation to continue to adhere to these standards. Although this certification is optional for tutors, CRLA dictates some of the structure of the current program. It should be noted too that, in Lerner and Nicolas' 2011 report, they argue that, "A faculty director can devote time to tutor training, perhaps by creating a course that is more closely tied to the needs of UMD students than the current CRLA training program" (3).

While having a CRLA certification can be an advantageous way to gain legitimacy via an external credentialing agency, the largest community for writing center scholars, the International Writing Centers Association, neither supports nor advocates writing centers to adopt CRLA. As Caswell, Grutsch McKinney, and Jackson (2016) note in discussing a new Writing Center director's experiences with CRLA, the certification mandates a "one size fits all" approach that obligates certain training categories: CRLA is "less based on what your needs are and more about meeting the certification…the problem I'm having is that there are some things that just come up in the context of

a semester, and we really need to address it as part of a training thing, and it needs to happen sooner rather than later, and it's not something that's even remotely within one of those categories" (53). And, indeed, some of the largest and most well-funded writing centers, including Purdue's, Ohio State's, and Miami of Ohio's use no method of external certification.

CRLA can also be advantageous as a way to demonstrate ongoing commitment to writing center work, as there are options for tutors to attain a level I, II, or III certification. However, this progression has not been emphasized in the center, because, as one experienced tutor noted in the survey, "I have completed my CRLA Certification, but I believe we should push more tutors into completing them, because it looks great on your resume and having that certificate makes finding a quick job (post graduation) a little easier." This student certainly makes an excellent point in that having a certification can look great on a resume, but only students who plan to work as professional tutors—likely a very small, if nonexistent population—would gain from listing CRLA specifically on resumes, as it a fairly niche organization that lacks substantial name recognition. And, ultimately, a CRLA certification does not add significantly more legitimacy as, for example, noting that a tutor was employed at the WRC for three years and became a member of the Senior Staff.

In sum, I would support continued CRLA certification only if it aligns with the outcomes and goals established by the Tutoring Writing course. I believe that the advantages it offers (e.g., external legitimacy, ability for staff to achieve more advanced certifications) are not necessary at our well-established center that already provides incentivizes for long-serving tutors.

Timeline

It should be noted that all current staff would not be impacted by the new training/hiring program (specifically, they would not need to take Tutoring Writing in order to retain their jobs as tutors). The following timeline thus represents the goal for implementation of the necessary tenets of the transition:

February 2017	Update WRC website to include information about Tutoring Writing course, begin promoting course via social media and flyers

March 2017	Solicit professors to nominate strong writers; contact nominated students with information about how to apply to register for the course
April/ May 2017	Select students for Fall 2017 section of Tutoring Writing
August 2017	Faculty Director on contract. Revise/update WRC handbook, purchase and program MyWCOnline, schedule dates for full-staff meetings
September-November 2017	WRC begins operations with reduced staff of tutors (Fall 2016 TutorTrac numbers indicate that the center currently operates at roughly 80% capacity; the WRC should therefore be able to continue normal operations even with slightly reduced numbers of available tutors). Tutoring Writing course students train and complete field work hours in the WRC.
December 2017	Offers of WRC employment extended to students in Tutoring Writing class, based on collaborative selection by WRC administrative team

Conclusion

It is important to note that these proposed changes are not meant to undermine the great successes of the Writing and Reading Center. In all conversational forums with consultants, one thing mentioned repeatedly was how much they enjoy working at the WRC, and their great appreciation for the community and camaraderie fostered there.

The revision to the training/hiring process—as well as the attendant changes to other aspects of WRC organization, scheduling, and labor—are fundamentally meant to increase the overall operational effectiveness of the WRC and ensure that consultants are not overburdened with labor that lacks a clear exigency and purpose. It is also meant to re-organize the pedagogical and operational structures so that they are more in line with contemporary writing center practices. I believe that these changes will ultimately serve to strengthen the WRC's overall community, as well as allow us to critically expand our efforts to reach populations across campus that are most in need of our investment and outreach.

