

Q14 - Please describe the format of a typical workshop or meeting (how long does it last? Do you have a lesson plan? Do consultants have homework? Who runs the workshop or meeting?)

Examples of models with commonality in terms of length and general structure

Meetings typically run 60-90 mins. They are run by tutor leaders (undergrad and grad) and the directors. We have a detailed lesson plan, which includes announcements, activities, and reflection. Consultants do not have homework.

I facilitate monthly 2-hour meetings. We spend the first 30 minutes discussing announcements, policies, problems with day-to-day Writing Place operations. We spend about 60 minutes helping each other plan content for cross-disciplinary and discipline-specific writing workshops. We normally spend the final 30 minutes discussing an article (read in advance) about some aspect of writing pedagogy.

The staff meetings tend to be run by me or by my assistant director, with assistance from some peer tutors in leadership roles. There is sometimes homework, sometimes not. There is a lesson plan, with some mix of check-ins and more structured activities.

After our initial three-day training at the beginning of the academic year, we have one-hour meetings on Fridays. There is a syllabus, and tutors must turn in work (a reflection, a resource they've developed, samples of their work in the writing center) in the spring semester, to be reviewed by the writing center director and program director. Meetings are usually run by the director, and occasionally by the assistant director.

Workshops take place on Fridays after the center is closed for about 1-2 hours. Myself, my assistant directors and training supervisor discuss lesson plans and activities that relate to writing center theory and pedagogy based on our observations of the cohort, the types of papers we are expecting for the next month, and questions that the cohort has brought to us throughout the month. Consultants usually have some type of homework or on going project that we will set-up or workshop at the meetings as well. Depending on the topic of the meeting anyone from the Director to the Training Supervisor will run the meeting. Some times Consultant homework includes preparing to run a meeting themselves on a topic they select.

Our training is a weekly Seminar that lasts for about an hour. We offer it twice a week to accommodate everyone's different schedules. Usually, the preparation and presentation are done by me, but four times a semester, returning tutors prepare and run Seminar (those are the same ones that they are required to attend -- returning tutors don't need to come each week since they have completed the training in a previous semester). To prepare for Seminar, tutors are required to read an article on a given topic for each week. Articles are posted to our D2L shell at the beginning of the semester. Again, I choose all the articles, except for the four weeks that groups of returning tutors run Seminar -- it is their responsibility to find an article for the week they are presenting. At Seminar, we start by going through reminders about things going on in our writing center (ePortfolio due dates, time sheets, handing in paperwork to Student Employment, etc.). Then, we discuss the article they had to read and do some type of activity related to that article. At the beginning of the semester, they read "Portrait of the Tutor as an Artist," and in small groups, they draw the ideal tutor. They go through tutoring scenarios, read sample papers, and engage in general discussion. Returning tutors have had really good ideas for activities, including Jeopardy, putting together a puzzle blindfolded (for minimalist/directive tutoring), scenarios, and debates.

Examples of models that vary by length, structure, or focus

We have two types of typical professional development workshops. The first type, Coffee & Commenting, is planned and facilitated by head tutors and focused on providing written feedback. The head tutors work with the director to identify learning outcomes and to get feedback on the lesson plan. The second type, inservices, covers a broad range of topics related to tutoring and writing. Professional staff members are required to facilitate one workshop a year. The remaining spaces are filled by peer writing tutors who submit inservice proposals that are accepted. They then work closely with a director to plan their inservice. The participants do not have homework for these.

We have two primary repeating meetings for consultant training: approximately every other week we have Consultant Education, which are staff-led meetings on pedagogy or a specific training topic; on alternating weeks we have Reading Group, which is led by junior staff members who select readings and lead the following discussion. Each of these meetings lasts 60 minutes. We'll also have a kickoff meeting at the beginning of the semester and a wrap-up meeting at the end which usually include a meal and last 120 minutes. We house the university's WID support, so we will also have class-specific meetings for these projects that vary in length and will pertain only to consultants assigned to each project. Lesson planning is up to the meeting leader, as are requirements for homework.

Workshops take place in 2 separate forms. One is at the tail end of an All Staff Training day, in which all tutors are brought together for a group training in the morning, and then break out into discipline groups in the afternoon so I meet with my writing tutors in the afternoon. The other form is an isolated training workshop for writing tutors. Both scenarios last for a couple hours, and there is structured planning and advertising. Usually no homework given - the activities and learning are designed to take place in the workshop. Sometimes I will ask that tutors read an article beforehand. I plan and run the workshops; I am an Academic Support Writing Specialist (full-time 9-month employee serving under the Academic Support Center Director).

