



## 2022 FALL MWC PROFESSIONAL DEVELOPMENT OVERVIEW

### CONSULTANT LEARNING OUTCOMES

Based on training, experience, and ongoing professional development, consultants should be able to...

- 1. Establish a welcoming environment by building rapport, asking honest questions, creating opportunities for practice, and reserving judgment**
2. Serve writers from various backgrounds and identities using practices (e.g., sharing pronouns, "calling in" and "calling out," asking questions about client background and experiences)
3. Collaborate with clients to achieve the learning outcomes most relevant to their needs
- 4. Tailor consulting strategies to the client's discipline, genre, and point in the writing process for working with writing in diverse disciplines and genres at various process points (e.g., looking at models, sharing resources, learning with/from clients, modeling writing strategies)**
5. Analyze higher order and lower order concerns in writing for potential improvement
- 6. Understand and explain grammatical principles in support of audience understanding**
7. Aid clients in interpreting feedback and in making decisions in response to feedback, including developing clarifying questions to ask of professors
- 8. Develop a professional identity as a consultant and connect consulting to future career goals**
9. Understand and communicate the mission of University Writing during consultations and at various events around campus

This fall curriculum will focus on CLOs #1, #4, #6, and #8, which are bolded in the list above.

### EPORTFOLIO OVERVIEW

Peer Consultants will complete an [ePortfolio](#) as part of their professional development. The MWC Peer Consultant ePortfolio has three purposes:

1. Creating an ePortfolio will put you in a good position to help clients with their own ePortfolios, as well as other kinds of multimodal assignments
2. Your ePortfolio will offer you the ability to reflect on the knowledge, skills, and abilities you have gained as an MWC Peer Consultant for your annual evaluation
3. A polished ePortfolio can be a valuable tool for honing your personal brand during your job search or graduate school applications (**CLO #8**)

### TIMELINE

**Returning consultants:** Your ePortfolio will be **due Friday, November 4<sup>th</sup>, 2022.**

**New consultants:** You will begin your ePortfolio this semester and submit in-process notes in November. You do not need to have a complete draft of your ePortfolio until Spring 2023.

Several staff meetings will cover the fundamentals you will need to complete your ePortfolio. To prepare for each of these staff meetings, you'll review asynchronous materials on a particular ePortfolio topic of your choosing. Each ePortfolio staff meeting will feature three topics for you to choose from. Then, during the staff meeting, you will be guided by a lead consultant in revising or developing your ePortfolio in this area. Fall ePortfolio topics include...

- Purpose, audience, and personal brand
- Artifacts and reflection
- ePortfolio platforms
- Design
- Accessibility
- Copyright, fair use, and representation

You should plan to work on your ePortfolio when you do not have appointments or other readings for professional development. Additionally, you should **make at least one MWC appointment each semester** to receive feedback on your ePortfolio. Your Lead Consultant may also invite you to share your ePortfolio or a page on your ePortfolio so your circle can practice consulting strategies.

## THE RHETORICAL SITUATION

- While the ePortfolio **genre** varies, your ePortfolio is a polished, public-facing, professional website where you showcase your knowledge, skills, and abilities with particular attention to your work in the MWC.
- Your primary **audience** is University Writing administrators, who will review your ePortfolio as part of your annual evaluation. You should also consider employers and graduate schools as potential readers. Additionally, while your ePortfolio is in progress, you will have opportunities to share and receive feedback from fellow Peer Consultants, so you should consider them an important audience, too.
- As a **writer**, you should craft a personal brand that will frame your ePortfolio, providing a coherent narrative of who you are as a learner and emerging professional. You do not need to maintain Standard Edited Academic English throughout this document—we believe SEAE is one way, but not the only way, to communicate in professional contexts.

## EPORTFOLIO REQUIREMENTS

Although we expect your ePortfolio to take on a unique shape dependent upon your professional goals, we ask Peer Consultants to have at least the following elements:

- You must **take your ePortfolio to the MWC for peer feedback**. University Writing administrators will help you schedule an appointment during your shift in October. After attending your session, please respond to the following reflective prompt assignment on Canvas by generating a 1-2 paragraph statement:  
*What was it like to experience the client perspective of a writing center session? Were you surprised by anything you felt before, during, or after your session? What was one strategy your consultant used during the session that you found to be helpful and meaningful as a client (either writing-related or tutoring-related)? How has this experience helped you as a writer? How has this experience helped you as a consultant?*

Consider featuring your reflection and client experience as an artifact in your ePortfolio!