Summary of Proposed Changes

- Replace current new tutor training checklist and workshops with mandatory enrollment in Tutoring Writing course

- Develop more compressive assessment protocols/data gathering via the purchase MyWCOnline scheduling system

- Re-assess labor priorities to bolster existing programs (TRIO services, Conversation Partners) and expand outreach initiatives (graduate students, WAC/WID)

Works Cited

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Appendix A: Current New Tutor Training Checklist

UMass Dartmouth Writing/Reading Center
Training Checklist for New Tutors

Activity   **Date completed**

1. Read the WRC Staff Handbook. Write in the **Handbook Discussion** on
   MyCourses about concepts or methods that intrigue/challenge/confuse/help you.

2. Have a supervisor assign an experienced tutor to give you a WRC orientation, using
   the Orientation Checklist provided.

3. Watch and respond as directed to the following videos:
   1) "Tutor Age 1, 2, 4" and 5 all found on one DVD. (The latter track has an
      accompanying "Tutor Talk: How to Revise" worksheet.)
   2) "The WRC's Video Guide to Tutoring" (See accompanying worksheet in
      training packet.)
   3) "Amiel Slapmeyer" DVD

4. Read the remaining articles/handouts in your training packet. Please enter the
   WRC MyCourses page and react in the **S1 Readings Discussion.**

5. Observe **4** tutorial sessions with experienced tutors, first reviewing the Observation
   Guide to prepare. Ask a supervisor which sessions to observe. The tutor should
   discuss the session with you and sign the Observation Record in your packet. In
   your MyCourses **Observation Journal**, consider methods you will or will not
   emulate in your own tutoring.

7. Review and diagnose the writing samples found in your packet, determining writing
   strengths that you would share and challenges requiring development. Consider
   what you would choose to address (and what not) in a 50-minute session. With an
   assigned staff member acting as the tutee, hold a mock session in which you
   address both the successful choices and the perceived needs of each writer. Discuss

your decisions with the "tutee" afterwards.

8. Make an appointment with the director to review the writing sample submitted with
   your WRC application during which you 1) review your writing strengths and
   2) develop a plan and schedule for working on writing skills if needed.

9. After responding on MyCourses to the **Semester 1 Training Reflection,** make an
    appointment with your supervisor to review your work, and, if
    appropriate, complete procedures so that you may begin tutoring.

ONCE YOU HAVE BEGUN TUTORING:

10. Observe an additional **4** tutoring sessions. Reflect on each observation in your MyCourses **Observation Journal.**

11. Read the following:
        Zinsser's *On Writing Well*, Chs. 1-7
        Pauk's *How to Study in College*, Chs. 10-11
        Rafoth's *A Tutor's Guide,* Chs. 12 , 17
     React to each reading in the MyCourses **S1 Second Readings Discussion**. Be sure to include advice that you
will use for yourself or your tutees.

Appendix B: Fall 2016 Tutoring Writing Syllabus

The ENL 279: Tutoring Writing syllabus is a digital infographic that is best viewed online.

Here is a link to the syllabus.

Appendix C: Fall 2016 Surveys

New Tutor Survey Results:

Q1 - What aspects of the new tutor training program are most helpful/beneficial to you?

Workshop
Observation
Workshop, Videos, and various readings
The readings and observations were most helpful.
Observation sessions helped give a realistic idea of what to expect from tutoring sessions.
Observing
The observations
The observations and videos are most helpful.
Observing
Observation journals and the mock sessions.
The readings
The observation hours
Observing other tutors
The observation sessions and readings
The observations were the most helpful.
The most beneficial is the getting to help students and through this, it helps with my literature as well.
the videos
Observations and tutor-to-tutor talks
the videos
Observations
Observing other tutors
observing other tutors
Observations
I became more comfortable with giving students my advice.

Q2 - What aspects of the new tutor training program are least helpful/beneficial to you?

Discussions
Reflection and videos
Making responses to mycourses content. Isn't very helpful
Some of the videos weren't as helpful.
The readings were a little bit dry at times; some of them were helpful, but overall I do not think they were particularly essential for me.
all were helpful
N/A
The least helpful was the online mycourses component.

The extent of the readings and videos. Maybe limit them a bit

Some of those videos were a bit less helpful.

n/a

Although the readings were helpful, writing the responses was slightly tedious for some of them.