Workshops are 1 hour long. We offer about 8-9 across the semester and require consultants to attend at least 4. Workshops are anything from "check-in" meetings run by the Director or Assistant Director where we ask students to write down a challenging moment and then we share and reflect on that tutoring session, to student-run workshops on genre, multimodality, multilingual writers, dealing with stress in the Writing Center, addressing neurodiversity, or presenting our student-run research findings etc. We also are partnered with [another university outside the U.S.] and so we held two joint trainings this semester over Skype run by consultants at both institutions. The Director or Assistant Director usually consults with the tutors before they hold the workshop to help them prepare, especially if they are undergraduates. Consultants do not do homework. We also have a research inquiry group who participates in some reading discussions so although the focus is developing a research project, it also serves as ongoing training since they are acquainting themselves with writing center scholarship and practice.

We do the upfront meeting before the WC opens for the semester. They read some articles and view some materials. The more experienced tutors talk about likely scenarios, problems, benefits, etc. Then during the semester, we use Moodle to discuss issues, articles, problems, etc.

These meetings are typically 30 minutes long and unstructured. I ask the tutor to discuss recent sessions and we troubleshoot and difficulties he/she might be encountering. We discuss resources/readings and will sometimes role play to apply relevant best practices and theories. The director runs the meetings.

At the beginning of the semester, we have a two week training period. The first week is devoted to 5 2-hour workshops (10 hours total). The second week is shadowing and one-on-one meetings with tutor trainers and the WC admin team. Throughout the semester, students 6 complete handouts we designed ourselves that focus on specific learning goals (such as how to teach an ELL student about

articles). These are done in house, while scheduled. If they can't do it during their scheduled shift, they are compensated for their time. Next, tutors attend and/or host a brown bag session. These are sessions designed by a 3rd semester tutor or higher. Recent topics include "working with shy writers," "e-tutoring: what works best?" and "Helping students with study abroad essays." 3rd semester tutors are required to incorporate a scholarly source, and are encouraged to choose topics that relate to their majors (for instance, a psychology student used her research on visual communication to give a workshop on visual learning strategies). Finally, students have observations. Depending which semester they're in for their tutor development, observations are either done by a peer or an administrator.

The ongoing-education for undergraduate writing fellows consists of several 90-minute required sessions and their choice from a menu of other options. Led by the TA assistant director of that program. For our graduate TA tutors in the Writing Center--they are all experienced classroom teachers, they all have taken a graduate seminar on composition and rhetoric--and then participate in a nine-week tutor-education program, which the director of the Writing Center teaches. A fair bit of reading in advance of each session. Lots of discussion and experiential activities. After their first semester, graduate tutors participate in required monthly staff meetings (all kinds of topics--discussions of videos from writing center sessions, faculty panels about writing in different disciplines, social justice discussions, paired tutoring . . .) and they have their choice of an ongoing-education topic or project, which usually involves two 90-minute sessions, spread out during the semester, with some reading and writing in preparation. Glad to share lists of those topics. In their second semester on staff, graduate TA tutors on our staff have to videotape two of their sessions with undergraduate writers in the Writing Center, do a self-review, and then meet to discuss their videos with a member of the Writing Center's leadership team. The tutors on our online staff have separate professional-development activities, which I would be glad to discuss.

My head tutors meet with groups of tutors (required session) every week for eight sessions per quarter, every quarter except summer quarter. They have about 20 minutes of homework to prepare for these meetings; new writing tutors have a separate training run by my lead writing tutor, which they can take online or in person and has more like two hours per week homework

We're a high school...but for the teachers, all of our tutors are high school students. Workshops with tutor leaders are 30-45 minutes. That involves training for them to run the trainings for other peer tutors. The training for the wider body of peer tutors involves gradual release and peer review. That happens over the first couple of weeks of the school year.

