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Southern Illinois University Carbondale, kbell@coloradocollege.edu

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TEACHER, TUTOR, SCHOLAR, ADMINISTRATOR: PREPARATION FOR AND PERCEPTIONS OF GRADUATE WRITING CENTER WORK

by

Katrina M. Bell

B.A., Southern Illinois University, 2002
B.S., Southern Illinois University, 2002
M.A., Middlebury College, 2010

A Dissertation
Submitted in Partial Fulfillment of the Requirements for the
Doctor of Philosophy degree

Department of English
in the Graduate School
Southern Illinois University Carbondale
December 2018

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DISSERTATION APPROVAL

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PREPARATION FOR AND PERCEPTIONS OF GRADUATE WRITING CENTER WORK

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Katrina M. Bell

A Dissertation Submitted in Partial

Fulfillment of the Requirements

for the Degree of

Doctor of Philosophy

in the field of English

Approved by:

Dr. Lisa J. McClure, Chair

Dr. Jane Cogie, Co-Chair

Dr. Robert Fox

Dr. Joseph Shapiro

Dr. Arlene Tan

Graduate School
Southern Illinois University Carbondale
October 25, 2018

AN ABSTRACT OF THE DISSERTATION OF

Katrina Bell, for the Doctor of Philosophy degree in English, presented on 25 October 2018, at Southern Illinois University Carbondale.

TITLE: TEACHER, TUTOR, SCHOLAR, ADMINISTRATOR: PREPARATION FOR AND PERCEPTIONS OF GRADUATE WRITING CENTER WORK

MAJOR PROFESSOR: Dr. Lisa J. McClure

This research uses a mixed methods approach to explore the both the preparation for and perceptions of graduate consultant writing center work. A review of literature shows a gap in both the knowledge surrounding graduate writing consultant education and the long-term outcomes or transfer of writing center training and work to post-graduate careers. The survey instruments in this study draw from two established studies, the Peer Writing Tutor Alumni Research Project and the National Census of Writing, while a request for curricular artifacts draws on case study research conducted by Jackson et al. Findings indicate that graduate consultants are being prepared for their work in writing centers, but that directors are not intentionally including discussions of how that work may transfer into academic careers, particularly those in writing center leadership. Despite this, current and alumni graduate consults report both immediate and long-term transfer of writing center experiences, skills, and knowledge into their occupations. The transfer of learning is perceived as being most profound for those who have remained in the academy as either professors or administrators. This research has implications for graduate students, directors, and institutions, and I conclude with an analysis of how directors can be more intentional in their work with graduate consultants in order to better prepare a new generation of writing center administrators who are aware of the academic, political, and scholarly opportunities that are possible through writing center careers.

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I want to first extend my thanks to the participants of this study who were generous with their time and resources. Without their assistance, I would not have been able to gain an understanding of the broader perceptions of writing center alumni or their directors. This project was supported by the writing center community and largely possible through an IWCA Dissertation Grant.

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My family, friends, and colleagues, too, deserve thanks for their patience with me throughout graduate school. They have listened to me as I brainstormed, have read pieces of my work, and have cheered me on as I struggled to complete this dissertation while working full time. Sharanya Krishnan reminded me that I was strong enough to finish this, and Jennifer Hewerdine and Roy Jo Sartin were my voices of reason; I could not have survived the last three years without them. More permanently, Scott Bryant etched the stress and grief of the process into my skin. Finally, special thanks are due to my mother, Sabra, and to Suraya Shalash, who both let me take over their living rooms, fed me, and put up with my neuroses and anxiety.

DEDICATION

This project is dedicated to my mother, Sabra, and to my father, Ed, who knew I would do this before I did. Thank you for believing in me when I didn't believe in myself.

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CHAPTER 1

INTRODUCTION

I began working in writing centers as a sophomore in college, after being recommended to, and subsequently taking, a course in one-to-one teaching and writing center theory with Dr. Jane Cogie. In the context of the Writing Center, I felt at ease and enjoyed talking about my writing process, disclosing what worked or didn't work for me, and discovering what others did in their processes. However, I had to develop flexibility in adapting to the needs of others and an ability to engage in any number of discourse communities. My experiences as an undergraduate tutor undoubtedly helped to guide my decision to add an education major to the English major I was already pursuing. Throughout my secondary and post-secondary teaching careers, I have consistently used the theories and strategies from my writing center training and work to help me structure assignments that allow students to develop individual writing processes, and to help me provide constructive and open-ended feedback on student drafts. My micro-approach to teaching in a macro-setting allowed me to facilitate 'Aha!' moments and to help writers find strategies that were tailored to their individual writing processes.

As I helped secondary students to discover their writing processes, I neglected my own academic writing and research. This made the return to higher education difficult for me. When I struggled with how to write at the graduate level, I formed informal writing groups with my roommates at the dining room table. It has taken me a long time to articulate how I work best; I prefer parallel writing, and I enjoy participating in professional collaborations. I don't share my writing much, but enjoy working around and with other teachers and writers. Yet, I have difficulty asking for help when it comes to my own work and writing. This difficulty extends to the rest of my life, actually; I hate asking for help with anything. There's a sort of shame in it and

a feeling that I'm imposing on the other person. Throughout both my master's degree and my Ph.D., I suffered from crippling doubt about my writing. I constantly thought: *I should be able to do this. I've been in school forever. I teach writing, so why can't I write like everyone else does?* I'm fully aware that this goes against all the theory I practice with others; I'm working on the issue.

My recognition of this reluctance to share my writing led me to seek a non-academic perspective. I found it in an unlikely source: punk-cabaret artist Amanda Palmer's Ted Talk and book, *The Art of Asking: How I Learned to Stop Worrying and Let People Help*. Palmer details how she overcame her own fear of asking for help, making a shift towards a collaborative mindset. She writes:

> Asking is, at its core, a collaboration.
>
> The surgeon knows that her work is creative work. A machine can't do it because it requires human delicacy and decision making. It can't be done by an automaton because it requires critical thinking and a good dose of winging-it-ness. Her work requires a balance of self-confidence and collaboration, a blend of intuition and improvisation. If the surgeon, while slicing that vulnerable brain, hits an unexpected bump in the process and needs to ask the person beside her for something essential – and quickly – she has absolutely no time to waste on questions like:
>
> Do I deserve to ask for this help?
>
> Is the person I'm asking really trustworthy?
>
> Am I an asshole for having the power to ask in this moment?
>
> She simply accepts her position, asks without shame, gets the right scalpel and keeps cutting. Something larger is at stake. This holds true for firefighters, airline pilots, and

> lifeguards, but it also holds true for artists, scientists, teachers – for anyone, in any relationship.
>
> Those who can ask without shame are viewing themselves in collaboration with – rather than in competition with – the world.
>
> Asking for help with shame says:
>
> *You have power over me.*
>
> Asking with condescension says:
>
> *I have power over you.*
>
> But asking for help with gratitude says:
>
> *We have the power to help each other.* (Palmer 48)

Palmer's words speak to the nature of writing center work as much as they do to medicine or art. There is no way to automate the teaching of writing or interactions in the writing center. Consultants must make split-second decisions about priorities, strategies, and feedback to make the most of limited time with a writer. While in a consulting or tutoring role, they must be able to comprehend and deconstruct writing prompts, to assess strengths and weaknesses in any piece of writing, no matter the length, and to answer the complex questions oft-panicked clients have about content, structure, and audience, all without imposing consultant ideas on their work. As a graduate peer tutor in the writing center, I was a tutor and a client, a student and a teacher, a peer and an authority; the writing center is where these roles converged, developed, and evolved for me. There is always something larger at stake in the writing center, and in my experience, it is one of the few places on a campus where "we have the power to help each other" (48). This is not an easy feat in graduate school, where the shrinking job market threatens graduate students and puts them in competition with each other for scarce positions. I carry the collaborative

qualities from my writing center interactions to self-created writing groups, to my job, and to my interactions with people in my personal life, subtly combatting the competition with collaboration.

When I reflected on my own writing process and why it wasn't working for me in my doctoral program, I began asking for collaboration, by returning to the writing center first as a graduate peer tutor, and then by using the resource myself. I later became a graduate assistant director, and collaborated with the writing center director on research projects and reports, which gave me a new perspective on the possibilities of professional collaborations. I carried the writing center ethos out of the center and into my own writing processes, and wondered if other graduate student tutors and administrators were doing the same. This project began over four years ago in an effort to more clearly assess and validate the benefits I perceived in my work as a student, tutor, and administrator in the writing center. Following a period of reflection on my own writing, my pedagogy, and my understanding of knowledge transfer, I began to more intentionally investigate the perceived outcomes of tutoring for tutors, rather than for students. With this came a question of what training or professional development other graduate student tutors experienced. My preparation, it seems, is the exception, rather than the norm – based on the results of this study, few graduate consultants have the opportunity for credit-bearing coursework in writing center studies, and even fewer have the chance at coursework in writing center administration.

Rationale and Exigency

Little is known about either graduate preparation for writing center work or any perceived outcomes of that work. The few studies that exist on graduate preparation focus on case studies of courses that are offered to graduate students, but few graduate students have those

opportunities for writing center coursework. Rather, their training largely comes through on-the-job, just-in-time conversations, experiences, and meetings. But what do these experiences look like? Who gets to have them? What is the duration? Are there outcomes for discussions, meetings, or training opportunities? What do the consultants feel that they have gained from engaging in the work? There are few studies that examine the transfer of writing center experiences beyond the writing center for graduate students. Some researchers have examined the specific impacts on classroom teaching, but there is no complementary graduate student study to the Peer Writing Tutor Alumni Research Project (PWTARP), which has been undertaken at a number of undergraduate institutions to determine if there are long-term impacts of writing center work on lives beyond the undergraduate consulting experience. Though graduate peer tutors and their experiences may be largely invisible in the field, the goal of this particular study is to make visible the training, and any perceived effects of the writing center experience that may impact tutor post-graduate careers, including writing center careers.

This research asks three questions about how graduate writing consultants are prepared for writing center work and what, if anything, they take with them after finishing that work:

1. How are graduate student consultants and administrators prepared for work in writing centers?
2. What do these current and alumni graduate consultants perceive about the transfer of writing center work to their professional lives?
3. As institutions bring current and alumni graduate consultants into writing center studies, writing program administration, and the professoriate, how do writing center leaders continue to professionalize the work of writing centers for future scholars?

Design of the Study

To answer these questions, I developed a mixed-methods study that gives voice to two of the communities within writing center work – directors and graduate consultants. I surveyed writing center leaders (directors, coordinators, or other leadership) about the opportunities they offer for training or professional development within their institutional contexts and what texts they incorporate, requesting samples of their curriculum for clarification or support of their survey responses. I also surveyed current and former writing center graduate student consultants and graduate administrators about their recollections of their training before asking them what, if anything, they feel has transferred from their writing center work to their post-graduate careers. Using both quantitative and qualitative methods, I explore the ways that writing center leadership prepares those students for their work in the writing center during graduate work and question if those methods are sufficient for preparing graduate students to move into the careers in higher education that they have chosen to pursue. I also examine the perceptions of current and alumni graduate writing consultants to learn of any impact they feel writing center work has had on their professional lives. As most of my graduate participants have remained in higher education, the research is primarily focused on the transfer of their experiences to faculty, staff, or hybrid positions.

Role of the Researcher

Currently, I am the director of a writing center at a small liberal arts college and have both administrative and teaching responsibilities in a staff line. As such, I have not removed myself from the writing center context to reflect at a distance, though I rely on my experiences in writing center work for strategies that impact my teaching, administration, and consulting. While I did not include myself in the survey answers, I am keenly interested in how my reflections

match up against others who have shared my profession, both as graduate students and as professionals in the field.

Though it was optional to supply names in the surveys, some of the participants did include their names, and I knew many of the respondents. Some of the respondents were employed with me at various times, while others are experts in the field, and are some of my current colleagues in the International Writing Center Association. After removing the names of respondents, I had little connection to the individual responses, though some responses assumed a familiarity with my research and institutional contexts, and referenced both SIUC and Dr. Cogie's training and directing.

As a full-time writing center administrator who works in both training and mentoring roles with novice and experienced consultants, I am invested in the training and professional development offered to or required of consultants before and during writing center employment. I was most fortunate in having one-to-one teaching courses at both the undergraduate and graduate levels, along with a course in writing center directing, and assumed at the outset of this project that those were commonly offered or required prior to or concurrent with writing center employment.

Overview of the Dissertation

This dissertation attempts to bring together two conversations about graduate writing center work – what writing center leaders do to prepare graduate consultants to work in the writing center (training or education), or to prepare them for post-graduate work in higher education or writing centers as professionals (professional development), and what those current and alumni consultants feel that they carry with them out of the writing center. Chapter Two provides an overview of writing center history, writing center theory, and current conversations

around reciprocity and transfer of learning from the writing center to other contexts. Additionally, I provide a short description of the roles and responsibilities of graduate writing consultants and an overview of the way graduate students are prepared for those roles. Chapter Three describes my mixed-methods approach and includes examples of the coding process I used to analyze the data. Chapter Four is an exploration of the results of the Professional Development Survey and Chapter Five presents the findings of the Graduate Perceptions Survey. Chapter Six discusses the implications of this research for graduate students, for directors, and for the field at large. In Chapter Seven, I conclude with suggestions for additional research that explores how writing center leaders have and can prepare graduate students to become our "professional descendants" and to take new leadership roles as they enter the post-graduate job market and workforce.

CHAPTER 2

LITERATURE REVIEW

My study begins to examine the ways in which graduate student writing center consultants are prepared to work in writing centers and asks if there are perceived benefits to that training and work. I reviewed current literature to determine the trends and gaps in the discussion of graduate writing consultants, their opportunities for education, training, and professional development, and the potential impacts of writing center work on alumni. This chapter contextualizes the work of writing centers through a brief history of the origins of writing centers and an overview of the theories that ground the work. I describe the roles and responsibilities of graduate consultants within that context as they are defined within the scholarship and also, to some extent, in tutor training guides. The aim here will be to illustrate what the expectations for such positions might be. In order for graduate consultants to meet those expectations and challenges, they must be given opportunities to situate their experiences in the larger conversations around writing center work and writing center studies, and I review the documented models for writing center education. There are few studies, at either the undergraduate or graduate level, that examine what short or long-term outcomes are possible through engaging with writing center work and education. Those that do exist show the long term impacts of that work on alumni occupations, particularly for those who have pursued teaching positions. This chapter will first address aspects of tutoring that apply to both undergraduate and graduate consultants, before shifting to focus more closely on graduate students. Through my study, I aim to help fill a gap in the literature, and use the methods of three established studies to approach my data collection and analysis.

Writing Center Work Defined

To understand the ways that graduate students operate within writing centers, and how their roles and responsibilities may have lasting impacts, it is important to first consider the origins of writing centers and the theoretical underpinnings of writing center work. Though based in the larger field of rhetoric and composition, writing center studies emerged later, largely in response to the changing context of higher education. Initially a response to a perceived lack of preparedness for writing, the understanding writing center labor has evolved and has shifted from remediation to collaboration.

Origins. According to Peter Carino's brief history of the politics of writing centers and writing programs, many writing centers began as remedial centers in support of composition programs and were, for decades, seen as fix-it shops. Yet, these programs are now seen as critical to writers learning to navigate the expectations of academic prose to more experienced writers writing for different audiences, to graduate students learning to teach writing (Harris *SLATE*). The narrative of this progression is fraught with conversation about the marginal status of the work, and as Nathalie Singh-Corcoran asserts, writing centers were originally to be "a space in which students were to make up for the short-comings of their earlier literacy education," but the labor was seen as "low-status work" (29). At some institutions, this lack of status is reflected in a lack of funding and Lerner asserts that even within the first narrative of writing laboratories, penned by Fred Newton Scott in 1894 at the University of Michigan, the labs were described as being "underresourced and underappreciated" (25). Though laboratory instruction for composition began as early as the 1890s, Lerner asserts that these labs were merely places for overburdened English teachers to offload underprepared students who required individual instruction to be remediated through drill and kill exercises (31).

This narrow vision of writing instruction shifted during a brief period in the 1950s. Writing centers were, for the first time, emerging as places of student engagement and critical thinking about writing. However, as institutions moved toward open admission policies, writing centers again shifted back towards remedial spaces (Carino "Open Admissions" 34). Ten years later, the process pedagogy movement began to influence writing center pedagogy by encouraging student workshopping and conferencing, and establishing a more familiar method of teaching in the writing center. Today, there is still political tension in many institutions over what role the writing center is supposed to play – remediation for "academically sub-standard" writers or individualized collaborative support for all writers.

As writing centers became more prevalent and discussion grew around their pedagogical and political positions, the field of writing center studies emerged from the larger field of rhetoric and composition. The National Writing Center Association arose out of conversations at the Conference on College Composition and Communication (CCCC) in 1994 and evolved into the International Writing Center Association (IWCA). Before this organization formed, two publications, the *Writing Center Journal* and the *Writing Lab Newsletter,* functioned as forums for discussions of pedagogy, theory, and politics. As early as 1976, writing center professionals used these venues to push back against visions of the writing center as remedial, instead promoting labs that supported students throughout their undergraduate tenure. Michael Pemberton, in his 1992 landmark essay, "The Prison, the Hospital, and the Madhouse: Redefining Metaphors for the Writing Center," asserts that for those outside of writing center work, "writing centers are unfamiliar or unknown entities," where tutors work with students on usage and grammar and are utilized by outsiders in three metaphorical ways, as punishment, as a cure, or as a dumping ground for the "linguistically insane" (14). Andrea Lunsford, too,

addresses metaphorical understandings of the writing center to get at the limited role writing center had been and still were perceived as playing for students seeking writing assistance*:* as a storehouse of knowledge students can visit to cart away grammatical or rhetorical strategies, or as a garret in which students are introspective in an attempt to discover their own talent and knowledge. She suggests, instead, that writing center leaders and scholars should position writing centers as Burkean parlors that encourage collaborative negotiation of writing (76).

Stephen North, in his now-canonical "The Idea of a Writing Center," attempts to articulate what a writing center is by positioning it against what it is not—with the aim of countering what he perceives as the prevalent perception of writing centers as mere fix-it shops—not just by faculty outside of English referring students but by his Rhetoric and Composition colleagues.

For North, the writing center is far from a fix-it shop; rather it is a student-centered space, one where students are not anonymous and strategies cannot be generalized. However, this view of writing as individualized work is representative of a larger part of the field of rhetoric and composition. North asserts that writing centers are "simply one manifestation - polished and highly visible - of a dialogue about writing that is central to higher education" (51). He calls on composition teachers to help clarify the function of writing centers for students, asking them to spread the idea that "we aim to make better writers, not necessarily - or immediately - better texts" (North 53). Writing centers, in North's vision, and in many realities, function on talk about writing, by asking writers to think about the rhetorical contexts and by conversing with them about the needs of readers, the conventions of genre, and the strategies of experienced authors. North's focus on writing center talk, though not per se theorized as collaborative or socially constructed, was part of a larger move at the time among writing center scholars not just to

defend against misconceptions of writing centers within the larger context of academia but also to work toward a theory of how writing center one-to-one conversations and writing center pedagogy work. How writing center conversations work and are perceived to work in the literature and in tutor training would most certainly have implications for what graduate students in the writing center end up taking away from that experience and transferring to other contexts.

Theory. This section will focus on theory concerning just that—how one-to-one conversations within writing centers work, as forwarded by writing center scholars. The greatest emphasis here will be on theory most directly related to the experience tutors may take away from engaging in these conversations and also within that experience to aspects of the theory that place expectations on writing center tutors as they push to have their writing center conversations--their practice—succeed within that context. The focus first will be on scholarship that researches social constructionism, the writing center theory that most typically is forwarded as underpinning writing center talk –meaning the dialogue between tutor and student writer. Following that will be a review of how this theory can play out in terms of the expectations for the tutor—to achieve what is perceived as the "ideal" session—and with that the kinds of challenges the literature brings out that tutors must learn how to negotiate as they negotiate making their sessions adequate to the needs of their individual students.

The field of writing centers, then, includes not only the history of political tensions within and across institutional understanding of writing center work, but also theories of writing center talk and collaboration as they developed to be adequate to the role of both student and tutor in writing center sessions and what that collaboration might look like for best meeting the needs of the individual writer. Paula Gillespie and Neal Lerner endorse the importance of social constructivism to writing center work in citing Andrea Lunsford in the introduction to their

tutoring manual, asserting that, “we need to view ‘knowledge and reality as mediated by or constructed through language in social uses as socially constructed, contextualized, as, in short, the product of collaboration’” (4). With theories forwarding the writing center as a collaborative space, both student and consultant have the ability to set agendas, negotiate priorities, and experiment with strategies, individualizing a session in a way that can be difficult in a classroom setting. This individualized approach is Vygotskyan in its grounding and often includes a scaffolding of the writing process. This requires that the consultant help the student in operating within the zone of proximal development, wherein the level of learning that can be achieved with help is almost always higher than that which can be achieved alone (Babcock et al. 113). Through scaffolded conversations about writing, consultants help student clients build from basic understanding to independence.

The socially constructed, collaborative nature of writing center work is complex and difficult to define and the work itself can be even more problematic within an academy that often pushes for individuality and competition over cooperation. According to Babcock et al., writing center work was “often misperceived as a sort of dishonest academic exercise wherein an accomplished writer (the tutor) transformed the inferior work of a less accomplished writer (the tutee) to achieve better grades” (4). In this deficit model, writing is a solitary act. They assert that “as long as thinking and writing are regarded as inherently individual, solitary activities, writing centers can never be viewed as anything more than pedagogical fix-it shops to help those who, for whatever reason, are unable to think and write on their own” (Babcock et al. 352). Dispelling the myth of collaborative writing as remedial is, in many ways, at the center of research about writing centers.

In response to these assumptions, writing center scholars continuously redefine collaboration, yet many highlight similar aspects: partnership, shared responsibility, negotiation, and support, and most acknowledge the stressors of seeking out and participating in collaborative models in the academy, whether in a writing center session, in publication, or in co-teaching. Andrea Lunsford and Lisa Ede address the context of collaborative writing within the field of rhetoric and composition, where they felt a "strong sense that in some writing situations we were more likely to achieve a better understanding, generate potentially richer and fresher ideas, and develop a stronger overall argument than we might have done working alone" (31). Like Lunsford and Ede, Eodice examines the benefits of collaborative work in terms of idea generation, depth of thought, and combination of talents, rather than in terms of the deficit model of collaboration.

If the academy views the interactive work of writing centers as collaborative rather than remedial, the field can move towards a definition of that work that includes aspects of reciprocity, where the consultants benefit from talking about and working with writing as much as the students who seek their services in the writing center. In this model, through consultations and conversations in the writing center, graduate students would be actively participating in a form of professional development where they develop individual pedagogical stances and strategies that they can carry into their post-graduate careers. Harris highlights these benefits when she asserts that a movement away from writing as defined as a solitary venture "offers opportunity for faculty development through workshops and consultations; and it develops tutors' own writing, interpersonal skills, and teaching abilities" ("Talking in the Middle" 27). To promote this movement beyond the context of collaboration within writing center sessions, Eodice asks for vocal directors who can advocate for centers and the consultants within, and

critiques our “fail[ure] to carry [collaborative methods] beyond – to the offices, committees, programs, and faculty who could learn from us” (116). She asserts that writing center work is an exchange, not simply a service that works to the benefit of a single party, and that writing center professionals have the duty to inform administration of the benefits of working as tutors in the field (116). This aim at exchanging benefits is a movement towards writing center work as reciprocal for all involved. Kathleen Welsch, too, posits that the collaborative experiences of writing center tutors are applicable in many fields, and that “every consultation requires a complex range of skills from knowing the ins and outs of writing, establishing rapport and creating a plan to suit writer and project, to reading body language, building confidence, and managing time effectively” (4). There is little empirical research as to what extent writing tutors gain these skills, or the degree to which they transfer their experiences and learning outside of the writing center and/or advocate for the dual importance of writing center work for students and consultants. My study aims to fill part of this research gap and to explore the ways that the work may transfer out of the writing center for graduate consultants in particular.

Practice. Writing center work is individual in nature; no session will be exactly the same as another. This fairly universal and uncontroversial view of writing center practice as individualized perhaps accounts for the development of strategies and roles seen necessary for the tutor to be adequate to the individual writer. With the aim of describing the roles and responsibilities of graduate consultants tend to be involved in during their sessions, this section will focus on strategies and roles that recur, with variations but nonetheless recur, in both writing center scholarship and tutor training texts. As a practice expected to be responsive to each student’s needs, consultants are expected to learn to navigate various roles and employ any number of interpersonal and rhetorical skills to help clients understand and develop a writing

process. Indeed writing centers are generally seen as having a greater potential than the classroom both for reducing student writing anxieties through coaching (Harris, SLATE) and for giving students confidence in their own writing (Babcock et al. 83). To establish a context in which that can happen, writing consultants must first establish a rapport with their clients, and many texts offer advice on how to connect with clients. Both writing center scholarship (for example, DiPardo, "Whispers Coming and Going") and tutor training manuals (e.g., Ryan and Zimmerelli, Bedford Guide to Peer Tutoring; Fitzgerald and Ianetta, The Oxford Guide to Peer Tutoring) stress the importance to consultants of learning to use active listening strategies to determine student needs. And as Babcock et al. note, sessions perceived as unsuccessful have little listening on the part of the tutor (41). In an active listening approach, consultants try to let the student talk, and consultants try not to supply words, but rather reinforce and echo student wording. In reality, consultants often supply templates for writing to help students negotiate the expectations of academic writing (Babcock et al. 118). Many articles and training guides also emphasize that consultants, as they listen for student needs, should consider how they can help the client address large concepts first, then sentence level issues (Carter 1). Welsch argues that these experiences that involve tutors having to negotiate how best to translate these and other guidelines for engaging students in relationship to meeting the needs of those individual students. She asserts,

> Consultants learn to explain rhetorical principles, offer constructive feedback, and ease tense situations. For anyone to define a writing consultant as 'simply' a 'tutor' is a gross understatement. It obscures the professional expectations the position demands. (4)

Ultimately, the perspective forwarded by these scholars, consultants bear the responsibility of helping clients build confidence in their writing abilities, and must do so through occupying

different positions and roles to effectively coach a client in acquiring and applying writing strategies.

Writing center practice requires that consultants adopt, negotiate, and prioritize a variety of roles in any given session. These roles include "the ally," a helpful and supportive friend, "the coach," who provides strategy and direction from the sidelines, "the commentator," who focuses on metacognitive discussions on process and progress, "the collaborator," "the writing expert," "the learner," and "the counselor" (Ryan and Zimmerelli 6-7). Babcock et al. stress the importance of "expert" for some writers – they may want an expert looking at their writing to give them reassurance (51). On the other hand, students who need peer collaborators may appreciate the use of the pronoun "we" to indicate a shared responsibility (51).

While each of these roles (expert and peer collaborator) exists for both graduate and undergraduate writing consultants, they are further complicated by the structure and expectations of graduate school. Nicolas discusses the liminal nature of graduate student identity, wherein the roles of student and apprentice may clash with "institutional roles, like teaching their own classes or tutoring, or running a writing program, that give them a greater level of institutional authority and responsibility than undergraduate students and even some of their graduate peers" (1). Similarly, LeCluyse and Mendelsohn argue that, "graduate students are apprentices who must play the role of experts" while still learning the expectations of their fields (105). This liminal position, somewhere between peer and expert, student and teacher, employee and supervisor, requires an ability to reflect, adapt, and change roles at a moment's notice.

The extent of this liminal position faced by graduate students, between expert and novice, is elaborated on by Harris who claims that at times, graduate students must act as a "hybrid creation," neither a teacher nor a peer ("Collaboration" 371). This may include taking the role of

mediator between professor and writer and de-escalating a tense situation as writers struggle to address commentary; consultants can empathize, then place the focus back on the writing (Baker et al. 49). Facing these kinds of complex student needs, consultants help students address the needs of the "absent professor" by dealing with comments/feedback from faculty members and by going back to the assignment sheet (Baker et al. 46). However, in some of these situations, as noted by Devet, graduate students act as surrogate faculty when student clients are too intimidated by their professors (Devet, "Academic Writing" 251). To give students confidence in their own writing, consultants sometimes must help them interpret the feedback that they are offered. Auten & Pasterkiewicz assert that students need to know the reasons for comments on their essays, these students may take the comments as a reflection on their ideas, rather than on their writing; consultants need to recognize that the feedback might be overwhelming and that empathy is key to helping students work through professor comments (3-5).

Both graduate and undergraduate student are expected to help students address writing issues by drawing "upon their writing expertise while allowing clients to maintain ownership of their texts and participate actively in the tutorial session" (Rollins et al. 121). This requires a subtle shift between the roles of teacher, peer, and mentor throughout any given session. McCarthy and O'Brien assert, "effective writing center tutors are *informal* teachers of writing and the individual student-writer's process. Additionally, the writing center tutor can have other, *formal* roles – teacher, assistant, workshop facilitator, student – at the same academy" (36). Undergraduate tutors may have less complicated presences in the writing center, as they are rarely also expected to develop a unique research agenda, plan courses, or participate in professional organizations, and their roles may not involve administrative or supervisory duties within the center. In contrast, graduate student tutors occupy a far more liminal space, crossing

between student and teacher, giving graduate tutors “the privileged opportunity and challenge to keep a hat while acquiring others” (McCarthy and O’Brien 37). In Helen Snively’s study, TAs within the writing center were viewed as both peer tutors and teachers, and in the tutoring role, TAs “served as sounding boards, clarified ideas, and decoded academic jargon,” in a similar manner as undergraduate consultants (90). However, Snively found that graduate students “had deeper and more varied knowledge about graduate-level writing than most undergraduate tutors would have,” as well as experience in editing and an ability to act as “surrogate faculty” (90). Mattison cites Brian Bly in his reflection, affirming that, in his experience, there is a “‘fundamental conflict’ for TAs ‘between the positions of authority they possess as composition professor and the lack of authority inherent in their roles as students in a graduate program’” (12). In the context of the writing center, this conflict often manifests as cognitive dissonance, wherein graduate writing consultants must quickly make decisions that deemphasize hierarchy, while still establishing expertise or fulfilling administrative duties.

As graduate students develop these the abilities to inhabit, reject, and shift roles within a session, they may be made aware of the political tensions between meeting the needs of students in the writing center context and hierarchical institutional structures. Some of these contradictions and complications within the hierarchy of higher education result in internal conflict, which, according to Cogie, is partially driven by the urgency of just-in-time writing center work and the “tension of attending to the conflicting roles of a peer tutor: peer versus tutor, support of the student versus representative of the university, advocate of the writing process versus expert on the written product” (37). The combination of urgency and complexity requires that writing center tutors learn to collaborate with people in varied roles, where they must put aside their own identities as a teaching assistants, writing experts, and/or students to

best help clients achieve individual goals. Even within a collaborative and reciprocal model of writing center work, there are still issues of hierarchy, power, and authority, which may be exacerbated by specific writing center duties or roles that complicate graduate liminalities further.

Those graduate students who also take on administrative roles as graduate assistant directors may face additional cognitive dissonance or internal conflict, as they may have to supervise other graduate students. This can include "scheduling their hours, keeping track of their tutoring sessions, talking with them about tutoring practices, and maintaining a professional, well-respected writing center" (Mattison 16-17). This new authoritative role may conflict with the collaborative nature of writing center work, where authority is frequently de-emphasized. Administrative positions at the graduate level may require skills beyond those gained through facilitating writing consultations. As Mattison reflects on his writing center administration experience, he lists the many duties he had to undertake as a new graduate student administrator: advertising, explaining and rationalizing the center's role on campus, asking faculty to promote the center, developing a website, and articulating the goals of the center. These responsibilities mirror some of the duties of established writing center directors and prepare graduate consultants for work beyond the graduate writing center experience.

Though these administrative positions are not viable at every institution, some are able to offer expanded administrative experiences to graduate students. Institutions such as the Purdue Writing Lab offer opportunities for graduate students to act as the assistant to the director of the Writing Lab or to mentor other peer tutors, expanding the experiences beyond consulting work to the administrative realm (Harris, "Multiservice Writing Lab" 11). These models are not without their weaknesses, as there may be limited opportunities for graduate writing consultation or

administrative work at some institutions, and the opportunities that do exist may not be guaranteed beyond a semester. This presents an additional issue that hearkens back to the perspective that these positions exist on the margins. LeCluyse and Mendelsohn posit that "the short-term nature of the work for some of our consultants may further the perception that the writing center is nothing more than a stopping place where graduate students pay their dues before moving on the their 'real jobs'" (106). I would argue, though, that graduate school, in general, is widely acknowledged as where you pay your dues before being granted a place in the academy. If graduate students and writing center administrators begin to push back against the idea of paying dues or learning lessons, and instead, reframe writing center work and education as professional development that is valuable well beyond the walls of the centers themselves, graduate students may have additional impetus for seeking writing center consulting and administrative positions in their graduate experience and in as post-graduate careers.

Writing Center Education, Training, and Professional Development

Regardless of their plans after graduation, writing consultants (both graduate and undergraduate) and graduate administrators must be offered opportunities for education, training, and professional development, if only to best prepare them for their varied and complex roles within a given writing center. This section aims to explore the dominant models of consultant preparation, including formal coursework, professional development, and immersive, on-the-job experiences. The type of education that is offered to these consultants varies by institution and there is no singular way to prepare writing consultants for their work in writing centers. However, a framing of the work and a familiarization with writing center theory is essential to a building and maintaining a writing center staff; according to Harris, "without adequate

preparation of tutors and response groups, successful collaboration isn't likely to happen spontaneously" ("Collaboration" 370).

