

FORUM

ISSUES ABOUT PART-TIME AND CONTINGENT FACULTY

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From the Editor: Making Everyday Work Count: Research and Advocacy

Vandana Gavaskar

This issue of *Forum* represents the work of NTT faculty in concert with more established colleagues in varied institutional and programmatic contexts. Further, it demonstrates significant research being conducted about the often invisible work of teaching, program development, and administration described as “disciplinary, emotional, and everyday” by contributors Nicole I. Caswell, Jackie Grutsch McKinney, and Rebecca Jackson in their study of nine new writing center directors with various levels of institutional power (“A Glimpse into the Working Lives of New Writing Center Directors”). They seek to understand work with “a more inclusive set of questions about writing center labor: ‘Who is doing the work of directing writing centers?’ ‘What work do new writing center directors perform?’”

Each of the essays describes work that goes above and beyond job titles, job descriptions, and institutional affiliations. Christopher Ervin’s essay, “Non-Tenure-Eligible Writing Center Directors and Successful Mentoring of Undergraduate Peer Writing Tutor Researchers” describes his research on the extent to which “some NTE directors are actively and successfully engaging peer writing tutors in productive research about writing center practice, student writing, and writing instruction.”

The work we all do daily, weekly, or over the course of a semester or year sustains our programs and centers in spite of labor conditions.

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About *Forum*

Forum is published twice a year by the Conference on College Composition and Communication. The editor, Vandana Gavaskar, invites you to submit essays related to non-tenure-track faculty in college English or composition. Of particular interest are impacts on the professionalization of the field of rhetoric and composition, the creation of best practices models in diverse academic environments, and the impact of accreditation standards on contingency. Administrators of writing programs and scholars in the field are invited to write about the issues from their perspective.

Essays should address theoretical and/or disciplinary debates. They will go through the standard peer-review and revision process.

Submissions for the fall issue should be received no later than April 1; for the spring issue, the deadline is August 1. Note: Submissions will not be returned. Submit your work electronically with the words "*Forum* article" in your subject line. Submissions should include your name, your title(s), your institution(s), home address and phone number, institutional address(es) and phone number(s), and if applicable, venue(s) where submission was published or presented previously.

For further information and to make submissions, please contact Dr. Vandana Gavaskar, Editor, *Forum*, at 252-335-3720 or vsgavaskar@gmail.com.

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At the CCCC 2014 meeting in Indianapolis, the full-day workshop devoted to labor led to a revisiting of the Wyoming Resolution. In "The Spirit and Influence of the Wyoming Resolution: Looking Back to Look Forward," McDonald and Schell describe the history of the resolution that is still pertinent today:

The story of the Wyoming Resolution is a dramatic one: a story of cross-generational and cross-rank collaboration and the best kind of camaraderie and social action one could possibly imagine happening at a professional conference. It is also a story of academic class tensions and conflicts, of listening and articulation, of collaborative writing and collaborative work. (360)

A look back to and forward from the Wyoming Resolution is starting to take shape as the "Indy Resolution," the focus at CCCC 2015 of the sponsored panel from the Labor Group, which has achieved standing-group status. A workshop has also been proposed that will focus on building a pedagogy and curriculum of work for students in rhetoric and composition. We look forward to reporting on these developments and the research and advocacy that will be emerging from them.

Work Cited

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A Glimpse into the Working Lives of New Writing Center Directors

Nicole I. Caswell, Jackie Grutsch McKinney, and Rebecca Jackson

In 2012, we set out to document the everyday lives of nine new writing center directors through a collaborative, longitudinal case study. We recognized that while the field is saturated with anecdotal accounts and lots of nuts-and-bolts discussion, we have few empirical studies and even fewer longitudinal empirical studies of writing center administration, despite ongoing calls for precisely this kind of research (Babcock; Boquet and Lerner). The closest is *Writing Centers in Context* (Kinkead and Harris), a case study of twelve writing centers—not directors—published over twenty years ago. To date, the picture of writing center administrative work remains blurry. Writing center administration continues to be misunderstood and undervalued, and very few new directors believe they are well-prepared for the actual work of running a writing center.

We wanted a different view. Where *Writing Centers in Context* asks “What do writing centers in particular contexts look like?” we ask a more inclusive set of questions about writing center labor: “Who is doing the work of directing writing centers?” “What work do new writing center directors perform?” These questions demand attention to the specifics of writing center labor within particular contexts that shape, enable, and constrain labor. This article offers a first glimpse into our findings that new writing center directors engage in multiple kinds of labor, from the disciplinary and everyday to the emotional, and that the nature of this work complicates received notions of writing centers, writing center administration, and writing center work in general.