- An **About Me** page that includes background information relevant to your professional identity, goals, or brand. This page should be no more than 250 words.
- A **Reflection** on your goal setting from August 2021 training, of about 250 words. Please address the following questions:
  - What were your goals?
  - How have you accomplished them?
  - What role did the MWC professional development curriculum and observations play in your growth as Peer Consultant?
- A **Consulting Philosophy**. This page should describe your philosophy as a Peer Consultant. The following questions are meant to prompt your thinking; you do not need to answer all of them.
  - Why do you believe Peer Consulting is important?
  - What core values do you bring to your work as a Peer Consultant?
  - What do you intend your consulting to do for your clients? For yourself?
  - How do you enact your core values and intentions as a Peer Consultant?
  - What key terms describe your consulting philosophy, and how do you define and enact them?Feel free to be as creative, concise, humorous, humble, personal, or professional as you want to be, so long as it is in line with the larger story you want to tell about yourself as a Peer Consultant. You may use any mode(s) you want for your philosophy, including text, image, and audio (although premium accounts may be needed for some media on certain platforms).
- A **minimum of two artifacts**, which you will use as evidence in your reflection or your consulting philosophy. The MWC professional development curriculum will offer you numerous opportunities to create artifacts that you might incorporate into your ePortfolio.
- Any other **academic or professional materials** you want to include.

## WHAT DOES SUCCESS LOOK LIKE?

In addition to the above pages, a successful ePortfolio will be reflective, focusing on what you have done as a Peer Consultant, why your work has been meaningful to you, and what you plan to do next, either as a Peer Consultant or as an emerging professional in your disciplinary or professional community. It should also incorporate a compelling, accessible visual design with attention to usability (i.e., all technical elements work and the ePortfolio is easy to navigate).

## PEER AND ADMINISTRATOR OBSERVATIONS

You will have observations from peers, leads, and administrators throughout the academic year. The purpose of these observations is to...

- Provide feedback to identify strengths, areas for improvement
- Generate data to improve training and client service
- Help leadership address areas for improvement
- Promote metacognition and individual growth
- Think about our MWC work and how we can do it better

**Peer Observations** encourage you to learn tutoring strategies by observing a colleague to understand how the learning outcomes can be put into practice. These observations also provide your colleague with feedback. New Consultants will complete a peer observation as part of their New Consultant Practicum. Returners are not required to do peer observations unless they would like to.

**Lead Observations** are an opportunity to get feedback on your tutoring from your Lead Consultant to understand how you're practicing the learning outcomes and how to do so better. Because these observations are one-on-one, this is also an opportunity for one-on-one peer mentoring. Your lead will observe you at the beginning of each semester.

**Admin Observations** give the admins insight into what's happening in MWC sessions to inform the professional development curriculum and provide you feedback on your tutoring approach. You can also learn new strategies from debriefing with the admins. New consultants will be observed by admin this fall while returning consultants will be observed by admin in the spring.

## 2022 FALL MEETING AND CIRCLE CALENDAR

Week	Focus	Readings and Activities to Do in Advance
1 8/17, 9am	Staff Meeting: <ul style="list-style-type: none"> <li>• Welcome</li> <li>• Reminders for opening</li> <li>• Practicum, PD, and observations</li> <li>• Consultant ePortfolios</li> <li>• Joining Affinity Groups (Katharine)</li> </ul>	
2 8/24, 9am or during your assigned circle time	Circle Meeting: Introduce CLO #1, <i>Establish a welcoming environment by building rapport, asking honest questions, creating opportunities for practice, and reserving judgment</i>	Read Batt, A. (2018). <a href="#">Welcoming and managing neurodivergence in the writing center</a> . <i>Praxis</i> , 15(2). <b>Circle Activity:</b> The MWC aims to be a welcoming environment for all, including neurodiverse students. As a circle, choose one of the following collaborative projects to accomplish this week during your circle meeting: <ul style="list-style-type: none"> <li>• Log the processes and protocols that the MWC already has in place to accommodate and welcome neurodiverse students who are clients, consultants, or FDRs. Consider one change that the MWC could make to further practice its value of welcoming all into the MWC</li> <li>• Collaborate on a welcoming statement for neurodiverse students that you all can include in your tutoring philosophy</li> <li>• Create a graphic or visual aid that shows how you practice this outcome in sessions with neurodiverse clients.</li> </ul>