Some institutions are able to offer coursework at both the graduate and undergraduate level, but only one-fifth of the graduate institutions surveyed by the National Census of Writing (NCW) offered credit-bearing courses as the initial writing center education for graduate consultants. Below, Figure 1 shows the responses from the NCW for undergraduate, graduate, and faculty consultants.

	Undergraduate students (n=504)	Graduate students (n=250)	Faculty who teach in the writing program (n=123)	Faculty who teach in other academic departments (n=44)
Full-credit course	184	53	8	2
Half-credit course	55	11		
Weekly meetings	174	86	26	7
Monthly meetings	143	78	21	5
Workshops before the semester	273	168	55	19
No training required	6	6	35	13
Other	70	47	24	12

Figure 1. From Gladstone and Fralix. "How are consultants working in the writing center initially trained?"

Julia Bleakney, in her recent study of tutor education, found that 23% of responding institutions offer credit-bearing classes prior to and during writing center employment, as well as ongoing mandatory and voluntary meetings at 76% of the 142 institutions surveyed. Carter identified common practices within writing center education, including reflection, participation in writing center work as a client, observation of experienced tutors, practice tutoring with observation, and generating a tutoring philosophy based on readings in writing center theory (3-

8). Though both graduate and undergraduate courses exist, there are few empirical studies that examine what these courses require, how they are structured, or what theories are engaged.

While coursework is available at some institutions, the majority of institutions rely on on-going, non-credit bearing professional development (PD) and training to prepare their consultants for work in the writing center. The results of the NCW (see Figure 2 below) show that there are few institutions that do not offer ongoing opportunities for writing center education or training, and that graduate-serving institutions encourage or require presenting at conferences, engaging with professional journals, and attending workshops. Bleakney's research confirms the use of these approaches, and asserts that most session are led by directors. There is also some evidence that there is mentoring involved in the training and PD, as the majority of both graduate and undergraduate institutions require meetings with the director of the writing center as part of ongoing education (Bleakney).

	Undergraduate students (n=460)	Graduate students (n=236)	Faculty who teach in the writing program (n=53)	Faculty who teach in other academic departments (n=41)
Attendance at national conferences	89	65	22	7
Attendance at regional conferences	197	110	31	10
Presenting at national conferences	95	72	25	5
Presenting at regional conferences	162	99	29	6
Reading professional journals	198	113	40	14
Outside speakers	129	84	24	12
Weekly meetings	177	90	13	10
Semester inservice or workshop	180	102	26	11
Written reflections on daily and/or semester work	187	95	15	11
Meet with director	359	179	33	29
No opportunities available	11	2	1	2
Other	58	32	5	6

Figure 2. From Gladstone and Fralix. "What ongoing opportunities for professional development are offered for consultants working in the writing center?"

The NCW offers basic information about the variety of education and professional development opportunities, but there are no descriptions of those programs, which leaves a gap in our understanding of the goals, activities, or texts that are important within writing center education.

There is even more limited research into courses in graduate writing center theory and practice. Many courses that are offered have easily searchable course descriptions, like those at the St. Cloud State University, which offers a new (beginning only in the fall of 2017) certificate in Writing Center Administration (Mohrbacher). The program is described on their graduate programs website:

> The graduate certificate in Writing Center Administration offers you foundational courses in writing center theory, practice, administration, staffing and training. Designed for both college students and coordinators working in the field, formal credentialing course of study prepares you for work in the growing industry of writing centers in a colleges, high school or business setting. ("Writing Center")

These "foundational courses" in writing center work at St. Cloud include a Writing Center Staffing and Training Course where students focus on "developing position descriptions; hiring consultants; professional development; and designing modules for seminar, on-the-job, and semester-length training," and a course in Writing Center Administration, which tackles topics of "funding, budget, technology, record-keeping, and assessment" ("Graduate Catalog"). Some of these courses can be taken via distance learning, which may allow students who don't have access to such courses or certificates at their institutions to participate in writing center-specific education. Though the goals and options are clear for this particular institution's courses, there is little information on the models for professional development beyond course offerings.

Not inclusive of the St. Cloud graduate certificate classes, Jackson et al. used case studies to determine what dominant trends in writing center coursework exist for graduate students. They assert that the existence of semester-length courses in writing center theory and practice is a mark of an evolving academic discipline and that through these courses, writing center work is professionalizing the field. Their study found that "courses are theoretically and practically grounded, emphasizing the shifting, often contested, theoretical and practical frameworks that have shaped and continue to shape writing center work" (Jackson et al. 140). The requirements for the courses vary, but are "designed to encourage students to think and act like writing center professionals," by challenging graduate writing consultants to complete research projects,

proposals, bibliographies, book reviews, exams, discussions, and to bring their own writing to their centers (Jackson et al. 141). Jackson et al. conclude with a call for the further professionalization of writing center work to better prepare graduate students to carry on that work once they complete their degree programs.

One of the few publications addressing professional development, but now out of date, that does not include formal writing center coursework, *Writing Centers in Context* offers two case studies of institutions that have graduate writing center courses, Purdue Writing Lab, penned by Mickey Harris, and the University of Southern California (USC), by Irene Clark. In both settings, graduate students carry teaching and consulting loads during graduate school, occasionally conducting classroom workshops on behalf of the writing center in other courses. According to Harris, “because graduate students who work as Writing Lab Instructors will be seeking academic positions that will most likely include some composition teaching, their work as lab instructors must train them for professional roles in addition to classroom teaching” (“Multiservice Writing Lab” 11). At Purdue, training for writing lab instructors includes bi-weekly meetings for a single semester, where participants discuss the theory and practice of collaborative learning. In contrast, USC offers a two-week training for consultants that includes role playing, paper diagnosis, and modeling, as well as discussions of composition and learning theories, followed by continuing staff development. These two models use both initial training and ongoing conversations to keep staff engaged in the work and scholarship of writing centers.

More recently, LeCluyse and Mendelsohn shared a description and an analysis of the evolution of the professional development they designed for graduate student consultants at the University of Austin, Texas, Undergraduate Writing Center (UWC). Their approach employs a combination of rhetorical concepts to focus on the needs of those consultants as a specific

audience, assessing the rhetorical situation and then employing *topoi* to meet both the needs of the consultants and their clients in the writing center context (LeCluyse and Mendelsohn 104). The UWC training program primarily included staff meetings to discuss general information, policy, and common issues, which became increasingly more difficult to schedule, and eventually included a two-week training prior to the fall semester (LeCluyse and Mendelsohn 108). This training included an orientation to writing center theory and practice, followed by writing workshops and discussions on technology, English-as-a-Second-Language (ESL) student needs, and writing across the disciplines, shifting away from administrative concerns and towards pedagogical ones (LeCluyse and Mendelsohn 109).

However, the LeCluyse and Mendelsohn recognize the weakness of the front-loaded training, which "unwittingly sent the message that writing consultation is like riding a bicycle, a skill acquired once and quickly mastered rather than a discipline one must engage with continually" (110). To address this weakness, Mendelsohn coordinated weekly *topoi*-based workshops, dedicated to engaging with issues that concern and are presented by administration, graduate consultants, and undergraduate consultants alike. These self-selected professional development workshops allow for consultants to select topics that are meaningful to their own work in writing centers, covering "(1) consultation practice; (2) grammar and English as a second language; (3) the curriculum of the university's Rhetoric and Composition program, a significant source of UWC clients; (4) understanding the conventions of writing across the curriculum; (5) helping writers with materials, particularly personal statements, for professional and academic applications; and (6) consultants' own professional development" (LeCluyse and Mendelsohn 111). In their model, the collaborative nature of the workshops empowers graduate students to train their peers through leading *topoi*, engaging peers in conversation without a strict

hierarchy. Perhaps most innovatively, administrators film the *topoi* to make each workshop available digitally and asynchronously.

What is particularly intriguing about the approaches and goals that are described by LeCluyse and Mendelsohn is the focus on consultants' individual professional development. However, DeFeo and Caparas found that discussions of graduate goals or professional needs were not fostered during participant work in writing centers. In their study, one participant asserts that there had been "no discussion of occupational benefits other than that tutoring was supposed to prepare TAs for teaching" (DeFeo and Caparas 157). Devet suggests having veteran tutors or graduated tutors come in to share their reflections on writing center work and to share the ways that they've grown ("Untapped Resource" 12). Writing center administrators, too, have the opportunity to use such discussions and professional development offerings to bring new voices and new leaders into the field, and to adapt their programs to include setting long-term professional goals for graduate students. Pemberton and Kinkead refer to these new voices and new leaders as "our professional descendants," and call for increased consideration of what incoming writing center directors may need as they transition from graduate school to faculty and staff appointments in the academy (9).

Transfer of Writing Center Experience

Within the context of the writing center, collaborative writing, according to Godbee, is often transformative and can increase confidence and self-understanding for both writer and consultant, but what makes it transformative is often hidden (174). This invisible transformation is often represented by a visible transfer of learning. This section explores the ways that writing consultants may transfer their experiences out of the writing center and into other contexts. Writing center experiences and education have the possibility of being profound for those open

to the theory and practice of collaborative and individualized writing instruction. Bonnie Devet's "The Writing Center and Transfer of Learning: A Primer for Directors" cites Ellis's 1965 definition of transfer, asserting "at its simplest, transfer means 'the experience or performance on one task influences performance on some subsequent task'," while accounting for the contemporary re-definition as 'repurposing' learning, rather than transferring learning (121).

Similarly, Driscoll and Harcourt build on this definition and define writing center transfer as "the ability to take something learned in one context (such as a peer tutoring course) and apply it in another context (such as an elementary classroom)" (1). They critique the nomenclature of tutor preparation, when it is referred to as 'tutor training,' claiming that the term "de-emphasizes the importance of transferrable learning" (Driscoll and Harcourt 2). DeFeo and Caparas agree with this stance, arguing for a shift in perspective, suggesting that "By advancing tutor development as a personal and professional learning opportunity, rather than mere job training, tutoring may be reframed as a reciprocal process" (142). The few studies that unpack what learning transfer looks like in writing centers reveal many of the same findings: that writing center collaborations are reciprocal and impact tutors both personally and professionally (Alsup et al.; Cogie; Devet; Driscoll; Driscoll and Harcourt; Hughes et al.; King et al.; Van Dyke; Welsch). Hughes et al.'s Peer Writing Tutor Alumni Research Project (PWTARP), which will be discussed in greater detail later in this chapter, works to show that writing tutors do carry their skills, values, and abilities out of the writing center and into their own studies, into their classrooms, and into their families and communities. The authors claim,

> When undergraduate writing tutors and fellows participate in challenging and sustained staff education, and when they interact closely with other student writers and with other peer tutors through our writing centers and writing fellows programs, they develop in

profound ways both intellectually and academically. (Hughes et al. 13)

Though the PWTARP provides evidence illustrating the transfer of skills, knowledge, and values from writing center work to various occupations, the study is limited to a discussion of undergraduate alumni perceptions. Graduate writing center alumni may have different perspectives on what learning has transferred from writing center work into their post-graduate positions, which, for doctoral alumni, are frequently within the academy. Devet unpacks more than eight varieties of learning transfer as they apply to consultants working in the writing center context, briefly defining and providing examples of each: content-to-content, procedural-to-procedural, lateral, vertical, conditional, relational, strategic, and reverse transfer of learning. Each of these varieties of learning transfer can be beneficial for graduate students as they work within and advance beyond their writing center work; from my perspective, to make the benefits visible, directors must encourage metacognitive conversations about these types of transfer.

Many of the published conversations on graduate learning transfer focus on the application of strategies, skills, and dispositions in post-secondary teaching positions, largely in composition classrooms. Post-secondary research on the impacts of writing center work on classroom presence, much of which focuses on a shift from teacher-centered to student-centered pedagogies, include Cogie's "Theory Made Visible: How Tutoring May Effect Development of Student-Centered Teachers," which focuses on the impact of writing center theory on first-year composition instructors. Cogie's research suggests that teachers, particularly those who teach writing, must be trained to understand student needs and practice student-centered theories, and that the experiences of writing center one-to-one teaching can bridge the gap between theory and practice (78). Van Dyke makes similar assertions, going so far as to advocate "that the most effective way to achieve the goals that writing centers and composition classrooms strive toward

and to successfully bridge the pedagogical gap that causes dissention within the English department would be to use the writing center as a training facility for all future composition instructors" (2). However, neither author addresses the realities of staffing writing centers or composition programs, where budgets often overrule what would be best practice for future writing instructors or faculty members. Both Cogie and Van Dyke posit that the writing center is an under-utilized space for professional development of composition instructors, not only aiding them in their roles as teaching assistants, but preparing them for later work in the academy. King et al.'s analysis of the transfer of writing center strategies to the classroom context includes an unpacking of how a student-centered approach to teaching both literature and creative writing can develop out of an engagement with student-centered writing center work. In each of these studies, authors identify themes of reciprocity, flexibility, and intentionality based in writing center collaborative theory and describe the influences of writing center work on graduate students' identities and performances as classroom instructors.

Beyond the classroom, Welsch's examination of five areas of professional learning in writing center contexts looks toward the broader implications of writing center experiences for consultants. She suggests that writing center directors can more intentionally foster skills that are transferable to any and all types of jobs, through offering administrative, public relations, client relations, writing, and personal professional development opportunities to graduate consultants. As a result of these experiences, she found that consultants become more aware of their own writing, as well as gained confidence in the quality of their work and adapt to the needs of individual clients (Welsch 2-7). DeFeo and Caparas while briefly addressing the benefits of writing consultation in the classroom, suggest that shifting our focus to one that frames the training experience as professional development, scholars and administrators can further an

understanding of the reciprocity of the experience for those who overlook or doubt the double impacts of writing center work.

Scholars investigating the development of writing tutors, and the reciprocal, transferrable skills, values, and perspectives that consultants may gain frequently focus on the effects writing center experiences have on teachers; other professions are often left out of the research. Scholars highlight the rapport formed between tutors and students, and the skills and strategies that can be applied at both micro and macro levels of instruction. Alsup et al. argue that writing center administrators and the academy should see "peer tutoring in a writing center as a useful addition to the field repertoire of pre-service teachers," since "the tutor works with student writers *independently*, without the intrusion of a mentor or supervising teacher" (28; author emphasis). The authors posit that the experience is uniquely meaningful for tutors who plan to become teachers, as they "create their own relationships with tutees, make independent decisions about how to approach a tutoring session, and must deal with the outcome of the session, whether positive or negative" (Alsup et al. 328). Most importantly, tutors are able to "build confidence and techniques that would help them shape classroom experiences, which mirror the student-centered pedagogy they learn in education, English education, and composition courses" (Alsup et al. 332). This confidence is often researched only in terms of what tutees gain from sessions, often through surveys after consultations, as Harris describes in her article "Talking in the Middle: Why Writers Need Writing Tutors" (35). Tutors often help students understand the "language of academic communities," answering questions while students are engaging with the language of prompts at the university level, "learning to understand that language, and how to act on that language" (Harris, "Talking" 39). Tutors, too, are gaining from their experiences by learning the language of pedagogy and one-to-one teaching, while becoming familiar with

student perceptions of academic communities.

The impacts of writing center experiences are reported by those who remain in academia after graduation, and the influence of writing center work extends to both personal and professional lives. Far beyond the scope of Alsup et al., the authors of the Peer Writing Tutor Alumni Research Project (PWTARP) examine how writing center experience benefits tutors beyond the classroom environment. Hughes et al. surveyed 126 former tutors across three different institutions to provide “a more comprehensive view of the value and influence of collaborative learning in writing centers, one that includes the impressive development of peer tutors themselves,” as compared to previous discussions that depended largely on lore, rather than on empirical research (17). The rich description of this qualitative study shows that tutors gain “diplomatic and conversational skills” as well as a “collaborative effort,” and that respondents often decide to teach after writing center experiences (Hughes et al. 31). The tutors participating in their study report a greater acceptance of criticism, express a joy in the process of writing, and use critique to improve their own writing. While the authors found that though there is little resemblance between academic course work/academic writing and professions or careers, their participants report that writing center work impacts everything from interviews to career choices, and influences alumni advancement within professional hierarchies (31). They link tutoring work to impacts in social work, sales, acting, management, development, legal, and medical careers, citing the analytic and organizational skills developed in a writing center context as being key to success in careers that are not directly connected to a writing center (32).

Though much of the research on writing center alumni focuses on the impacts of writing center work on undergraduate alumni and thus are somewhat limited in their relevance to the current study, there are some case studies that address graduate students. Welsch examines the

professional learning experiences of graduate students who work in the writing center. Like Hughes et al., she addresses the benefits of writing center work on individual processes, in that "having to explain rhetorical principles, offer a range of brainstorming and planning techniques, suggest a variety of organizational plans, and assist students in finding their pattern of error on a regular basis heightens their awareness of their own writing processes and weaknesses" (Welsch 5). Through writing center work, graduate tutors become more accountable, punctual, balanced, and concerned with the quality of their work, but without fear of imperfections, public speaking, or the unknown (Welsch 7). Unlike Hughes et al., however, Welsch tackles the issues of administrative experiences of graduate students, the collaboration with directors, and necessity of task distribution to intentionally promote particular transferrable skills though training modules, including public relations and web experiences. While Welsch is one of the more recent scholars to study the variety of graduate roles and skills within the writing center, other authors problematize the conflicting positions of teacher and tutor occupied by consultants in writing centers.

According to Alsup et al., in undergraduate contexts, there are key differences between teacher and tutor, in that "while peer tutors are knowledgeable responders, they are also colearners or collaborators with the student writer, and their role rarely includes that of grader or evaluator" (334). Without the role of "grader or evaluator," tutor power becomes decentralized, and the peer relationship is emphasized. They argue "that experiencing this colearner role helps preservice teachers as they begin to think about their emerging writing teacher philosophies and how they will structure their future classes" (Alsup et al. 334). Van Dyke asserts that "As the teacher becomes more like the tutor, volunteering less, the responsibility for composing and revising is placed on the student," particularly through the use of open ended questions in

margins and during conferences, which results in individualized instruction for each student (3). A focus on student-centered learning benefits pre-service teachers as well as those graduate students who have the opportunity to both teach composition and to work in the writing center.

A lack of practical experience seems to dominate criticism of teacher training programs, and authors point to the everyday experiences of tutoring in the writing center as being key to effective professional development. Van Dyke points out that “Even though TAs receive training prior to entering a classroom, they may not be prepared to teach composition since their own course load, undergraduate and graduate, has emphasized the study of literature” (2). Writing center work helps current and future instructors of composition to recognize the writing process, and to structure their courses more intentionally. King claims that her work in the writing center leads her to find what frustrates students about her own assignments, and to intentionally help students transfer skills and strategies from one context to another (4). Cogie explains as graduate students enter the classroom for the first time, attempting to relate to students as individuals while they manage a class as a whole, “writing center work – providing, as it does, knowledge of student needs and low-risk practice with student-centered teaching strategies – can build a confidence and commitment to student-centered work that can help TAs find that balance sooner and with greater sureness” (82). Through an investigation of not only the ways that writing center consultants are prepared for their work, but also the perceived gains from engaging in writing center work, writing center administrators can better tailor their professional development opportunities to include discussions on the way that various experiences can transfer to post-graduate life.

While writing center administrators can use the data from these investigations to inform the professional development programming of any given center, the analysis can also be used to

highlight the importance of graduate writing center work to upper administration within our institutions. Gillespie suggests that university administrators

> are often unaware that tutors refine and develop their ability to work with others, to listen, to ask helpful, insightful questions. They learn to help writers to think critically about their assigned work….They leave us with an earned confidence and with leadership abilities that few other campus experiences can offer them. (2)

She asserts that writing center leaders must make others aware of these hidden benefits for tutors, rather than the gains of undergraduate students who attend writing centers, and that when writing center directors do so, everyone benefits (2). Welsch, however, is more specific as to the content and purpose of sharing this information, asserting, "Writing center annual reports should highlight staff development and achievements, as well as key elements of services rendered to the university community" (7). She advocates for communicating about "two groups of students who benefit from a writing center: those who walk through the door for assistance and those who work on the front line providing assistance," claiming that "administrators need to be aware that cutting budgets doesn't just result in reduced student service but in reduced student staff opportunities – and that's a recruitment and retention issue" (7). She suggests that the assessments performed by writing center scholars can impact the willingness of an administration to keep writing centers operating on various campuses.

Approaches to Writing Center Research

My research is based on the methods of Hughes et al.'s "What They Take with Them: Findings from the Peer Writing Tutor Alumni Research Project" (PWTARP), the National Census of Writing, and Jackson et al.'s work with graduate writing center course syllabi. The PWTARP establishes not only a replicable study, but a schemata for coding open-ended

responses. Hughes et al.'s research demonstrates that tutors are impacted by writing center work "as thinkers, as writers, and as developing professionals" (13). The authors give voices to tutor alumni, and those voices speak of "a new relationship with writing, analytical power, a listening presence, skills, values, and abilities vital in their professions, skills, values and abilities vital in families and relationships, earned confidence in themselves, and a deeper understanding of and commitment to collaborative learning" (Hughes et al. 14). This study was among the first demonstrate that there are, indeed, perceived benefits to writing center work for undergraduates. Their focus on empiricism, which still allows for anecdotal responses to open-ended questions inspired my study, in part because the survey can used as a way to assess the efficacy of a writing center program. The "organic, recursive" process of analyzing the data and placing comments in thematic groups grounded my own categorization of responses; my study does not use their schemata for coding and employs, instead, the same open coding process Hughes et al. use (23). Hughes et al. close their article with an assertion that, because of the reciprocal nature of writing consultation or tutoring work, the academy should view writing centers as more than just sites of service, but rather as sites of development. As the survey is designed to be adaptable, open-ended, and flexible, the authors directly call on other writing center scholars to conduct the same research at their institutions to add to the rich description already present, and to advance further arguments about the potential for writing center experiences to positively impact students far beyond the walls of individual centers. My research aims to collect the same information, but from graduate alumni.

The perspectives of graduate alumni consultants can help us to re-imagine the work that happens in writing centers, and to position such work as an immersive professional development opportunity for graduate students. To determine how writing center administrators prepare

students for this work, I ask similar questions to the writing center portion of the National Census of Writing, which surveyed directors about training and professional development that is afforded to the consultants who work in those centers, as well as the ways that students are compensated for their work (Gladstein and Fralix). Additionally, I requested curriculum samples in a similar manner to Jackson et al., who analyzed 12 individual courses to determine what dominant trends exist in graduate writing center coursework. Their set of case studies examined the goals, texts, and activities included in each course, but while they focused on analysis of curricular documents from established courses, I use these documents, which include professional development artifacts that are not course syllabi, as concrete support for the graduate consultant training and education methods described by participants in the larger Professional Development Survey.

Chapter Three offers an expanded explanation of the methods I have chosen to use in my study. Through two surveys and the inclusion of curricular artifacts, I hope to show that graduate students are being prepared for their work in writing centers, and that the preparation for and experience of graduate writing center work has lasting impacts for writing center alumni. Chapters Four and Five will review the findings of my study, and Chapter Six presents a discussion of the implications of those findings for graduate students, directors, and institutions.

CHAPTER 3

METHODOLOGY

Chapter Two's literature review reveals a number of gaps in the research, including what it is that graduate students take from their work in writing centers and how they are trained to do that work. DeFeo and Caparas's call for research in their phenomenological case study focuses on how positive outcomes are manifested, how they are promoted by administration, and how tutors perceive their experiences. The authors assert,

> if through empiricism and scholarship, writing centers can illustrate that both students and tutors are experiencing growth and development, growth that occurs uniquely in a tutoring experience, they may be able to expand their academic foci and regard tutors as not mere service providers, but as co-beneficiaries of intellectual exchange (DeFeo and Caparas142).

My study explores not only the perceptions of graduate writing center work as voiced by the current/former students themselves, but also the ways in which graduate students are trained from the perspective of writing center directors. This chapter addresses the methodologies utilized in this study to determine what some of the trends in both graduate perceptions of writing center work and the professional development that contributes to their experiences.

This research attempts to determine how graduate writing consultants are prepared for that work and what, if anything, they take with them after finishing that work, using three key questions:

1. How are graduate student consultants and administrators prepared for work in writing centers?
2. What do these current and alumni graduate consultants perceive about the transfer of writing center work to their professional lives?

3. As institutions bring current and alumni graduate consultants into writing center studies, writing program administration, and the professoriate, how do writing center leaders continue to professionalize the work of writing centers for future scholars?

To develop a rich and multi-faceted view of the complexity of graduate writing center work, this project engages a mixed-methods approach, including two surveys and a submission of curricular artifacts. The Graduate Perceptions Survey (GPS) requests that current and former graduate consultants complete basic questions on demographics, as well as rating scales and open-ended questions about specific experiences within writing center work. The Professional Development Survey (PDS) was issued to writing center administrators and asks for descriptions of the professional development, education, or training opportunities offered to graduate writing consultants before and during their work in writing centers. I also collected curricular artifacts as support for the descriptions offered in the PDS. Unlike previous studies, which do not differentiate between the experiences of undergraduate and graduate writing consultants, these surveys specifically target graduate student consultants and their directors in order to more clearly identify what potential impacts are perceived and how those consultants were trained while they were employed.

Rationale for the Approach

Mixed-methods approaches are common in rhetoric and composition, as well as in writing center studies, and 17% of empirical studies in writing centers utilize mixed methods (McKinney 11). Babcock and Thonus describe a need for continuing and expanding local assessment and generalizable research, as the former is key to many writing centers' justifications for funding and the latter helps us to theorize the work writing centers do on a larger scale. The surveys in this study were designed to include both qualitative and quantitative

questions and uses, as Harris suggests, “methodologies familiar to composition researchers” (“Multiservice Writing Lab” 3). My research relies heavily on survey data, as it is “cheap and quick,” and can offer me a great deal of data to analyze in any number of ways (McKinney 72-73). McKinney’s blunt description reflects the needs of both graduate students and funding-limited writing centers; writing center scholars, like many other scholars, need to be able to collect a large amount of data with little financial or temporal costs, and the approach is frequently used by both groups (73). Through surveys that include demographic, Likert scale, and open-ended questions, this research attempts to unpack the complexities of the graduate writing consultant experience and those of constructing a training regimen that prepares consultants for their work.

The set of instruments described in this chapter aims to unite three key studies: the Peer Writing Tutor Alumni Research Project (PWTARP), the National Census of Writing (NCW), and Jackson et al.’s curriculum case studies. The Graduate Perceptions Survey (GPS) was issued to current and former graduate writing consultants and is modeled after the PWTARP. It was issued to current and former graduate writing center consultants and administrators, while the Professional Development Survey (PDS) and subsequent artifact request were distributed to writing center directors who employ graduate writing consultants. Although I used existing studies as models for my research, each of the methods used within those studies has been modified and customized to suit my research questions. The three components together point toward trends in the preparation, perception, and possible professionalization of graduate student writing center employees. The instruments described below were designed to expand the possibilities of replicable research, in both institutional and national contexts. Open-ended survey questions allow for individual perspectives and voices of both graduate students and

directors, while demographic information helps to contextualize the range of experiences in various writing center contexts. Writing center work is rarely one-sided; this research attempts to showcase the multiple perspectives of those working in and managing writing center spaces.

Permissions

This research has been approved by the Institutional Research Board at Southern Illinois University[1]. At all stages of the research, participants were able to withdraw from the study. While no participants actively withdrew, some participants opted to skip all rating scale and open-ended questions in the Graduate Perceptions Survey, and many administrators who answered the Professional Development opted out of the curricular artifact portion of the study.

Time Frame

This project was launched in April of 2015 with the distribution of the Graduate Perceptions Survey (GPS) online, and that portion of the study concluded August 30, 2015. The second component, the Professional Development Survey (PDS), was distributed online in April of 2016 and concluded in August 2016, with curricular artifact collection taking place immediately after the close of the PDS. Curricular artifact collection ceased after two direct emails to participants. Table 1 below provides both a timeline of the study and the number respondents for each stage.

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[1] This project has been reviewed and approved by the SIUC Human Subjects Committee. Questions concerning your rights as a participant in this research may be addressed to the Committee Chairperson, Office of Sponsored Projects Administration, SIUC, Carbondale, IL 62901-4709. Phone (618) 453-4533. E-mail: siuhsc@siu.edu

Table 1. Research timeline.

Date	Instrument	Respondents
April 2015 – August 2015	Graduate Perceptions Survey	85
April 2016 – August 2016	Professional Development Survey	27
August 2016 - September 2016	Artifact Collection	4

Research Tools

This study uses a mixed methods approach, including surveys that collect quantitative and qualitative responses. The sections below will describe the survey instruments, protocols and questions, as well as the methods of analysis for each type of data.

Survey instruments. This study provides a timely discussion of the roles and responsibilities of writing consultants at the graduate level, as well as insight as to the lasting effects of such experiences. The surveys I discuss in this chapter request both quantitative and qualitative answers, offering multiple opportunities for respondents to reflect on their specific experiences with writing center work in the past and in the present, particularly in terms of their occupations and ethos as teachers and administrators. Many departments face faculty loss, decreasing budgets, and increasing demand for individualized teaching within composition classes, demonstrating that writing center work has impacts for both writers and consultants is ever more important to justifying positions, centers, and budgets on small and large campuses.

The Graduate Perceptions Survey (GPS) afforded current and former graduate writing center employees a voice, but relies on reminiscence over more concrete evidence in terms of reporting professional development opportunities. While the GPS allows for emergent themes of influence and impact on careers, scholarship, and collaboration, it does not provide a depth of insight as to *how* graduate consultants and graduate administrators are prepared for work in

writing centers. To address this gap, the Professional Development Survey (PDS) requests information from writing center administrators through open-ended questions to elicit greater description, as well as a chance to provide artifacts that show examples of goals, texts, and assignments.

Survey questions and objectives. I modeled the GPS after the Peer Writing Tutor Alumni Research Project, but more closely focused on careers in higher education than the model survey. The first section, comprised of demographic survey questions, requested a participant's name, age, gender, undergraduate major(s) and institutions, graduate major(s) and institutions, and semesters of writing center work at both graduate and undergraduate levels. Additionally, I asked if participants had taken credit-bearing tutor training courses at the undergraduate or graduate level to determine the prevalence of these opportunities. Participants provided information via checklist about their graduate writing center professional development opportunities, roles, duties, and collaborative activities. These answers help to create a picture of what the graduate writing center experience entails for some graduate consultants and administrators, and can potentially help writing center administrators to better sculpt formal position descriptions for graduate students.

The second section of the GPS is intended to prompt in-depth responses about those experiences and employs Likert scales to rate perceptions of influences on occupations, research and/or scholarship, classroom teaching, administrative efforts, and collaboration. Participants listed their occupations after graduate school, before identifying if they used their experiences in the writing center in those jobs. Each Likert scale is preceded by an open-ended question that is intended to prompt specific memories. Respondents may be able to rate their writing center experience more accurately after taking time to reminisce or reflect about specific memories

related to their past writing center work and current occupations. To close the survey, a final open-ended question was asked about any other influences or impacts of writing center work, in addition to asking for examples and narratives in each of the major questions/rating scales. See Appendix A for the request for participation and Appendix B for the complete survey.

As the GPS doesn't request in-depth answers about the training or professional development that graduate consultants experienced in their writing center work, I designed the PDS to supplement my understanding of the ways that they are prepared for their work in writing centers. Although I did not collect any data that directly describes the participating institutions, I used checklists and drop-down boxes to request information on writing center clientele, the type and frequency of professional development opportunities, and activities that might be offered during those sessions. In open-ended questions, I also ask participants to describe professional development or training opportunities, the facilitators of those activities, as well as the topics and texts that are common to their contexts. To specifically address the needs of graduate administrators, I collected information about the clerical or administrative duties involved and the preparation for those duties. The final question of the survey asks participants if they would be willing to share curricular or other training artifacts. See Appendix C for the request for participation and Appendix D for the complete survey.

Distribution of surveys. Both surveys were distributed through email, Facebook, and Twitter, to broaden the potential pool for participants. The GPS used the Surveymonkey.com platform and the PDS used the Google Forms platform for responses. Each survey took approximately 20 minutes to complete online. One of the weaknesses of the original PWTARP study is that it relies on physical mailings, and may only reach those alumni who have maintained connections to the writing center in which they worked. Through digital platforms,

this study may have reached a wider audience, potentially increasing the number of responses from writing center alumni who have left academia or have moved since their last known address. The use of a digital platform allowed for respondents to answer via smart phone application or website, and the surveys' formats allowed participants to change their answers up to the time of submission. Direct emails to listservs and writing center and writing program directors at institutions that utilize graduate peer tutors generated the largest pool of respondents. While these platforms did generate a pool of respondents, the homogeneity of the final pool as having remained largely in writing center work after graduate study indicates an element of self-selection bias.

Extent of data collection. Data collection for the Graduate Perceptions Survey (GPS) began after I solicited participation at the Southern Illinois University Writing Center Conference, "Facing the Future: Roles for Writing Centers on 21st Century Campuses." While the survey debuted at this mini-regional writing center conference, through verbal request, recruitment primarily happened digitally. Using convenience sampling, the survey was distributed through email on the WCenter listserv, which reaches over 3000 readers, many of whom are currently employed in writing center work. Specifically, writing center directors were able to forward my survey to their current and former graduate student consultants. Additionally, two dissertation committee members were kind enough to forward my original request under their names to both the WCenter and Writing Program Administration listserv (WPA-L). Finally, I posted the survey through links on Facebook and Twitter on my personal page, where I communicate with a number of current and former fellow consultants, and on the Directors of Writing Center Facebook page, where many directors pose questions, solicit advice, or tout their triumphs.

