00:43:53 Kim Peck: Can anyone not speaking mute their mic

00:43:57 Stephanie Liu-Rojas: Can everyone mute your sound please?

00:43:58 Kem Roper: please mute!

00:44:02 Stephanie Liu-Rojas: mic\*

00:44:19 Rona Koe: It sounds like there are several presentations going on at the same time.

00:44:38 Kim Peck: Whoever is the host of the meeting can also meet other people's mics

00:45:08 Kem Roper: I think the administrator can mute everyone

00:45:16 Rona Koe: Thank you - sounds better now

00:46:51 Writing Studio: The host is still kind of quiet. Maybe move the mic closer to the mouth?

00:46:58 Frances Crawford: I got it. :)

00:47:02 Frances Crawford: sorry for the delay

00:52:58 Writing Studio: Do the tutors get paid for their summer reading and writing work?

00:54:37 hirshoe: Wow - lots of good info, thank you

00:55:24 Jennifer Daniel: they likely should be b/c any "training" is required by Fed law to be paid

00:56:17 Writing Studio: Makes sense to me.

01:01:16 Clint Gardner: Does Slack become a burden to folks? I mean do they feel compelled to be on Slack outside of work hours?

01:01:24 Joseph (Jay) Spencer: Has anyone tried implementing topic based committees, like reading committees, or general writing committees? I have tried it, but I am struggling with tutor participation.

01:01:48 Luke Morgan: Also interested in how tutors handle Slack if we have time to hear more about that.

01:02:01 Jennifer Daniel: Clint...I had that question too. I spend a lot of time helping them learn to draw boundaries.

01:02:18 Jennifer Daniel: FYI...WE are leaving MOST of the time for Q&A

01:02:34 Luke Morgan: gotcha.

01:03:09 Clint Gardner: Me too, Jennifer. We're using Slack because they wanted to implement it, but I set it so that it won't notify anyone outside of regularly scheduled hours (for the whole center).

01:03:35 LLeanna Hawley: Does anyone have a graphic that would illustrate the interpersonal relationships in the WC?

01:04:30 Kem Roper: everybody please mute!!!

01:06:27 Leigh Ann Copas: We utilize Slack, too, and we teach our employees how to set boundaries--turn off notifications when they're not at work, clarify what will be sent through Slack vs. email, etc. Clint, I can send you our Slack employee handbook.

01:10:01 Clint Gardner: Woo hoo! A Slack guide, Leigh Ann! :) Businesses could definitely use one of those.

01:10:04 Heather: I'd love to see the Slack handbook as well. I've also tried to use slack. Some fellows love it but others don't seem to like it. I'd love to develop some ideas for how to use it more effectively.

01:10:21 mariliaferreira: I would like to know more about the projects Moly mentioned.

01:10:55 Evan Smith: We use Microsoft Teams, similar to Slack, and we are putting together a handbook/protocol. I’d love to see your guide!

01:11:04 Kem Roper: Love the idea of "banking hours" for training!

01:11:27 Frances Crawford: We use groupme with our tutors

01:11:57 Kem Roper: Yes, we use Groupme also.

01:12:12 Jeff Morris: Molly, what are some of the criteria you use for your tutors’ self-assessment?

01:14:13 hirshoe: It would be great to hear a little more about the programs you are working with - how many tutors you have, how long tutors continue in the program, and about how many hours a week they might work?

01:16:44 Julie: Our tutors work between 4 and 10 hours a week. We have 5 students and 2 professionals, who work 19 hours a week.

01:17:05 Luke Morgan: Do these self-assessments relate to tutor's pay or position? Or are they only related to professionalization?

01:17:30 Frances Crawford: We have assessment every semester for every tutor

01:18:06 Frances Crawford: But it is part of our CRLA requirements. Even if we weren't CRLA certified, we would still do the assessments.

01:19:08 jnesmith: Hello all: Coe Writing Center here! We have 55 undergraduate consultants this semester—usually somewhere between 50-60. Consultants work 5-6 hours a week. We are open 86 hours/week.

01:19:58 Jennifer Daniel: I don't tie their self-assessment to pay, so more about professionalism. But it also helps them articulate the work they do in meaningful ways that I hope translates for them in a myriad of ways

01:20:58 Jennifer Daniel: CRLA or SWCA-CARE can both be helpful in terms of tutoring training

01:21:44 Jrowe: I’d be interested to see session note forms—or methods by which others take session notes. Are there resources/archives of this available? Does anybody have materials to share? (Jennifer D, I will ask you on Friday!)

01:23:41 Kem Roper: This semester I have 5 undergrad tutors who work about 10 hours a week. Two graduate assistants who work 20 hours per week

01:24:08 tdgardne: Do you have advice for successfully launching new training initiatives? I feel like it can be difficult to both coordinate new initiatives with a large staff and to get students to take them seriously or not see them as an added burden.

01:24:41 Joseph (Jay) Spencer: I feel like I can do a lot more with our committees now.

01:25:02 mariamel-temtamy: How to keep tutors engaged throughout the training process?

01:26:25 Stephanie Liu-Rojas: My tutors are extremely busy with full schedules that it can be difficult to ask them to read an article before a meeting. It's one more thing for them to do in addition to all the other things that they might begin to feel overwhelmed. How do you motivate students to complete any type of meeting prep to have a meaningful meeting discussion?