All the readings

The videos

Reading all the articles was the least helpful.

I do not have a least beneficial program

some of the readings were long and repetitive

Some of the readings just echo what the videos, observations, etc. show already

online blog posts

Discussion boards

Not having enough guidance/structure while going through the new tutor checklist

writing responses to the readings on mycourses

Videos

No one was around when I needed help, and when I asked, everyone seemed aggravated that I didn't know what

to do next.

Q3 - To what extent did you feel prepared to begin tutoring independently? If you felt
unprepared, what would have made you feel more comfortable/confident as a tutor?

I felt prepared

Other than some general nervousness I felt well prepared.

Unprepared simply from worrying too much about how successful of a tutor I will be

I felt very prepared to begin.

I felt comfortable going into tutoring from the get-go. The support from the WRC staff helped to assuage any concerns I had.

I felt mostly prepared. I feel like being tutored myself might have made me feel more prepared to tutor another person.

I felt as prepared as I could, but there is always a sense of doubt before doing something new. Other than my anxiety, I felt very prepared!

I think I felt as prepared as possible, although maybe having new tutors be a tutee for a session would be helpful.

I felt prepared. Observing helped a lot because it made me less nervous. I was able to see that the environment was much more comfortable once it's just two people sitting down together.

I felt a little unprepared. I feel like more observation sessions might've helped my confidence in the beginning.

I don't think I could have ever been fully prepared for tutoring, but I felt confident enough to give it my best

Although I had slight anxiety with not knowing what to expect before the session began, I feel that this is the nature of the role and my experiences tutoring have served to make me feel more comfortable.

Pretty confident (some doubts but I think that's common)

I felt very comfortable when I began tutoring independently

I felt very prepared to being tutoring independently. I have tutored before in high school, so after going through all

of the training at the WRC, I felt ready to do it independently. The only thing I felt unprepared for was helping tutees in subjects I was not familiar with.

The first time i started tutoring, I felt the most prepared and I loved it. I felt confident and believed in myself that I can help my tutee.

I felt pretty prepared, but maybe for a first time session it would have helped to have an experienced tutor with me who just sat back and was there to help if I needed it

I felt fairly prepared.

I am prepared

Not very prepared. More interactions with senior tutors

Prepared just nervous

I felt fairly prepared when I began tutoring

Very Prepared

I feel prepared, but still get nervous before every appointment.

Q4 - To what extent do you feel supported by the WRC administrative staff?

I feel very supported by the WRC staff

very

Staff is very supportive and helpful

I feel very supported by the staff.

Very, staff was always there to help when I had questions.

Very supported

I feel very supported by the staff, and I know they are there to help me if I ever need it!

I feel very supported, administrative staff have been very supportive and helpful.

The staff has been very helpful so far!

Very much so.

greatly, everyone is really nice, and very helpful

Very well supported

Very much

I feel very well supported

I feel extremely supported by the WRC administrative staff. They constantly check in with me and I know I can always go to them with any questions.

I feel like i am supported 100% by the WRC administrative staff because at the end of every week, we have a session to talk about the week's tutoring and it is just amazing. It makes me feel like I am a part of a family.

very supported

Very; everyone is receptive and helpful

I feel very supported

Extremely

Very, can always ask questions

the WRC staff is very supportive

Very supported, everyone is incredibly helpful and friendly.

Mostly. There are a few people I wouldn't go to.

Q5 - What do you like most about working in the WRC?

The judge free environment.
It is rewarding to help other students improve, and I enjoy improving my own writing skill
Helping others, learning, and meeting other students
I love seeing a student's growth and interacting with everyone.
Everyone is extremely friendly and helpful.
Building peer relationships
I just love interacting and helping everyone that I can!!
I like meeting new people and feeling like I am helping them.
I've met a lot of friends here. I've also been able to learn more about my own writing strategies and how I can improve my own writing, reading, and studying skills.
The atmosphere. It's a calm place.
meeting tutees and being able to help them
The staff is full of kind and interesting individuals who are all very friendly and welcoming.
The community feeling
I like that I get to work doing something that I genuinely enjoy and I feel as though I really get to help other students
I love being able to interact with students and help them.
Revising essays, and outlining
all of the people I get to meet, whether they're other tutors or the tutees
The staff; someone will always be there to listen to me/help me
Helping people
How helpful everyone is while you are learning
Flexibility and feels comfortable
I like when a tutee tells me that I have helped them and that they understand their assignment better after the session.
The community I am now a part of.
I like how much the WRC actually wants to help students, and this is clear