During the preliminary analysis of GPS responses, I identified a lack of detail in graduate training answers, and subsequently developed and distributed the Professional Development Survey (PDS). Initially, the PDS was issued to the 62 institutions listed in GPS participant responses. However, due to low response rates from these institutions, I expanded the participant pool to include directors of any writing centers that have graduate consultants. A total of 27 institutions responded to this survey. To preserve anonymity and maintain focus on the opportunities offered to graduate consultant and administrators, directors did not identify themselves or their institutions, unless they wished to share their curriculum for the final portion of this study. Though there are few parallels between the institutions in the two surveys, the survey answers and curricular artifacts from the PDS provide a snapshot of professional development for graduate writing consultants and graduate administrators at some U.S. institutions.

Curricular artifact submission. The final component of this research includes administrator submission of curricular artifacts that represent professional development opportunities. As not all institutions offer semester long credit-bearing courses in writing center theory, practice, or administration, these artifact submissions include both formal syllabi and informal meeting schedules. To probe into the opportunities offered to graduate consultants, I collected curricular artifacts following a similar approach to Jackson et al., and all data was submitted through email in the form of PDF or Word files. This component of my research, including calendars, syllabi, and schedules, allows me to reference specific course goals, texts, and themes in order to better articulate patterns within a largely undocumented aspect of writing center work for graduate students. Unlike Jackson et al., this study does not include an analysis of the institutions themselves, though a later expansion of this study could call for such

development, and could continue to use the Jackson et al. model for methodological and coding frameworks.

Participant Selection

After I obtained human subjects permission from the institutional review board, I solicited participants for the Graduate Perceptions Survey (GPS) in the manner described above. Participants who were currently working, or had formerly worked, as graduate peer consultants in writing centers were eligible to complete the first survey. Current graduate students who are in the process of learning how to navigate the classroom or administrative environment may feel immediate effects of working in one-to-one pedagogical structures, while the perspectives of those who have some distance from their graduate experiences can reveal the longer-term effects of writing center work.

For each survey, I utilized comprehensive convenience sampling, and respondents self-selected participation based on solicitation emails through the WCenter listserv or social media posts. I relied on the same sampling model for the curricular artifacts. The GPS was announced at a mini-regional conference, before being distributed on the WCenter writing center listserv, Facebook and Twitter, and solicited the participation of current and former graduate writing consultants and graduate writing center administrators. After emailing the graduate institutions included in the Writing Center Directory (WCD) hosted by the University of Minnesota, St. Cloud, I encouraged WCenter listerv recipients and writing center directors to share the survey links with their current and former graduate students, or to answer the survey themselves, when appropriate. The majority of GPS participants remained in writing center work or in higher education following graduate work, creating a cohesive sample. However, this homogeny of experience and occupation can be seen as a limitation, as the results may be limited to skills,

values, and attitudes that are primarily valuable in post-secondary education, with little evidence of transfer outside of that framework. Self-selection bias is at work within this sample of respondents, but for the purposes of the writing center community, though, this homogenous sample may help us to better explore what the expectations of writing center and academic professions might look like and how best to prepare the next generation of writing center leaders for their work in the field.

Once the GPS was complete, I compiled a list of the degree-granting institutions identified by participants and used institutional websites to collect the email addresses of writing center administrators in those institutions. I emailed each director a link to the PDS. However, following low response rates from those institutions, I solicited additional participants through a post to the WCenter listserv. After closing the PDS, I contacted those who indicated that they were willing to share their curriculum or professional development schedules via email. Participants in the curricular artifacts submission portion of the study were limited to those few writing center administrators who responded in the PDS that they would be willing to share samples professional development materials. Although few directors shared curricular artifacts, the examples I collected add to the depth of this study.

Data Organization and Management

For both the GPS and the PDS, I created workbooks in Microsoft Excel, retaining the original download in a separate file, and removing identifying information from the imported data by assigning a numerical value, according to order of submission. Within each workbook, I copied data into question-sorted spreadsheets, maintaining the numerical tags across each sheet. For questions that included multi-selection answers, each answer was separated into a column and noted with an X, to save room and aid in visual clarity. For institutions that were identified

directly or through email contact, I noted the Carnegie classification of the institution as an additional detail. I coded artifact submissions numerically, according to their initial response code assigned in the PDS workbook, and removed identifying information before analysis. Original artifact submissions are retained in a separate digital file.

Data Analysis

As this study employs a mixed-methods approach, I used analytic methods that are appropriate for quantitative (demographic, multiple choice, and Likert scale) and qualitative responses (open-ended questions and curricular artifact submissions), respectively. I describe these methods in the section that follows.

Quantitative analysis. For each survey, I performed basic quantitative analysis of demographic and rating scale data, and isolated counts, averages, and percentages. I used Microsoft Excel to calculate these totals for each demographic question, as well as those that required yes/no, multiple choice, or multiple selection answers. While quantitative data can provide general ideas of respondent profiles and perception of writing center influence beyond graduate work in writing centers, or the basic professional development options offered to graduate students, the open-ended questions yield much richer description than the questions based on Likert scales or multiple-choice options.

Qualitative analysis. While Strauss and Corbin assert that there are researchers who simply focus on the reporting of data, without interpretation to avoid interference with participants' perspectives, some interpretation is necessary, and coding is often the first step towards a productive discussion of the results of a qualitative study (21). My first read focused on emergent patterns of keywords, allowing for categories to arise, rather than imposing pre-developed paradigms. Although it was tempting to try to apply the same emergent themes as the

Peer Writing Tutor Alumni Research Project, the questions in this study were far more focused on specific roles as teachers, as researchers, and as administrators. Instead of applying existing thematic codes, I used a combination of *in vivo* and descriptive coding.

I applied grounded theory to the analysis, without any preconceived notions of what categories or themes could emerge. Neff defines grounded theory as a "methodology that asks researchers, practitioners, and theorists to combine their talents," making this uniquely well suited for writing center research, as professionals in the field are often all three (135). Following multiple readings of the open-ended responses, I recorded notes based on keywords within the answers. Once open coding was completed for each survey instrument, I employed axial coding, checking and re-analyzing the context and content of each statement, before grouping them into categories. During this stage of analysis, I noted overlaps between and among the topics. The value of such an approach is that

> the researcher looks at the phenomenon from several perspectives, and asks questions of the phenomenon until a provisional name or label can be applied to it. This process foregrounds everything the researcher knows, both consciously or subconsciously, in much the same way that invention exercises foreground what writers know about their subjects. (Neff 137)

As writing centers are complex sites of research, grounded theory based on emergent themes provides for a complex conversation about the data.

Subsequent reads resulted in the refinement and addition or subtraction of original notes[2].

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[2] To facilitate reading the reported data, I have edited what were most assuredly typographical errors in responses.

For each reading, I employed a line-by-line analysis, while taking into consideration the larger paragraph structure, if warranted. Though some sentences and even fragments of sentences stood out as a particular theme, other responses gave a more generalized perspective that had to be read holistically. For each comment, I recorded notes and created descriptive or *in vivo* codes. During subsequent readings and reflections on the comments and codes, I categorized those notes into larger umbrella themes. Table 2 provides a visual example of how coding keywords inform larger thematic categories. See Appendix E for the full GPS Emergent Themes chart.

Table 2. Emergent themes and coding keywords in the Graduate Perception Survey – Occupation. This table illustrates the keywords that guided creation of emergent themes.

Graduate Perceptions Survey (GPS): Emergent Themes and Coding Keywords	
Emergent Thematic Category	**Coding Keywords and Annotations within Thematic Category (descriptive and *in vivo*)**
Interpersonal Skills	Flexibility, listening skills, patience, questioning/questioning skills, ownership of writing, "respect for voice," "problem solving," rapport
Curriculum and Pedagogy	Insider knowledge of classroom, prompts, assignments, "pedagogy," "curriculum," "student-centered," scaffolding, feedback, "teaching," understanding of students
Diversity/Individualization	Appreciation of diversity, "attentive to individual needs," varied approaches, "diverse students," multilingual
Commitment to one-to-one instruction and interactions	one-to-one conferencing and strategies, collaboration
Scholarly Work	Research strategies, personal writing, new academic interests
Administrative Duties	"shared goal," tutor training, "organizational and managerial methodology," writing center director, career choice, scheduling, mentoring, collaborative leadership style, assessment

For many open-ended questions, respondents described multiple topics, and not all comments were easily categorized into one code or another. In these cases, I made notations in

the margins and applied simultaneous coding to avoid excessive lumping of the data, and I marked X in multiple columns for that question's responses. Figure 3 provides an example of simultaneous coding from the Graduate Perceptions Survey answers.

	If you answered 'Yes' to the previous question, would you describe those qualities or provide an example?	Would you rank the importance of the skills, qualities, and values you developed as a tutor in relation to your current occupation?	Interpersonal Skills	Curriculum and Pedagogy	Diversity/ Individualization	Commitment to one-to-one instruction/interactions	Scholarly work	Administrative Duties
	Open-Ended Response							
2								
4	Though the concept may be dated, I still find the tension between directive and non-directive tutoring to be useful in composition classes. Furthermore, as a current WC director, I lean heavily upon my experiences as a graduate tutor/assistant director.	Highly important		X				X
5	Working with students individually on their writing helped me think about ownership when I went to comment on student papers as an instructor - I think it's been really important in deciding when I am helping develop their own ideas and when I'm overstepping a little. It has also helped me recognize the complications of writing in academic English for students at various points in development, whether or not they identify English as their primary language. Cooperation and collaboration in that space wasn't limited to working with students; I think I developed a sense of how colleague's approaches to the work could differ and that the differences between our approaches were valuable. And there are smaller things that, of course, have followed me - tracking the amount of time that I spend on a paper; Identifying and working with what seem to be the most important issues in development rather than trying to make it all "perfect" at once, etc.	Highly important		X	X	X		
6								
7	I now direct a tutoring center, so I call upon my foundation as a tutor daily.	Highly important						X
8	Writing Center practice informs mostly how I teach, working in more one-to-one opportunities, asking questions that help the students get there on their own, providing an authentic response as a reader to help them recognize the impact their rhetorical choices have.			X	X			

Figure 3. Master Chart - Simultaneous coding, Graduate Perception Survey – Occupation. This figure captures the coding schemata used with simultaneous coding for the Graduate Perception Survey.

The PDS was coded in the same manner as the GPS, and simultaneous coding was necessary for most responses. Table 3 illustrates the simultaneous coding of professional development facilitators, which will be discussed in greater depth in Chapter Four.

Table 3. Master Chart - Professional Development Survey – Facilitators. This figure captures the coding schemata used with simultaneous coding for the Professional Development Survey.

	Who conducts professional development or training opportunities at your center? Please describe their role(s) in the center.	Writing Center Professional Leadership	Graduate Students	Outside Speakers	Other (Includes unspecified tutors/ consultants
1	Assistant director and director	X			
2	Director and graduate assistants	X	X		
3	Director	X			
4	Director, Associate Director, Graduate Tutor Coordinator	X	X		
5	I do along with grad assistant	X	X		
6	director, associate director, graduate coordinators	X	X		
7	The Director (full-time staff) and the Assistant Director (20-hour GA) conduct most trainings, though some experienced consultants eventually lead a training as well.	X			X

After I analyzed the PDS survey data, I coded and redacted each curricular artifact, and annotated the documents as to type of artifact(s) submitted, time frame and duration of the professional development opportunities. Following that, I recorded notes regarding: articulated goals/outcomes, descriptions, required texts, policies, assignment lists, assigned or suggested readings, topic categories, schedule, leadership/facilitator, activities. I cited all texts mentioned in the survey and curricular artifacts according to MLA guidelines, then categorized those texts according to *in vivo* or descriptive codes (see Appendix F for a complete bibliography).

The following chapters will more closely examine the results of the two surveys and the curricular artifact submission. Chapter Four presents the results and offers analysis of the Professional Development Survey; Chapter Five does the same for the Graduate Perceptions Survey. Finally, Chapter Six will discuss the implications of this study for three entities: graduate students, writing center administrators, and institutions.

CHAPTER 4

FINDINGS – PROFESSIONAL DEVELOPMENT SURVEY

As I began researching this complex topic, I found little information about writing center professional development at the university level, and in much of the literature in the field of Writing Center Studies, the term commonly used is 'tutor training'. The term training fails to encompass the depth of the work that writing center professionals do to prepare our consultants for work; Brad Hughes' term "ongoing education" seems more accurate to describe what consultants experience in writing centers ("The Tutoring Corona"). Training, in many senses, focuses on a specific skill to accomplish a given task, while professional development indicates a more flexible approach that impacts the person and the career through a wider variety of activities that may include training, but will most likely move beyond skill development. For the purposes of this research, I define professional development as the discussions, activities, and texts that help to meet not only current institutional and individual needs, but also move participants towards institutional and professional goals. What I have found in my research is that writing center administrators are preparing and training our graduate consultants for work in the writing center, but there isn't evidence that administrators are visibly engaging graduate students in professional development or preparing them as our "professional descendants," a term used by Pemberton and Kinkead to describe the new cohort of writing center administrators (9).

To answer my question of how U.S. graduate consultants and administrators were being prepared for their work in and beyond writing centers, I sent a survey (see Appendix D) that asked writing center administrators (directors, coordinators, and sub-directors/coordinators) to reflect on the key topics, texts, and activities that they employ when training graduate writing

center consultants. Participant responses help to create snapshots of the myriad ways that graduate student consultants and administrators are prepared for their work, how they are compensated for their work, and what activities may lend themselves to the development of skills that either mirror or transfer to careers beyond graduate school. For further support and to allow directors another venue for articulation, I also collected curricular artifacts and created short dossiers (see Appendices G, H, I, and J) that illustrate how administrators organize professional development and support graduate student growth in writing center studies, though few institutions provided documents in support of their survey answers. In this study, I will be using the terms ‘curriculum’ and ‘curricular artifacts’ in a broad sense, in that a professional development program may be formalized in a class curriculum document or be more informal but still documented in the form of calendars or topic outlines. I don’t wish to minimize the academic, professional, or cognitive work that goes into curating a professional development plan or further privilege semester-length credit-bearing courses as the superior option for graduate professional development, and therefore will refer to all submitted artifacts as curricular artifacts or curriculum.

The Shape of It All: Program Characteristics

A total of 27 institutions responded to the Professional Development Survey (PDS), though these institutions do not directly correlate with the reported institutions in the Graduate Perceptions Survey, with the exception of two institutions. To better understand the structure of various writing center programs, I collected information about program characteristics (see Appendix K for a full chart of these characteristics). This information included clientele, timing of training, compensation for professional development, and administrative duties within the writing center. No questions requested specific institutional demographics or director

demographics.

Based on email addresses submitted to the survey's final question, I noted Carnegie classification[3]. The representation of five different Carnegie classifications of graduate and doctoral schools illustrates the range of institutional contexts that offer graduate writing center work (see Appendix K for Carnegie classification by respondent). Though there is a range of institutions represented in this study, homogeny in preparatory topics, texts, and activities indicates that there is a shared philosophy across programs, one that is grounded in writing center scholarship.

All of the programs participating in this study financially incentivize participation by either paying an hourly wage or embedding the training opportunities in assistantships. These findings indicate that while professional development is largely compulsory, it is sufficiently valuable to the centers so as to require budgeting of both time and funds for those activities. The combination of assistantships with other sources of funding may help directors provide incentives for graduate employees to attend. Table 4 illustrates the frequency of compensation type offered for participation in professional development.

- [3] Carnegie classifications
    - R1: Doctoral Universities – Highest research activity
    - R2: Doctoral Universities – Higher research activity
    - R3: Doctoral Universities – Moderate research activity
    - M1: Master's Colleges and Universities – Larger programs
    - M2: Master's Colleges and Universities – Medium programs
    - M3: Master's Colleges and Universities – Smaller programs (http://carnegieclassifications.iu.edu/classification_descriptions/basic.php)

Table 4. Professional Development Survey - Compensation for Professional Development

Compensation Type	Assistantship	Hourly Wages	Stipend	Other
Responses	17	14	4	1

Note. There were 27 respondents who answered the question, "How do you compensate consultants/tutors for professional development in the writing center? Please check all that apply." Many respondents offer more than one type of compensation for tutor education/PD.

More than half of all respondents offer more than one type of professional development, as seen below in Table 5. All institutions offer ongoing professional development, and more than half indicated that they also offer credit-bearing courses. See Appendix L for and expanded chart of options by institution.

Table 5. Professional Development Survey - Preparation for Writing Center Work

Preparation Type	Ongoing Meetings	Pre-Semester Workshop	Tutoring Course	Online	Directing Course	Other
Responses	27	17	16	3	2	1

Note. There were 27 respondents who answered the question, "How do you prepare consultants/tutors for work in the writing center? Please check all that apply." Many respondents offer more than one type of preparation for tutor education.

Institution 3 is classified as an R2 institution and serves both graduate and undergraduate clients (please see Appendix G for institutional dossier). This institution submitted a syllabus for "Writing Center Fundamentals: Theory and Practice," a 32-hour, 16-week course, requiring a minimum of 50 hours of tutoring in addition. In contrast and lacking a formal course, Institution 10 is an M1 writing center, serving only graduate students; it prepares consultants through both an initial and an ongoing curriculum; examples of each type of training were submitted to this

study (please see Appendix H for institutional dossier). The professional development at this institution is offered to new graduate and professional tutors, through 12-15 hours of initial training and more than 9 hours of bi-weekly meetings. This curriculum sample represents a semester-long schedule, without a credit-bearing load, and could be adapted easily to a credit-bearing course through the addition of assignments or assessments. Unlike the other curricular examples, this set of training schedules does includes neither a course description nor articulated goals.

Only two institutions offer courses in writing center directing, which may indicate an emphasis on pedagogical theory over administrative practices in course offerings. These courses last from five weeks, in the case of an optional course on Writing Program Administration/ Writing Center Directing, to a traditional full semester. The initial training offered by writing center professionals includes half-day, two-day, and week-long pre-semester workshops. Below, Table 6 illustrates the frequency of these opportunities beyond credit bearing courses. See Appendix L for an expanded chart of institutional professional development options.

Table 6. Frequency of Ongoing Professional Development Activities

Frequency	Monthly	Weekly	Biweekly	Once per Semester	Pre-semester	Other
Responses	11	9	5	2	2	5

Note. There were 27 respondents who answered the question, "When and how often do you offer professional development or training opportunities?" Some institutions offer multiple time frames for ongoing PD/training.

Results show that ongoing training is most frequently offered monthly, with only two institutions providing training a single time in a semester. However, 33% of institutions offer weekly professional development, suggesting an emphasis on regular discussions of writing center

theory and practice.

Results in Table 7 (below) show emergent categories of professional development facilitation, in terms of who is conducting these regular and required meetings. A total of 55 facilitators were listed in twenty-seven answers, with an average of 2.03 facilitator types per institution.

Table 7. Professional Development Facilitators

Facilitator	Writing Center Leadership	Graduate Students	Outside Speakers	Other
Coded Responses	26	10	9	10

Note. There were 27 respondents who answered the question, "Who conducts professional development or training opportunities at your center? Please describe their role(s) in the center." Many institutions have multiple types of facilitators.

Four groups of facilitators emerged: writing center professional leadership (directors and sub-directors), graduate students (administrators and assistants), outside speakers (faculty, guests, and other specialists), and other (tutors and desk managers). Training is primarily developed and delivered by writing center leadership, including directors, associate directors, coordinators, and other titled positions. See Appendix M for an expanded table depicting facilitators by institution. However, there is some room for collaboration. One third of the responding institutions rely on outside speakers, with slightly more offering or requiring presentations of graduate students. These guest speakers include faculty or other campus experts, indicating that there is additional desire for input and collaboration from outside of the writing center, which may serve to reinforce relationships within and across services and departments.

Articulated Goals of Writing Center Preparatory Courses

Writing center studies has been fully invested in finding out what clients get out of writing center engagement, but little has been done to consider what the outcomes may be for the consultants, particularly at the graduate level. Of the four institutions that submitted curricular artifacts, three had articulated course goals. The program goals situate the experience in the local context (purpose within the university) as well as in the individual consultation context (responding to "varying rhetorical situations" and writer needs). All three expect their students to develop reflective practices through their course work. The course goals are clearly articulated for both a formal class and an introductory seminar; similar goals or specific learning outcomes are easily created for any combination of professional development opportunities, and can be tailored to each center's mission and vision within the larger institution. Each goal can be appropriate for either graduate or undergraduate consultants, indicating that perhaps directors are preparing different types of consultants in nearly the same ways. This, in some ways, makes sense; writing center consultants and administrators work from a common praxis. However, graduate students who are primed to enter the professoriate, administration, or work outside of the academy may need additional outcomes that target their anticipated professions.

The syllabus for Institution 3 includes a short program/course description, "This program will introduce new tutors to tutoring fundamentals, best practices, and Writing Center theories. Topics covered will include writing behaviors and the writing process, tutoring approaches, professionalism and ethics, meeting the needs of diverse client populations, and the history, purposes, and politics of Writing Centers in higher education." While the course is designed for new tutors, it goes beyond the basics of one-to-one instruction by engaging discussions of the politicized nature of writing centers. Unlike some of the other curricular artifacts submitted to

this study, Institution 3's syllabus specifies five program goals, written as outcome statements:

1. Understand and articulate the Writing Center's mission and purpose within the University
2. Understand and address the writing concerns of all client populations
3. Implement best tutoring practices in response to varying rhetorical situations
4. Initiate the development of their own tutoring philosophies
5. Attain certification at levels I & II of the International Tutor Training Program Certification. (Institution 3 Curricular Artifact; see Appendix G)

The program goals situate the experience in the local context (purpose within the university) before doing so in the individual consultation context (responding to "varying rhetorical situations"). The inclusion of the history and politics of writing centers can engage these ideas on both the micro and macro levels, the institution-specific contexts and the larger field of writing center studies, and allows for graduate students to familiarize themselves with the field beyond the practical.

Institution 18 represents one of the seven responding institutions that is classified as R1, and serves both graduate and undergraduate clients (please see Appendix I for institutional dossier). This particular professional development plan is an ongoing model that meets six times for 90 minutes each time, for a total of nine hours of preparation. Though this is not a formal, credit-bearing course, and functions as an introductory seminar, the artifact submitted is in the form of a syllabus, with specific and articulated goals. According to the curricular artifact:

> This seminar has five goals:
>
> 1. To prepare all new graduate and professional writing consultants - whether new to the Center, new to graduate of professional writing consultancy, or both - to work with the many writers we see at Student Writing Support;

2. To introduce all new graduate and professional writing consultants to just some of the perennial questions and challenges facing everyone who works in a writing center, with particular attention to systems of privilege and oppression;
3. To function as a community in which all new graduate and professional consultants can collaboratively develop knowledge, collegiality share stories, and critically (re)examine values and practices - their own and those of Student Writing Support;
4. To provide all participants with the opportunity to develop intentionality in their writing center pedagogy and philosophy; and
5. To encourage all participants to expand their roles within the Center, sustaining the momentum from our readings and discussions within the larger culture of the Center - not only at the consulting table, but also in conversation and action with Center colleagues. (Institution 18 Curricular Artifact, See Appendix I)

In contrast, the artifact submitted by Institution 19 is a semester-length syllabus for a course that is primarily offered to undergraduates for a variable three or four credits in the English department, though the submitting director specified in an email communication that graduate students also participate in the course from time to time (see Appendix J for institutional dossier). This course requires 45 hours of class meetings over 16 weeks, as well as a 30-hour internship that spans 10 of the 16 weeks, for a total of 75 hours of training, nearly the highest number of professional development hours reported in these samples. The course's trajectory is described, in that "throughout the semester, we will focus on **induction,** coming to critical conclusions about texts by observing them closely; **reflection,** cultivating self-awareness by examining and questioning one's behavior and assumptions; and **praxis,** the synthesis of

knowing (theory) and doing (practice)" (original emphasis). Like Institutions 3 and 18, Institution 19 has clearly articulated learning goals for the course, as well as those associated with the larger goals of the institution's English department and "College-Wide Learning Goals".

Course goals include:

- understand the history of and pedagogical approaches to college-level writing instruction;
- understand writing center theory and practice and how they relate to other college writing pedagogies;
- conduct individual writing consultations in the Writing Center;
- identify writing concerns and implement strategies for addressing them
- reflect on your learning as a writer and on your and others' practice as writing consultants (Institution 19 Curricular Artifact; see Appendix J)

At Institution 10, PD opportunities don't seem to be scaffolded, and there are no articulated goals. This structure may, instead, respond more directly to ongoing institutional needs. Unlike the other institutions in this study, initial training at Institution 10 begins with an introduction to the space, nodding to the increasing writing center discussion on campus space and place. While Institution 3 focused on ethics and appropriation, Institution 10 emphasized writing center terms of directive and non-directive tutoring. Unlike any of the other artifacts, discussions also included the supportive technology of Read & Write Gold, which is frequently used to assist students with cognitive processing disorders, indicating a focus on inclusive writing center practices that address a neurodiverse student population.

Topics and Texts within Graduate Professional Development Opportunities

Facilitators focused on topics within five emergent themes and have identified a small

canon of critical texts for professional development. Results show that topics are dictated by not only by daily observation in the writing center, but also by consultant feedback, and are highly responsive to center, consultant, and student needs. Many of the emergent topics, as shown below in Table 8, discussed at the graduate level mirror those in undergraduate courses, and cover the history of writing center work, the general theories behind the work, and writing process (Bleakney).

Table 8. Professional Development Survey - Professional Development Topics

Topic	Identity, Inclusion, and Diversity	Writing Center Theory	Writing Process	Interpersonal Skills	Writing Center Professional Careers
Coded Responses	19	17	15	8	2

Note. There were 27 respondents who answered the question, “What topics are covered in your professional development or training opportunities?” Respondents provided multiple topics which were coded into larger themes using an open coding process.

Institution 27 focused specifically on “how to collaborate with and learn from fellow tutors, fellow writing center administrators, and most of all from one’s tutees. (What do we all bring to the table and how we can work most productively to employ what’s brought to the table by all in our interactions [sic].” The responding director, in this case, recognizes that graduate students bring a particular expertise, while their clients come with their own knowledge; in a session, there is room for each participant to contribute and grow. This acknowledgement of reciprocity is a nod towards what tutors gain from working at writing centers, that they do so through active engagement with their peers and administrators within a nonhierarchical context. Another institution emphasizes “not controlling the session,” hearkening back to the

collaborative, non-hierarchical and non-directive theory that grounds writing center approaches to writing. More on the practical side, several institutions address the topic of session protocols, including the structure of an appointment, the basic moves consultants make when working with student writers, and the negotiating agendas. Institution 7 noted that they work with their graduate consultants on "specific segments of the consultation (breaking the ice, pacing, or concluding for example)," while Institution 24 moved past the pragmatics of a session to engage graduate consultants in discussions of how they can "conceptualize consultations with student writers." These answers suggest that there is an ongoing negotiation of writing center work within centers, as well as an engagement of best practices as topics for professional development. The curricular artifact for Institution 18 specifically lists five topics, "consulting one-to-one within an institution," "consulting across/within/against linguistic borders," "politics of grammar and choice," "disciplinarity and dissertations," "comfort and freedom - for whom?," and a final "To-be-determined" day based on "participants' goals and interests."

While the topic of "troubleshooting challenging appointments" (Institution 16) does not fit neatly under session protocols, three additional responses indicated that working with "difficult clients" (Institution 2), "behavioral issues" (Institution 3) or "potentially-problematic situations" (Institution 9) is part of the professional development practice for their institutions. Institution 9 also specified that consultants grapple with the question of "what to do if a writer brings in an overtly racist piece," a topic may be appropriate to any number of institutional contexts. Writing center leadership emphasized discussions of identity, inclusion, and diversity in terms of specific populations that use the writing center: graduate students, adult learners, veterans, student-athletes, returning students, dissertation writers, LGBTQ learners, anxious writers, and inexperienced writers. The responses indicated a focus on using inclusive pedagogy

and language within the institutional context, and included strategies for working with writers composing at different levels, which illustrates the emphasis on student-centered approaches in writing center work.

Facilitators also place an emphasis on discussing the writing process, genre, and discipline. Several topics corresponded to a general theme of composition theory and rhetorics, though only one of those topics, “process of composing,” deals explicitly with the writing process. However, references to both multimodal and digital composing signal an emerging need in our centers to prepare graduate consultants and composition instructors for engagement with new ways of composing and publishing. Such professional development benefits not only consultants, but directors.

Within answers with a focus on Culturally and Linguistically Diverse (CLD) learners, respondents used a variety of terms: multilingual, English-Language-Learner, Non-Native-English-Speaker, ESL, second language writers, and dialect speakers to describe training, illustrating the range of dialogues to access for training or discussion, as well as a lack of a common descriptor. One respondent provided an extensive catalogue of sub categories their consultants chose from for professional development, which included options for the theoretical, the practical, student-facing and faculty-facing conversations, and self-reflective opportunities for consultants to question their attitudes and assumptions. Several of the subcategories suggested by this respondent indicated a focus on the intersections of culture and writing, topics not taken up by more general answers that simply reference ELL learners. However, only six responses indicated a specific text that addresses ESL/CLD needs in the writing center; five out of the six respondents referenced Rafoth and Bruce’s *ESL Writers: A Guide for Writing Center*

Tutors. The remaining comment referenced "Reassessing the Proofreading Trap," a short piece reflecting on the role of the tutor in ESL/CLD appointments.

The topics covered in professional development opportunities correspond to a range of key texts, as seen in Table 9, with greatest emphasis on writing center theory and general tutor training manuals. However, a lack of texts that address graduate work in writing centers creates a distinct gap in the theoretical grounding of these professional development opportunities (see Appendix F for submitted texts, sorted by topic).

Table 9. Professional Development Survey - Emergent Categories of Text Topics

Topic	Writing Center Theory	Tutor Training Manual	Composition Theory	ESL/CLD	Education Theory	Self-Designed	Genre	Reflections	Resistance/ Advocacy
Responses	11	11	6	6	2	2	1	1	1

Note: The counts of text topics in this table are from PDS survey responses only, and do not include the texts that were submitted within curricular artifacts.

Eleven comments focused on various writing center theory texts, including Babcock and Thonus's *Researching the Writing Center*, for those graduate students interested in pursuing a professional position in writing centers. These texts included canonical works, such as Bruffee's "Peer Tutoring and the Conversation of Mankind," Harris's "Talking in the Middle: Why Writers Need Writing Tutors," and North's "The Idea of the Writing Center." These texts provide historical perspectives on writing center work, as well as provide the basis for writing center collaborative structures. Several texts, such as *Noise from the Writing Center* and *Good Intentions,* lean toward the resistant, positioning writing centers as political within campus environments, while *Facing the Center* addresses the politics of pedagogy and identity in writing center work. Only one text contains an explicit chapter addressing graduate writing center work, *The Writing Center Director's Resource Book*. One text bridges the gap between writing center

pedagogy and writing studies, *Writing Studio Pedagogy*, engaging both composition theory and writing center theory to provide guides to classroom and one-to-one writing work.

Of equal emphasis are descriptions of tutor training manuals, which include the *Bedford Guide*, the *St. Martin's Guide,* the *Longman Guide,* and the *Oxford Guide to Tutoring*, as well as Rafoth's *A Tutor's Guide.* These manuals survey basic tutoring theory, outline strategies for approaching consultations, encourage reflection, ask students to role play or analyze scenarios, illustrate ways to emphasize higher order concerns over lower order concerns, discuss protocols, and define collaboration. However, none of the texts include an emphasis on what this looks like at the graduate level, or how the strategies can be used for extended projects.

While Grimm's *Good Intentions* borders on advocacy and resistance, her "Retheorizing Writing Center Work to Transform a System of Advantage Based on Race," directly engages graduate writing consultants with a discussion of resistance within the academy. One director, focusing on reflection as resistance, offers "I Am Not Your Inspiration," a TED talk by Stella Young, as a discussion point. A single text provided in this answer addressed the issue of genre, while fifteen comments addressed genre as a topic of professional development. One respondent indicated that they included "The Art of Writing Proposals," a genre handout with practical advice in their professional development readings for graduate levels.

One respondent not only provided examples of texts she used in her writing center training, but those that she had abandoned. She states,

> For training both inside and outside of the courses, I gradually weaned myself off of assigning Brooks' 'In Defense of Minimalist [T]utoring,' which I usually paired with Clark's 'Ethics and Control.' I decided to do so because of how easy Brooks' steps were to turn into a template not reflective of the range of factors tutors need to consider when

individualizing productive collaboration. (Participant 27)

While these are oft-cited texts, this director's reflection and willingness to abandon key texts indicates a desire to rethink the ethos of her own writing center and to prompt graduate consultants to establish flexible, responsive consultation styles and strategies.

Activities Highlighted in Writing Center Professional Development

Across the responses, facilitators use parallel methods of delivering the professional development. All but one institution engages in scenario/case study discussions, and the majority engage guest speakers along with readings and mock tutorials, as shown below in Table 10.

Table 10. Professional Development Survey - Professional Development Activities

Activity	Readings	Mock Tutorials	Scenarios/ Case Studies	Group Problem Solving	Lecture	Guest Speaker	Other
Responses	24	21	26	24	12	24	7

Note. There were 27 respondents who answered the question, "What aspects listed below play a part in professional development or training opportunities offered to graduate students in your center? (check all that apply)". Many institutions have multiple types of activities.