We solicited participants for this study through personal contacts and a formal call for participants on WCENTER and SSWC-L. Eighteen new directors agreed to participate. From those, we selected nine participants in their first or second year of writing center administration who possessed a range of different credentials and positions in an equally diverse range of institutional settings. Our sample includes two tenure-track directors, one high school director, one public charter school director, one international (secondary) boarding school director, one historically black college/university director, one online, for-profit institution director, one community college director, one non-tenure-track private college director, and one non-faculty administrative public university director. We conducted monthly (as possible) semi-structured interviews with our participants via Skype, phone, or email over the course of an academic year. In addition to the semistructured interviews, we also asked for documents or other artifacts that participants mentioned in the course of the interviews.

Three categories of writing center director labor emerged from our initial coding: disciplinary, emotional, and everyday. These three types of labor were mentioned by all of our participants despite their very different institutional contexts. We define *disciplinary labor* as work that involves interaction with other professionals, scholarship, or research (e.g., attending academic conferences, participating in a scholarly listserv, or writing for academic venues). *Emotional labor* describes the work that involves care, mentoring, or nurturing of others; work of building and sustaining relationships; and work to resolve conflicts. And *everyday labor* captures the day-to-day work of administration or teaching or other roles that are routine for our participants, such as planning training meetings or keeping track of student hours.

The three participants¹ whose stories we showcase here are neither typical nor outliers: Katerina is writing center director at an international secondary school; Jennifer directs the writing center at an online, for-profit institution; and Darya works as a community college writing center director. Put simply, these directors both are and are not the directors we invoke when we talk about “writing center directors.” And the work of these centers is and is not the work of the centers we think of when we talk about “writing centers.”

Katerina

Katerina was not only a new writing center director, but her center itself was new, too. It is one where tutors and faculty speak and write in English as a second (or third) language. She came into the position with no writing center experience, but with an MA in TESOL and an advanced Teacher of English degree from Russia. Her disciplinary labor efforts focused on learning about writing center culture. In addition to attending the European Writing Center Conference, she labored over books, articles, listservs, and online resources to learn what it meant to design, structure, and direct a writing center. As she acquired more knowledge throughout the year, she continued to define and redefine her writing center within this unique setting. Her emotional labor centered around support: building relationships with her colleagues and tutors. Early in the year, faculty did not value the writing center and saw Katerina’s course release as an opportunity to give her more work. Her everyday labor was complicated because of culture: she is from Russian culture, teaching within Turkish culture, and preparing students for a perceived American culture.

Katerina’s first cultural conflict happened during her everyday labor efforts to establish hours for the center. She wanted stable hours, but the school had a different view of time: a last-minute, constantly-revising-the-school-schedule culture.

Culture continues to affect Katerina during her emotional and everyday labor of building support and “selling” the writing center. She said, “We [of Russian culture] believe that if you do something good it will be noticed by people, you need not run around shouting about what you do and how you do it.” Cultural issues also bridge her emotional labor of building relationships with tutors and her everyday labor of training tutors: “Because Turkish people are very sensitive in general, and these are teenagers . . . I had to find ways to point out the weaknesses without hurting the students.” Throughout the year, culture permeated Katerina’s disciplinary, everyday, and emotional labor efforts. Eventually, she figured out how to navigate the cultural component of her writing center labor, though, and ended the year on a positive note. For us, Katerina’s case illuminates the power that culture has in shaping writing center labor.

Jennifer

Jennifer graduated with an MA in English, specializing in medieval literature, and accepted her full-time managerial (writing center director) position at a large for-profit, online institution a short time later. As projects director over four other project managers, Jennifer embodies the marriage of corporation and academy. *Project* designates the managerial domain—the writing center—while *director* reflects Jennifer’s predecessor’s desire for a title (or part of one) that would reflect disciplinary affiliation. This kind of hybridity is paradigmatic of much of Jennifer’s experience in the first year. Throughout our interviews, Jennifer tells a story of scaffolded labor, of the necessarily intertwined nature of diverse goals and objectives and the intertwined everyday, disciplinary, and emotional labor she must perform to meet those diverse goals and objectives.

Jennifer’s vision for an online synchronous writing center space, what she calls “the closest we’re ever going to be to having a traditional writing center,” drives her everyday work: meeting with vendors, product technicians, her supervisor and her managers; researching platforms; and piloting systems. Jennifer’s vision (and accompanying everyday labor) arises from disciplinary labor behind the scenes, including “a lot of research” on best practices, a professional development trip to the CCCC convention, and connections with other area writing center directors. What Jennifer learns along the way is that her labor to create a synchronous online tutoring space that simultaneously meets her students’ varied needs and reflects writing center research and established best practices depends on reconciliatory labor that is primarily emotional in nature: “Walking a line between providing what students want and need and justifying costs and such to my superiors. I struggle to put those

thoughts aside and remember why we're here, and if it's a good idea, I will fight for it." Reconciliatory labor allows Jennifer to meet multiple, often conflicting, values and demands.