<p><b>3</b> <b>8/31,</b> <b>9am or</b> <b>during</b> <b>your</b> <b>assigned</b> <b>circle</b> <b>time</b></p>	<p>Circle Meeting: Continue discussing CLO #1</p>	<p>Gramlich, J. J. (2019). "<a href="#">Talking Through: The Detriment of Avoidant Discourse in WC Allyship.</a>" <i>The Peer Review</i>, 3(1).</p> <p><b>Circle Activity:</b> Gramlich writes, "Since WC work typically draws in tolerant, caring people, and because WC spaces are generally more tolerant than larger academic spaces, we often find ourselves working hard to not offend others or say the 'wrong' thing. While it is important to actively work to create a surface-level welcoming space for all WC participants, it is equally important to avoid being silent for the sake of peace, because as Alison Cook-Sather (2016) acknowledges, we are in spaces where, 'painful or difficult experiences will be acknowledged and supported, not avoided or eliminated' (p. 1). Just because no one is talking about difficult issues does not mean these issues don't exist. To be quiet and to attempt to placate uncomfortable points of 'contact' is not allyship."</p> <p>Review the handout linked below, which discusses how we can begin to move out of our comfort zones in sessions towards acts of allyship as it relates to oppression in the writing center. Reflect as a circle on strategies you might add to these lists.</p> <p>Handout in <a href="#">Word</a> or <a href="#">PDF</a> summarizing Surh-Sytsma and Brown's (2011) Theory in/to practice: Addressing the everyday language of oppression in the writing center. <i>The Writing Center Journal</i>, 31(2), 13-49.</p>
<p><b>4</b> <b>9/7, 9am</b></p>	<p>Staff Meeting: ePortfolio Workshop Station Topics:</p> <ul style="list-style-type: none"> <li>• Purpose, audience, and personal brand (facilitator)</li> <li>• Artifacts and reflection (facilitator)</li> <li>• ePortfolio platforms (facilitator)</li> </ul>	<p>Choose your ePortfolio topic for this week and complete the corresponding Canvas video and activity. This week also take time to work on your ePortfolio.</p>
<p><b>5</b> <b>9/14,</b> <b>9am or</b> <b>during</b> <b>your</b> <b>assigned</b> <b>circle</b> <b>time</b></p>	<p>Circle Meeting: Introduce CLO #6, <i>Understand and explain grammatical principles in support of audience understanding</i></p>	<p>Read "<a href="#">Just Check My Grammar</a>" by the University of North Carolina at Chapel Hill Writing Center handout.</p> <p><b>Circle Activity:</b> In circles, review and <a href="#">discuss the tutorial transcripts</a> included in "Just Check My Grammar." You might read the tutorials aloud having individuals from your circle read for the tutor, student, and commenter. Identify the tutoring strategies you see happening in these examples and discuss what additional strategies you might have tried if you were in the tutor's position.</p>
<p><b>6</b> <b>9/21,</b> <b>9am or</b> <b>during</b> <b>your</b> <b>assigned</b> <b>circle</b> <b>time</b></p>	<p>Circle Meeting: Continue to Discuss CLO #6</p>	<p>Explore these additional resources that you can share with clients:</p> <ul style="list-style-type: none"> <li>• The Chicago School Online Campus Writing Center. (2021). <a href="#">Resources for multilingual writers &amp; international students.</a> <i>The Chicago School of Professional Psychology.</i> ***See sections on grammar and language, especially</li> <li>• The Writing Center. (n.d.). <a href="#">Tips &amp; tools: Citation, style, and sentence level concerns.</a> <i>University of North Carolina at Chapel Hill.</i></li> <li>• Minervini, A., Long, L., &amp; Gladd, J. (2020). Chapters 16 ("<a href="#">What Makes a Good Sentence?</a>"), 17 ("<a href="#">Punctuation</a>"), 18 ("<a href="#">Word Choice</a>"), and 19 ("<a href="#">Help for English Language Learners</a>") of <i>Write what matters.</i> MSL Academic Endeavors Boise.</li> <li>• Purdue Online Writing Lab. (n.d.). <a href="#">General writing resources.</a> <i>Purdue University.</i> ***See sections on grammar and punctuation, especially.</li> </ul> <p><b>Circle Activity:</b> In your circles, identify one grammar concept to create a collaborative resource about. You can make an infographic or visual, a short skit, or a brief video explaining the concept to a writing center client. If you want to revise/polish this resource, you can feature it on your ePortfolio and share it with Jonah B., who might feature your resource on our social media accounts.</p>