These results reinforce the emphasis on collaboration both inside and outside of the writing center when providing professional development. Additionally, institutions included mentoring models, shadowing or observation, and online discussions in their descriptions of professional development opportunities for graduate consultants and administrators. These results also suggest that there is an improvisational element to training, in both individual and group contexts, and that the professional development of graduate consultants is rich and multi-faceted.

Though there are no articulated outcomes for Institution 10, the introductory sessions include readings, individual sessions with current tutors, sample paper dissections and

discussions of example resumes and cover letters, one of the only examples of engagement with technical documents. Each of the subsequent training modules includes what the facilitators call "Issues, Comments, Questions, Concerns," or ICQCS, readings and associated discussions, a grammar puzzler to identify and address sentence-level issues, as well as mini-lessons called "Bite-Sized Writing," presented by participants. Finally, the series includes paper dissections, adding continuity from the initial training to the ongoing professional development meetings. The activities are designed to allow for student leadership, and moves participants through theory, practice, large-essay and sentence level issues each meeting; this institution is consistent in meeting format throughout the semester. There are no articulated assessments, though participants are expected to present mini-lessons, on various writing topics at weekly meetings. Participants bring in their own resumes for review, collaborating on a discussion of their own writing and simultaneously putting theory into practice.

In contrast, Institution 18 focuses more on the theoretical and uses a readings/discussion format that is similar to those found in formal courses. The weekly meetings at Institution 18 include readings and discussions centered on writing center theory, process, diversity, interpersonal skills, and writing center professional careers. The expectations specify that participants are part of a community of learners and that they should be prepared to discuss the readings, to write weekly informal responses, and to craft a longer, focused blog on a topic of their choice, as connected to course discussions. Unlike the other artifacts that rarely rely on blog entries as either readings or writing assignments, there is an emphasis on inward-facing blog-based graduate consultant scholarship, creating a micro-context for reflection and engagement. Writing for an authentic audience within a community of practice mirrors some of the work that writing center professionals do, though most writing center publications are publicly available.

Each meeting features both current writing center texts and a selection of "SWS blog posts to explore." Between meetings, participants are expected to complete a formal observation, and within meetings, they are challenged to complete dissertation analysis, in conjunction with a discussion of disciplinarity and discourse. Within my study, this is the only example of an in-depth engagement with graduate writing models, though Institution 3 addresses graduate writing through some assigned readings. Furthermore, the assignments and topics at Institution 10 indicate a commitment to social justice and a focus on not only reflection, but intentionality.

Research and scholarship within the field of writing center studies is also emphasized at Institution 19. Those students wishing to complete the course offered by Institution 19 for an additional credit hour are obligated to "conduct research in composition studies from a humanistic or social-science perspective." The syllabus begins with an overview of the course and specifies that "most assignments will ask you to make sense of your own experience and ideas by relating them to and informing them with other peoples' theories and research." Perhaps because this course is part of the English major and is considered to be a service learning course, this artifact offers the greatest number of activities and assessments. Students complete a literacy narrative, seven online reflections, a consulting philosophy (similarly required in two other institutions), sentence-level analysis called "micro-level homework," discussion leadership, observations, a self-assessment of writing, and peer reviews from course writing assignments. Unlike the other syllabi, this particular sample includes breakdowns of the weight of various assignments, ranging from 10 to 30% of the grade, with the lowest weight assigned to "micro-level homework." Through a formal paper, students synthesize a semester's worth of theory to create an individual tutoring philosophy that calls on them to reflect on their own beliefs and practices, while relating their experiences to contemporary writing center theory.

The activities specified in Institution 3's assignment list indicate a focus on personal engagement with both the services and practices of the writing center and are scaffolded to slowly acquaint participants with the variety of theories, clients, and best practices for their particular population. While each session focuses on a few themed readings, other requirements include visiting the writing center for their own work, participating in mock tutorials for native speakers, English as an Additional Language (EAL), online students, and completing observation logs. New consultants must also write a reflection of their first one-to-one consultation, which can only be conducted after shadowed tutoring. Participants complete several writing assignments, including a documentation exercise that requires them to convert an MLA document to another style and format, an essay on cultural awareness and sensitivity, and a summative "New tutor advice letter." The course activities and assignments lean heavily on reflection, asking participants to view their own perspectives and experiences in conjunction with the course readings and discussion.

Beyond tutorials, modeling, and conversation, administrative experience within writing centers seems to function as professional development outside of structured curriculum or meetings. Twenty-one institutions indicated that graduate student employees had some degree of administrative responsibility, ranging from the very minimal (record keeping) to a designated position of graduate assistant director or coordinator. These graduate assistant directors and graduate coordinators occupy positions described as competitive and requiring prior writing center experiences. The duties of these designated graduate administrators include the following:

- presentations
- data collection
- undergraduate coaching
- faculty outreach
- workshops
- online support

- record keeping
- covering shifts
- staff and client communication
- daily needs
- staff training
- scheduling
- desk manager duties
- supervision/leadership mentoring
- WCOnline support

The range of experiences, expectations, and opportunities for administrative work mirrors the responsibilities of writing center professionals, and, ultimately, allows graduate writing center consultants and administrators to experience a component of writing center work before entering the job market. Coursework in administrative theory in the form of writing center or writing program administration is offered at some institutions, and can help to acquaint graduate students with the theoretical, but for those graduate students expressing interest in, or submitting applications to, positions in writing center leadership, shifting the discussion further towards the professional demands by offering development opportunities that target directorships, professorships, or general administrative duties could assist in the transition from graduate student to the larger world of academia. Professional development through engagement with writing center administration that targets time management, client relations, collaboration, supervision, and detailed record keeping, all with a reflective angle, can benefit alumni consultants regardless of their chosen field. Privileging administrative duties within the center reinforces their importance to the larger field of writing center studies and the transferability of the same skills outside of the academy. Regardless of intentionality, these activities may prepare graduate writing center employees for the reality of the low-budget world of writing center work at the same time that they allow graduate students to explore the administrative or clerical side of writing center work beyond consultations.

Emergent Professional Development Trends

Emergent trends in professional development revealed by the data include: a grounding in writing center theory and best practice through readings and discussion, an emphasis on observation and reflection (as both learning and evaluation tools), a focus on cultural sensitivity for native and non-native speakers of English, and an understanding of writing process, genre and discipline in the context of the writing center. Professional development is primarily designed and delivered by writing center professional leadership, and the topics are often suggested by consultants, illustrating the potential for a collaborative model of professional development. Curriculum and survey answers reveal a canon of texts that can be used to structure course length, meeting series, or workshop style professional development for graduate writing consultants.

While many topics focus on the theoretical, the ethical, or the structural components of a writing center appointment, only three comments address grammar, mechanics, or documentation. Within a cross-disciplinary center, which may serve students of all backgrounds and writing levels, there is, at times, a need for professional development in how to teach grammatical concepts in the context of a writing consultation. While this seems to focus solely on the sentence level, many graduate students come to writing centers to write specifically for various journals or other publications that may require a nuanced understanding of various documentation or citation strategies that may be outside of the experience of graduate consultants. Fostering an understanding of cross-disiplinary expectations can be especially important for consultants who, as will be shown in Chapter 5, typically major in English while they work in the writing center.

Through the Graduate Perception Survey (GPS), which will be discussed in greater

length in the next chapter, I surveyed more than 80 graduate and alumni writing consultants to determine what, if anything, they transferred from their writing center work to their current occupations, with a focus on their teaching and administrative duties. Most graduate consultants participated in staff meetings and pre-semester trainings, while 60% of participants also sought professional development at regional and national conferences. As attendees, and possibly as presenters, participants began seeking engagement with the field, adding their voices to the ongoing conversation of writing center studies as pre-professionals. Additional pre-professional exposure to conferences and conversations at gatherings hosted by the International Writing Center Association and their affiliates, as well as at the Conference on College Composition and Communication, could help to not only enrich the discussion, but further illustrate the professionalization gained by engaging in writing center scholarship. When asked about training experiences, the majority of respondents had not taken any credit-bearing training courses, with only 18% reporting an undergraduate course, 15% reporting a graduate course, and 12% reporting that they had the opportunity to engage in both undergraduate and graduate coursework in tutor training/one-to-one teaching. While most respondents did not have the experience of formal, credit-bearing coursework in writing center work, that is not to say that they were unprepared for work in writing centers, though one response indicated that they do feel undertrained, and that they gained the experience on the fly. However, social events, where consultants engage in 'tutor talk,' were also part of professional development for 45% of participants. Other training opportunities included mentoring, grade norming, and outreach-specific training.

Though retrospection from current and alumni consultants on professional development is useful, it provides but one perspective of those experiences. Data from the Professional

Development Survey (PDS) shows that graduate writing center consultants and administrators are prepared for their work in writing centers. Through the survey of 27 writing center administrators, who represent five Carnegie classifications (R1, R2, R2, M1 and M2), quantitative and qualitative data affirm that graduate consultants and administrators in these contexts are receiving professional development through credit-bearing courses in writing center theory and practice, writing center directing, and writing program administration. While credit bearing courses establish or expand graduate student knowledge of writing/writing center studies, many institutions do not have the luxury of offering such courses, and unless structured deliberately to include these classes in a major, may have little agency in compelling graduate students to take them. Yet consultants are still offered professionals development opportunities in the form of initial and/or ongoing training, often collaboratively facilitated by both writing center leadership and graduate consultants, which responds to the daily needs of the writing center and its clients.

As will be discussed in Chapter 5, many graduate consultants go on to take faculty positions, and experience in classroom or faculty outreach may help those pursuing academic or writing center administrative positions in collaborating with faculty across the curriculum. Institution 24 addresses "using writing center education and experience when applying and interviewing for faculty position" as a professional development topic. In an academic context that requires collaboration and negotiation within a hierarchy that privileges faculty status, leveraging a unique skill may assist graduate students in attaining full time work. However, an engagement with writing across the curriculum and writing in the disciplines as a professional experience indicates an emerging awareness of not only the way WAC/WID programs work, but the political nature of operating across those disciplinary lines. The lack of engagement with

educational or composition theory, relative to that of writing center theory, is disappointing given the likelihood of writing center alumni to continue into positions that include teaching. The relationship of composition theory to writing center theory may be increasingly important, but if students have a course in composition theory, it may be repetitive. However, a linking to prior concepts and building upon ideas would be beneficial to both classroom and writing center work at the same time. At times, too, facilitators aim discussion towards writing center and faculty career preparation, or job assistance, indicating that there is an increasing need for professional development that targets the job market, both inside and outside of writing center studies.

What is neglected, or invisible in these discussions and activities are intentional engagements with the field of writing center studies, writing center administration, and writing program administration. While these conversations may be happening through mentoring relationships, the field of writing center studies can better frame some of the graduate writing center experience around potential academic careers for graduate alumni with writing center experience, and the possibilities for the transfer of knowledge and experience beyond the borders of the academy. Making the work visible and incorporating that visibility into graduate professional development could help graduate alumni move more confidently into administrative or professorial positions.

CHAPTER 5

FINDINGS – GRADUATE PERCEPTIONS SURVEY

Chapter 4 explored the findings of the Professional Development Survey, issued to writing center leadership, and incorporated some graduate student reflections on professional development opportunities within the context of writing center work. This chapter will explore the perceived and potential professional impacts of writing center work in contexts beyond the graduate writing center experience. Through an analysis of the responses to the Graduate Perceptions Survey (GPS), with a particular emphasis on occupations, the GPS shows that writing center work impacts graduate consultant alumni educational and professional lives. Graduate writing center experiences may be particularly valuable for those careers that involve teaching, writing center or writing program work.

In each of my careers within the general field of English education, my experiences in writing centers have shaped my perspectives on learning and writing, my approaches to curriculum and feedback, and my interactions with other people. As I read through responses to the survey, which asked participants to rate the importance of writing center work in their professional lives as a quantitative measure and to reflect on experiences in prose as a qualitative measure, I considered what larger messages were being communicated about writing center work. Through a process of open coding, I noted keywords within each answer provided by participants, grouping those keywords into emergent themes that illustrate some of the perceived impacts of writing center work. Table 11 shows the question nodes, comment counts, and larger emergent themes of the GPS.

Table 11. Graduate Perceptions Survey - Emergent themes from question-based nodes.

Emergent Theme	Question-Based Nodes	Comment Count	Total Comments
Influence on Career	Occupation – Administrative Duties	18	70
	Scholar/Researcher – Career Influences	16	
	Administration – Career Influences	19	
	Final Thoughts – Career Influences	17	
Impact on Curriculum and Pedagogy	Occupation – Curriculum and Pedagogy	30	120
	Scholar/Researcher – Pedagogy Changes	18	
	Teaching – Pedagogy	29	
	Teaching – Curriculum and Classroom Strategies	23	
	Administration – Pedagogy and Training	10	
	Collaboration in Daily Life – Curriculum and Pedagogy	2	
	Final Thoughts – Curriculum and Pedagogy	8	
Development of Interpersonal Skills	Occupation – Interpersonal Skills	16	32
	Teaching – Interpersonal Skills	7	
	Administration – Interpersonal Skills	4	
	Final Thoughts – Interpersonal Skills	5	
Commitment to One-to-One Interactions and Collaboration	Occupation - Commitment to one-to-one Instruction and Interactions	16	111
	Scholar/Researcher - Commitment to One-to-One Instruction and Interactions	12	
	Teaching - Commitment to One-to-One Instruction and Interactions	16	
	Collaboration in Daily Life - General & Student Collaborations	27	
	Collaboration in Daily Life - Faculty/Campus Collaborations	20	
	Collaboration in Daily Life - Collaborative Research/Writing	20	
Drawbacks to Graduate Writing Center Work	Administrative issues	4	39
	Lack of Training	2	
	Lack of Funding	6	
	Power/authority conflicts	8	
	Lack of Perceived Value	11	
	Time commitment	8	

What I found through this process was evidence that the graduate writing center alumni in this study felt that their work in writing centers influenced their career choices, as well as the way they interact with other people within those careers. As many of the respondents in this stage of the study remained in writing centers or higher education, I have emphasized discussions of how work in writing centers as graduate students has influenced their curriculum,

classroom pedagogy, or administrative work within the academy. Within the context of the academy, individuals voiced an increased commitment to one-to-one interactions and collaborative work, which may be shaped by participant development of interpersonal skills through writing center experiences. While there are many perceived benefits and impacts to working in writing centers through graduate school, participants also report a number of drawbacks to their graduate work in writing centers, including a lack of training or preparation, an awareness of a lack of funding, an overwhelming workload, and a perception that writing centers lack value in the eyes of faculty and institutions.

Respondent Demographics

To better characterize the graduate alumni participants in this study and to contextualize the qualitative data, I collected basic demographic information through the Graduate Perceptions Survey (GPS), including gender, age, undergraduate and graduate majors and institutions, duration of writing center employment during undergraduate and graduate experiences, roles and duties within the writing center, and current occupation. See Appendix N for matrix of respondent demographics. Basic information was also collected regarding type of pay for writing center work, and professional development opportunities offered or required. Information on how graduate students were placed in the writing center was not collected, however, to maintain focus on the experiences within the writing center, regardless of placement method. This information helps to paint a picture of not only who has experienced graduate writing center work, but what they are doing now that they have finished with their programs. This information may help writing center leadership to better shape the professional development opportunities, recruiting or retainment methods, and support for graduate students in their career pursuits.

Respondents primarily identified as female (75.6%), with far fewer (21%) identifying as

male in their responses, and very few (3%) who either chose not to disclose or indicated a third gender. See Table 12, below, for a summary of responses.

Table 12. Graduate Perceptions Survey - Participant Gender. (n = 86)

Gender	Female	Male	Third Gender	Prefer Not to Disclose
Responses	65	18	1	2
Percentage	75.6	20.9	1.2	2.3

This demographic spread is representative of the larger field of writing center studies; Gladstein's *National Census of Writing* found that 66% of writing program and writing center professionals are women, while a much earlier study, conducted in 1995 by Healy, indicated that 74% of writing center administrators are women (Gladstein and Fralix; Healy 30). The field is feminized at both the graduate and professional levels, in not just presence of feminine voices, but in metaphors or descriptions of the work (McKinney, Olson and Ashton-Jones).

Responses to demographic questions about degree program and institution revealed a wide range of institutions, major choices, and states of completion, and thus help suggest the range of experience and institutional contexts writing center employees bring to the field at large. Both current and alumni graduate writing consultants responded to the survey, with 46% of identifying as enrolled graduate students at the time of the survey; 54% were no longer enrolled in graduate programs, though they did not specify matriculation or withdrawal from their programs. This study includes both current graduate consultants and alumni respondents, to illustrate both short and long-term perceived outcomes of writing center work. Of the students who were pursuing a graduate degree at the time of the survey, however, more than double the number were seeking doctoral degrees, as compared to master's degrees.

Within the responses of both current and alumni consultants, the data includes 126 total

institutions, including 64 unique graduate institutions. These undergraduate and graduate institutions represent both public and private colleges, including small liberal arts colleges, state colleges, and large research universities. This range reflects the ever-increasing prevalence of writing center work in various types of institutions across the nation. As was discussed in the previous chapter, these types of institutions engage a variety of professional development and training opportunities, from semester length courses in writing center theory, writing center or writing program directing, to short, non-credit bearing immersions in writing center studies.

Beyond the diversity of institutional experience, there was a range of disciplinary experiences. While many (63%) reported undergraduate majors of English, general humanities were also represented, including anthropology, feminist/gender studies, history, and psychology, along with linguistics, journalism, and education. Only one respondent indicated an undergraduate major in environmental science, and there were no other hard sciences or mathematics represented. At the graduate level, majors in English are dominant, with 78.3% of respondents reporting majors under that umbrella. Rhetoric and composition majors were most prevalent in answers (43%); other subdisciplines (literature, creative writing, and general English arts) represented the remaining 37% of responses in English. In far smaller proportion, communication, cultural studies and education were represented (3.7% in each major), along with majors in the teaching of English as a second language (TESOL), administration, and feminist/gender studies (2.8% in each major). Fewer still majored in history, linguistics, environmental science, and sociology, though their representation should not go un-noted. See Table 13 for complete list of majors. This lack of diversity in writing center work at the graduate level is indicative of a larger problem; the field needs more cross-disciplinary consultants to better serve students who are not majoring in the humanities. Graduate consultants from multiple

disciplines can add their voices to professional development conversations, and help each other better understand audience, purpose, and format and why those nuances are important to writing clients from across campus.

Table 13. Graduate Perception Survey - Graduate Majors.

Graduate Major	Number of responses	Percentage
English – Rhetoric & Composition	46	43.4
English – General	22	20.8
English – Creative Writing	10	9.4
English- Literature	5	4.7
Communication	4	3.8
Cultural Studies	4	3.8
Education	4	3.8
TESOL	3	2.8
Administration	3	2.8
Feminist/Gender Studies	3	2.8
Sociology	2	1.9
Linguistics	2	1.9
History	1	.94

Note. A total of 85 respondents submitted 106 majors to the question “what was/were your graduate majors?”, and the data represents 41 double degrees, and 2 triple degrees. Some respondents submitted multiple degrees.

Such heavy representation in English departments may reflect institutional locations of writing centers, though that information was not requested in this survey as those reporting lines may not be clear to those simply employed in the writing center as either graduates or undergraduates.

While 52% of the respondents did not serve in the writing center during their undergraduate careers, those who did serve reported an average of five semesters as a writing

center employee. In contrast, 100% of respondents worked an average of 4.84 semesters within the graduate writing center context (please see Appendix N for a full chart of experience and compensation). These writing center experiences were often through graduate assistantships (72%), though some graduate writing center employees were also compensated through hourly wages, and others were compensated in multiple ways. Within this employment, respondents primarily occupied two roles, as tutor or consultant and as graduate assistant director, though these two roles included a number of overlapping duties. Of the 80 responses to the question on various writing center duties the respondent may have been responsible for while a graduate student, 100% were tasked with consulting duties, while 55% developed resources, and 41% of respondents also visited classrooms to conduct introductions to the writing center's services. See Table 14 for a list of response options and the rate of response in each category.

Table 14. Graduate Perceptions Survey – Writing Center Duties

Writing Center Duty	Number of responses	Percentage
Tutoring	80	100.0
Resource Development	64	80.0
Classroom Introductions	56	70.0
Tutor Training	50	62.5
Classroom or Other Outreach	49	61.33
Administration	44	55.0
Clerical/Front Desk	33	41.3
Research	33	41.3

Note. There were 80 respondents who answered the question, "What types of duties did you have while working in the writing center as a graduate student? Check all that apply." Some participants checked more than one option.

In almost equal percentages, respondents were expected to develop tutor training or professional development activities, or to perform classroom outreach through the writing center. Over half of the respondents also had administrative expectations, while slightly fewer had clerical duties. Some respondents (44%) were also expected to perform writing center research through their positions. Please see Appendix O for a complete matrix of duties by respondent. Occupying a variety of roles and fulfilling diverse duties may help graduate consultants to develop an understanding of academic and administrative expectations, which may, in turn, impact their performance in post-graduate careers.

Emergent Theme: Influences on Career

Throughout this project, I have been highly aware of the ways that working within the writing center as a graduate student have shaped my career choices. When I applied to graduate school, I was fairly confident that I would be teaching literature for the rest of my career – that I would seek a tenure-track position at a research university, and that would be that. While I used my writing center experiences to ground my pedagogical approaches to teaching secondary English classes, I was not anticipating that I would discover that writing centers were to be my professional home. My graduate writing center experiences as both a consultant and an administrator helped me to explore the possibilities of writing center work as a post-graduate career option. And, indeed, this turned out to be the best option for me. There were few jobs in literature, but more importantly, my CV did not reflect a true commitment to literature, but a dedication to the teaching of writing to all students, with a focus on what writing instruction looks like in the writing center. I did not see this same commitment in some of my more literary-minded peers, who, at times, were resentful of writing center placements, when they believed that they should be teaching composition, literature, or creative writing to better prepare them for

the careers that they had envisioned for themselves. See Table 15 for question-based themes and keywords that informed the larger emergent theme of career influence.

Table 15. Graduate Perceptions Survey - Emergence of Influence on Career theme

Question Topic	Question-Based Themes	Keywords
Occupation	Administrative Duties	"shared goal," tutor training, "organizational and managerial methodology," writing center director, career choice, scheduling, mentoring, collaborative leadership style, assessment
Scholar/Researcher	Career Influences	"Career," path decisions, writing center administration, post-graduate goals, writing across the curriculum, "serving students," "shaped my career," composition and rhetoric as field, "professional position," "hadn't intended to pursue a career in Writing Center Work," support services/resource referrals, focus on education
Administration	Career Influences	Work with faculty & campus staff, feedback for faculty, creating programs, research, ESL skills, career choices, coordinating/directing writing centers, general administrative skills, administrative roles
Final Thoughts	Career Influences	Changes in perspective, general enjoyment, career, "prepared for the realities of running your own center," direction, WC professional, professional trajectory, rhetoric/composition, "shape my career," transferrable skills

Note: These themes have emerged through the application of open coding, which resulted in question-based nodes and keywords that cross PDS.

Occupational choices of participants.

Like me, after leaving the graduate writing center context, most participants remained in higher education for careers. Nearly half of the respondents (42%) to a question on current occupation are currently employed in writing centers, categorized as either general writing center employees or writing center administration (directors, coordinators, associate/assistant directors). Several participants have sought work in writing program administration (2%), or academic

support (4%) while others indicated a commitment to the classroom through faculty positions (instructor, lecturer, and tenured positions) (13%). Still others are committed to jobs in the general field of education, beyond those that are already cited (5.8%). The homogeneity of this study's sample within the academy likely results from the relative ease of the survey reaching writing center alumni who have stayed connected to writing center work, writing program work or with fellow graduate students in the field.

Within responses to questions about occupation, administration, or final thoughts about the impacts of writing center work, participants voiced gratitude for the guidance writing center work provided in terms of career choices, with a common narrative throughout comments that leaned toward a narrative of 'I was lost in literature and found in writing centers.' Respondent 14 indicated the importance of writing center work to her career choice in several answers, asserting that working in the writing center "is what helped me find a direction in rhetoric/composition versus literature for my research and career," and that she now coordinates a writing center where her "experience 'on the ground' as a tutor provided invaluable experience to help [her] deal with the everyday tasks of a WC," in addition to impacting her experience as a teacher, where she uses one-to-one theory to respond to student work in the classroom. Similarly, Respondent 19 writes of the influence of writing center work on her choice of writing center administration, asserting that "without the writing center, I don't know what I would end up doing right now." Another respondent indicated that she "fell in love with writing center studies and changed [her] thesis work completely to focus on just that. [She] searched for an administrative position where [she] could pursue writing center work," and now works to improve the writing center she administers. For Respondent 52, surprise at the meaningfulness of writing center work emerges in her 'final thoughts' about those experiences,

> At first, I was disappointed when given a graduate assistantship in the writing center because I thought it would be an inferior thing for my resume and career development compared to the assistantship others had being a composition instructor. However, I ended up loving it and forming great relationships with others in the writing center, being well mentored, and learning a lot about writing and guiding other writers. Then when I became a composition instructor, I had stronger insights into the revision process and into student experiences that helped me approach composition instruction with compassion. Later, I gained my current career as a writing center director as a direct result of having done both writing center work and composition teaching as a graduate student, so what initially seemed like a disappointment became a path that created my whole life. I now believe that writing center work has made me a much more talented writing teacher-- and just a kinder, more thoughtful person overall-- than if I had only done classroom teaching.

While I did not query how graduate assistantships in writing centers are awarded, this respondent seems to indicate that she had not initially elected to work in the writing center, that it was an assigned role. Perceptions of students who elect to work in writing centers may be different, in that they may understand what writing center work entails and enjoy it, but reflections like that of Respondent 52 illustrate a growth mindset and resilience, beyond that which is stated overtly in the response. Though writing centers may not be a clear choice for career as students enter graduate programs, some choose that path with great satisfaction. Chapter Six will more closely examine the importance of open discussions about career choices and issue a call for mentoring those who express an interest in pursuing writing center work within the academy.

Influence on participants' current occupations.

Resoundingly, participants reflected that they had used the qualities they developed as

writing tutors in their current and past occupations (92.54% responded 'yes' to a question asking such), while 88.57% responded that writing center work was either important or highly important to their occupations. See Table 16 for a list of response options and the rate of response in each category.

Table 16. Graduate Perceptions Survey – Occupational Influence Rating Scale

Importance to Occupation	Highly Important	Important	Neutral	Somewhat Unimportant	Unimportant	Not Applicable
Responses	53	9	5	0	0	3
Percentage	75.71	12.86	7.14	0	0	4.29

Note. There were 70 respondents who answered the question, "Would you rank the importance of the skills, qualities, and values you developed as a tutor in relation to your current occupation?"

It is not surprising that those who went into writing center work as careers find that they have used their graduate writing center experiences within their occupations, and these responses echo those in the PWTARP and other alumni research as referenced in Chapter Two in terms of a perceived professional benefit to writing center work.

These benefits appear to transfer to both staff and faculty designations within writing center careers. Respondent 17 reflects that, "working in the Writing Center helped me to discern that I wanted a career in Writing Center administration," and in her career, she states that she has "had the privilege of working in [three] different centers, all of which have used different scheduling systems, different record keeping methods, different assessment techniques, and different organizational schema." This indicates that, for this respondent, while her experiences in various contexts may not be identical, she was able to transfer skills and values from her graduate experience from one context to another. Similarly, Respondent 18 reflects on the

transfer of her experience to a position as a faculty member with writing center administrative duties, but also addresses the overload she perceived as a graduate student. She states, "I'm not sure I would advise other directors to use their graduate students as much as I was used, but in the end, it made me much more prepared for the realities of running your own center and being a full-time faculty member." Though graduate school may prepare students for the scholarly work of a given field, graduate work in writing centers may render the academic work in writing centers, including both staff and faculty positions, more visible. This visibility may help graduate writing center alumni adapt to new positions with greater ease.

In terms of occupational duties, nearly one-third of the 65 respondents indicated that the question about the influence of writing center work on their administrative experiences was not applicable. Yet, respondents with administrative responsibilities during their graduate writing center work (60%) indicated that writing center experiences were influential or highly influential in their administrative work. See Table 17 for a list of response options and the rate of response in each category.

Table 17. Graduate Perceptions Survey – Administrative Influence Rating Scale

Influence on Administrative Work	Highly Influential	Influential	Neutral	Somewhat Influential	Not Influential	Not Applicable
Responses	28	9	9	0	0	19
Percentage	43.08	13.85	13.85	0	0	29.23

Note. There were 65 respondents who answered the question, "Would you please rate the level of influence your writing center training and experience has/had on your administrative work?"

Although approximately 14% indicated that they felt that the level of influence was neutral, there were no respondents with administrative responsibilities who indicated that the experiences were not influential.

For Respondent 19, who is cited earlier as having found writing center work as a career, a lack of exposure to administrative work as a graduate consultant resulted in a steep learning curve, and "moving into [an administrative] role brought a lot of new experiences that I had to negotiate." Respondent 31 reflects on a very different experience, one that included having administrative experience as a graduate student, stating,

> Since I served as a writing center administrator as a graduate student and I also do so now, it's safe to say there's been quite a bit of influence. The environments are different but many of the same daily (and semester-ly) concerns are the same. But outside of writing center administration, my work in the writing center has also influenced the work I do with faculty and other campus staff. My current role encompasses not only the management of a writing center, but also the development of writing courses and programs on a campus that didn't have them in the past. There's a lot of collaborative meetings, and I often find myself using the strategies I use in the writing center when having course development meetings with faculty.

Unlike Respondent 19, Respondent 31 reflects on the direct transfer of writing center skills, strategies, and values to her current occupation within writing centers and writing program administration. While she does not elaborate on the strategies she uses when meeting with faculty, she suggests that the collaborative nature of writing center work impacts her leadership strategies.

Beyond the impacts on Respondent 31's administrative work in writing centers and writing programs, she reflects on the impacts on her scholarship. She asserts that during graduate school, as a literature major, she did not engage in writing center research, but now, as a professional, she has "begun attending writing and writing center conferences and participating

in research with my peers." These contributions are key to advancing the field of writing center studies, and the opportunities for research within the emergent field are myriad, and can include both independent and collaborative work. Respondent 55, who served as an undergraduate writing fellow asserts, "The internship I did with the WC gave me a lot of experience and confidence in conducting a qualitative, multi-methods research project, which has helped me shape my dissertation research," and provides the voice of an emerging scholar in the field who has found value and meaning in empirical research in writing center studies, as well as confidence in that study. Respondent 82 reflects on not only a shift in the way she interacts with people, and a clear path to a career, but also a shift in her research agenda.

> My writing center work has enabled me to interact with a diverse population of people without judgment. I see potential in all people, and I try to honor that potential. My WC work has also allowed me to take my current position. In fact, my campus visit talk was titled "A Writing Center Approach to Multilingual Education," even though I was not applying for a WC position. Scholar/Researcher: My experiences at [Institution] positioned me to market myself as an "assessment expert" when I conducted my first national job search in the fall of 2013. In my new job, then, I apply the principles of writing assessment that I learned as the [Assistant Director].

While Respondent 82's current position is not in writing centers, she reflects on the value of her graduate experiences in the writing center and the transfer of writing assessment knowledge from the writing center to her work as an assessment coordinator. These responses, which detail the perceived benefits of writing center work on not only occupational skills that are especially valuable to writing center professional positions, but on administration and scholarship, begin to suggest the potential for graduate professional development within the writing center context.

Emergent Theme: Impact on Curriculum and Pedagogy

Even within discussions about occupations in general, respondents commented on the impact on their pedagogy and curriculum. Fittingly, when considering the population of participants, 86.51% of respondents indicated that writing center work was either influential or highly influential on their classroom teaching, providing additional details about the influence of writing center work on their classroom ethos, when prompted to do so. Only approximately 9% of the respondents answered that the question was 'not applicable' to their experiences, with an approximate 6% answering 'neutral'. See Table 18 for a list of response options and the rate of response in each category.

Table 18. Graduate Perceptions Survey – Teaching Influence Rating Scale

Influence on Teaching	Highly Influential	Influential	Neutral	Somewhat Influential	Not Influential	Not Applicable
Responses	42	18	4	0	0	6
Percentage	60.87	25.64	5.8	0	0	8.7

Note. There were 69 respondents who answered the question, "Would you please rate the level of influence your writing center training and experience has/had on your teaching?"

The remaining respondents described the experiences as being influential or highly influential on their classroom teaching. In terms of pedagogy, both during and after writing center work, respondents described general shifts in pedagogical aims, as well as more specific shifts toward student-centered teaching practices, which value the perspectives and needs of individual diverse students. These practices include using insider knowledge of student feed-back needs, based on consultation experiences, to shift the ways that they responded to student writing. See Table 19 for question-based themes and keywords that informed the larger emergent theme of career influence.

Table 19. Graduate Perceptions Survey – Emergence of 'Influence on Teaching' Theme.