Q6 - Is there anything else you would like to voice (suggestions, comments, concerns and/or other feedback)?

n/a
Nothing that I can think of.
n/a
N/A
I am very excited and happy to work at the WRC
Not really. I like this place.
no thank you
The WRC is a very open and accepting environment
N/A
N/A

The only thing I would suggest would be to make the WRC training shorter. At times, I felt like I wanted to give up all together because it seemed I would never become a tutor.

n/a

Toward the end, my training felt bloated and repetitive; and I think practice sessions would be more beneficial than lengthy readings

n/a

Some of the receptionists can be rude

I feel that more observations would be beneficial in the new tutor training instead of the outdated videos.

The new tutor training program should be more clear, and things should be more easy to find (DVDs, packets, etc

ENL 279 Survey Results

Q1 -What aspects of the new tutor training program (i.e., ENL 279) are most
helpful/beneficial you?

The readings as well as the current tutors who come in to talk about their experiences.
It made me feel much more confident in tutoring, especially in situations which might be more difficult and would otherwise be brushed aside in rapid training programs.
It was extremely beneficial, I learned a lot about the center and tutoring from 279.
The class discussions, as a whole, were extremely helpful. They felt reactive to the wants of the class and even when we seemingly got off topic, you did a good job of relating them back to the day's lesson.
I think observing other tutors and learning different strategies for handling difficult situations
I feel that observing actual tutoring sessions and learning from them was the most beneficial part of this class. It allowed me to see what it is that would be expected of me as a tutor.

Q2-What aspects of the new tutor training program (i.e., ENL 279) are least
helpful/beneficial you?

I can't think of anything that I don't find helpful
Probably the discussion on space, since I have no control over the space here at UMass, although it was really interesting and fun to design our ideal writing center.
I felt that some of the in class discussions although important did not give me a hands on experience
I don't think the observation sessions needed to go on as long as they did. The classroom discussions did an adequate job of explaining how sessions progressed. I think they could be replaced with an extra co-tutoring session instead.
I thought the co tutoring the way it is currently set up was more stressful than it needed to be. For me it wasn't so much dealing with tutoring itself it was the stress of showing up and putting the other tutor on the spot
I understand the reasoning behind learning the background of the WRC, but I don't think it actually helps us become better tutors.

Q3 - To what extent did you feel prepared to begin tutoring independently? If you felt unprepared, what would have made you feel more comfortable/confidant as a tutor?

I felt very well prepared .
I felt almost overly prepared which really eased my nerves. Cotutoring was a great segway into tutoring myself, as I had the help of someone else in case I felt like I was lost.
I felt slightly unprepared going into the co-tutoring but very prepared going into one on one sessions
I felt very prepared.
I felt prepared

I think it would have been best if we could have tutored one of our classmates as a preparation of what to expect.

Q4 - To what extent do you feel supported by the WRC administrative staff?

Some of them were very kind and welcoming, however some of the staff seem very much like their own community that is difficult to be apart of.
I can feel a little out of place at times with some of the tutors, but the administrative staff has been overly kind with introducing themselves and making sure I felt at home.
I felt all of WRC administrative staff are very helpful and encouraging.
I felt very supported .
I feel well supported mostly. I just think it might be good if we got introduced to the rest of them before we started
independent tutoring
I know that if I have a question, one of the staff members will answer my question/assist me.

Q5 -What do you like most about working in the WRC?

My favorite part I have to say is when a student is satisfied with the help I have offered them.
I love the people working there, most of the tutors are super friendly and awesome to talk to.
I love meeting the students and other tutors in the WRC. It is a very open and relaxed environment
The relaxed atmosphere of the center.
I enjoy how it is never dull and how every session is different.
I'm not entirely sure.