I lead a weekly staff meeting so that I can stay informed of any situations that are occurring in the writing center and guide the tutors towards tutoring and problem solving solutions through group discussion. I also provide a section of the meeting that allows a tutor (a different one each week and it rotates through the entire group) to be "discussion leader." I have built this into the meeting not only to allow tutors to focus on issues or points that are most interesting to them but to also train them to become more outspoken and to know that their ideas matter. We conduct training during meetings sometimes but it is pretty rare. I would estimate we have a training exercise about once or twice every semester. Our meeting lengths vary between an hour and thirty minutes, depending on when we can get the entire team together (scheduling gets interesting). The discussion leader portion of the meeting lasts half of the meeting (15 - 30 minutes). The rest of the meeting typically is comprised of reminders (Open Mic is next Monday!), follow-ups (don't forget to send me your summer schedules!), and discussion points (PSY 200 Final Topic Change -- Challenges / Questions?). I don't give homework -- ever! I try to manage my team how I would like to be managed. I would not have appreciated extra, unpaid homework when I was a busy undergraduate or graduate student; therefore, I try my best to have them work at work. Thankfully, we have enough down time at work that they can complete all assignments on-the-clock.

I develop a series of topics, covering some fundamentals for new tutors, some more complicated issues for tutors with more experience. I have a separate certificate program in tutoring non-native speakers. Some of this is done by the tutor on their own, and some can be group or with me. This series has to be passed out of by an exam, whereas the other monthly meetings are almost as much for community and problem-solving as for skills training.

Weekly meetings that everyone is invited to attend (in my opinion, these are ineffective). Occasional special meetings for targeted purposes (more useful). Some online materials that we're all encouraged to use as time permits (value varies depending on the materials -- some are better than others). Meetings are run by department head. Online materials are created by a supervisor. The best ongoing training we get comes from one of the supervisors, who observes and provides feedback once per term for each employee.

Much of the work takes place online through our CMS. They are paid for meetings, planning conferences, professional development and workshops, all of which have different formats. Staff meetings take place monthly and their format varies depending on what we've seen happening during the previous month. Individual meetings with consultants happen once per month and involve going over their professional development plans and revising as appropriate. Planning conferences take place on discussion boards in the CMS. Professional development tasks vary but are scaffolded to encourage consultants to develop a publishable paper by the end of the semester. Workshops are generally fifty minutes of active-learning instruction about rhetorical strategies and genres.

We have a mandatory staff meeting from 8:15-8:45 every Wednesday morning. We also have cohort courses for three semester. The first course is mandatory to keep the position; the other two allow consultants to move up the pay scale. Consultants do have some homework, but we are mindful of their time. It was a one-credit course and now it will be a zero-credit course because of recent changes to federal financial aid restrictions that require all courses count toward a student's degree plan. Full-time staff teach the cohort courses and run the mandatory staff meeting; however, we often have consultants (both undergrads and grad students) present staff trainings based on their expertise. We have a supervisors meeting every Tuesday and we see what kinds of assignments we are seeing and where consultants have the most questions and often plan topics from those discussions. We also have a mandatory 4-5 hour training the Saturday before school starts each semester with a broad theme such as active listening or something with broad appeal to both new and experienced consultants. We are certified by the College Reading and Learning Association so also adhere to all of their training requirements, which we exceed. We of course pay our consultants for any time they spend in training.

Monthly staff meetings take place, generally, from 3:30-5:30 on Fridays. The director invites guest speakers from across campus, invites speakers to present via Skype, and also organizes meetings that staff members present at. Each academic year, the Center's Executive Committee (comprised of undergraduate tutors, graduate tutors, and front desk staff) leads a staff meeting, often on the topic of that term's PD projects. As the AD's role is "operations" and tutor supervision, she leads Breakout Breakfasts, early in the morning (7:30-8:20) twice/term, over bagels and coffee. Sometimes, tutors are required to attend events in lieu of a staff meeting. The director also leads a training organization for cross-campus tutors called Totally Tutoring, and brings 2 guest speakers/year for this org. Usually, attendance at these events is optional; this year, however, the guest speaker had ample WC and WPA experience and the topic was relevant to writing tutors, so the staff was required to attend.

We have in-person and asynchronous electronic workshops. Once a month I host a voluntary in-person workshop that lasts 30 minutes. Twice a month I host 2-hour workshops that are mandatory for consultants during their first semester working in the writing center and voluntary for veteran consultants. Workshops are run by me, the WC coordinator, with some sections voluntarily run by veteran consultants. New consultants have homework for the 2-hour workshops.