Question Topic	Question-Based Themes	Keywords
Occupation	Curriculum and Pedagogy	Insider knowledge of classroom, prompts, assignments, "pedagogy," "curriculum," "student-centered," scaffolding, feedback, "teaching," understanding of students
Scholar/Researcher	Pedagogy Changes	Listening skills, "process of writing," techniques and resources, "proactive attitudes towards writing," building courses, flexibility, modeling, insight, collaborative teaching and learning practices, insider knowledge
Teaching	Pedagogy	Individualism, insight, whole-student teaching, diversity, accessibility, "pedagogy," pacing, multiliteracy approaches, outcome based,
Teaching	Curriculum and Classroom Strategies	Strategies, comfort in the classroom, "apply to my teaching," micro strategies to macro situations, "curriculum," delivery, writing in literature classes, student interest, grammar rules, transitioning to teaching, time allotted to peer conferencing, insider knowledge of student concerns
Administration	Pedagogy and Training	Pedagogy in administration, trying training and assessment strategies, varied approaches,
Collaboration in Daily Life	Curriculum and Pedagogy	"pedagogy," teaching cohort, value for students, "collaboration-based assignments and activities," conversations about teaching, creation of resources, non-binary thinking,
Final Thoughts	Curriculum and Pedagogy	Space for praxis, insights into student experience, teacher, work with diverse students, mentoring

Note: These themes have emerged through the application of open coding, which resulted in question-based nodes and keywords that cross PDS.

Participants also described using knowledge of both well-written and poorly constructed writing prompts to shape the way that they communicated writing expectations to students. Both within and beyond the classroom, respondents described a commitment to one-to-one instruction and interactions, as well as a development and use of interpersonal skills like listening, questioning, and empathizing to better reach individual needs and goals of students.

Respondent 72's elaboration of a rating of writing center work being highly influential to classroom teaching included a focus on pedagogy, curriculum/strategies, and a commitment to one-to-one instruction/interactions. The response states,

> My tutoring experience has helped me focus on the individual needs of my students and continually reminds me about the diverse backgrounds, learning styles, and strengths they bring to the classroom. My teaching style has become more flexible and collaborative over time because of this balance and I am more focused on developing students as whole learners beyond my own classroom. I also prioritize writing as one of the academic skills I am most committed to fostering in my students. (Respondent 72)

Not only does the response indicate that the participant has moved toward a student-centered pedagogy by recognizing the individuality of her students, but there is a shift in both teaching style and curriculum. Though Respondent 72 speaks only generally about making writing instruction a priority, Respondent 67 specifies that "tutoring has provided me with the ability to improve on writing prompts for class and improve on in-class activities to support the learning goals of specific prompts and subsequently the overarching goals and outcomes for courses." This focus on outcome-based learning and improved prompts shows a shift from the student-centered outcome-based agenda setting in tutoring contexts to a larger classroom context to provide a more structured experience for writing students.

Respondent 31, provided a lengthy description of the immediate impacts of writing center work on her classroom ethos, even while she was still a graduate student. She states,

> While I was still in school, there was actually a semester where I was spending half of my assistantship in the writing center and the other half went to teaching one writing course. Teaching and tutoring one-on-one at the same time was an amazing experience. My

> teaching developed my tutoring by giving me insight in the connection between instructor and assignment expectations with the development of the writing project. The tutoring developed my teaching by constantly reminding me of the individualism of my students and the importance of collaboration in writing. I would organize the peer review sessions in the classroom to be very much like a writing center conference, providing the students with open-ended questions and encouraging them to look at global concerns over local. Having to constantly switch up my strategies to suit writers' writing and learning styles in the writing center gave me the skills and flexibility to do so in the classroom, and I would try to offer multiple ways to access and engage with the course material.

Through insider knowledge gained in one-to-one tutoring, this participant developed an understanding of the construction of writing prompts and a focus on student-centered, collaborative writing. The writing center approaches foster, in this case, an inclusive classroom context, as well as the direct transfer of writing center strategies to create successful peer reviews. More than anything, the response stresses the flexibility required and rewarded through an ability to navigate diverse writing experiences with students.

Similarly, Respondent 23 indicated that the construction of prompts to include very clear, specific descriptions was an outcome of writing center work, along with an ability to adapt the class for students with "different learning styles or needs." Unlike Respondent 31, Respondent 23 also describes a personal shift in ability to provide feedback to students, stating that she is, "much more comfortable in one-on-one interactions and in providing written feedback (both of which were very intimidating for me before my work at the writing center)." The discussion of comfort or confidence in their work is consistent with the gains described in the PWTARP as an emergent theme of "earned confidence in themselves" (Hughes et al. 14).

Respondent 18, too, describes a shift in one-to-one interactions within class strategies, stating “I basically run those sessions like writing center sessions and advise students to come to me with questions rather than me being ‘in charge.’” This movement, again, toward a student-centered pedagogy, utilizes writing center theories that advocate for a reduced hierarchy, though that masking of hierarchy can be misleading when in a professor/student interaction.

The above descriptions of impacts on classroom teaching illustrate the value of writing center work in forming a teacherly identity, and the movement towards student-centered, inclusive pedagogy is necessary on today’s ever-diversifying campuses. Faculty must be conscious of the individuality that enriches and complicates our classroom experiences, and use our insider knowledge of writing prompts gleaned from semesters of cross-curricular consulting to inform the way that instructors structure not only writing prompts, but also the process that follows from those prompts.

Not all responses pertaining to the impacts of writing center work on classroom teaching indicate a grounding in student-centered instruction. One respondent, 28, addresses the administrative responsibility of tutor training, and states, “I'm more sensitive to what kinds of approaches work for tutor training because I've spent so much time tutoring. I'm more able to give tutors advice because I've had a lot of experience with both wonderful and difficult students.” Although this response grounds the advice and training in personal anecdotes, it does indicate an awareness that mentoring can be a valuable source of professional development. Respondent 49, responsible for creating a peer-tutoring program, writes, “I will be drawing on my own experiences as a tutor, as well as NEWCA conferences I've been to,” again grounding the training in personal preferences rather than writing consultant needs. While this study does not investigate how common this personal grounding is, these comments may nod to director-

centered choices of professional development topics. Despite an occasional deviation from student-centered and collaborative teaching and administration, there is an overarching theme of a commitment to one-to-one interactions and collaborations throughout the responses to the survey.

Emergent Theme: Commitment to One-to-One Interactions and Collaborations

Throughout the responses, a theme of a commitment to one-to-one interactions and collaborative activity surfaced not only in teaching and administrative duties, but also in a shift toward collaborative research and scholarship. Table 20 shows the perceived influences on collaborative efforts.

Table 20. Graduate Perceptions Survey – Collaborative Efforts Influence Rating Scale

Influence on Collaborative Efforts	Highly Influential	Influential	Neutral	Somewhat Influential	Not Influential	Not Applicable
Responses	42	12	15	0	0	2
Percentage	59.15	16.9	21.13	0	0	2.82

Note. There were 71 respondents who answered the question, “Would you please rate the level of influence your writing center training and experience has/had on your collaborative efforts?”

While some respondents (approximately 24%) indicated that collaborative efforts were not applicable, or that they perceived neutral impacts of writing center work on those efforts, most responses (approximately 76%) illustrate that writing center work was either highly influential or influential to alumni collaborative efforts. Below, Table 21 shows the keywords surrounding collaboration that emerged from open-ended questions in the GPA. Alumni perceived impacts in their occupations, in their work as scholars or researchers, and as teachers, as well as in their daily lives.

Table 21. Graduate Perceptions Survey – Emergence of 'Commitment to One-to-One Interactions and Collaborations' Theme.

Question Topic	Question-Based Themes	Keywords
Occupation	Commitment to one-to-one Instruction and Interactions	one-to-one conferencing and strategies, collaboration
Scholar/Researcher	Commitment to One-to-One Instruction and Interactions	"immediate, positive impact in people's lives," meeting student needs, interpersonal skills, personal style/voice, understanding of individuality, appreciation of diversity, "one-to-one tutoring,"
Teaching	Commitment to One-to-One Instruction and Interactions	Collaboration, discursivity, peer review, student conferencing, "one-to-one," "like writing center sessions," "thrive in one-to-one interactions," commitment to face to face,
Collaboration in Daily Life	General & Student Collaborations	"constant collaboration," every project, student collaboration (graduate/undergraduate), team collaborations, administrative collaboration, problem solving, coordinating and sharing ideas
Collaboration in Daily Life	Faculty/Campus Collaborations	Campus involvement, institutional insight, comfort in faculty collaborations, department collaboration, collaborative administration, committee work, WAC collaborations, assessment tools, cross-discipline collaboration
Collaboration in Daily Life	Collaborative Research/Writing	"enjoy co-writing," cross-institutional collaboration, website collaboration, collaborative projects, conference presentation, "collaboration as a crucial feature of my writing process," collaborative calls on listserv, collaborative writing, increased likelihood
Occupation	Commitment to one-to-one Instruction and Interactions	one-to-one conferencing and strategies, collaboration

Note: These themes have emerged through the application of open coding, which resulted in question-based nodes and keywords that cross PDS.

For Respondent 4, who currently serves as a co-director, collaboration is a daily requirement and joy. He states,

> This has been a most beneficial collaboration, and I've thought we might eventually explore opportunities to publish or present on the subject of co-directing a WC, which makes a ton of sense at a community college, where you still have to teach (in our cases) at least four classes a semester (and that would be if you are doing the job alone).

Respondent 4's experience and reflection suggest not only that are there possibilities for research on the topic of writing center administrative collaboration, but also that the collaboration itself allows for an alleviation of some of the stresses of being a faculty member with writing center administrative loads in addition to traditional faculty expectations. Respondent 7 asserts that, "writing centers cannot exist without collaboration. Unless faculty and staff are on board with the importance of and mission of the WC, then it will not succeed," echoing the imperative of collaborative work within writing centers, but also addressing the issues of stakeholders within an institution, with whom collaboration is crucial.

Other respondents collaborate at will as part of their personal preferences for working. Respondent 18 reflected that she had just sent out a resume for feedback and collaboration, and that "I regularly collaborate with whomever I can grab to join me," including partnering with librarians for a research class, and with former graduate classmates to develop research projects for conference presentations. Respondent 20 has an expanded view of collaborative work, asserting "I see all humanities as collaborative work, and working at the writing center reinforces that. We get to discuss approaches and evaluate those in a discursive way, so that I learn while I'm tutoring," establishing a reciprocity in writing center work that few can articulate. Outside of writing center work, Respondent 26, reflects on the importance of writing center collaboration to her current collaborations, and states,

> I work at a library location where there are two full time staff. We must collaborate and

> work together to keep the library running, but we also work together on how to increase our circulation through book displays and book lists. This is the same way we functioned in the writing center. We saw needs and worked together to find ways to meet them.

The flexibility engendered by collaboration and one-to-one work stretches beyond classroom instruction, tutoring appointments, or negotiation with faculty. Respondent 30 explains that "writing center work has shown me the benefits and necessity of getting multiple people's opinions/feedback in order to develop stronger programs/resources." Not only does Respondent 30 allude to the value of these collaborative skills in writing center work, but also in program development, which is key to both writing center and writing program administrative work. Respondent 36, too, is now "more easily able to ask colleagues for assistance or a second opinion about student interactions/consultations," perhaps speaking to the humility involved in writing center work and described in responses themed around developing interpersonal skills.

Respondent 49 writes of multiple ways that writing center work has impacted her, and reflects,

> I collaborate in many ways--as a researcher, writer, colleague, and administrator. I think my WC experience has most influenced by collaborations as an administrator. As a tutor, I witnessed the many collaborative relationships that the WC director engaged in. I saw how these relationships enriched the WC (as well as increased funds for the WC), as well as were a form of WAC, empowering departments to enrich their programs with writing.

This insight as to the importance of collaborative strategies within higher education, and the modeling of conversations that Respondent 49 was privileged to experience, informs not only an understanding of collaboration within the center, but the ways that collaborative strategies can benefit WAC programs. Respondent 49 speaks to the ability of collaborative strategies to

empower and enrich. Collaborative skills and strategies gained through graduate writing center work may have positive impacts on faculty, scholarly, and administrative work for both current and alumni consultants.

Emergent Theme: Development of Interpersonal Skills

For some respondents, their experiences with writing center theory and practice gave them insights into their careers, including choosing career paths based on writing center interests and incorporating writing center strategies that work in both general occupations and administrative roles. Within the responses to both the question of occupation and that of teaching, participants described ways that the interpersonal skills developed in writing center work apply to current responsibilities. See Table 22 for emergent themes and keywords pertaining to the development of interpersonal skills. Influences extended out of the administrative office and into the classroom, and impacted both pedagogical stances and consultant training. Participants, too, described writing center work as influencing their leadership style, and leading to a preference for shared authority in their administrative roles. This carryover of a nonhierarchical ideology can be at odds, though, with the traditional structure of higher education. These structures include hierarchies within reporting lines, competition based on tenure promotion, and a top-down leadership model. Writing center alumni may subtly reject these structures through a shared or collaborative leadership framework.

Table 22. Graduate Perceptions Survey - Emergence of Development of Interpersonal Skills Theme.

Question Topic	Question-Based Themes	Keywords
Occupation	Interpersonal Skills	Flexibility, listening skills, patience, questioning/questioning skills, ownership of writing, "respect for voice," "problem solving," rapport
Teaching	Interpersonal Skills	Power structures, persona, patience, "knew the kinds of language to use," role switching, listening, questioning, better person
Administration	Interpersonal Skills	Flexibility, questioning skills, close reading skills, empathy, open conversation
Final Thoughts	Interpersonal Skills	Interest in others, conversation, confidence

Note: These themes have emerged through the application of open coding, which resulted in question-based nodes and keywords that cross PDS.

Respondents reflected that there were gains in their ability to listen, question, and exhibit patience with people in and out of their current occupations. Respondent 31 asserts that "the abilities that allow me to work closely with others - patience, problem solving, and counseling" are invaluable to her position as a writing center director, though those skills are often difficult to demonstrate, write outcomes for, or document. Respondent 35, who is a freelance editor, suggests that the non-directive approaches gained through writing center experience are applicable outside of the writing center context, as she can "practice non-directive and careful listening skills when talking about writing with students/clients who are not comfortable talking about writing." These skills in listening and patience can help to alleviate tensions in collaborative conversations, but may also impact the way that current and graduate writing consultants interact with others who are uncomfortable with feedback, both in and out of the classroom or writing center contexts. Several respondents indicate that the experience has been humbling, and has increased their understanding of others' needs, and Respondent 73 asserts that

“WCs are an excellent place to gain experience working with others, patience, and humility. I think everyone could use a fair does of those three things.” Other respondents echo the shift towards empathy and individual appreciation of students.

For Respondent 52, the impact on her understanding of writers at the post-secondary level shifted her way of viewing others, making her more accepting and open-minded. She states,

> It has made me more empathetic and understanding of the challenges that college students face both personally and academically. In this sense, it has made me a more compassionate and less judgmental friend, colleague and teacher. For example, I understand that the writing challenges students face are not necessarily "laziness" or a problem of the K-12 system (or whatever else teachers sometimes like to blame those challenges on) but can have many other reasons behind them such as different cultural ways of viewing writing, the fact that writing expectations can really vary from one context to another, etc.

This understanding of students as individuals who have diverse backgrounds, strengths, needs, and characteristics, in combination with an understanding of writing contexts impacts not only classroom expectations, but also personal expectations of others. This reflection is the first step toward a student-centered pedagogy, but is indicative of personal growth, as well. Respondent 9, too, experienced a shift towards a student-centered perspective “writing center work has made me far more interested with individual students in the classroom,” suggesting that prior to writing center work, students may have been seen as homogenous, rather than unique. Respondent 72 alludes to the benefits of such a view, asserting that “first and foremost, I am grateful for the relationships I’ve been able to build with students because every time I come to work in the writing center, it reminds me of all the things I love about teaching and higher

education more generally." The ability to form a rapport with students may also transfer to the ability to do so with faculty and administrators.

Many respondents have gone on from their writing center work as graduate students to administrative careers rather than teaching work, and those administrative responsibilities often include navigation of institutional political structures, and respondents benefitted from the institutional insight gained through writing center consulting and administrative work. For Respondent 82, graduate writing center assessment work has transferred into a larger career; she describes the direct transfer of leadership style from writing center work to institutional assessment. She states, "I am the Assessment Coordinator at [University], so my assessment projects / experience [sic] are based on what I learned as a WC administrator. On a value level, WC pedagogy has taught me the importance of shared authority and collaboration, two tenets that mark my administrative ethos." This type of leadership is echoed, too by Respondent 76, who explains, "As an administrator, I work to demonstrate my investment in my tutors as individuals and employees. I work to remain open to their criticism and to really hear what they are asking, and respond in kind." Although this type of administrative work differs from classroom teaching, the employee-centered approach to leadership mirrors the student-centered strategies found in writing center informed classroom contexts.

Respondent 31 states that the benefits of graduate administrative work in the writing center work go beyond that of the formal role of administrator and work towards collaboration, specifically with faculty. Both Respondent 49 and Respondent 31 describe the transfer of writing center skills and strategies to interactions with faculty members. Respondent 31 explains, "There's [sic] a lot of collaborative meetings, and I often find myself using the strategies I use in the writing center when having course development meetings with faculty." Similarly,

Respondent 49 uses the example of a faculty writing retreat to illustrate the impact of writing center work on her administrative duties, stating, “faculty were placed in writing groups and provided daily peer review. My WC experience helped me guide them in giving feedback.” This ability to work in non-hierarchical ways with faculty members may help to alleviate tensions that may be present in institutions with a staff/faculty divide. As I state above, work as graduate administrators in the writing center can serve as professional development for graduate students, ultimately preparing them better for work beyond their time in graduate school.

Drawbacks to Graduate Writing Center Work

While most questions posed in the survey request information about the level of importance, influence, or impact of their work in writing centers, two questions focused on the drawbacks of working in the writing center context as a graduate student. In response to a question of “if the participant had experienced drawbacks to writing center work,” more than half (42) indicated that there were indeed drawbacks to their experience.

The follow-up question asked for respondents to expand on that answer, addressing whether they experienced drawbacks. Survey participants identified challenges in writing center work that included a lack of training, a lack of funding and the resulting staffing issues, questionable administrative practices, power conflicts, misperceptions of writing center work and a lack of perceived value of the writing center within the larger institution, and overwhelming workloads. See Table 23 for a chart of the emergent themes and coding keywords surrounding perceived drawbacks to writing center work.

Table 23. Emergence of Drawbacks to Graduate Writing Center Work theme.

Question-Based Themes	Keywords
Administrative Issues	Assessment, lack of assessment, administration, lack of professional environment,
Lack of Training	Lack of training, lack of support,
Lack of Funding	Staffing issues, lack of hours, unfair pay, financial issues, limited resources,
Power/Authority Conflicts	Power conflicts, conflicts with professor expectations, conflicts with authority, power issues, ESL students, differing opinions
Lack of Perceived Value	Misperceptions, undervalued, devalued WC, misunderstood mission,
Time Commitment	Overload, too many hours, outside expectations of free help, time commitment, fatigue,

Note: These themes have emerged through the application of open coding, which resulted in question-based nodes and keywords that cross PDS.

These themes reflect the lore about a lack of perceived institutional value, which for some institutions, may influence the funding and staffing of a writing center. However, even within a question on the drawbacks of writing center work, there were four responses that indicated that there were no drawbacks for the individual participant, just an appreciation for the work itself.

Respondent 25 spoke negatively of the administrative experience, stating, “I'd rather not recall all the administrative tasks I had to accomplish. I see their point, but they got in the way of actually tutoring.” This response was particularly interesting, in that they not only saw no value to administrative duties, but that it detracted from the role of consultant, perhaps indicating a desire to pursue a career that does not directly involve administrative work. In contrast, one respondent (19) indicated that a lack of experience as a graduate administrator impacted her experience as an assistant director after she had completed her degree, stating that, “moving into that role in my career brought a lot of new experiences that I had to negotiate,” but noting that the guidance of her current director is helpful in that negotiation. This single response, though

brief, illustrates the potential for growth and necessary skill development that can be fostered through graduate writing center administrative duties.

Although the time commitment of graduate writing center work and the overwhelming nature of the varied roles and responsibilities as a graduate consultant or administrator do have lasting impressions for those consultants, the majority of respondents had positive perspectives regarding the overall influence of writing center work on their professional lives. For some respondents, experiences in the writing center as a graduate student led to conscious career choices, including a commitment to writing center directing, teaching, and higher education. Within these experiences, they noted an influence of writing center theory and practice on their academic work and scholarship, as well as on their pedagogy and curriculum, including their teaching philosophies and classroom strategies. On a more personal level, respondents indicated whole-person development and influence, as well as an awareness and development of necessary interpersonal skills.

Graduate writing center alumni in this study have taken the work that they did in writing centers as consultants and administrators and applied those skills, values, and abilities to their current professions, illustrating that work in writing centers is perceived to function as an important professional development opportunity. As administrators continue to seek highly qualified candidates for writing center leadership positions, they can advocate for further graduate writing center opportunities, and reframe graduate consultant writing center training experiences as meaningful professional development.

CHAPTER 6

IMPLICATIONS AND CONCLUSIONS

Though there are existing studies on the perceived outcomes of writing center work, little is known about the extent to which writing center work transfers for graduate consultants and alumni. Equally little is known about the way that graduate writing center consultants, who may also have administrative roles in the writing center, are prepared for that work. As graduate students responding in this survey spend an average of five semesters employed in writing centers, which can be a significant portion of their graduate employment, writing center leaders need to be intentional about structuring these experiences so that graduate consultants can transfer the knowledge to their later careers, which may be within the general domain of higher education. To better understand both the structure and the perceived outcomes of this work in writing centers, I analyzed director perspectives of the professional development opportunities offered to graduate consultants and graduate perspectives of the transfer of skills and values to their current occupations, respectively.

This project poses three questions:

1. How are graduate student consultants and administrators prepared for work in writing centers?
2. What do these current and alumni graduate consultants perceive about the transfer of writing center work to their professional lives?
3. As institutions bring current and alumni graduate consultants into writing center studies, writing program administration, and the professoriate, how do writing center leaders continue to professionalize the work of writing centers for future scholars?

Regardless of institutional context, graduate students are being prepared for their work in writing centers through an engagement with writing center theory and practice, participation in the larger field of writing center studies, and ongoing collaborations with their peers in the writing center, their clients, and their directors. Graduate writing center alumni perceive positive impacts and significant influences of writing center work on their graduate and post-graduate careers. For some graduate consultants, writing center work helps them to determine what their career path will be, others simply transfer the skills, values, and abilities they develop through writing center work into their teaching and administrative positions. While there are drawbacks and challenges to writing center work at the graduate level, all participants perceived positive impacts on their professional lives and many reported transformative experiences within the writing center. Writing center administrators, and their larger institutions, have the opportunity to foster a more intentional approach to graduate consultant professional development, and to reframe the way that the academy perceives graduate writing center work. By shifting the framework from job training to graduate professionalization and engaging in deliberate discussions that make the work of writing centers and the academy visible, the new cohorts of writing center professionals may have greater agency in making informed career choices, navigating the hierarchies of higher education, and in contributing to writing center scholarship.

This chapter addresses the implications of this study's findings for graduate students, writing center administrators, and institutions of higher education. First, I unpack the short and long term implications for graduate students in writing center work, with a focus on the perceived transfer of writing center skills and values to post-graduate careers. Next, I address the implications for directors of writing centers, arguing for an intentionality when structuring graduate writing center experiences. Finally, I consider the issues of professionalization facing

the field of writing center studies, and suggest further intentionality through framing graduate writing center experiences as a space for personal and professional development. This shifting framework may, ultimately, help demarginalize writing center work at both the graduate and institutional levels.

Implications for Graduate Students

The perspectives of directors of writing centers that rely on graduate labor constitute one part of this study, and the perspectives of current and alumni graduate consultants constitute the other. The two sets of voices can help those of us in writing center studies to better understand how consultants can engage with the intellectual, scholarly, and emotional labors in the academy. This study asks, too, what transfer of skills may be perceived by graduate writing consultants and administrators as they participate in the professional workforce, largely in higher education. Though graduate students exist in a largely liminal space, the complexities involved in navigating various roles and responsibilities benefit current and alumni writing consultants in their professional lives, in both immediate and long-term ways. Welsch explains that the role of consultant, "prepares him/her with a solid foundation of a number of professional challenges" by exposing "writing consultants to the demand of a professional workplace," where they must be self-motivated and accountable for their actions, and employ research skills, flexibility, quick thinking, listening and questioning skills, and time management (4-6). The impacts of these experiences can be immediate, particularly for those who carry or will carry a teaching load.

Immediate impacts on classroom teaching.

As our colleges and universities become more diverse, proactive and culturally responsive teaching becomes more important, and a focus on student-centered pedagogy, as found in writing center praxis, allows new composition instructors to develop practices that

support students in their classroom contexts. The findings of this study suggest that writing center work can help composition instructors, especially novices to the teaching of writing, become aware of and responsive to individual student needs, as well as an understanding of how those students may be developing as writers. This is not the first study to show impacts on teaching skills, including a new view of student diversity, increased interpersonal skills, or the development of student-centered curricular and feedback strategies. Through an exposure to writing center theories and the practice of one-to-one teaching, Cogie found that

> tutoring, with the behind-the-scenes insights into students and the workings of the composition classroom it provides, shed light on the individual nature of the writing process, the needs of their students, and the importance of listening and responding to each student with care. They also felt that as a consequence of these deepened perspectives and the chance to practice a range of one-to-one activities, they were more motivated and prepared to experiment with a variety of strategies and types of assignments in their classrooms. (80)

The insider information gained from writing center consultations can transfer to the classroom context, not the least of which is an understanding that inside or outside of the writing center, students are individuals with varied histories with writing.

Appreciation for student diversity. This study shows that, for respondents, there is a perception of an increased appreciation for student diversity. The students who visit our writing centers bring diverse experiences to their appointments and writing center praxis surrounding rapport building provides opportunities for students to disclose learning preferences, past educational triumphs or traumas, or current questions and needs. According to the responses in this study, the recognition of such diversity and use of strategies that address the range of needs

in a composition classroom has lasting perceived impacts on creating an accessible, student-centered classroom context. King et al.'s analysis of the impact of writing center work on teacher training reflects that recognizing that classes contain students who are similar to clients,

> affects my tendency to see students as undifferentiated members of a group and encourages me to recognize that students are diverse, culturally and educationally. This knowledge, in turn, makes me receptive to an individual student's queries and more willing to ask questions when none are offered. (5)

The open-ended techniques of interpersonal questioning can be transferred from micro to macro contexts, and can help to bridge the gaps between instructor and student to create more opportunities for meaningful learning. Respondent 16's reflection shows a perceived movement toward an understanding of and response to diverse student needs through an exposure to writing center praxis. She states,

> As an instructor, because I met with so many students as a tutor, I have a broader and deeper understanding of student needs, especially the needs of International, first generation, Indigenous students, and/ or students with disabilities, students who are caregivers (children or other family members), non-traditional students, and students from diverse cultural and/or disciplinary backgrounds. I also have a better understanding of how students develop skills in/out of the classroom, how students process information, how students understand / misunderstand assignment instructions, lecture material, etc. My lectures are more accessible and more interactive, my assignments are more carefully constructed and worded (more scaffolding, more models/examples, clear direct language, posted online). I include, discuss, and use rubrics. I spend more time in class discussing, teaching, modeling the research/writing process. I provide students with reliable

> resources. I include links to campus resources (Writing Centre, Counseling, Libraries) in my syllabus. I invite representatives from campus student support providers into my classroom and encourage the use of these resources by all students (not just those who struggle).

This response, reflective too of the complexities of tutoring addressed by Welsch, shows a perceived lasting influence of working in a one-to-one setting, in terms of an enhanced view of classroom diversity and a response to the needs of a diverse student population. A movement toward accessible strategies that allow for modeling, scaffolding, and digital access, as well as a transparency in assessment and an openness to campus resources, all move toward a culturally responsive pedagogy that recognizes the academic, physical, and emotional needs of student populations. Graduate students can begin to develop their classroom ethos in a micro context, where they are able to focus on an individual student's needs, thereby empowering students to take ownership over their educations. Respondent 23 reflects on the seemingly simple act of consulting with students about writing, saying,

> It seems like such a small interaction - one-on-one over a piece of writing - but it isn't always as small as it looks. In particular, working with first-generation students, international or ESL students, or returning students, I've seen students gain priceless confidence and comfort with their written and spoken communication skills. Academic conventions can be unfamiliar, alien, even disorienting, and not all instructors are kind to students who don't or can't follow those conventions. Seeing students begin to grow and flourish has helped confirm my own passion for teaching and my belief in the importance of education that is accessible/meaningful for all students, not just so-called 'traditional college students.'

Both writing consultants and composition instructors are in a place of academic gatekeeping, in terms of academic culture, expectations, and skill development that has the possibility and necessity to transfer beyond the context of a consultation or a course. As graduate writing consultants recognize the individual needs of students in their various intersectionalities, engagement with writing center praxis in the macro-context of the classroom through increased accessibility can increase student self-efficacy and confidence in navigating a university context. This increased agency may help those instructors to address issues of retention through helping students find initial, as well as continuing, writing successes.

Development of scaffolded curriculum. A perception of increased appreciation for student diversity is only one part of developing mindfulness in classroom teaching. As higher education becomes more diverse, faculty and administrators must also be more intentional in the way that they structure our curriculum, conversations, and collaborations, scaffolding student work so students gain meaningful, transferable skills that build on their individual educational histories. Respondent 68 reflects that writing center work provides her with a framework for intentional scaffolding in the classroom. She asserts,

> Part of what working in the writing center teaches you is how some students work through the tasks you might set them as a teacher. You start to get a better sense of how your words and actions might be interpreted by students and what might be actually helpful for them. It also has helped my understanding of learning as a collaborative, experiential process, and so I encourage a lot of peer, collaborative work in my classroom. But, because of writing center training, I also understand that such work has to be guided for many students. You can't just expect great collaborative work without some foundational work up front in a classroom.

Fostering discussions about how a scaffolded approach can respond to individual student needs may help graduate student instructors develop competency and compassion in their classroom ethos. Respondent 69 suggests that this type of view of students as individuals with varied histories is not necessarily common even beyond novice instructors, and that her vision of students separates her from her current colleagues, saying "The largest difference is that students become more complex and unique. Whereas some of my colleagues seemed to view students as having a lot of similar qualities, I knew that each person in my class had a complex, important story and educational experience." The complexity of consulting with individual students, for some respondents, has a direct transfer to their ability to teach students *as* individuals, rather than as names on a roster.

Time to develop and reflect on teaching strategies as a new composition instructor is difficult to set aside when those new instructors must balance course loads (teaching and taking), outside responsibilities, and individual scholarship. Writing center opportunities may allow graduate students to not only develop and test strategies on a micro-level through one-to-one work, but also to transfer those experiences and strategies to a classroom context concurrently. Respondent 31 reflects on the immediate impacts of writing center work on not only her understanding of students as individuals, but on her teaching strategies as a graduate instructor.

> While I was still in school, there was actually a semester where I was spending half of my assistantship in the writing center and the other half went to teaching one writing course. Teaching and tutoring one-on-one at the same time was an amazing experience. My teaching developed my tutoring by giving me insight in the connection between instructor and assignment expectations with the development of the writing project. The tutoring developed my teaching by constantly reminding me of the individualism of my students

> and the importance of collaboration in writing. I would organize the peer review sessions in the classroom to be very much like a writing center conference, providing the students with open-ended questions and encouraging them to look at global concerns over local. Having to constantly switch up my strategies to suit writers' writing and learning styles in the writing center gave me the skills and flexibility to do so in the classroom, and I would try to offer multiple ways to access and engage with the course material.

Writing center strategies and values, such as engaging peer expertise through review session, asking questions that prompt critical thinking, and prioritizing ideas over mechanics can help graduate instructors focus their energy on helping students develop critical thinking skills, both about their writing and about others'. However, these metacognitive strategies that allow for classroom insight can have more concrete outcomes that manifest in specific curricular changes for instructors who are developing their own syllabi and assignments. DeFeo and Caparas's phenomenological study found that, "As the tutors worked in the writing center, they developed an ethos and pedagogy focused on the writing process, including a more holistic understanding of writing and of how others perceive and approach it," and this study corroborates their and others' findings (152). With regard to long-term effects, writing center work may contribute to a more informed and reflective professoriate who engage with best practices in constructing curriculum, giving feedback, and teaching writing as a process.

Increased clarity when creating writing prompts. One concrete strategy that emerges from writing center work is the creation of clear and concise assignment prompts, as unclear prompts are a source of student frustration, as alluded to by King et al., as well as respondents in this study. Respondent 23, echoing impacts perceived by Respondent 31, reflects on the impact of working with clients who have confusing prompts. She asserts, "I write very clear assignment

descriptions/prompts (or so my students have said) because I've seen many students struggling with unclear assignments," and further reflects that she feels more empowered to provide feedback and explanations to students after her work in writing centers. Mattison's self-addressed reflection corroborates this, as he tells himself that

> you're going to have a sense of how students can have difficulty understanding an assignment, and you're going to try and be clearer when writing yours. You'll also pay more attention to the 'social and linguistic challenges' Anne DiPardo details because it's impossible for you to make any assumptions about a student's classroom effort after seeing how hard students work on their writing in the center. (16)

Clarity in creating assignments, while simultaneously addressing the diversity of a classroom may not only help students focus on developing their ideas, rather than on unpacking vague prompts. These clear prompts may help new instructors to articulate course expectations, regardless of the presence of rubrics.