Q6 - Is there anything else you would like to voice (suggestions, comments, concerns and/or other feedback)?

Probably to make sure that the entire staff is on board with what is going on with in the center. For example if new tutors are coming in, the receptionists etc will already know this ahead of time to be of greater assistance.
I would love if there was snacks and some coffee for the tutors, I noticed a lot of them bring snacks with them but it would be really cool if some were supplied.
I feel that there should have been more exposure to the WRC as a class. I also think that the students should be introduced to as many faces within the center as possible.
I feel like the folder system of notifying students about their appointments isn't very efficient. It would be better if we could just log in ourselves on our own computers and look at the schedule so there isn't the risk of missing a folder with your name on it while you're flipping through them and not know you have an appointment.
No.

Experienced Tutor Survey Results

Q1-Please describe your experiences with continuous training(e.g., workshops, CRLA certifications, etc.). What suggestions, comments,concerns, and/or other feedback do you have regarding your participation in these training models?

I think you need to keep informing people about the certifications. I am currently working towards level 3 and some of my peers did not even know about them.

I would like to see more workshops offered on working with ESL students

Good, workshops are extraordinarily helpful for expanding knowledge/talking about current tutoring sessions.

I've done all the workshops. They were all good. No suggestions

I enjoy the workshops as they are now. I would like a little more training on ESL students, however. This is the area in which I have the most difficulty tutoring.

I think the workshops were really helpful my first year, but I have to say I don't feel as if I'm learning anything new anymore, and I'm wondering if it's necessary for tutors to be in workshops after their first year of tutoring.

The workshops are very helpful, especially as a new collaborative tutor, it has been awesome being able to talk with others about similar struggles and things that have worked for them and implementing techniques into my own sessions.

I feel like I was out of the loop for a lot of the changes made to the myCourses page. I'm glad we offer it now but the emphasis seems to have been on the new tutors, not the returning ones.

l've done the majority of the workshops , as well as the continuing training. I have attempted to get certification, and am eligible for at least level 1, possibly 2. I think the workshop system is wonderful. My only suggestion is to maybe push some of the continuing training a bit harder, or have it addressed in the semester check -ins.

I have completed my CRLA certification, but I believe we should push more tutors into completing them, because it looks great on your resume and having that certificate makes finding a quick job (post graduation) a little easier.

My experience with my workshop has been great so far and it has been very beneficial

I have really enjoyed all of my workshops over the last couple of years . Honestly I don't have much feedback because I've found every workshop to be informative and fun.

My experience with the continuous training program has been positive. I feel like I've gotten a handle on the expectations of a tutor in the past couple of semesters, so the continuous training program was pretty painless to complete. The training helped me during my tutoring sessions, especially my workshop on grammar. It gave me strategies to use during my tutoring sessions that I would have never thought about on my own.

I love the workshops. I think they are very helpful. Some of the training, such as the watching of videos and completion of grammar worksheets, may be a bit unneeded.

To be frank; I don't particularly appreciate what to me feels like the large amount of paperwork, and otherwise that I am expected to do. Granted, I absolutely see the importance of having tutors under a model where we continue to grow and assess where we find ourselves, but I would prefer to see it carried out in a more individually focused way. For instance, I know what is frequently asked of me as a tutor, and there are certain skills that I would feel are helpful, beyond simple grammar, rhetoric skills and otherwise. I would appreciate being able to study the underlying thought process of the students, in order to better understand how I might

use my limited 50 minutes to impart skills and otherwise that a student I may never see again will carry with them for a lifetime.

My first few workshops were essentially additional training - a grammar-based workshop, a workshop about tutoring across the disciplines. My later workshops were project based, such as publicity and writing center research. The latter were very difficult for me, as they came with a not insignificant workload, but not a lot of consequence for failure or motivation for success. This made it difficult to focus on doing the work when so many other school projects demanded by attention - since those ones were graded, they almost always took priority.

Q2-What do you view as being the major benefit(s) to working at the WRC?

There is a sense of accomplishment of knowing that you are making a difference in someone else's life. I love it when I help someone to the point that they leave tutoring with a plan in place to get an A on an assignment. Also, I think one of the major benefits is you get better at writing the more you help people with writing. Lastly, it is a good location for a job. There is not really much of a commute for me.