01:27:18 Clint Gardner: Does anyone set aside time in tutoring schedules to actually do things like reading etc etc/

01:27:20 Clint Gardner: ?

01:27:38 Frances Crawford: We do.

01:27:52 Kem Roper: Does anybody have examples of the language that tutors can add to their resumes that capture the work that they do?

01:27:55 Jennifer Daniel: Our writing tutors do all kinds of activities related to literacy...so reading, writing, presentations, etc.

01:28:32 Frances Crawford: but unlike Jennifer or Lauren, our tutors can work up to 13 hours a week.

01:28:34 Clint Gardner: Just to be clear: set aside time when they are not meeting to students to do such "prep" work. That would be paid time.

01:28:43 Jamaica Ritcher: Clint, I have begun doing this. We use WC Online, and I ask students to block out time using the “placeholder” marker.

01:28:45 Luke Morgan: Clint, that has been the largest barrier to my development of professionalization curriculum. Hours are largely taken up by tutoring - and for good reason, because they're well utilized.

01:28:46 Kem Roper: I have my tutors read during the down time between clients. They don't usually have back to back clients.

01:28:50 Jennifer Daniel: Clint...YES

01:28:57 Frances Crawford: Our policy for training is like Lauren's. It's a requirement.

01:29:07 Clint Gardner: :)

01:29:33 Jrowe: Yes, I would also like to see some language about how tutors can express their experience effectively on resumes

01:29:52 Luke Morgan: I have to slip out early for a PD meeting (speaking of training) - just wanted to say thanks so much for this excellent session. Looking forward to the next.

01:29:57 Leigh Ann Copas: Clint...Yes. Sometimes we set aside time in their schedules. Also, we try to give out readings 2-3 weeks in advance and encourage them to read 1-2 pages or 1-2 sections during their downtime between tutorials. (Keep in mind that have I have a staff of 35-40 tutors that all work about 16-20 hours per week.)

01:30:06 hirshoe: In our program at Juniata College (small liberal arts college in PA), I'm working with an ESL tutoring program, that includes ELL writers. We have 5-7 undergraduate Tutors, that work 3-6 hours a week, and are directly partnered with tutees for the semester. We have a Tutor training every 2-3 weeks for 1-2 hours, billed as part of their hourly work. No credit right now...

01:31:25 Jennifer Daniel: Self-plug here...if anyone is going to Cs in March, I'm doing a presentation on Friday about my particular literacy narrative assignment.

01:31:43 Frances Crawford: I'll see you there Jennifer!

01:33:01 Kem Roper: Will u make this recording available to us later?

01:33:29 Frances Crawford: Yes. I'll be sending out the link, but I will also add the link to our Webinar schedule.

01:33:32 Clint Gardner: that's an awesome idea, Lauren!

01:33:33 Iris Aceves: The WLN has a couple of good articles on how to add WC work into their resume.

01:34:08 Jrowe: thanks

01:34:10 Stephanie Liu-Rojas: There are times where a student will lead a discussion, coordinate an event, create a flyer, etc. and I tell them, add that to your resume

01:34:48 Clint Gardner: I'm working away on getting WC work to be recognized on their transcripts too. That's been a boondoggle, but with engaged learning becoming one of the most visible high impact practices, I'm making a bit of progress

01:35:22 Kem Roper: Thank you!

01:35:35 Graciela Arizmendi: Could you describe a little about the qualifications considered for tutors that are from EFL contexts, in your contexts? are there EFL tutors in your context, right?

01:37:03 Jennifer Daniel: Clint...that's why i lobbied so hard for the course so that they could capture the work on transcripts. Love it.

01:37:43 Clint Gardner: Yeah we've had a course for more than 10 years now. I want a special line on their transcripts for SWRC work independent of that, though! :)

01:38:14 Clint Gardner: "something like "Writing Center Scholar" like we have "Civically Engaged Scholars."

01:38:22 Graciela Arizmendi: Thank you for your answer.

01:38:28 Clint Gardner: Thank you all. You are awesome.

01:38:28 Jennifer Daniel: Clint...I'll be contactin you about this.

01:38:42 mariliaferreira: Thank you all for this great webinar.

01:38:46 Kim Peck: Thanks so much for this! So many great ideas to think through

01:38:49 Clint Gardner: You rock.

01:38:55 Graciela Arizmendi: Excellent!

01:39:00 Joseph (Jay) Spencer: Thank you all. This was great help.

01:39:02 Clint Gardner: Bye all!

01:39:05 cac005: Thank you for this wonderful webinar! I took lots of notes. :)

01:39:06 nblean: Thanks so much for this helpful webinar!

01:39:09 Daymon Kiliman: Thank, y'all! This was great!

01:39:10 jnesmith: This was great! A couple of my consultants were listening in and enjoyed it, too.

01:39:12 Clint Gardner: I want a sabbatical. :)

01:39:18 Jennifer Daniel: danielj@queens.edu

01:39:19 Jamaica Ritcher: Thank you for offering this webinar! I look forward to the next one.

01:39:19 Briana Murrell: Thank you!

01:39:21 Clint Gardner: take care

01:39:22 Stephanie Liu-Rojas: Thank you, all!

01:39:29 laurenfitzgerald: Lauren: fitzger@yu.edu

01:39:34 Molly: Molly Rentscher: mrentscher@pacific.edu