Darya

Darya has a full-time faculty position at a small rural two-year college in the South, a position she has held since 2006. Darya is an Eastern European immigrant with an MA in TESOL; she teaches courses in composition and literature. Through the course of our interviews with Darya, she notes her everyday labor includes—in addition to teaching three courses, tutoring ten hours a week, and directing the center—advising a student literary magazine, chairing a campus review committee, creating Web resources for the writing center website, surveying student users, promoting the center to faculty and students via Facebook and other means, and developing a program for training tutors. Darya impresses us by the special touches she adds to her work. For example, she expresses her desire to organize a silent auction for the student magazine, and she puts together a prize package for the 100th visitor to the writing center each term.

This everyday labor is pressing, for sure, but emotional labor is perhaps most overwhelming in Darya's writing center work. Just one semester before our study began, Darya's administration approved the use of a space and a course release for her to start a writing center. By the second semester of the writing center's existence, Darya was told that the course release would no longer be granted, and she was asked by the college president to find another way to keep the center open. Additionally, although Darya fought to hire peer tutors and found her work with them very rewarding, she notes that she felt pressure to make sure they performed perfectly, as the reputation of the center rests on the job they do. On top of the pressure from administration to make lemonade without lemons and the perceived pressure from colleagues to make her tutors infallible, Darya received little support from her immediate colleagues, who like the writing center but won't fight for it. At the end of the first semester of the study, Darya passed the responsibility of running the center to another colleague—but she could not pass the emotional burden as easily. A year later, Darya still feels some responsibility for the survival of the center.

Conclusion

We began our larger study with two questions: Who is doing the work of directing writing centers? And what is the work of writing centers? The participants we profile here provide a preliminary answer to these questions. First, like several

other participants in our study, these three do not have PhDs or, for that matter, *any* degree in rhetoric and composition. Though it is common for scholars in the field to suggest that coursework in administrative issues or experience in administration is necessary for PhD students in rhetoric and composition—a presupposition that we agree with—that route for preparing future writing center directors would not have helped our participants because neither rhetoric and composition nor administration had been on their radar. Writing centers continue to be directed by a diverse set of people from varied backgrounds, and any notions about preparation for future directors ought to acknowledge this fact.

Second, directing a writing center involves much more than the everyday labor we tend to hear so much about. Indeed, writing center administration means managing a tangle of emotional, disciplinary, and everyday labor. In conversations we had with our participants over the year, it became apparent to us that participants' everyday labor was quite varied—some directors tutored, taught, handled paychecks, developed schedules, and supervised other managers, while others did not. But our participants were more similar than dissimilar in the disciplinary and emotional labor they were engaged with. Almost all participants voiced a desire for more time to devote to disciplinary labor—whether to shore up their credentials or publish in the field—although they recognized that most of their time was spent with everyday concerns and emotional labor they likely had not anticipated.

Our study suggests that, despite talk about increased professionalization, writing center directors still come from a range of different backgrounds and areas of expertise, and perform complex administrative labor for which there is still very little preparation. Our participants and the work they perform throw any notion of a “typical” writing center into question.

Note

1. We use pseudonyms for all participants; they selected their own pseudonyms.

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Non-Tenure-Eligible Writing Center Directors and Successful Mentoring of Undergraduate Peer Writing Tutor-Researchers

Christopher Ervin

According to two studies of writing center operations and administration—the 2001–2002 Writing Centers Research Project (WCRP) survey and the more recent WPA Census—our country’s writing centers are often administered by non-tenure-eligible faculty and staff. The WCRP survey comes from a 2001–2002 report that non-tenure-eligible faculty and staff hold 58% of writing center director positions (Ervin 3). Data shared with the Wcenter listserv on September 11, 2013, suggest that non-tenure-eligible writing center directors are more common today than they were ten years ago; according to the unofficial results of that study, 69% of directors are non-tenure-eligible (Wells).

The job status of writing center directors shapes much about the day-to-day teaching and learning that happens in a center. At some institutions, writing center directors who are not tenure-eligible (NTE) have no access to university travel funds to attend or present at conferences and are also less likely to be credited for research about their centers, if they conduct research at all. And for the small number of writing center directors who are *part-time* faculty or staff (8 of 194 respondents to the 2001–2002 WCRP survey and 12 of 278 respondents in the 2013 preliminary WPA Census), the limitations of their ability to work to improve teaching and learning in their centers is compounded by the possibility that they might, like many part-time college teachers, find it necessary to combine two or more jobs to make ends meet.