Having a job on campus

Helping people and knowing I'm helping people (most of the time!) is a major benefit. The WRC also creates a great sense of community for me, which tends to be especially hard considering I'm a commuter. Finally, what I learn about myself and how to improve my own writing skills in the workshops and other opportunities the WRC provides helps me in my own classes.

Fun, good experience, get to meet new people

I truly enjoy helping others and this job allows me to do that in one of the best ways- through teaching. This job allows me to further my teaching skills, which is a definite plus. I also benefit from the flexible hours at the WRC which has helped provide income during my years here as a student.

I get to be a part of a friendly, supportive community, and I get to help my fellow students. The privilege of being that supportive figure for people is the best part about working here.

The interactions and development of myself as a better writer. I am able to interact with people of all ages from all walks of life and help them or just communicate and have great discussions. Also I feel as if I have developed to be a better analytical writer who understands the purpose, structure, and flexibility that comes with writing, no matter what discipline you may be in.

The community, absolutely.

I think the community is one of the strongest aspects. We have a wonderful staff full of talented, driven, and kind people. Getting to know my fellow tutors, as well as the receptionists has been an absolute joy.

I have learned major interpersonal skills.

the opportunity to work in such a fun and supportive environment while also being able to help others with their writing

I love interacting with my fellow workers and I've made some great friends and made connections that have helped me out in my other classes and in my outside life. I consider the friendships to be one of the best parts of working at the WRC!

The best part of working at the WRC is definitely the community. The tutors and staff are very supportive. During my weekly workshop, we get to talk about the sessions that we've had, the good and the bad, and think about ways we might improve our tutoring skills. This was really helpful, and I felt comfortable sharing

my good and my embarrassingly bad tutoring sessions with other people because of the close-knit and non-judgmental community that has been fostered here at the center.

Helping students recognize/overcome their inhibitions.

I view it as a sense of community good. I particularly enjoy seeing a frustrated student leave with a greater sense of confidence in their writing and in themselves. Having the chance to interact with a diverse range of students from a myriad of different places is also eyeopening, and I'm blessed to say I learn more from them than they probably do from me. Knowing I'm able to do this within a supportive, and fairly laissez-faire environment makes it all the better.

Tutoring isn't necessarily difficult, and it's extremely convenient to work for a couple of hours right on campus. It's a convenient source of additional income.

Q3-What do you view as being the major challenge(s) to working at the WRC?

Collaborate Tutoring is a bit of a struggle at times. It can be hard to help students when they are required to go to tutoring and they are not at a tutoring session due to their own motivation.

Taking time out of my schedule to work and do professional development

The time commitment

Some of the major challenges are that it can sometimes be difficult to get through to students who either don't want to do the work or do not understand the work. Although I am usually able to have an efficient and productive session, sometimes language barriers or willingness to put the work in prevents this from happening. However, I am always able to get something done with a student in the face of these issues.

Sometimes the extra things like observations and mentor/mentee meetings are hard to complete because things get so busy. But I'm nitpicking here! I don't know what else to say.

The major challenges I would say is time. I want to put so much more into developing myself as a better tutor by involving myself in more programs. But I feel as if my time is a bit restricted.

Sometimes tutoring sessions can be challenging in unexpected ways. We are not really trained to help students who come in with non-academic work, like scholarship essays or resumes. Creative writing can also be hard to tutor if you're not a creative writer.

I think it can be some of the on the job challenges, in some of the more difficult tutoring situation (triage tutoring, etc.). When a student is unprepared, it can be a real challenge. It is one thing working with prepared students, but with someone who doesn't have much to work with can be really daunting

My biggest challenge is keeping up with workshops.

personally I worry that I am not helping my tutees enough/ in the best way to support their continued writing process improvement

I consider every single session to be a new challenge. No two papers and no two tutees are alike and learning to adapt to every new situation is part of the fun and certainly a challenge.