<p>7 9/28, 9am</p>	<p>Staff Meeting: ePortfolio Workshop Station Topics:</p> <ul style="list-style-type: none"> <li>• Purpose, audience, and personal brand (facilitator)</li> <li>• Design (facilitator)</li> <li>• Copyright, fair use, and representation (facilitator)</li> </ul>	<p>Choose your ePortfolio topic for this week and complete the corresponding Canvas video and activity. This week also take time to work on your ePortfolio.</p>
<p>8 10/5, 9am or during your assigned circle time</p>	<p>Circle Meeting: Introduce CLO #4, <i>Tailor consulting strategies to the client's discipline, genre, and point in the writing process for working with writing in diverse disciplines and genres at various points in the writing process (e.g., looking at models, sharing resources, learning with and from clients, modeling application of writing strategies)</i></p>	<p>Choose a disciplinary video to watch from <a href="#">How Different Disciplines Approach Writing</a> series from the Williams Writing Center. This is an opportunity for you to learn about how another discipline writes and communicates. Use the template below to focus your takeaways from this video:</p> <ul style="list-style-type: none"> <li>• Discipline:</li> <li>• Questions Members of this Discipline Seek to Ask and Answer through Writing:</li> <li>• Expectations/Values of Writing:</li> <li>• Things to Avoid in Writing in this Discipline:</li> <li>• Examples of Writing in this Discipline:</li> </ul> <p><b>Circle Activity:</b> In your circles, work together to convert your notes into an infographic or visual resource that we could post on the MWC's social media page. This should be useful in making explicit some disciplinary expectations for writing and promotional in reminding students from these disciplines that the MWC can help them develop disciplinary knowledge.</p>
<p>9 10/12 9am or during your assigned circle time</p>	<p>Circle Meeting: Continue Discussing CLO #4</p>	<p>Read Nobles, H. (2019). Tutor's Column: "<a href="#">I Will Not Edit Your Paper. (Will I?): Tutoring and/or Editing in the Writing Center.</a>" <i>WLN Journal</i>, 45(5-6), 21–24.</p> <p><b>Individual Activity:</b> Nobles writes that tutors are not copyeditors, yet clients often come into the writing center wanting them to proof and copyedit their draft. Reflect on your own approach for responding to these clients: do you see yourself as the subeditor, copyeditor, or something else? How do you articulate this role to these clients? How do you enact this role with specific tutoring practices and strategies?</p>
<p>10 10/19, 9am</p>	<p>Staff Meeting: ePortfolio Workshop Station Topics:</p> <ul style="list-style-type: none"> <li>• Purpose, audience, and personal brand (facilitator)</li> <li>• Accessibility (facilitator)</li> <li>• Copyright, fair use, and representation (facilitator)</li> </ul>	<p>Choose your ePortfolio topic for this week and complete the corresponding Canvas video and activity. This week also take time to work on your ePortfolio.</p>
<p>11 10/26, 9am or during your assigned circle time</p>	<p>Circle Meeting: Reflecting on Client Feedback</p>	<p>This week, you'll be receiving feedback from the MWC's client satisfaction surveys. These surveys are completed voluntarily by clients after appointments, and they are asked to select the client that they worked with. While these surveys are great opportunities to celebrate and recognize your good work, they can also be important points to reflect, learn, and grow. Consider what you want to learn from these points of feedback and come to your circle meeting ready to articulate these goals. Then, you will have an opportunity to talk through your feedback in circles.</p>
<p>12 11/2, 9am or during your assigned circle time</p>	<p>Circle Meeting: Introduce CLO #8, <i>Develop a professional identity as a consultant and connect consulting to future career goals</i></p>	<p>Read Dinitz, S. &amp; Kiedaisch, J. (2009). <a href="#">Tutoring writing as career development.</a> <i>WLN Journal</i>, 34(3), <b>only pages 1–5.</b></p> <p><b>Individual Activity:</b> Return to your ePortfolio or personal brand statement after reading this article. Where could you make the skills you develop as a writing center consultant more explicit in your ePortfolio and Personal Brand statement? Take time this week to revise these spaces based on this reading to refine how you articulate the connections between your work in the MWC and the next stage in your professional career.</p>
<p>13 11/9, 9am or during your assigned circle time</p>	<p>Circle Meeting: Continue discussing CLO #8</p>	<p>As consultants, we the positionalities and experiences we inhabit are valuable and inform our development as a professional. Choose to read <b>one of the readings below</b>, which take up different consultant identities and positionalities in the writing center:</p> <ul style="list-style-type: none"> <li>• Rachel Stroup, "<a href="#">Tutor's Column: Mansplaining the Writing Center: Gender Dynamics and the Ongoing Struggle for Authority.</a>" <i>WLN Journal</i>, 45(7-8).</li> </ul>