The increased awareness of a need for clear writing assignment guidelines echoes an increased awareness of the importance of giving meaningful feedback throughout the writing process. Respondent 36 describes a perceived shift towards outcome-based feedback, and has been "Reviewing students' writing with understanding and with learning outcomes as a primary consideration," which may mirror the agenda setting that happens in writing center consultations, wherein consultants and clients set specific goals based on what that client needs to develop. However, Respondent 29 reflects that as the work in writing centers has prepared her to grade efficiently: "Tutoring also convinced me that as a teacher I should give most of my feedback on early drafts rather than on a final draft submitted for evaluation." While the respondent doesn't address the issue of formative assessment, it indicates an awareness of the importance of

feedback at early stages in the writing process, as do others. Respondent 65 compares her approach to that of her colleagues, reflecting, "I seem more interested in process than most of my colleagues and recognize a spectrum of types of feedback and how those affect students' development as writers, rather than a focus primarily on product. I think writing center work focused me in that way." Feedback in these contexts is focused on the development of individual students and addresses them, as in other responses above, outside of a deficit model of feedback. Respondent 76 reflects on the nature of shifting from face-to-face feedback to asynchronous and written feedback and is deliberate, "because I know how confusing teachers' comments can be to students. I work really hard to balance praise and criticism as well as to be concrete in explaining why something works or doesn't work," recognizing that clarity and intention is key in not only assigning work, but in assessing it in a fair and equitable way that doesn't sacrifice the rigor of a course.

Impacts on Post-Graduate Careers in Higher Education.

Beyond teaching, as some graduate students begin to move into positions in higher education writing center work may positively impact the way that these students and alumni understand and navigate positions in writing center directorship, writing program administration, or writing across the curriculum. Mattison writes to himself of the benefits of writing center work as he works as a writing center director and professor, noting the importance of being aware of institutional tensions, saying, "Because you pay so much attention to how all these people interact and where you fit in, you gain a rich understanding of how writing centers are viewed and talked about by various members of the university community" (Mattison 21). This networking and subsequent reflection on the nature of those networks allows for graduate writing consultants and administrators to gain institutional insight that is specific to their context, and

that type of understanding may be transferrable across institutions.

Awareness of institutional hierarchies. Mattison alludes to a hierarchy that graduate students may first become aware of through their work in writing centers, which may enable them to make informed career choices. Nathalie Singh-Corcoran asserts that even with, or perhaps because, there is an increasing need for administrators in rhetoric and composition, "during our graduate careers we learn that the institution hierarchically arranges the kinds of work we do" (31). Though for some this hierarchy and perceived lack of prestige will be a deciding factor in the job market, others may seek the writing center context as a site of meaning-making, as Singh-Corcoran does. She states,

> I cannot speak for all those involved in writing centers, but I can say what a attracts me - human interaction, attention to written and oral communication, and collaboration - resonates with many others. And because writing centers are such rich sites, sites that embody rhetoric and predatory, those who suggest that writing center work is perilous do not dissuade me from pursuing my interests, they incite me. (28)

Though an engagement with writing center studies that address the richness Singh-Corcoran alludes to, and an exposure to writing center praxis, graduate students may develop an understanding of the way that writing center work intersects with writing program and writing across the curriculum. An early exposure to these intersections may make the job market more accessible to graduate alumni and increase their abilities to navigate complex institutional hierarchies more successfully.

Understanding of cross-disciplinary applications of writing center work. Writing center work exposes graduate students to not only writing assignments from various disciplines, but also a range of genres, lenses, and expectations. Respondent 49 describes perceived impacts that

move from micro to macro, from student to program, “The WC taught me how to give respectful, productive feedback to writers. The WC also gave me a lens for thinking about writing across the curriculum as it exposed me to so many assignments from courses across the curriculum. This lens affected how I designed my FYC sections.” Experience in WAC, even at the level of one-to-one work, may enable those moving toward WPA positions to meet programmatic needs. Retrospection on work with cross-disciplinary students may impact not only personal pedagogy, but also development of program outcomes or common assignments. Respondent 53 asserts that writing center work “informs my pedagogy in composition and writing intensive courses particularly, but all courses in general. I worked to develop a multiliteracies curriculum in our residential college, and design courses to include multiple drafting sessions, workshopping, revision, and more.” The process model described in this response mirrors the emphasis others have articulated, and suggests that writing center experience may give graduate students the vocabulary and strategies necessary to advocate for the student-centered curriculum that they have come to value through one-to-one work.

Many of the respondents to this study remained in writing center work, and reflect that they perceive direct transfer of the experience to their work in writing centers, though there are still challenges that they face. Through an exposure to writing center work, graduate students can be better prepared for the realities of the increasing demands for writing center and writing program administrators, faculty, staff, and hybrid. Even for those who “simply” consult, discussions of writing center need and open forums for reflecting on one’s praxis through professional development opportunities can provide necessary insight. Respondent 14 states that she is “more aware as an administrator now what my tutors are likely experiencing,” and that the work “provided invaluable experience to help me deal with the everyday tasks of a WC,” having

become a writing center professional after graduate writing center work. However, writing center leaders must be intentional about helping graduate students experience writing center work as professional development. The next section addresses the role that intentional professional development, structured to meet institutional and graduate needs, can play in professionalizing the graduate writing center experience for those seeking academic and administrative positions in higher education.

Implications for Directors

In this research, I ask how graduate writing consultants and administrators are prepared for their work in writing centers. Directors report offering a range of opportunities, many of which foster reflection on the part of graduate consultants, but these opportunities can be strengthened through open discourse about the nature of academic work, the roles of writing centers on campuses and within institutions, and the career paths that are available to those with skills honed through writing center work. Respondents in this study are transferring the knowledge and experiences of writing center work to their professional lives within the academy. However, many of those students and alumni reflect that their path towards their careers was surprising and that they hadn't expected to end up in writing centers. What is also surprising is the range of professional development experiences graduate students were offered, from short workshops to in-depth coursework and dissertations on writing center studies.

Based on the profound impacts that writing center work can have on graduate student alumni, institutions and writing center leaders should strive to implement more opportunities for graduate students to experience writing center work as a form of professional development, particularly if they are aspiring academics or administrators, and as the limited results of this study show, many are. Nathalie Singh-Corcoran, writes of the false binary between scholarship

and administration, looks at the way that the field is changing for those of us in the field of rhetoric and composition, and asserts,

> The numbers in my program, and I am certain, the numbers in many other programs, indicate that graduate students want to pursue the scholarship of administration, and because of the growing need for WPAs and writing center directors, we can expect that administration will continue to be a significant portion of compositionists' work. This means that the field is changing, maybe too slowly for some. But English studies at-large must also confront the harsh reality that funding for humanities is dwindling, and therefore, the discipline will need to take notice of service and pedagogy and acknowledge their academic currency. (Singh-Corcoran 35)

With decreasing budgets in many institutions (well beyond those that are represented in this study), there is an impetus to make activities and obligations meaningful and multi-faceted, while also recognizing the scholarship possible through fields that are often seen as service-oriented. Trends in professional development revealed by the data include: a grounding in writing center theory and best practice through readings and discussion, an emphasis on observation and reflection (as both learning and evaluation tools), a focus on cultural sensitivity for native and non-native speakers of English, and an understanding of writing process, genre and discipline in the context of the writing center. While training is primarily designed and delivered by writing center professional leadership, the topics are often suggested by consultants, illustrating a collaborative model of professional development. Curriculum and survey answers reveal a canon of texts that can be used to structure course length, meeting series, or workshop style professional development for graduate writing consultants. While few institutions engage their writing center employees in discussions of writing center directing, each institution helps

consultants to develop a tutoring ethos through reflective practice, ongoing feedback, and a variety of activities.

Successful programs, which include both credit-bearing courses and ongoing professional development conversations, can be driven by a single training manual that covers a wealth of topics, such as *The Oxford Guide for Writing Tutors: Practice and Research*, or through compiling a tutor-driven library of texts from *The Writing Center Journal*, *The Writing Lab Newsletter, Praxis*, and need-specific texts like *ESL Writers* by Bruce and Rafoth. As the time writing center administrators have for fostering professional development is limited by both budgets and logistics, facilitating meaningful discussions that cover a variety of perspectives can be challenging. Creating reading groups that can lead discussion or share expertise on particular subject may be an effective way to increase the number of perspectives and theories with which graduate consultants can engage. For those graduate students expressing interest in, or submitting applications to, positions in writing center leadership, shifting the discussion further towards the professional demands by offering development opportunities that target directorships, professorships, or general administrative duties could assist in the transition from graduate student to the larger world of academia.

Writing center leadership must structure education programs and professional development opportunities to make the growth of graduate consultants a priority. Writing center leadership and graduate students must intentionally engage in discussions of how the skills gained through writing center work transfer to both faculty and administrative positions in higher education, but also how those qualities are valuable outside of the academy. Ideally, professional development will be structured to pave the way for perceptions of not only individual success, but alsofor growth within an institution, in terms of what is considered a scholarly contribution

or occupation.

Intentionality in structuring professional development programs. As writing center programs grow, they will necessarily adapt to institutional needs and requirements. Eckerle et al. assert that, “because writing centers vary so widely in terms of resources and operations, each writing center will need to develop its own strategies for providing training for new GSAs. Such training will most likely be individualized and on-the-job, supported by regular meetings with a faculty director or supervisor” (49). For some institutions, they may be able to offer or require coursework in writing center theory and practice. These courses, like the professional development offered outside of courses, should respond to the needs the incoming or experienced consultants, while still engaging the scholarship of teaching and writing in the writing center context.

Although nearly 60% of the responding institutions in this study offer courses in writing center theory and practice to their graduate writing consultants, the opportunity is in no way universal. Outside of the classroom context, LeCluyse and Mendelsohn write of the evolution of the professional development of their graduate writing consultants, asserting that

> the early emphasis on learning administrative procedures reflected the organization’s need to establish its role on campus with accurate record-keeping, efficient use of technology, clear policies for working with students and maintaining their confidentiality, and productive connections to academic departments and administrative units. Training at this time tended to be hierarchical as administrators worked to set the norms for the Center’s operation. As those activities started to seem more like standard procedure, the UWC then turned to the issue of how to help its consultants work with the rapidly increasing number of writers who walked through the door. (109)

As institutions grow in size and simultaneously shrink in their budgets and their assignments of graduate writing consultants, models of training may mirror those experienced by the UWC program. The program, now fully evolved, focuses on collaboration and fostering independence, through addressing *topoi* that respond directly to institutional and graduate needs, and reflects writing center practice. Though my study presents a limited sample of writing center professional development programs, each program responds not only to institutional needs, but to graduate consultant and administrative needs. These include a growing need for administrative experiences, as well as an ongoing need for not only reflection on, but the language to articulate, the complexities of writing center work at the graduate level.

Intentionality in offering administrative experience to graduate consultants. For graduate writing consultants who are considering positions within higher education as potential career paths, a structured exposure to administrative duties can be beneficial. According to the GPS in this study, 33% of respondents occupied the role of graduate assistant director. Beyond reports of titled positions, 55% of participants had administrative duties of some sort within their job experience at the writing center during graduate school. Welsch calls for intentionality in selecting and distributing these duties to allow for greater exposure to the inner workings of writing centers, and for transparency as to the type of duties performed by writing center directors that span beyond their classroom and scholarship activities. She writes,

> teaching GAs something of administrative duties requires identifying those tasks that can be performed by GAs and which reveal the hidden part of an administrator's job - work that supports and maintains the smooth operation of a center but which few others see: creating staff schedules; maintaining center user statistics and producing reports on request; logging tutorial hours of staff (if one offers a tutor certification program) and

> producing reports on request; editing a newsletter; compiling end of term student evaluation results and producing a report; managing office supplies and resources. (Welsch 2)

Her institution uses an administrative team model to cope with the unpredictable turn-over of graduate employees and suggests that the duties be spread throughout the graduate assistants to give them each a chance to experience writing center administration, while also giving each graduate consultant the option to present classroom workshops, create resources, present at conferences or train new staff, all of which may be expected of them as either faculty or administrators in higher education.

However, simply distributing these administrative duties is not enough. Directors must be intentional in structuring the experience to include mentoring and other forms of support. Beyond establishing general guidelines for how graduate administrators should be supported in their work, the IWCA Position Statement on Graduate Students in Writing Center Administration asserts that graduate administrators have a faculty mentor. This mentor, "ideally the writing center director, should be directly involved with the graduate assistant directors' training and development. Mentoring should adjust to the graduate student's particular professional needs and interests, by may include regular meetings, joint projects, reading or research suggestions, modeling of supervision and leadership skills, conference and publication guidance, and regular evaluation and feedback" (IWCA). This mentorship model may not be as feasible, if each and every graduate consultant acts as an administrator as well, but the encouragement of conferences and publications, as well as evaluation and feedback can benefit every graduate employee. Eckerle, Rowan and Watson, discussing the construction of the Position Statement on Graduate Students in Writing Center Administration, suggest that the shift toward a mentoring model will

not only lead to stronger graduate administrators, but stronger writing centers. They state that the IWCA model, "support[s] both GSAs, who gain a deeper understanding of writing center administration, and the writing center itself, which benefits from a more reflective and informed administrative team" (Eckerle et al. 49). Tirabassi et al., too, argue that "mentoring should be a central feature in all graduate assistant directorships" (77). The feedback loop created in a mentoring relationship not only allows for the support of the graduate writing consultants, but also for information to return to writing center professionals which may help open pathways to avoid the burnout referenced by some of the respondents to the GPS. Respondent 17 felt overwhelmed by the workload and suggested that when directors are "spread very thin," they should seek solutions beyond expecting graduate administrators to pick up responsibilities the director can't handle at a given moment. This response provides retrospective advice based on an understanding of the stressors that are placed on directors as writing centers grow, and despite thinking, "I don't get paid enough for this," continued into higher education. Eckerle et al.'s emphasis on reflection begins to shift the discourse from that of task-based job training toward true professional development that can be transferred from one context to another, where one can face the realities of higher education while utilizing skills and strategies gained through writing center work.

Intentionality in fostering graduate reflection on writing center work. Beyond reflecting on administrative opportunities, graduate consultants should be encouraged to reflect on the range of roles, duties, skills, and expertise gained in writing center work, whether they intend to continue in the academy or not. Welsch, to facilitate reflection on growth through writing center work, sets aside two sessions a year where graduate students are challenged in a group setting to list their tasks, before they are individually required to:

- Study the list of tasks to identify and name the various categories of work; then sort the tasks according to category
- List areas of writing expertise developed since being hired
- Based on what the lists reveal, write an explanation of how these skills/experiences contribute to your career goals
- Write an explanation of how your writing center experience has contributed to your growth as a professional. (7)

Each of these skills can useful when entering the job market, and for directors, incorporating reflection situates the experience within a professional context and shifts the perspective of the opportunity from job training to a form of professional development that can be marketed. This type of reflection prompts graduate students to reframe their experiences as beyond that of a daily job or assistantship assignment. DeFeo and Caparas draw from this in suggesting a model for reflective practice in writing centers that shifts the discourse from basic training to professional development. They suggest embedded reflection on writing center praxis, rather than one-off challenges to reflect at the end of service, or as graduate students construct job packets. See Figure 4 for a visual representation of the reflective practice model.

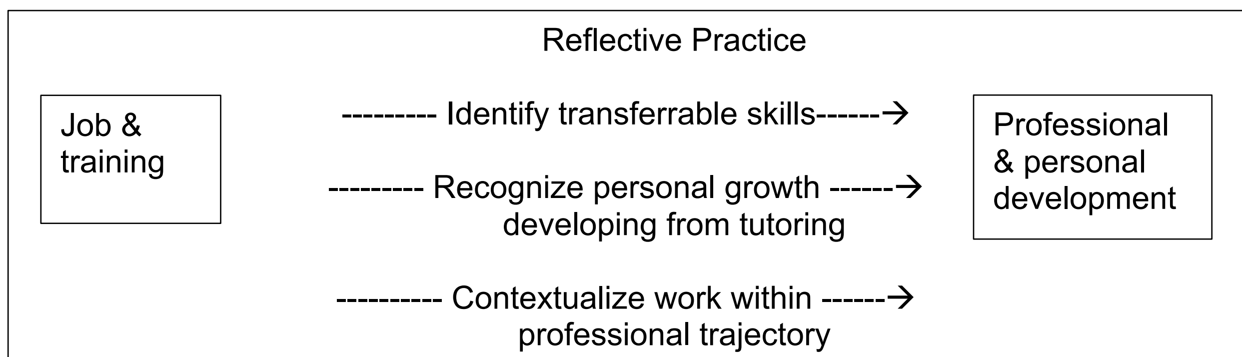

Figure 4. Reflective Practice, from DeFeo and Caparas p. 154

They explain, “The skills and dispositions that tutors identified as important to effective tutoring reinforce the complexity of the tutoring practice, noting the interconnectedness of both dispositions and content knowledge in the development of a praxis. This has implications for hiring, professional development, and administration. The tutors’ responses reveal a positive experience, but one that should be identified and reflected upon while in progress, not merely in retrospect,” and advise that writing center administrators “should seek to introduce professional development planning and reflective practice into writing center management and the tutor “training” curriculum. Achieving this will require a paradigm shift that recognizes and reflects the multifaceted benefits of the tutoring experience” (DeFeo and Caparas 158). The intentionality calls for a shift in the way that writing center administrators, and the larger academy, frame the “training” experience, moving towards defining the discussions, activities, and experiences as not only professional work, but as professional development. As consultants are challenged to be reflective practitioners, they’ll be better prepared to consider the options that face them in the job market. Respondent 30, who reflected as she worked in the writing center, states, “My experience as a graduate assistant helped me learn that I loved administrative tasks and training/mentoring other students to become great consultants. Without my GA experience, specifically, I would never have decided to become an administrator or stay within the writing center field.” Like Respondent 30, graduate consultants who view their work in a frame of a valuable professional experiences may be better able to articulate their own career goals, and to best situate their writing center experiences when seeking academic positions in a competitive job market.

Implications for the Fields of Writing Center and Writing Program Administration

As administrators begin to increase our intentionality in preparing graduate writing

consultants for their work in higher education, including writing center contexts, DeFeo and Caparas advise that

> Writing centers should not regard these recommendations as another task on already taxed agendas; tutor development is a value embodied in writing center operations and therefore can be actualized implicitly. Rather than don an either/or relationship between tutor and student needs, we take a both/and approach: Tutor development comes directly from the act of tutoring and from a tutor-centered ethic that highlights and encourages evaluative and reflective practices. We recommend a shift from a "tutor training" emphasis to one of contextualized professional development and believe that individual and institutional benefits can be actualized in this paradigm shift. (160)

The paradigm shift they describe includes a reframing of the graduate writing center experience, during the experience itself, through incorporating reflection and discussion of the academic and scholarly pursuit that is part of writing center work, rather than through retrospective conversations about the perceived benefits of the work. Writing center scholars and administrators can redefine writing center work as a professional activity that is rich in research opportunities, pedagogy, and leadership, and emphasize not only the opportunities, but the realities of such work.

Writing center work as professional experience.For fields outside of rhetoric and composition, which often include teaching as a part of the graduate program, including business administration, engineering, and medicine, internships that provide authentic experience are common. Singh-Corcoran cites Desser and Payne's suggestion "that internships can help establish and maintain administrative positions as 'ethical intellectual work', that they empower students to apply theories they learn in their coursework; they allow students to explore different

specialization in the field, and they help with the student's marketability," before explaining that graduate students "in writing center administrative positions receive practical/hands-on experience, but because they are not usually given opportunities to reflect on their practices as assistant directors, the positions themselves perpetuate the idea that a directing position is strictly managerial" (33). Intentionality in structuring graduate writing center experiences, including a focus on reflection and growth within their graduate assistantships, which function like internships, will help those students to reach the outcomes that Desser and Payne suggest are possible. Moving beyond perceiving writing center preparation and work as training and service will help to further shift graduate students towards acting as professionals in the field, rather than employees prepared to serve. Driscoll and Harcourt suggest emphasizing the transfer of learning that is possible through writing center work, and while writing of the undergraduate context, the argument is equally valid for graduate consultants and administrators who must be able to articulate the way that their graduate experience can meet the demands of a job description, and then must actually meet those demands (2).

One of the challenges to this paradigm shift, described by LeCluyse and Mendelsohn, is articulating the layers of professional experience that make up the complexity of the graduate writing center experience. They suggest,

> Administrators likely see a different exigence for graduate consultants' work in the writing center than the graduate students themselves. For administrators, graduate consultants' exigency is related to the local situation; graduate students fill writers' needs for collaboration with experienced writers, and administrators, in turn, fill the consultants' need for professional development an initiation into a field of academic discourse and practice. Graduate writing consultants are typically expected to engage in

> the discourse of two interrelated areas: that of writing consulting itself and the professional discourse of writing center scholarship. Consultants engage in the latter when they are trained and help train their colleagues, produce conference papers, and - more broadly - see themselves as professionals in the writing center. (106)

This "initiation into a field of academic discourse and practice," is similar to that which takes place during an internship, as described above, but LeCluyse and Mendelsohn argue that the work of writing center studies research and discourse is part of the professionalization experienced through writing center work. They conclude "Training as Invention" by saying "if the notion of deficiency is inherent in training, then perhaps we need to employ a different topos in order to best facilitate graduate students' transition into mastery as scholars, teachers, and consultants" (LeCluyse and Mendelsohn 116). Creating a shift from training as a remedy for a lack of experience or knowledge towards professional development as a path towards expertise will help to reframe the graduate writing consultant experience that includes instruction, research, and service. DeFeo and Caparas suggest that administrators create

> a professional development curriculum that emphasizes benefits to the tutor as a mechanism for better serving students….and can begin with the language we use to represent our work. In mission statements and websites, writing centers tend to focus on the benefits to tutees; emphasizing the role and benefits of tutoring beyond its service aspects will be an integral first step in reframing the image and role of writing centers as sites for academic engagement. (159)

Their analysis creates an exigency for shifting the view of writing center work that will address institutional, center, and individual needs at the same time it professionalizes the discipline.

Writing center scholarship as intellectually valuable. The research agenda that is possible to realize through writing center work cannot be overlooked when considering the richness of the graduate writing center experience and an intentionality in fostering projects inside and outside of their consulting work. Respondent 68 reflects that, “Writing center work has become central to my research - I'm hoping to conduct dissertation research on writing groups that our writing center currently sponsors.” Similarly, Respondent 76 asserts, “the renewed interest in RAD research in our field has encouraged me to pursue data-driven research projects,” corroborating the experience of other respondents and writing center professionals in the field who have found paths within writing program and writing center administration that result in more academically accepted productions of knowledge, that may be especially valuable in affirming writing center studies as a legitimate field of scholarship.

Part of the intentionality required in our structuring of the graduate experience is making visible both the perceived benefits of writing center work at the graduate level and the potential for meaningful work and scholarship in the field. Some institutions may frame writing center work as service, rather than scholarship oriented, neglecting to position the work as being equal to that of the professoriate. LeCluyse and Mendelsohn reflect that in their context,

> The position of our writing center and its director within the university may exacerbate consultants’ perception that writing center work is a diversion from progress toward a tenure-track job. If the larger institution likewise considers the writing center a ‘mere’ student service where non-tenured administrators and low-paid consultants help students ‘fix’ their writing, why would graduate employees see the center as anything other than a place to put in one’s time before being allowed to do work that really matters? (107)

Shifting the narrative away from service may help burgeoning scholars and administrators see

the historically marginalized field as integral to the field of not only rhetoric and composition, but higher education as a whole. Singh-Corcoran's claim that "because of the growing need for WPAs and writing center directors […] English studies at-large must also confront the harsh reality that funding for humanities is dwindling, and therefore, the discipline will need to take notice of service and pedagogy and acknowledge their academic currency," provides us with the exigency for professionalizing the graduate writing experience so that those entering the academy can articulate the value of not only the graduate experience, but writing center work as a whole (35). Eckerle et al. suggest that faculty directors "help graduate students learn how to write proposals for conferences and seek out publication opportunities in forums like *The Writing Lab Newsletter,*" in addition to advising those students on opportunities for funding, to provide "them with academic survival skills that they will need long after they leave their writing center posts" (49). Some of these survival skills may include weathering decreasing budgets, fighting misperceptions of writing center work, and working with faculty who are skeptical of the field as a whole.

Beyond fostering transferable skills, developing a professional development program that recognizes the various paths that graduate students are prepared to take after graduate writing center work includes increased transparency of the perceptions of writing center work within the academy, where it is positioned below faculty work in terms of prestige. Singh-Corcoran asserts that through their graduate experiences, they "are largely trained to become faculty, to become scholars, and not administrators or service workers. When graduate students decide to specialize in administration, their decision may eventually compromise their academic status, especially if they choose to administer a writing center" (Singh-Corcoran 32). This low status seems to be associated with the limited view that writing center work is in service to the university and the

students who attend, and Mattison reflects on the difficulty this presents as graduate students shift into writing center directorships. He asserts,

> For certain faculty, the center is there to help the students (criminals or patients) with a piece of writing (rehabilitate themselves or become well). It will be very difficult to counter these images of the center, and I think impossible for you to overtly challenge them. You are, as Sharon and Burns suggest 'without the power or status to alter the general perception that the work we are doing is remedial'…You don't necessarily have a wall of professional support behind you. (Mattison 21)

LeCluyse and Mendelssohn also address this problem, suggesting that graduate students "regard teaching classes, attending conferences, and submitting articles for publication in their field of specialization as more relevant to their professional development. Institutional pressures can seem to confirm this perception," illustrating that the perception of contingent, service-oriented work is seeded far before students enter the academy as professionals, where they may experience a continuation of that perspective (107). This relative powerlessness and lack of support may also stem from the solitary nature of writing center work on most campuses, unlike academic departments, there is no cadre of colleagues who do work that is framed in similar ways, though this may be minimized for those whose centers reside in learning commons where other professionals are engaged in bridging between support services and scholarship.

DeFeo and Caparas assert that the recognition of the caste system that undermines the contributions of writing center scholars both inside and beyond the field of rhetoric and composition can be perceived by graduate students during their writing center experiences. Their study showed that as graduate students "came to and left tutoring, the experiences and perceptions of the participants revealed the limitations of writing center work. Despite the value

they found while tutoring, they also clearly felt its marginalized status within the institution. They learned that its core is academic and interdisciplinary, that the work requires tremendous skill, and that the outcomes are valuable; but they also learned that it does not garner professional respect" (DeFeo and Caparas 153). This, of course, is not true in all circumstances, but the respondents in this study assert that the marginalized position writing centers occupy result in an overload of work and a lack of recognition of the ability of writing center work to effect change in organic ways in a variety of institutional contexts. Despite the perception of writing center work as having lower prestige, Geller and Denny, in their study of writing center directors' job satisfaction, found that despite these perceptions, "participants who held administrative positions didn't appear overly concerned about whether their jobs might undermine the potential for or promise of tenure-stream faculty positions in writing centers for others. They were very aware their career paths were distinct and fundamentally different from their faculty peers" (Geller and Denny 105). This awareness can be fostered during the graduate writing center experience, and openly discussed.

However, Geller and Denny also point out that, where faculty positions are often idealized, and positioned as having higher prestige, as opposed to staff positions that may limit advancement as Singh-Corcoran articulates, there is often greater stress and lower satisfaction associated with faculty positions that include writing center directing duties. They assert, "While administrative-track WCPs appeared to have relatively secure ethos as administrators and reported fairly high satisfaction with the everyday of their positions, faculty-track participants reported a great deal of angst en route to tenure" (Geller and Denny 105). Though they establish professional and professorial agendas, they must still explain their labor to non-administrative colleagues, and argue that their administrative responsibilities and scholarship meet the

requirements of tenure.

Though graduate students seek out writing center and writing program work, in Geller and Denny's study, participants describe both the ideal and the challenge of the work they value. The authors "listened as participants described paths they followed to what they believed would be economic, cultural, social, and intellectual 'promised lands,' the positions of privilege in the academy they had long coveted," finding that "for many, the process of developing a career, growing a professional unit, becoming a teacher/scholar/administrator, and building an intellectual agenda also presented challenges" (Geller and Denny 97). Mere exposure to writing center work, even writing center administration at the graduate level, while valuable, does not prepare those students entering the job market fully for the next stage in their career, and "asked to think back and describe her first full-time WCP [writing center professional] position, one participant, who had worked in a writing center as a graduate student, offered three metaphors: 'a hurricane, a maelstrom, a tidal wave'" (Geller and Denny 101). By reframing graduate writing center work as a professional activity that has transferable skills, values, and strategies that are visible and documentable through a variety of research forms, scholars can open a conversation about the nature of writing center work *with* graduate students invested in creating a space for themselves as writing center administrators within the academy. Regardless of the position of staff professional or tenure-track professional, all love aspects of their jobs in Geller and Denny's study. The authors assert,

> institutional status actually appears to have an inverse relationship with individual satisfaction…Staff professionals may lack academic status and have fewer prospects for advancement in academic ranks, but they seem 'happier' [….]Tenure-track professionals, by contrast, are aware they possess academic clout and future prospects for further

> advancement in academic ranks, but feel more torn in the everyday and fell more pressure to produce, whether by growing their writing centers, involving themselves in their home departments or publishing (Geller and Denny 103)

An increased transparency about the options for academic work that includes faculty status, academic professional or staff labels, and scholarship that reaches beyond the invisible borders of job titles can help graduate students to find the career path that best suits their goals for contributing to higher education in meaningful ways.

This shifting framework towards an intentional professionalization of writing center work extends beyond graduate students themselves. Welsch argues that the articulation of the benefits of writing center work for graduate students should be present in annual reports and other forms of assessment (7). Documenting both the immediate and long-term perceptions of writing center work for consultants can help to not only strengthen the position of a writing center in a specific institutional context, but also forward a solution for the recruitment and retention of graduate students, who are often necessary and affordable labor on campuses. Through an intentional structuring of the graduate writing center experience, writing center directors can reaffirm not only the potential for growth for individual graduate students, but for the college as a whole, in terms of providing benefits for students clients, student consultants, and emerging professionals.

A cursory glance at a search for 'job postings' in the WCenter archives reveals more than 100 recent posts for professional staff, assistant directors and directors of both writing centers and learning commons. These jobs are frequently open to applicants who hold master's degrees, are ABD, or have completed PhD programs, and many require experience working in writing centers or learning commons as consultants or graduate administrators. These new administrators are tasked with not only maintaining existing structures, but with networking, navigating and

teaching within their larger institutions. To continue the success of writing centers, and to best serve an ever-diversifying student population, the field must continue to professionalize the graduate writing center consultant and administrator experience. Part of this professionalization calls on us to reflect on and research the ways that writing center leaders articulate outcomes and assess our success in preparing graduate students for full-time work as writing center professionals and academics. Through a movement towards intentionality in providing professional development opportunities, directors and other writing center leaders can help to professionalize the graduate writing center experience and increase the perceived competencies of those who are entering the academy as writing center directors, professors, and scholars.

While my research suggests that there are benefits to writing center education, training, professional development, and work at the graduate level, this study is not without limitations. Chapter seven presents a discussion of the research process, the limitations of this study, and suggestions for further research.

CHAPTER 7

CONCLUSION

Instead of a formal conclusion, I would like to offer, in the spirit of the professional development I've described in other chapters, a brief reflection on the process, findings, and limitations of this research. As a new writing center professional, I reflect frequently on the benefits I reaped as a graduate assistant director and consultant. Like me, the majority of my respondents have remained in academia, either as faculty or as writing center professionals (directors, associate/assistant directors, coordinators), and some of these respondents indicated that their career choice was influenced by their writing center experiences as graduate consultants and/or administrators. Even while I was simultaneously consulting in the writing center and teaching composition, I recognized that my writing center experiences were transferring over to my other responsibilities. As I began my dissertation, I started to explore what other people may perceive as transfer of writing center skills, and modeled my dissertation after three studies: the Peer Tutor Alumni Research Project, the National Census of Writing, and the work of Jackson et al. Support from the IWCA through the dissertation grant helped me to not only collect reflections of alumni graduate consultants and administrators, but the perspectives on the preparation for that work from directors.

This research asked three questions:

1. What do these current and alumni graduate consultants perceive about the transfer of writing center work to their professional lives?
2. How are graduate student consultants and administrators prepared for work in writing centers?

3. As institutions bring current and alumni graduate consultants into writing center studies, writing program administration, and the professoriate, how do writing center leaders continue to professionalize the work of writing centers for future scholars?

My study shows that graduate student alumni were not only influenced by writing centers in terms of finding careers that hold meaning for them within writing centers themselves, but they developed interpersonal skills, shifted their curriculum and pedagogy to reflect an attention to student-centered teaching, and committed to one-to-one interactions and collaborations with students and colleagues, with both immediate and long-term impacts. Directors are preparing these graduate students for work in and beyond writing centers through engaging with contemporary theory and the history of writing centers, addressing daily needs openly and collaboratively through discussion, and encouraging participation in writing center scholarship. Through an intentional focus on and transparency of not only the work of writing consultation, but also that of writing center administration and intellectual labor, writing center leaders can continue to professionalize the work for future scholars while simultaneously preparing the professoriate and administrators for work in writing centers. The findings of this study are informing my own curriculum and pedagogy in consultant professional development opportunities, and prompting me to question the assumptions of various models of preparation for writing center work. As I question and integrate conversations about writing center work beyond the center itself, I prompt my consultants to consider what they want to get out of the work that they're doing in my center.

Limitations of the Graduate Perceptions Survey

The data collected in this study provides rich opportunities for further inquiry into the nature of graduate writing center work. Interviews with participants would allow for a

phenomenological approach to analysis, with a focus on critical incidents, while a deeper analysis of curriculum artifacts would provide a greater understanding of the way that directors approach the professionalization of the field.