I think one of the most challenging parts about working at the WRC is workshop facilitation. At least for my first two semesters, I never really got the hang of facilitating a workshop. I felt there was a lot of pressure to become an expert within a week on a particular subject, and present that material like a teacher would. As I've gone along, I see the workshop facilitation as an opportunity to generate discussion rather than to lecture. It took a while to get to that point, though.

Approaching unexpected and different situations within tutoring.

Beyond the paperwork, and hoops I feel somewhat expected to jump through? I would say dealing with ESL students, particularly those who don't yet have a firm grasp of the English language. I love listening to their stories, but when we don't share a certain common understanding of the language, I find it very hard to work collaboratively with a student.

The main major challenge to working at the WRC is, to me, the "outside of work" workload. Things like writing papers for a workshop, or working on a semester project. The actual tutoring and training is usually pretty smooth.

Q4-To what extent do you feel supported by the WRC administrative staff?

Yes, everyone is helpful & kind

I feel fairly supported

Very well supported, couldn't ask for better staff. Specifically, I've been working/interacting a lot with Susan this semester and she has been amazing help/support.

100%

I feel extremely supported by the administrative staff. The staff at the WRC is full of open, caring individuals, and I had benefitted not only from their willingness to help in schedule or session issues, but also through the wonderful conversations that we have, usually pertaining to equality and equity among others. If anything, the staff has created an open, caring environment for which I feel I can express my opinions and beliefs openly and willingly.

Very supported.

I feel a huge immense amount of support. Everyone is so approachable and I am able to voice concerns without fear. I have received great advice on how to handle situations from Amy and Mike and it really has relieved alot of the concerns I have had concerning certain situations.

I love my administrative team. I think sometimes they don't realize when there are issues with how a system is handled (lots of appointments being made for some people and not for others), but they're really receptive to all the feedback we give them.

Incredibly. I can always talk to anyone of the administrators. They are kind, welcoming, and incredibly supportive. They also very available and excellent conversationalists

I feel 100% supported by the wrc.

I feel extremely supported by the WRC admin staff

I feel very supported by the staff. I always feel comfortable talking to them about work-related subjects and also unrelated ones.

I feel like the administrative staff is really supportive. I feel comfortable sharing my concerns and anecdotes about bad tutoring sessions and receiving advice from them.

They are all amazing.

The majority of my interactions with the admin staff this semester has been with Kelsey, and she has done an excellent job. I've not had the opportunity to work with many people as wonderful to be around or cheerful as her. Beyond that; the paperwork has been minimal, so I'm in favor of that as well. In previous semesters, both Susan and Amy were excellent as well, though I know they had other tasks at hand which removed the same level of connection.

In my experience, the WRC administrative staff have always been very supportive, even when the problems I have are my fault, or I'm failing to complete the work expected for a workshop or project.

Q5-Is there anything else that you would like to voice regarding your work in or perceptions of the WRC?

No
No
No, I really like working here
Not at this time
The only critique that I have of the writing center- particularly this semester- is regarding the class visits. I believe I had a total of 5 or 6 class visits while here at the writing center this semester (this is my 3rd semester here). While I do not mind doing class visits, the way they were scheduled posed a bit of a problem. I found myself having to report to the CVPA building to do class visits, which was a very large issue. This was an issue because, during these times, I usually had an appointment. As a result, I would have to run to the CVPA building, which took about 5 minutes, then present about the writing center, which was about 5-7 minutes, including the survey, and then run back to the center, which was another five minutes. In total, I was late to each appointment 15-17 minutes. I could tell that the tutees were annoyed with this, even though I explained the situation. If the class visit program continues in this manner, I would suggest that tutors with class visits (especially at the CVPA building) have their hours blocked off entirely, so that it does not run the risk of being 15 minutes late to an appointment.
No!
I love being a tutor at the WRC.
Nothing in particular. I think the center does excellent work, and am glad to be a part of it
n/a
Not in particular.
Thank you. It's been a great experience working here.
The air conditioning. Why does it come on at fairly random times? It was freezing today! Beyond that, my experience have been uniformly positive other than the paperwork.
I have been struggling with the project-based workshops. The ones about refining tutoring skills and additional training were fine, but the project-based ones have always resulted in a workload that I'm not necessarily prepared to take on.