		<ul style="list-style-type: none"> <li>• Talisha Haltiwanger Morrison. (2022). "<a href="#">Making and Taking Up Space as a Black Woman at a Predominately White Institution.</a>" <i>Praxis</i>, 19(1).</li> <li>• Sach-Rose Phillips. (2018). Tutors' Colum: "<a href="#">Shared Identities, Diverse Needs, As a tutor who is a Black immigrant and a second language writer...</a>" <i>WLN Journal</i>, 42(9-10).</li> <li>• Stephanie Gemmill. (2022). "<a href="#">Conversation Shaper: Supporting Neurodiversity in the Writing Center.</a>" <i>The Peer Review</i>, 6(1).</li> <li>• Neil Simpkins. (2013, Nov. 18). "<a href="#">Meeting the Needs of LGBTQ+ Students in the Writing Center.</a>" <i>Another Word [Blog]</i>. U-W Madison Writing Center.</li> <li>• Talisha M. Haltiwanger Morrison &amp; Talia O. Nanton. (2019). <a href="#">Dear Writing Centers: Black Women Speaking Silence into Language and Action.</a> <i>The Peer Review</i>, 3(1).</li> </ul> <p><b>Individual Activity: Choose one of the following:</b></p> <ul style="list-style-type: none"> <li>• Consider how your positionality impacts your approach to working with others: either in the work you do with clients in the MWC or how you interact with peer colleagues. Consider if you want to include aspects of your identity and positionality in your consulting philosophy and ePortfolio. No one is required to share these aspects of who they are publicly in digital spaces.</li> <li>• Consider how we can make the MWC more supportive in helping all develop as emerging professionals. Identify one thing you would like to see us add or do differently and be prepared to share your idea with your circles.</li> </ul>
<b>14 11/16, 9am</b>	Staff Meeting: ePortfolio Workshop Goal Setting Activity and Reviewing Process for Submitting Your ePortfolio (or ePortfolio Notes) for Feedback	<p>Complete goal setting activity on Canvas: Look back to the goals that you created in August training. Consider the different experiences you have had in the writing center this semester through the professional development curriculum, sessions with clients, and conversations with your colleagues and UW admin team. Now create a short paragraph answering the following questions:</p> <ul style="list-style-type: none"> <li>• How have you grown this semester through your work with the MWC? Put differently, what have you learned? How have your beliefs about writing or tutoring changed?</li> <li>• Where do you see growth in your behaviors and practices?</li> <li>• What role did feedback, readings, consulting experiences, or conversations with colleagues play in that growth?</li> <li>• Turning to the ePortfolio, what artifacts could illustrate that growth to others?</li> </ul>
<b>15 11/30, 9am</b>	Staff Meeting: <i>Breakfast Provided</i> <ul style="list-style-type: none"> <li>• Reflecting on August goals</li> <li>• Millie Awards</li> <li>• Goodbye messages to graduating consultants</li> <li>• Feedback on PD</li> </ul>	