Though this research shows responses from writing center professionals and others in higher education that are consistent with previous studies, my research has limitations. In terms of the Professional Development Survey, I would collect a larger amount of institutional information, including number of students served, number of graduate employees, number of non-graduate employees (undergraduate, professional, or faculty), and campus size, to determine if there are links between institutional characteristics and writing center professional development activities or opportunities. The limited curriculum artifacts, while providing concrete examples of the way that various professional development agendas are achieved, should not be considered the only approaches to professional development even within this study. Each institution could be analyzed as individual case studies, using the model of Jackson et al. to guide the methodology. A deeper look at individual institutions, the formats for professional development, and the efficacy of their programs could provide this study with greater nuance and an increased understanding of institutional overlaps and distinctions.

The Graduate Perceptions Survey illustrates self-selection bias, as only those still connected to the field of writing centers, either directly or through their current or former colleagues responded, and there is a dearth of responses from those outside of higher education. The small sample size, when considering the number of graduate consultants (taking the lowest number of consultants -4 and multiplying that by the 227 graduate schools that have graduate writing tutors = 928 consultants) addresses only about 10% of those who were employed in 2011-2012, according to the National Census of Writing, and therefore cannot be generalized

beyond the group of respondents in this study. Beyond the issues of participation, one respondent asserted that I was too broad with definition of 'influence,' which may have impacted the answers I received, and were I to do this again, I would clarify many of my questions. Additionally, I would ask only a few demographic questions and far fewer open ended questions than I did, which might prompt participants to describe in greater detail their perspectives on writing center work. Additional conversations with respondents in the form of interviews would also enhance understanding of the nuances of their experiences.

Future Research

As I conclude this project, I recognize that there is far more work to be done, not only with the data that I have collected, but also in terms of the field at large. Speaking as both a researcher and a director, we need more intentional investigations into writing center education, training, and professional development options at both the undergraduate and graduate levels. There are more than 100 recent matches to the query "Tutor Training" on the WCenter listserv, and nearly 700 matches in the *Writing Lab Newsletter* archives, but there are few concerted efforts to analyze these discussions to provide a large-scale guide for directors in how to structure writing center professional development to suit individual institutional contexts.

Institutional level assessment.

At the institutional level, directors can document the intended outcomes of writing center education within their courses and the ways in which consultants are meeting these goals. Assessment of these outcomes and sharing of these results in the writing center community can help to inform other directors of possible approaches to coursework. For those institutions that are not able to offer coursework in writing center theory, practice, or administration, similar documentation, analysis, and sharing of the outcomes and activities in training or professional

development opportunities can build a greater understanding of the ways that we prepare graduate students for writing center work within specific institutional contexts. The outcomes of institutional level assessments, when kept internal, can directors argue the merits of writing center work for not only the clients, but also for the graduate students engage in the professional development and provide writing consultations. When shared with other directors, particularly those who have similar institutions, the data and reflections could lead to the refinement of professional development programs across the field. Documenting and sharing the outcomes of professional development and consultant education is one piece of beginning to engage in program assessment, but investigating the transfer of learning from those opportunities for individual graduate students can provide additional strength for any argument in support of writing center funding or staffing.

While my research modified the Peer Writing Tutor Alumni Research Project (PWTARP) to a national platform and asked for participant institutions and degrees, the PWTARP was originally designed to be used at an institutional level. When used in tandem with concrete outcomes, directors can potentially see both the development of skills and strategies through writing center work and the perceived transfer of writing center experience beyond the graduate institution context. My PWTARP-style survey also privileged an investigation into the ways that writing center work impacts careers in higher education, but the more general PWTARP can also provide useful information, particularly when the original schema for analysis is applied. Writing center directors can either work from grounded theory, using open coding as an analytic method, or can categorize comments into the categories Hughes et al. found through their analysis:

- A new relationship with writing,

- Analytical power,
- A listening presence,
- Skills, values, and abilities vital in their professions,
- Skills, values, and abilities vital in families and in relationships,
- Earned confidence in themselves,
- And a deeper understanding of and commitment to collaborative learning. (14)

As program evaluation of student support services becomes more integral to accreditation reviews, and federal standards include evaluation of student support services, clear documentation of the reciprocal outcomes of consulting or administrative work can benefit institutions during outside reviews (Eaton 7). As more individual institutions engage in assessing the outcomes of coursework, professional development, and writing center work for both graduates and undergraduates, the field can more clearly articulate a field standard or set of effective strategies to accreditors and can potentially increase the validity and usefulness of such evaluations. Directors can work with alumni relations at their institutions to better track the careers of graduate alumni, and can invite survey participants to participate in expanded conversations through digital focus groups or individual interviews. Longitudinal studies of writing center learning transfer could be performed at specific intervals and alumni responses could be mapped onto the specific duties and curricula documented by their directors at the time of their employment. This type of data collection would potentially allow directors to assess the efficacy of any number of professional development models and to track the evolution of their programs at both center and institutional levels.

Cross-institutional research.

The fields of writing center studies and writing program administration also need a larger

corpus of literature that assesses the short and long-term outcomes of writing center work in a cross-institutional context. Institutional level assessments, while useful for documenting student support and outcomes for consultants to advocate for institutional change or contribution to an accreditation report often remain at the institutional level. Cross-institutional studies can better inform the field of writing center studies at large. Nicole Caswell et al.'s recent publication *The Working Lives of New Writing Center Directors*, is a model for how writing center studies can begin to examine the lives and experiences of graduate student consultants and administrators. What is it that these consultants and administrators experience on a daily basis? How are they reflecting on their work, engaging with scholarship, or addressing conflicts of interest within the hierarchy of post-secondary education? Interrogating the graduate consultant experience while it is happening, as well as in a reflective context has the potential to further shape director understanding of the benefits and drawbacks to graduate-level work in writing centers.

Jennifer Hewerdine's recent dissertation, *Conversations on Collaboration: Graduate Students as Writing Program Administrators in the Writing Center* which examines the roles, responsibilities, and collaborations of graduate writing program administrators (GWPA) in the writing center, provides a model for investigating the specific experiences those GWPAs have, beyond those of consultants. Her research, which used both surveys and interviews, is one of the first empirical studies of perceptions of administrative work at the graduate level and the ways that work may transfer into participant careers. Her cross-institutional study provides necessary information about these experiences and addresses commonalities in their perceptions of that work. Similar cross-institutional conversations that are focused on graduate consultants can better provide information about the duties, experiences, and collaborative mindsets that are part of writing center work. Through deeper understanding of these consultant and administrative

experiences across institutions, writing center leaders may better be able to understand the ways that other institutions' practices can inform their own.

Implementation and evaluation of cross-institutional programs.

Outside of institutional-level professional development opportunities, both regional and national writing center associations offer professional development workshops, retreats, and mentoring, but little is known about the efficacy of such programs. The International Writing Center Association Graduate Organization offers some mentoring for graduate students, and the IWCA Mentoring program for new directors provides support for those new to the professional field, but there are no studies of how mentoring or participation in professional organizations impact graduate students or directors. The IWCA also offers the Summer Institute to writing center professionals, but does not have an equivalent program for rising directors. Both implementing and assessing such opportunities for graduate students may help to strengthen the confidence of new directors, and to better prepare them to shift from one institution to another or to make an informed decision about pursuing writing center careers. The St. Cloud State University Certificate in Writing Center Administration is the newest cross-institutional approach to writing center education, and evaluations of that program may help writing center leaders to better understand the potential for online education within the field of writing center studies. This may be especially pertinent for those graduate students who cannot access credit-bearing courses in theory, practice, or administration.

As we build both institutional and cross-institutional evaluations, assessments, and data sets, the field of writing center studies is increasingly well served by projects like the National Census of Writing and the Writing Centers Research Project. However, articulation of institutional level assessments and the collection of similar data on a national level, through

director submission or linking of data on a common site would increase the ability of graduate students to undertake writing center research projects. As a new generation of leaders, scholars, and professionals enters the field, a common data set that crosses institutions and addresses the preparation and perceptions of both graduate and undergraduate consultants and administrators and a clearinghouse of curricula would provide research opportunities that further advance understanding of the field.

Final Thoughts

Like many of the participants in my study, I never anticipated finding a career in writing center work, let alone finding a research agenda that is meaningful to me. I draw from both my graduate and undergraduate experiences on a daily basis to create effective activities for my own consultants, and find joy in seeing my them form a community of practice around the professional development opportunities I am able to offer. As I move forward in my research agenda, I continue to explore the ways that writing center directors can build, assess, and refine professional development opportunities. Within my own institution, I engage my consultants in reflective conversations and take their goals into consideration when structuring both initial and ongoing consultant education, training, and professional development. Beyond that, I strive to mentor my students in their work at the writing center, help them find opportunities that privilege their experiences, and prompt them to reflect frequently on the way that they have transferred those experiences outside of the center. Writing center work has allowed me to gain confidence, implement institutional change that I was hard-pressed to see at the secondary level, and to participate in an international conversation about the nature of student writing support in higher education. Writing center work has been transformational in my life and reading of similar transformations in participant reflections reaffirmed my commitment to the field.

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APPENDICES

APPENDIX A

GRADUATE PERCEPTIONS SURVEY - REQUEST FOR PARTICIPATION

From: Katrina Bell
Subject: Research Request – Graduate Writing Center Perceptions

Hello!

I am a graduate student in the Department of English at Southern Illinois University Carbondale, and am working with the Writing Center to gather information about graduate tutor and graduate administrator experiences and the short and long-term effects of writing center roles. As a graduate student working in the Writing Center, I have become curious as to the influence that writing center work has on other current or former graduate tutors or administrators. This survey is part of the research necessary for my dissertation, which explores the nature of collaboration in and out of the writing center.

You are eligible to participate in this study if you have had experience as a graduate tutor or administrator in a writing center.

I am seeking information in two parts:

1) a survey of your experiences and perspectives of working in the Writing Center and
2) an interview discussion of your experiences and long-term take-away involved in writing center work.

The survey will take approximately 30 minutes to complete. At the end of the survey, you will be asked if you wish to potentially participate in the interview portion of the study. Completion of the survey does not require any participation in the interview portion of the study. However, if you choose to participate in the interview, I expect that portion of the study to take between 20 and 30 minutes to complete. You may withdraw from the study at any time.

Completion of the survey indicates voluntary consent to participate in this study. This consent includes the use of your responses as entered in the survey or recorded in the interview process. If you consent to participation, you may request to remain anonymous. Your responses will be coded to the master communication list, and will be destroyed following the completion of the study. All your responses will be kept confidential within reasonable limits. Only people directly involved with this project will have access to the surveys.

Questions about this study can be directed to me or to my supervising professor, Dr. Lisa J. McClure, Department of English, SIUC, Carbondale, IL 62901-4503. Phone (618) 453-6837. Thank you for taking the time to assist me in this research.

Katrina Bell, NBCT
618-453-1231
kmbell@siu.edu

This project has been reviewed and approved by the SIUC Human Subjects Committee. Questions concerning your rights as a participant in this research may be addressed to the Committee Chairperson, Office of Sponsored Projects Administration, SIUC, Carbondale, IL 62901-4709. Phone (618) 453-4533. E-mail: siuhsc@siu.edu

APPENDIX B

GRADUATE PERCEPTIONS SURVEY – SURVEY INSTRUMENT

1. What is your name?

2. Do you wish to remain anonymous if your responses are quoted?

3. What is your age?

4. What is your gender?
    a. Male
    b. Female
    c. Third Gender
    d. Prefer Not to Disclose

5. What was (were) your undergraduate major(s)? Please specify institution, as well.

6. How many semesters or terms did you tutor in the Writing Center as an undergraduate, if at all?

7. What are/were your graduate majors? Please specify masters or doctoral level and institution, as well.

8. Are you currently a graduate student?
    a. Yes
    b. No

9. If you are currently a graduate student, what degree are you seeking?
    a. Masters degree
    b. Doctoral degree
    c. Other terminal degree

10. While you were a graduate peer tutor or graduate administrator in a writing center, what degree(s) were you seeking?
    a. Masters degree
    b. Doctoral degree
    c. Other terminal degree

11. How many semesters or terms did you work in the Writing Center as a graduate tutor or graduate administrator?

12. Did you take a credit-bearing tutor training course?
    a. Yes, as an undergraduate
    b. Yes, as a graduate
    c. No

13. What other forms of professional development or tutor training did you participate in? (Please mark all that apply.)

a. None
b. Staff meetings
c. Pre-semester training
d. Regional or national conferences
e. Summer workshops
f. Social events
g. Other

14. What was/were your roles at the writing center? (Please mark all that apply.)

a. Tutor
b. Graduate assistant director
c. Other

15. What was your employment status while you were working in the writing center? (Check all that apply.)

a. Graduate assistant
b. Writing fellow
c. Intern/practicum student
d. Student employee
e. Other

16. What types of duties did you have while working in the writing center as a graduate student? (Check all that apply.)

a. Tutoring
b. Administrative
c. Clerical/front desk
d. Classroom introductions
e. Classroom or other outreach
f. Research
g. Tutor training
f. Resource development

17. With whom did you collaborate in the writing center? (Check all that apply.)

a. Mentor
b. Supervisor
c. Subordinate
d. Peers
e. Personnel outside of the writing center
f. Other

18. What occupations have you pursed since compiling your writing center work, if any?

19. In your occupation(s), have you used the qualities you developed as a writing tutor? If yes,

please elaborate.

20. If you answered ‘yes’ to the previous question, would you please describe those qualities or provide an example?

21. Would you rank the importance of the skills, qualities, and values you developed as a tutor in relation to your current occupation?

22. Were there any drawbacks to your work in the writing center? If yes, please elaborate.

23. Please comment on the influences of writing center work on your life as a student, scholar, or researcher?

24. Would you please rate the importance of your writing center training and experience as you developed as a student, scholar, or researcher?

25. If you are/have been a teacher, please comment on the influences of writing center work on your classroom teaching.

26. Would you please rate the level of influence your writing center training and experience has had on your classroom teaching?

27. If you are/have been an administrator, please comment on the influences of writing center work on your administrative work.

28. Would you please rate the level of influence your writing center training and experience has/had on your administrative work?

29. Would you please rate the level of influence your writing center training and experience has/had on your collaborative efforts?

30. What role does collaboration play in your day-to-day life? How has writing center work influenced your engagement in collaborative activities or projects, if at all?

31. Final thoughts about your writing center experiences, then and now:

32. Would you be willing to participate in a phone interview to further discuss your experiences during and after your graduate writing center work? If you select ‘yes’ or ‘perhaps, please provide your contact information below.

a. Yes
b. No
c. Perhaps

33. Would you be interested in remaining informed about the results of this survey? If you select ‘yes’, please provide your contact information below.

a. Yes

b. No

34. If you are willing to participate in the interview portion of this study, or to be notified of progress with this survey, please provide contact information below. I will protect this information in a password-protected file, and will never release your information to third parties.

APPENDIX C

PROFESSIONAL DEVELOPMENT SURVEY REQUEST FOR PARTICIPATION

From: Katrina Bell
Subject: Research Request – Graduate Writing Center Professional Development

Hello!

I am a graduate student in the Department of English at Southern Illinois University Carbondale, and am working with the Writing Center to gather information about graduate tutor and graduate administrator experiences and the short and long-term effects of writing center roles. Your institution was submitted as a response to a separate survey on graduate writing center tutors, and your email was collected from the institutional website. This survey is part of the research necessary for my dissertation, which explores the nature of any perceived benefits of writing center work in and out of the writing center.

You are eligible to participate in this study if your writing center staffs graduate writing consultants/tutors.

I am seeking information in two parts:

3) a survey of the professional development or training opportunities offered to graduate writing consultants/tutors at your writing center and
4) copies of your professional development curriculum.

The survey will take approximately 15 minutes to complete. At the end of the survey, you will be asked if you wish to potentially share your professional development curriculum. Completion of the survey does not require you to submit any professional development materials and you may withdraw from the study at any time.

Completion of the survey indicates voluntary consent to participate in this study. This consent includes the use of your responses as entered in the survey or curriculum as submitted via email.

All your responses will be kept confidential within reasonable limits. Your responses will be coded to the master communication list, and will be destroyed following the completion of the study. All your responses will be kept confidential within reasonable limits. Only people directly involved with this project will have access to the surveys. There are no perceived risks or benefits associated with this study.

Please access the survey at: http://goo.gl/forms/TESx4lLmJK

Questions about this study can be directed to me or to my supervising professor, Dr. Lisa J. McClure, Department of English, SIUC, Carbondale, IL 62901-4503. Phone (618) 453-6837.

Thank you for taking the time to assist me in this research.

Katrina Bell, NBCT
859-533-9589
bell.katrina@gmail.com

This project has been reviewed and approved by the SIUC Human Subjects Committee. Questions concerning your rights as a participant in this research may be addressed to the Committee Chairperson, Office of Sponsored Projects Administration, SIUC, Carbondale, IL 62901-4709. Phone (618) 453-4533. E-mail: siuhsc@siu.edu

APPENDIX D

PROFESSIONAL DEVELOPMENT SURVEY – SURVEY INSTRUMENT

* Required

1. Do you employ graduate writing consultants/tutors in your writing center? * (Mark only one oval.)
   a) Yes - Skip to question 2.
   b) No - Stop filling out this form.

Consultant/Tutor Training Opportunities

2. Does your writing center serve: * (Mark only one oval.)
   a. Undergraduate clients
   b. Graduate clients
   c. Both

3. Does your writing center have College Reading and Learning Association certification? (Mark only one oval.)
   a) Yes
   b) No

4. How do you prepare consultants/tutors for work in the writing center? * (Please check all that apply.)
   a) Credit bearing course on one-to-one tutoring/teaching theory
   b) Credit bearing course on writing center directing
   c) Pre-semester/summer workshops
   d) Regular/ongoing professional development meetings/opportunities
   e) Online/webinar professional development
   f) Other:

5. Do you offer: * (Mark only one oval.)
   a) Initial training/professional development (prior to beginning work in the writing center)
   b) Ongoing training/professional development (throughout a semester)
   c) Both
   d) Neither

6. When and how often do you offer professional development or training opportunities? (weekly, monthly, once a year, twice a year, etc.)

7. Please describe any professional development or training opportunities your center offers for consultants/tutors.

8. Who conducts professional development or training opportunities at your center? Please

describe their role(s) in the center.

9. Are professional development or training activities mandatory? (Mark only one oval.)
   a) Yes
   b) No

10. Please check any boxes describing how graduate tutors in your center are compensated for attending professional development or training activities, if at all.
   a) Check all that apply.
   b) Not at all
   c) Part of an assistantship
   d) Hourly wage
   e) Stipend
   f) Other:

11. What aspects listed below play a part in professional development or training opportunities offered to graduate students in your center? (Please check all that apply.)
   a) Readings
   b) Mock tutorials/role-play
   c) Scenario/case study discussions
   d) Group problem solving
   e) Lecture
   f) Guest speaker(s)
   g) Other:

12. What topics are covered in your professional development or training opportunities? How are these topics selected?

13. Will you please list any key texts you consistently use when preparing graduate students to work in the writing center?

14. Do graduate consultants/tutors also have clerical or administrative duties? Can you please describe what those duties are?

15. If graduate consultants/tutors have clerical or administrative duties, how do you prepare them for that work?

16. How, if at all, do you evaluate the success of professional development or training opportunities for graduate student consultants/tutors?

17. If you are willing to share your professional development or training curriculum/schedule, please enter your email.

APPENDIX E

GRADUATE PERCEPTIONS SURVEY: EMERGENT THEMES AND CODING KEYWORDS

Graduate Perceptions Survey (GPS): Emergent Themes and Coding Keywords		
Question Topic	**Emergent Thematic Category**	**Coding Keywords and Annotations within Thematic Category (descriptive and *in vivo*)**
Occupation	Interpersonal Skills	Flexibility, listening skills, patience, questioning/questioning skills, ownership of writing, “respect for voice,” “problem solving,” rapport
	Curriculum and Pedagogy	Insider knowledge of classroom, prompts, assignments, “pedagogy,” “curriculum,” “student-centered,” scaffolding, feedback, “teaching,” understanding of students
	Diversity/Individualization	Appreciation of diversity, “attentive to individual needs,” varied approaches, “diverse students,” multilingual
	Commitment to one-to-one instruction and interactions	one-to-one conferencing and strategies, collaboration
	Scholarly Work	Research strategies, personal writing, new academic interests
	Administrative Duties	“shared goal,” tutor training, “organizational and managerial methodology,” writing center director, career choice, scheduling, mentoring, collaborative leadership style, assessment
Scholar/Researcher	Career Influences	“Career,” path decisions, writing center administration, post-graduate goals, writing across the curriculum, “serving students,” “shaped my career,” composition and rhetoric as field, “professional position,” “hadn’t intended to pursue a career in Writing Center Work,” support services/resource referrals, focus on education
	Commitment to One-to-One Instruction and Interactions	“immediate, positive impact in people’s lives,” meeting student needs, interpersonal skills, personal style/voice, understanding of individuality, appreciation of diversity, “one-to-one tutoring”
	Pedagogy Changes	Listening skills, “process of writing,” techniques and resources, “proactive attitudes towards writing,” building courses, flexibility, modeling, insight, collaborative teaching and learning practices, insider knowledge

Graduate Perceptions Survey (GPS): Emergent Themes and Coding Keywords		
Question Topic	**Emergent Thematic Category**	**Coding Keywords and Annotations within Thematic Category (descriptive and *in vivo*)**
	Research Aims/ Collaborative Research	"participating in research with my peers," "reprieve from solitary scholarship," community of practice, creating networks, collaborative, increased interest in writing center theory and the academy, intellectual curiosity, writing center research, presenting at conferences, data driven research
	Personal Writing Style	"be an overall better student", "promotes tutors' ability to express their own ideas," "questioning my effectiveness," writing and time management strategies, "practice what I was preaching," more effective, writing process, quality of writing, process, self as writer, reader as writer
Teaching	Pedagogy	Individualism, insight, whole-student teaching, diversity, accessibility, "pedagogy," pacing, multiliteracy approaches, outcome based
	Feedback	Commenting, "grade with a tutorly-eye," non-evaluative, feedback, responding to student work, multiple explanations
	Curriculum & Classroom Strategies	Strategies, comfort in the classroom, "apply to my teaching," micro strategies to macro situations, "curriculum," delivery, writing in literature classes, student interest, grammar rules, transitioning to teaching, time allotted to peer conferencing, insider knowledge of student concerns
	Commitment to One-to-One Instruction and Interactions	Collaboration, discursivity, peer review, student conferencing, "one-to-one," "like writing center sessions," "thrive in one-to-one interactions," commitment to face to face
	Interpersonal Skills	Power structures, persona, patience, "knew the kinds of language to use," role switching, listening, questioning, better person
Administration	Career Influences	Work with faculty & campus staff, feedback for faculty, creating programs, research, ESL skills, career choices, coordinating/directing writing centers, general administrative skills, administrative roles
	Interpersonal Skills	Flexibility, questioning skills, close reading skills, empathy, open conversation
	Institutional Insight	Similar environments, program issues, program insight, assessment, role of WC in the university, politics

Graduate Perceptions Survey (GPS): Emergent Themes and Coding Keywords		
Question Topic	**Emergent Thematic Category**	**Coding Keywords and Annotations within Thematic Category (descriptive and *in vivo*)**
	Pedagogy/Training	Pedagogy in administration, trying training and assessment strategies, varied approaches
	Leadership Style	Shared authority, Commitment to face-to-face interaction, leadership style, reflection, commitment to collaborative leadership
Collaboration in Daily Life	General & Student Collaborations	"constant collaboration," every project, student collaboration (graduate/undergraduate), team collaborations, administrative collaboration, problem solving, coordinating and sharing ideas
	Faculty/Campus Collaborations	Campus involvement, institutional insight, comfort in faculty collaborations, department collaboration, collaborative administration, committee work, WAC collaborations, assessment tools, cross-discipline collaboration
	Collaborative Research/Writing	"enjoy co-writing," cross-institutional collaboration, website collaboration, collaborative projects, conference presentation, "collaboration as a crucial feature of my writing process," collaborative calls on listserv, collaborative writing, increased likelihood
	Identity as Collaborator	Agency in collaboration, collaborative persona, collaborative behaviors, interpersonal skills, asking for help, open to others' ideas, open communication
	Curriculum and pedagogy	"pedagogy," teaching cohort, value for students, "collaboration-based assignments and activities," conversations about teaching, creation of resources, non-binary thinking
	Continued Collaboration with NO Writing Center Influence	"always been a kind of 'sharer'," shared spaces, see the benefits of collaboration, not much impact, not much collaboration in the writing center
Drawbacks	Administrative issues	Assessment, lack of assessment, administration, lack of professional environment
	Lack of Training	Lack of training, lack of support
	Lack of Funding	Staffing issues, lack of hours, unfair pay, financial issues, limited resources
	Power/authority conflicts	Power conflicts, conflicts with professor expectations, conflicts with authority, power issues, ESL students, differing opinions
	Lack of Perceived Value	Misperceptions, undervalued, devalued WC, misunderstood mission

Graduate Perceptions Survey (GPS): Emergent Themes and Coding Keywords		
Question Topic	**Emergent Thematic Category**	**Coding Keywords and Annotations within Thematic Category (descriptive and *in vivo*)**
	Time commitment	Overload, too many hours, outside expectations of free help, time commitment, fatigue
Final Thoughts	General impacts on others	"Help without the stress of grading," general gratitude, "change lives"
	Career influences	Changes in perspective, general enjoyment, career, "prepared for the realities of running your own center," direction, WC professional, professional trajectory, rhetoric/composition, "shape my career," transferrable skills
	Curriculum and Pedagogy	Space for praxis, insights into student experience, teacher, work with diverse students, mentoring
	Academic work/Scholarship	direction for research, confidence in writing and research, effective researcher
	Whole-Person Development	Humbling, "took over my world view," "life was transformed," profound, shaping
	Interpersonal Skills	Interest in others, conversation, confidence

APPENDIX F

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APPENDIX G

CURRICULUM DOSSIER – INSTITUTION 3

<table>
<tr><th colspan="2">Curriculum Dossier – Institution 3</th></tr>
<tr><td>Artifact(s) Submitted:
“Writing Center Fundamentals: Theory and Practice,” Syllabus, 2016-2017</td><td>Format:
semester-length course</td></tr>
<tr><td>Internship/Practicum: 50 hours tutoring for ITTPC certification</td><td>Duration:
32 hours (16 meetings, 2 hours each)</td></tr>
<tr><td colspan="2">Course Goals:
“Upon successful completion of the program, tutors will be able to:
1. Understand and articulate the Writing Center’s mission and purpose in the University
2. Understand and address the writing concerns of all client populations
3. Implement best tutoring practices in response to varying rhetorical situations
4. Initiate the development of their own personal tutoring philosophies
5. Attain certification at levels I & II of the International Tutor Training Program Certification”</td></tr>
</table>

Projects/Assessments:

- Class presentation
- Essay conversion
- Observation logs
- Reflection essay
- Cultural essay
- Tutor advice letter

Activities:

- Readings
- Yourself as client
- Mock tutorials
- Training sessions
- Observation logs
- First session reflection
- Exercises on recognizing and avoiding plagiarism
- Citation/documentation conversion
- Cultural awareness & sensitivity essay (perception of writing as an act of culture)
- New tutor advice letter
- Class presentations
- Shadowed tutoring
- Guest speakers (Intensive English Program, Disability Support, Counseling)

Topics/Themes (based on CRLA requirements):

- Intro to tutoring/policies
- Writing process
- Tutoring process
- Session protocols
- Tutor roles
- Listening/communication
- Goal setting
- Role modeling
- Questioning
- Using resources
- Problem-solving techniques
- Documentation systems
- Ethics
- Record keeping
- Appropriation
- Academic integrity
- Cultural awareness
- English as an additional language (EAL)
- Cognitive disabilities
- Unsuccessful tutorials
- Creating tutor philosophy
- Non-traditional students
- Adult learners

Texts:

Agostinelli, Corinne, et al. "Tutoring in Emotionally Charged Sessions." *A Tutor's Guide: Helping Writers One to One*, edited by Ben Rafoth. Boynton, 2005, pp. 34-40.

Bouman, Kurt. "Raising Questions about Plagiarism." *ESL Writers: A Guide for Writing Center Tutors*, edited by Ben Rafoth and Shanti Bruce, 2nd ed. Boynton, 2009, pp. 161-175.

Brooks, Jeff. “Minimalist Tutoring: Making the Student Do All the Work.” *The Allyn and Bacon Guide to Writing Center Theory and Practice*. Edited by Robert W. Barnett and Jacob S. Blumner, Pearson, 2001, pp. 219-224.

Brothe, Crystal. *UNC Writing Center Handbook*, 2015.

Bruce, Shanti, and Ben Rafoth. *ESL Writers: A Guide for Writing Center Tutors*, 2nd ed., Boynton/Cook, 2009.

Ellis, Carol. “Developing Genre Discourse: Graduate Student Writing.” *A Tutor’s Guide: Helping Writers One to One*, edited by Ben Rafoth. Boynton, 2005, pp. 121-128.

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Harris, Muriel. “The Roles a Tutor Plays: Effective Tutoring Techniques.” *English Journal,* vol. 69, no. 9, 1980, pp. 62- 65.

Hartwell, Patrick. “Grammar, Grammars, and the Teaching of Grammar.” *Teaching Composition*. 3rd ed., edited by T. R. Johnson, Bedford, 2008, pp. 437-465.

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Murphy, Christina and Steve Sherwood. *The St. Martin’s Sourcebook for Writing Tutors*. 4th ed., Bedford, 2011.

Murphy, Christina. “Freud in the Writing Center: The Psychoanalytics of Tutoring Well.” *The Allyn and Bacon Guide to Writing Center Theory and Practice,* edited by Robert W. Barnett and Jacob S. Blumner, Pearson, 2001, pp. 296-301.

Neff, Julie. “Learning Disabilities and the Writing Center.” *The Allyn and Bacon Guide to Writing Center Theory and Practice*, edited by Robert W. Barnett and Jacob S. Blumner, Pearson, 2001, pp. 376-390.

North, Stephen M. "The Idea of a Writing Center." *College English*, vol. 46, no. 5, 1984, p. 433.

Robertson, Wayne, dir. *Writing Across Borders*. Oregon State University, 2005.
Ryan, Leigh, and Lisa Zimmerelli. The Bedford Guide for Writing Tutors. Bedford/St. Martin's, 2016.
Shaughnessy, Mina P. "Introduction." *Errors and Expectations: A Guide for the Teacher of Basic Writing*. Oxford UP, 1979.
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Writing Lab Newsletter: A Journal of Writing Center Scholarship, edited by Muriel Harris. Writing Lab Newsletter LLC. [various articles]

APPENDIX H

CURRICULUM DOSSIER – INSTITUTION 10

<table>
<tr><th colspan="2">Curriculum Dossier – Institution 10</th></tr>
<tr><td>Artifact(s) Submitted: Training modules; meeting itineraries - Fall 2014, Spring 2015, Fall 2015, Spring 2016</td><td>PD Format: initial training, additional bi-weekly meetings</td></tr>
<tr><td>Internship/Practicum: 50 hours tutoring for ITTPC certification</td><td>PD Duration: 21-24 hours (12 initial, 9+ hours in bi-weekly meetings)</td></tr>
<tr><td colspan="2">Course Goals:
None articulated.</td></tr>
<tr><td>Projects/Assessments:
None articulated.</td><td>Activities (initial):
➢ Readings
➢ Paper dissections
➢ Individual sessions with current tutors
➢ Resume review

Ongoing training activities:
➢ Issues, comments, questions, concerns (ICQCs)
➢ Readings & discussion
➢ Grammar puzzler
➢ Practice tutoring
➢ ‘Bite-Sized Writing” presentation
➢ Paper dissection</td></tr>
<tr><td colspan="2">Topics/Themes:</td></tr>
</table>

Initial topics/themes:

- Logistics
- Tutoring philosophy
- Diverse writers
- Technical/professional writing
- Presentations

Ongoing topics/themes:

- Introduction
- Non-directive/directive tutoring/maintaining ownership
- Read-Write-Gold
- ELL support
- Integrating sources/using sources accurately
- Conflict in the writing center
- Structure
- Research project
- Basics
- Inside the tutoring session
- Outlining/brainstorming
- Revisions big & small/ pieces of a whole
- Resume review/cover letters and resumes
- Academic voice
- Validating professor feedback
- Informed consent
- Presentation review
- Writer based v. reader based writing

Texts:

Alexis, Cydney. "How I Became an Addict." *Another Word from the Writing Center at the University of Wisconsin – Madison.* 7 May 2012, https://writing.wisc.edu/blog/how-i-became-an-addict/

Allen, Nancy J. "Who Owns the Truth in the Writing Lab?." *The Writing Center Journal*, vol. 6, no. 2, 1986, p. 3.

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Bruce, Shanti. "Listening to and Learning from ESL Writers." *ESL Writers: A Guide for Writing Center Tutors,* edited by Ben Rafoth and Shanti Bruce, 2nd ed. Boynton, 2009, pp.217-229.

Childers, Pamela B. and Jan Straka. "Developing Lifelong Language Skills in a Writing Center." *Writing Lab Newsletter*, vol. 28, no. 10, 2004, p. 5.

Corbett, Steven J. "Tutoring Style, Tutoring Ethics : The Continuing Relevance of the Directive/Nondirective Instructional Debate." *The St. Martin's Sourcebook for Writing Tutors,* 4th ed., edited by Christina Murphy and Steve Sherwood, Bedford/St. Martins, 2011, pp. 148-154.

Cuperfain, Ari. "Can I Help You with That?: Directive Tutoring and the Status of Contextual Information in the Writing Center." *Writing Lab Newsletter*, vol. 37, no. 7/8, 2013, p. 14.

Darrup, Cathy. "What's My Role? When a Student is Offensive to You: Where (How?) to Draw the Line." *The Dangling Modifier,* vol. 1, no. 1, 1994, pp. 2-4.

Dewoskin, Rachel. "Lost and Found in Translation." *Teachers & Writers*, vol. 41, no. 1, 2009, p. 17.

Dwyer, Mark. "In the Beginning: What to Do When a Student Doesn't Have a Draft". *The Tutoring Handbook*. Writing Center, Sacramento State, 2014. www.csus.edu/writingcenter/documents/writingcenter/tutoring_book_spring_2014.pdf.

Elmore, Kelly. "Gymnastics in the Writing Center: How to Give a Good Spot." *Writing Lab Newsletter*, vol. 39, no. 7/8, 2015, p. 12.

Flower, Linda S. "Revising Writer-Based Prose." *Journal of Basic Writing,* vol. 3, no. 3, 1981, pp. 62-74.

Fulwiler, Toby. "Provocative Revision." *The Writing Center Journal*, vol. 12, no. 2, 1992, p. 190.

Griffin, Kathi, et al. "Becoming Mindful of the Absent Professor: Teacher/Tutor Relationships at a Small College." *Writing Lab Newsletter*, vol. 30, no. 5, 2006, p. 13.

Habib, Anna. "Cultural Awareness in the Tutoring Room." *Writing Lab Newsletter*, vol. 31, no. 3, 2006, p. 9.

Hammersley, Dory and Heath Shepard. "Translate-Communicate-Navigate: An Example of the Generalist Tutor." *Writing Lab Newsletter*, vol. 39, no. 9/10, 2015, p. 18.

Harris, Muriel. "Talking in the Middle: Why Writers Need Writing Tutors." *College English*, vol. 57, no. 1, 1995, pp. 27- 42.

Howard, Jeffrey. "Pausing for Effect: Silence as a Principle of Learning." *Writing Lab Newsletter*, vol. 39, no. 3/4, 2014, p. 6.

Howard, Rebecca, et al. "Writing from Sources, Writing from Sentences". *Writing and Pedagogy*, vol. 2, no. 2, 2010, pp. 177-192.

Jacoby, Jay. "The Use of Force: Medical Ethics and Center Practice." *The St. Martin's Sourcebook for Writing Tutors,* 2nd ed., edited by Christina Murphy and Steve Sherwood, Bedford/St. Martins, 2003, pp. 117-129.

Kleinfeld, Elizabeth. "Writing Centers, Ethics, and Excessive Research." *Computers and Composition Online*. 2011. cconlinejournal.org/ethics_special_issue/Kleinfeld/

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Linville, Cynthia. "Editing Line by Line." *ESL Writers: A Guide for Writing Center Tutors,* edited by Ben Rafoth and Shanti Bruce, 2nd ed. Boynton, 2009, pp. 116-131.

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Nolt, Kim R. "Can I Say That ?." *Writing Lab Newsletter*, vol. 35, no. 7/8, 2011, p. 14.

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www.csus.edu/writingcenter/documents/writingcenter/tutoring_book_spring_2014.pdf.

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Reilly, Liz. "How to Have Ideas." *The Writing Center at PCCC*. Passaic County Community College, 06 Oct. 2014. pcccwriting.blogspot.com/2014/10/how-to-have-ideas-by-liz-reilly.html.

Reilly, Liz. "Talking Words vs Writing Words." *The Writing Center at PCCC*. Passaic County Community College, 11 Dec. 2015. pcccwriting.blogspot.com/2014/12/talking-words-vs-writing-words.html.

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Stahl, Robert J. “Using "Think-Time" and "Wait-Time" Skillfully in the Classroom.” *ERIC Clearinghouse for Social Studies/Social Science Education*. ERIC Digest. 1 May 1994.

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Uttinger, Kathleen. "No Draft? No Problem!". *The Tutoring Handbook.* Writing Center, Sacramento State, 2014. www.csus.edu/writingcenter/documents/writingcenter/tutoring_book_spring_2014.pdf.

Woolbright, Meg. "The Politics of Tutoring: Feminism within the Patriarchy." *The Writing Center Journal*, vol. 12, no. 1, 1992, p. 16.

APPENDIX I

CURRICULUM DOSSIER – INSTITUTION 18

<table>
<tr><th colspan="2">Curriculum Dossier – Institution 18</th></tr>
<tr><td>Artifact(s) Submitted: “Center for Writing – New Consultant Seminar for Graduate Students and Professionals,” syllabus, Fall 2016</td><td>PD Format: 6 week seminar</td></tr>
<tr><td>Internship/Practicum:
None articulated.</td><td>PD Duration: 9 hours (6 meetings, 90 minutes each)</td></tr>
<tr><td colspan="2">Course Goals:
“This seminar has five goals:
To prepare all new graduate and professional consultants to work with writers through Student Writing Support
To introduce all new graduate and professional consultants to just some of the perennial question and challenges facing everyone who works in a writing center, with particular attention to systems of privilege and oppression;
To function as a community in which all new graduate and professional writing consultants can collaboratively develop knowledge, collegially share stories, and critically (re)examine values and practices – their own and those of Student Writing Support
To provide all participants with the opportunity to develop intentionality in their writing center pedagogy and philosophy
To encourage all participants to expand their roles within the Center – not only at the consulting table, but also in conversation and action with Center colleagues.”</td></tr>
</table>

Projects/Assessments:	**Activities**:
➢ Formal observation ➢ Dissertation analysis ➢ Weekly discussion posts ➢ Focused blog	➢ Reading & discussion (one theory, multiple blogs) ➢ Weekly informal responses (100-150 words) ➢ Focused blog (500-750 words, purpose is expanding the conversation) ➢ Dissertation analysis ➢ Formal observation ➢ Statement of belief
Topics/Themes: ➢ Consulting one-to-one within an institution ➢ Consulting across/within/against linguistic borders ➢ Politics of grammar and choice	➢ Disciplinarity and dissertation ➢ Comfort and freedom – for whom? ➢ Intentionality ➢ TBD – depending on participants' goals & interests

Texts:
Delpit, Lisa D. "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children." *Harvard Educational Review*, vol. 58, no. 3, 1988, pp. 280-298.
Fitzpatrick, Renata, et al. "Prioritizing What to Work On." *For Writing Consultants: Guidelines for Working with Non-Native Speakers*. College of Education and Human Development, University of Minnesota, 2007, pp. 9-16.
Geller, Anne Ellen, et al. "Everyday Racism." *The Everyday Writing Center: A Community of Practice*. Utah State University Press, 2007, pp. 87-109.
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Gillespie, Paula, and Neal Lerner. *The Longman Guide to Peer Tutoring*. Pearson Longman, 2008.
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"Professional Knowledge for the Teaching of Writing." National Council of Teachers of English. 28 Feb., 2016. http://www2.ncte.org/statement/teaching-writing/

Sherwood, Steve. "Censoring Students, Censoring Ourselves: Constraining Conversations in the Writing Center." *The Writing Center Journal*, vol. 20, no. 1, 1999, p. 51.

Thonney, Teresa. "Teaching the Conventions of Academic Discourse." *Teaching English in the Two-Year College*, vol. 38, no. 4, 2011, pp. 347-362.

Young, Vershawn A. "Should Writers Use They Own English?." *Iowa Journal of Cultural Studies* vol. 12, 2010, pp. 110-117.

Delpit, Lisa D. "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children." *Harvard Educational Review*, vol. 58, no. 3, 1988, pp. 280-298.

Fitzpatrick, Renata, et al. "Prioritizing What to Work On." *For Writing Consultants: Guidelines for Working with Non-Native Speakers.* College of Education and Human Development, University of Minnesota, 2007, pp. 9-16.

Geller, Anne Ellen, et al. "Everyday Racism." *The Everyday Writing Center: A Community of Practice*. Utah State University Press, 2007, pp. 87-109.

Geller, Anne Ellen. *The Everyday Writing Center: A Community of Practice*. Utah State UP, 2007.

Gillespie, Paula, and Neal Lerner. *The Longman Guide to Peer Tutoring*. Pearson Longman, 2008.

Ianetta, Melissa, and Lauren Fitzgerald. *The Oxford Guide for Writing Tutors: Practice and Research*. Oxford UP, 2016.

Olson, Bobbi. "Rethinking Our Work with Multilingual Writers: The Ethics and Responsibility of Language Teaching in the Writing Center." *Praxis*, vol. 10, no. 2, 2013. www.praxisuwc.com/olson-102/.

Owen, Johnathan. "12 Mistakes Nearly Everyone Who Writes About Grammar Mistakes Makes." *Arrant Pedantry.* 11 Nov. 2013. www.arrantpedantry.com.

"Professional Knowledge for the Teaching of Writing." National Council of Teachers of English. 28 Feb., 2016. http://www2.ncte.org/statement/teaching-writing/

Sherwood, Steve. "Censoring Students, Censoring Ourselves: Constraining Conversations in the Writing Center." *The Writing Center Journal*, vol. 20, no. 1, 1999, p. 51.

Thonney, Teresa. "Teaching the Conventions of Academic Discourse." *Teaching English in the Two-Year College*, vol. 38, no. 4, 2011, pp. 347-362.

Young, Vershawn A. "Should Writers Use They Own English?." *Iowa Journal of Cultural Studies* vol. 12, 2010, pp. 110-117.

Delpit, Lisa D. "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children." *Harvard Educational Review*, vol. 58, no. 3, 1988, pp. 280-298.

Fitzpatrick, Renata, et al. "Prioritizing What to Work On." *For Writing Consultants: Guidelines for Working with Non-Native Speakers.* College of Education and Human Development, University of Minnesota, 2007, pp. 9-16.

APPENDIX J

CURRICULUM DOSSIER – INSTITUTION 19

<table>
<tr><th colspan="2">Curriculum Dossier – Institution 19</th></tr>
<tr><td>Artifact(s) Submitted: “English 310: Theory and Teaching of Writing,” Syllabus, undated</td><td>PD Format: semester length undergraduate/graduate course</td></tr>
<tr><td>Internship/Practicum: 30 hours</td><td>PD Duration: 45 hours (15 meetings, 3 hours each)</td></tr>
<tr><td colspan="2">Course Goals:

1. “Understand the history of and pedagogical approaches to college-level writing instruction
2. Understand writing center theory and practice and how they relate to other college writing pedagogies
3. Conduct individual writing consultations at the Writing Center
4. Identify writing concerns and implement strategies for addressing them
5. Reflect on your learning as a writer and on you and others’ practice as writing consultants
Students taking the course for four hours:
6. Conduct research in composition studies from a humanistic or social-science perspective”</td></tr>
<tr><td>Projects/Assessments:

➢ Literacy narrative
➢ Online reflections
➢ Consulting philosophy
➢ Micro-level homework
➢ Research project (4 credit hours only)</td><td>Activities:

➢ literacy narrative
➢ online reflections/responses
➢ consulting philosophy
➢ micro-level homework
➢ internship
➢ discussion leadership/discussion participation
➢ self-assessment of writing/analysis of personal writing
➢ observations
➢ Writing Center visit
➢ Peer review</td></tr>
</table>

Topics/Themes:

- Expressivist and positivity pedagogies
- Rhetorical and collaborative pedagogies
- WC Praxis
- Writing the literacy narrative
- Writing processes
- Writing development
- Effective reflection
- Peer review
- Tutoring practices
- Intervention and agency
- Negotiating authority and expectations
- Identity and culture in the writing center
- Working with English language learners
- Information literacy
- Plagiarism
- Crafting a philosophy of consulting
- Writing in the disciplines
- Focus, organization, and development
- Communication strategies
- Sentence structure
- Conciseness
- Grammar
- Punctuation

Texts:

"A Short Guide to Reflective Writing". Library Services Academic Skills Centre, University of Birmingham, May 2014. https://intranet.birmingham.ac.uk/as/libraryservices/library/skills/asc/documents/public/Short-Guide-Reflective-Writing.pdf

Bean, John C., and Maryellen Weimer. "Dealing with Issues of Grammar and Correctness." *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. Jossey-Bass, 2011, pp. 66-87.

Brown, Renee, et al. "Taking on Turnitin: Tutors Advocating Change." *The Oxford Guide for Writing Tutors: Practice and Research*, edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 307-324.

Bruffee, Kenneth A. "Peer Tutoring and the 'Conversation of Mankind'." *The Oxford Guide for Writing Tutors: Practice and Research*, edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 325-35.

Bullock, Richard H., et al. "Writing a Literacy Narrative." *The Norton Field Guide to Writing: With Readings and Handbook.* W.W. Norton, 2016, pp. 21-37.

Carroll, Lee Ann. *Rehearsing New Roles: How College Students Develop as Writers*. Carbondale: Southern Illinois UP, 2002.

Doucette, Jonathan. "Composing Queers: The Subversive Potential of the Writing Center." *The Oxford Guide for Writing Tutors: Practice and Research*, edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 343-355.

Fallon, Brian. "Why My Best Teachers Are Peer Tutors." *The Oxford Guide for Writing Tutors: Practice and Research*, edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 356-364.

Graff, Gerald, et al. "I Take Your Point: Entering Class Discussions." "*They Say / I Say": The Moves That Matter in Academic Writing, with Readings*. W.W. Norton, 2017, pp. 163-166.

Houston, Keith. "Maximal Meaning in Minimal Space: A History of Punctuation." *Shady Characters*. 16 Apr. 2013. www.shadycharacters.co.uk/2013/04/hiatus-article/

Ianetta, Melissa, and Lauren Fitzgerald. *The Oxford Guide for Writing Tutors: Practice and Research*. Oxford UP, 2016.

Johnson, Ruth, et al. "Finding Harmony in Disharmony: Engineering and English Studies." *The Oxford Guide for Writing Tutors: Practice and Research*, edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 391-403.

Lerner, Neal. "Searching for Robert Moore." *The Oxford Guide for Writing Tutors: Practice and Research*, edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 405-421.

Lipsky, Sally A. A Training Guide for College Tutors and Peer Educators. Pearson, 2011.

Mackiewicz, Jo and Isabelle Thompson. "Motivational Scaffolding, Politeness, and Writing Center Tutoring." *The Oxford Guide for Writing Tutors: Practice and Research*, edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 342-348.

Mitchell, Ruth and Mary Taylor. "The Integrating Perspective: An Audience-Response Model for Writing." *College English*, vol. 41, no. 3, 1979, pp. 247-271.

Mozafari, Cameron. "Creating Third Space: ESL Tutoring as Cultural Mediation." *The Oxford Guide for Writing Tutors: Practice and Research*, edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 449-463.

Murphy, Christina and Steve Sherwood. *The St. Martin's Sourcebook for Writing Tutors*. 4th ed., Bedford, 2011.

Nicklay, Jennifer. "Got Guilt? Consultant Guilt in the Writing Center Community." *The Oxford Guide for Writing Tutors: Practice and Research*, edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 473-482.

Nordquist, Richard. "A Brief History of Punctuation: Where Do the Marks of Punctuation Come From and Who Made Up the Rules?" *ThoughtCo*. 31 Mar. 2017. www.thoughtco.com/brief-history-of-punctuation-1691735

O'Leary, Claire Elizabeth. "It's Not What You Say, It's How You Say It." *The Oxford Guide for Writing Tutors: Practice and Research*, edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 483-497.

Rafoth, Ben. "Helping Writers to Write Analytically." *A Tutor's Guide: Helping Writers One to One*, edited by Ben Rafoth, Heinemann, 2005, pp.76-84 .

Reger, Jeff. "Postcolonialism, Acculturation, and the Writing Center." *The Oxford Guide for Writing Tutors: Practice and Research*, edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 498-507.

Ryan, Leigh and Lisa Zimmerelli. "Making Sentence-Level Revisions." *The Bedford Guide for Writing Tutors*. 6th ed., Bedford, 2016, p. 51.

Suhr-Sytsma , Mandy, and Shan-Estelle Brown. "Addressing the Everyday Language of Oppression in the Writing Center." T*he Oxford Guide for Writing Tutors: Practice and Research*, edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 508-532.

Tate, Gary, et al. *A Guide to Composition Pedagogies*. Oxford UP, 2001.

APPENDIX K

PROFESSIONAL DEVELOPMENT SURVEY - INSTITUTIONAL CHARACTERISTICS

Resp.	Carnegie Class	Clientele			Training			Compensation			CRLA	
		Grad	U-grad	Both	Initial	On-going	Both	Grad. Asst.	Wage	Stipend	Yes	No
1				X			X	X	X	X		X
2				X			X	X				X
3	R2			X			X	X			X	
4	R1			X			X		X			X
5	R1			X			X		X			X
6	R1			X		X		X	X	X		X
7				X			X	X	X	X		X
8	M1			X			X	X				X
9				X			X	X				X
10	M1	X					X		X			X
11				X			X	X	X		X	
12				X			X		X			X
13	R1			X			X	X				X
14	R1			X			X	X				X
15	M2			X			X		X			X
16	R2			X			X	X	X	X		X
17	R3			X			X		X			X
18	R1			X		X		X				X
19	M1			X			X		X			X
20				X			X		X			X
21				X			X			X	X	
22				X			X	X				X
23				X			X		X		X	
24	R1			X			X	X				X
25				X			X	X				X
26	M1			X			X	X				X
27	R2			X			X	X			X	

APPENDIX L

PROFESSIONAL DEVELOPMENT SURVEY - PROFESSIONAL DEVELOPMENT OPPORTUNITIES

How do you prepare consultants/tutors for work in the writing center? Please check all that apply.						
Respondent	Credit bearing course: one-to-one tutoring	Credit bearing course: directing	Pre-semester workshop	Ongoing	Online	Other
1	X			X		
2	X		X	X		
3				X		
4	X			X		
5			X	X		
6	X	X		X		
7	X		X	X		
8	X		X	X		
9	X			X	X	
10			X	X		*↓
11	X		X	X		
12				X		
13	X			X		
14			X	X		
15			X	X		
16			X	X	X	*↓
17			X	X		
18	X			X		*↓
19	X		X	X		
20	X		X	X		
21	X		X	X		
22	X		X	X	X	
23				X		
24			X	X		
25	X			X		
26			X	X		
27	X	X	X	X		
Totals:	16	2	17	27	3	

10 - Monthly one-on-one check-ins
16 - Online CMS discussions

18 - New grads and professionals take part in a 6-week pro-seminar

APPENDIX M

PROFESSIONAL DEVELOPMENT SURVEY – FACILITATORS BY INSTITUTION

RESP #	Facilitators and Roles	WC Professional Leadership	Graduate Students	Outside Speakers	Other
1	Assistant director and director	X			
2	Director and graduate assistants	X	X		
3	Director	X			
4	Director, Associate Director, Graduate Tutor Coordinator	X	X		
5	I do along with grad assistant	X	X		
6	director, associate director, graduate coordinators	X	X		
7	The Director (full-time staff) and the Assistant Director (20 hour GA) conduct most trainings, though some experienced consultants eventually lead a training as well.	X			X
8	Director, faculty, tutors	X		X	X
9	Director and Associate director are the main people for graduate staff meetings. Director teaches grad practicum. Assoc. director teaches 1 undergrad practicum and a graduate tutor teaches the other. ESL Specialist runs the intensive spring ESL training.	X		X	
10	As director, I conduct all the meetings, but each meeting has a "Bite-Sized Writing" presentation component conducted by one of the tutors on a rotating basis	X			X
11	Assistant Director	X			
12	Myself as Writing Centre Manager, Then external to the centre Disability Support officers, Head of Learning Enhancement, Statistics Support Tutor (based in the Maths Centre)	X		X	
13	I as the director in conjunction with my assistant director and our many guest speakers.	X		X	
14	The Writing Center administrators (there are four of us), fellow tutors, occasional invited guests. Note: the question below asks whether PD activities are mandatory or not. I selected "mandatory" because some of the activities are (ie. anything that has to do with developing as a tutor), but others are not (ie. anything that has to do with preparing for the job market.)	X		X	X
15	The directors	X			

RESP #	Facilitators and Roles	WC Professional Leadership	Graduate Students	Outside Speakers	Other
16	Graduate Writing Center Coordinator	X			
17	The center coordinator, a regularly scheduled reading specialist, faculty guest trainers.	X		X	
18	The Director teaches the class for undergraduates; one Co-Director leads the pro-seminar, sometimes in collaboration with an interested experienced grad consultant (who is paid via an increased appointment size); the Director and both co-directors plan and lead the full staff meetings; and anyone can propose and lead a Turret Talk.	X	X		X
19	The director, guest faculty and staff, occasionally other consultants	X		X	X
20	director (faculty) and assistant director (graduate student)	X	X		
21	It is split between the Director/Assistant Director and the consultants. Because we have a mix of PhD, MA, and undergrads, we try to rely on the expertise of our more-experienced consultants in order to learn from them and give them purpose in attending ongoing training.	X			X
22	We have a range of WC folks, depending on the workshop: the assistant director and I, the graduate assistant director, undergraduate and graduate consultants, and desk managers.	X	X		X
23	Assistant Director of Tutoring Services and Associate Director of Tutoring and Testing Center	X			
24	The director and other members of the center's leadership team, plus some of the very experienced TAs on staff.	X	X		
25	Usually the workshops are led by "experts" in the topic--colleagues of mine from outside or inside the university. But we've also had workshops led by my Assistant Directors, who are second-year Graduate Assistants in the English department.		X	X	
26	The Coordinator (me), the Assistant Coordinator, faculty, guest speakers, returning tutors	X		X	X

RESP #	Facilitators and Roles	WC Professional Leadership	Graduate Students	Outside Speakers	Other
27	We involved conducting in professional development a range of people who worked in our Center. Beyond the director, the graduate assistant directors played a very big role in forwarding our Center's professional development. The more experienced graduate and undergraduate tutors also played a role, according to their interest and time available. The non-tutors serving as receptionists also were involved in our orientations for new tutors to the Center in general and to the front desk work in particular. The roles varied according to the situation and experience of the presenters, but most often included brainstorming development of the topic and approaches for making the training meaningfully participatory; researching contextualizing materials, developing handouts and collaborating with other staff members involved in the session.	X	X		X
	TOTALS	26	10	9	10

APPENDIX N

GRADUATE PERCEPTIONS SURVEY – DEMOGRAPHIC MATRIX

	Age	Gender	Undergraduate WC Semesters	Graduate Student	Degree Pursued		Graduate WC Semesters	Writing Center Roles during Graduate Writing Center Experience		
RESPONDENT	Open	Response	Open	Response	Masters	Doctoral	Open	Tutor	GA-Director	Other (specify)
2	➢ 50	Male	8 yrs. (CC level)	Yes	X		2	X		
4	43	Male	0	No	X		3	X	X	
5	36	Male	0	Yes	X	X	6 quarters	X	X	
6	28	ND	8	Yes		X	4 (ongoing)	X		
7	35	Female	0		X	X	6	X		
8	29	Female	0	No	X		2	X		
9	29	Female	4	Yes		X	2	X		
10	28	Female	3	No	X		1	X		
11	59	Female	all of them		X	X	3 MA; 4 PhD	X	X	*↓
12	30	Male	6	Yes	X	X	8	X	X	
14	27	Female	0	Yes	X		2	X		
15	22	Female	3	Yes	X		1 + 1 upcoming	X	X	*↓
16	41	Female	0	No		X	3	X		
17	26	Female	4	No	X		4	X		
18	34	Female	2	No		X	10 (+summers)		X	
19	28	Female	3	No	X		1	X		
20	26	Female	0	Yes		X	1	X		
21	60	Female	6 terms	No	X	X	~10	X		*↓
22	21	Male	3	Yes	X		3	X		
23	27	Female	0	Yes	X		7	X		
24	20	Female	on my third	No				X		
25	27	Male	0	No	X		3	X	X	
26	33	Female	0	No	X		5 quarters	X		
27	39	Female	9 quarters	Yes	X		5	X		
28	28	Female	2.5	Yes	X	X	12	X	X	

29	28	Female	2	Yes	X	X	9	X		*↓
30	26	Female	4 (or 5 w/ summers)	No	X		4 (or 6 w/ summers)	X		*↓
31	27	Female	2	No	X		3	X	X	
32	25	Female	10	Yes	X		2, Coord, 1 WC	X	X	
33	22	Female	3	Yes	X		2 quarters (ongoing)	X		
34	23	Male	6.5	Yes	X		7	X		*↓
35	28	ND	0	Yes	X		3	X		
36	25	Female	8	Yes	X		1	X		
37	35	Male	6	No		X	8	X	X	
38	36	Male	0	No	X	X	13		X	
39	29	Female	0	No	X		3	X		
40	28	Third	0	Yes	X		7th quarter	X		
41	25	Female	0	Yes	X		3 quarters	X		
42	30	Female	0	Yes	X		2	X		
43	39	Female	0	No		X	5	X		
44	35	Male	0	Yes	X	X	15	X	X	*↓
45	39	Male	0	No		X	6	X		
46	50	Male	Three terms	No	X		6 terms	X		*↓
47	48	Female	0	No	X	X	6	X		
48	33	Female	Writing Fellow (tutor in classes)	Yes	X	X	8 terms (4 at Georgetown, 4 at Purdue)	X		
49	43	Female	0	No		X	8	X		*↓
50	29	Female	6	Yes	X		4	X	X	
51	54	Female	7	No	X	X	10	X	X	
52	35	Female	0	No	X		4	X		
53	37	Male	0	No	X	X	10	X	X	
54	51	Female	2	No	X		3	X		
55	35	Female	4 (writing fellow, not WC)	Yes		X	2	X		*↓
56	30	Female	0	Yes		X	3	X	X	
57	40	Female	0	Yes	X		0			*↓
58	24	Female	0	No	X		4	X		
59	32	Female	0	Yes	X	X	4	X		

60	44	Female	0	Yes	X	X	4	X	X	
61	43	Female	0	No		X	8	X		
64	45	Female	2	No		X	6	X	X	
65	41	Female	7	No	X		5	X	X	
66	35	Female	0	Yes	X	X	12	X	X	*↓
67		Female	0	No	X		4 (tutor); 2 (GA Director)	X	X	
68	27	Female	2 (writing tutor in learning c.)	Yes	X	X	4	X	X	
69	27	Female	0	Yes	X		4	X		*↓
70	22	Female	0	No	X		4	X		*↓
71	29	Female	5	No	X		2	X		*↓
72	24	Female	0	Yes		X	3	X		
73	28	Male	7	No	X		8	X		*↓
74	24	Male	0	Yes	X		2	X		*↓
75	32	Female	4	No	X		3	X		*↓
76	25	Female	4	Yes	X	X	6 (ongoing)	X	X	
78	58	Female	5	No	X		5	X		
79	58	Female	12 (stayed after transferred)	No	X	X	2, (Tutor) 4, (Asst. Dir.)	X	X	
80	31	Female	0	No		X	10	X	X	
81	31	Female	0	Yes	X		2	X		
82	34	Female	3 (after req. practicum and tutoring w/ guidance of grad. mentor)	No	X	X	8	X	X	
83	44	Female	0	No	X		2	X		
84	32	Male	0	No	X		15	X	X	
85	30	Female	0	Yes		X	~ 2	X		*↓
86	28	Female	2		X		1	X		
87	37	Female	0	No	X		4	X		*↓

11. Coord; Recept, SI leader
15. Media Coord.
21. RA; Co-Coord (GPWC); Intern
29. Graduate Coord., 2 programs (different jobs)
30. Online Asst; Online Coord.
34. Marketing coord, worksh facilitator
44. Director, Royal Roads University
46. Coord. (Admin)
49. Writing Fellow (specific program)
55. WC intern-research (specialized sched)
57. See 13. Instructor composition
66. Consultant, Asst. Coord., & Coord.
69. After MA, asked to work one semester while coordinator on medical leave
70. Lead Tutor
71. Supervisor
73. Tutor (many years); now Student Services Coord. for Writing Services (multi-disciplinary office)
74. Graduate Tutor (u-grad develop English courses)
75. special projects
85.Tutor, a recruiter for new tutors, aided in hiring tutors; generally completed any task asked of me.
87. WC Coordinator

APPENDIX O

GRADUATE PERCEPTIONS SURVEY – WRITING CENTER DUTIES BY RESPONDENT

What types of duties did you have while working in a writing center as a graduate student? Check all that apply.

Resp. #	tutoring	admin	clerical/ front desk	classroom introduction	outreach	research	training	resource development	
2	X	X	X	X	X		X	X	
4	X	X	X	X	X		X	X	
5	X	X	X	X	X			X	
6	X						X	X	
7	X	X				X		X	
8	X		X	X	X	X	X	X	
9	X								
10	X		X						
11	X	X		X	X		X	X	
12	X	X	X	X	X		X	X	*↓
14	X			X				X	
15	X	X	X	X	X	X	X	X	*↓
16	X		X	X	X		X	X	
17	X		X						
18	X	X	X	X	X	X	X	X	
19	X		X	X					
20	X			X					
21	X	X	X			X	X	X	*↓
22	X			X					
23	X			X	X	X		X	
24									
25	X	X		X			X	X	
26	X		X	X				X	
27	X		X	X				X	
28	X	X		X	X		X	X	
29	X	X			X			X	*↓
30	X	X	X			X	X	X	*↓
31	X	X	X	X	X		X	X	
32	X	X	X	X	X	X	X	X	*↓
33	X						X		
34	X	X	X	X	X	X	X	X	
35	X					X		X	
36	X			X	X		X		
37	X	X		X	X	X	X	X	*↓
38	X	X	X	X	X	X	X	X	
39	X	X		X	X		X	X	
40	X	X	X	X	X	X	X	X	
41	X			X	X		X		
42	X							X	*↓
43	X				X		X	X	

What types of duties did you have while working in a writing center as a graduate student? Check all that apply.									
Resp. #	tutoring	admin	clerical/ front desk	classroom introduction	outreach	research	training	resource development	
44	X	X	X	X	X	X	X	X	
45	X	X		X	X		X		
46	X	X	X	X	X	X	X	X	
47	X			X					
48	X		X	X		X	X	X	
49	X					X		X	*↓
50	X	X	X	X	X		X	X	
51	X	X		X	X		X	X	*↓
52	X							X	
53	X	X		X		X		X	
54	X			X	X			X	
55	X					X		X	
56	X	X	X	X		X	X	X	
57									
58	X	X		X		X		X	
59	X						X	X	
60	X	X		X	X		X	X	
61	X	X			X		X		
64	X	X					X	X	
65	X	X		X	X		X	X	
66	X	X		X	X	X	X	X	*↓
67	X	X			X		X	X	*↓
68	X	X	X	X		X	X	X	
69	X	X	X		X	X	X	X	*↓
70	X		X	X	X	X	X	X	
71	X	X	X	X	X	X	X	X	
72	X				X			X	
73	X		X	X	X		X	X	
74	X				X				
75	X	X	X	X		X	X		
76	X	X	X	X	X	X	X	X	
78	X			X	X		X	X	
79	X			X	X	X	X		
80	X	X		X	X	X	X	X	*↓
81	X		X	X	X			X	*↓
82	X	X		X	X	X	X	X	
83	X			X	X			X	
84	X							X	
85	X	X		X	X	X	X	X	
86	X	X		X	X	X		X	
87	X	X		X	X			X	

What types of duties did you have while working in a writing center as a graduate student? Check all that apply.									
Resp. #	tutoring	admin	clerical/ front desk	classroom introduction	outreach	research	training	resource development	

12.Assessment development
15. Social Media Posting (https://www.facebook.com/UBCOWRC?fref=ts), Video Creation (https://www.youtube.com/watch?v=Pxv7-NBhuU4), and creating a social media standards guide, Employee Performance Reviews (Two, one mid-semester and one at the end of the year).
16. committee work related to collaborations with other units on campus (libraries, faculties...)
21. Program development, scheduling, grading (credit tutorials)
49. As a writing fellow, I also worked closely with the faculty in the program I was linked to, to run workshops. I also attended some of their department meetings and their department retreat, as well as presented with them at their national conferences. We ended up publishing an article together.
51. mentor new tutors
66. Design (graphics/marketing)
67. Assisting with annual review of writing center use for continual university financial support of the center(s) (at the time SIUC had three writing centers until we moved to the second floor of the library)
69. Classroom outreach to recruit other graduate students to apply at the writing center
80. WAC consulting with faculty, workshop designing and teaching for undergrads, grads, and faculty
81. I also organized and delivered WC workshops on revision techniques, thesis development, documentation, and grammar.

VITA

Graduate School
Southern Illinois University

Katrina M. Bell

bell.katrina@gmail.com

Southern Illinois University Carbondale
Bachelor of Science, English Education, May 2002

Southern Illinois University Carbondale
Bachelor of Arts, English, May 2002

Middlebury College
Master of Arts in English, August 2010

Special Honors and Awards:

International Writing Centers Association, Dissertation Grant 2017

Professional Equity Project Grant, Conference on College Composition and Communication, 2012

Dissertation Paper Title:

Tutor, Teacher, Scholar, Administrator: Preparation for and Perceptions of Graduate Writing Center Work

Major Professor: Dr. Lisa J. McClure

Publications:

Bell, Katrina. "'Our Professional Descendants': Preparing Graduate Writing Consultants." Ed. Karen Johnson and Ted Roggenbuck. *How We Teach Writing Tutors: A* WLN *Digital Edited Collection*, edited by Karen G. Johnson and Ted Roggenbuck, 2018, https://wlnjournal.org/digitaleditedcollection1/Bell.html

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