Of particular interest to me now is how such contingent positions affect how writing center directors mentor their undergraduate tutoring staff, in particular in how those directors are or are not able to facilitate undergraduate peer writing tutor research (called simply “tutor research” from this point forward). A survey of writing center directors’ research mentoring practices that I conducted in March–May 2013 suggests that despite the kinds of limitations outlined above, some NTE directors

are actively and successfully engaging peer writing tutors in productive research about writing center practice, student writing, and writing instruction.²And even more NTE directors are eager to take on tutor-researchers, mentor them through the planning stages of a project, help them propose a paper or poster for one of the many conferences that feature undergraduate research, and accompany them to those conferences. It is my intention, then, to spotlight some of the successful practices of NTE directors who mentor tutor-researchers in an effort to suggest best practices for those NTE directors who do not mentor tutor-researchers but would like to.

The Survey and Respondents

The survey, distributed online during March, April, and May 2013, asked both writing center directors who *do* and those who *do not* mentor tutor-researchers to answer questions about their centers, the barriers and challenges to mentoring tutor-researchers, the dissemination of tutor research, support for undergraduate research (UR) at their institutions, and their impressions of the benefits of tutor research. The survey consisted of questions that asked directors to choose from a list of responses (about institutional support for undergraduate research and dissemination of tutors' research findings, for example), as well as open-ended questions that invited written responses (e.g., about directors' mentoring practices and barriers to mentoring tutor-research). Responses to open-ended questions were coded and quantified to determine patterns among respondents.

Invitations to participate in the survey were sent to the Wcenter listserv and to a mailing list of almost 1,000 writing center directors or primary contacts for writing centers. The survey results include responses from 107 unique writing centers, and the institutional status of respondents seems to be consistent with the profession as a whole: 28 (37%) were tenured or tenure-eligible faculty directors, and 61 (57%) were non-tenure-eligible faculty or staff. A few (6 respondents) identified as part-time, student, or other (faculty/staff combination, for example). Most of the respondents (88%) identified themselves as the writing center director or coordinator, a few (5.6%) were assistant or associate directors, and a few (6.5%) reported a status of "other" (interim directors, for example).

Of 61 respondents who identified as non-tenure-eligible directors, 25 (41%) reported that their centers *do* support tutor research, and 36 (59%) reported their centers *do not* support tutor research. Particularly interesting is the institutional affiliation of respondents who *do* and who *do not* mentor tutor-researchers: Of those directors who *do* mentor tutor-researchers ($n = 25$), 18 (72%) reported affili-

ation with a traditional humanities department (English, writing, composition and rhetoric, or communications), and only 7 (28%) reported affiliation with another unit (provost or academic dean, academic affairs, academic services, or an independent writing center). Almost the opposite is true among those NTE directors who reported they *do not* mentor tutor-researchers ($n = 36$): Among that group, only 13 (30.5%) reported affiliation with a traditional humanities department, and the remaining 23 (69.5%) reported affiliation with another unit. In short, NTE directors who are affiliated with traditional academic departments like English and writing are having more research-mentoring success in their writing centers, and those NTE directors who are not mentoring tutor-researchers are more likely to report to units other than traditional departments. However, a small number of NTE directors who do not report to traditional departments are achieving successes in UR mentoring, and it is that handful of NTE directors who might offer guidance and even models for success for those NTE directors who wish to initiate tutor-research in their centers.

Mentoring Tutor-Research: NTE Directors

Nine NTE directors who did not report an affiliation with a traditional humanities department reported that they mentor tutor research, and from those nine respondents' descriptions of their mentoring activities, several common practices emerge.

Tutor Research Feeds Back into Practice

NTE directors, especially those at associate- and baccalaureate-only colleges, might find it difficult to justify (to themselves, their colleagues, the administration, and even their tutoring staff) conducting research and mentoring tutor-researchers in their writing centers when their own positions do not require them to conduct and publish research, and their tutors may fail to see any value or relevance in research on their writing center. In fact, "relevance/value" was often noted as a barrier by those who mentor and those who do not, as was institutional support (financial or otherwise):

- "At my community college, many of my tutors are not majors in English/composition and are therefore not especially interested in doing research in writing centers."
- "None of the tutors in my center has attempted to do writing center (or tutoring-related) research. The tutors do research in their own academic areas with their professors."

- “Our undergraduate tutors are drawn from a wide variety of disciplines, and if they do research, they typically do it in their own disciplines. We don’t have a composition program or linguistics, and as far as I know, the education students don’t do a lot of research.”
- “One barrier is the lack of wider, structural reasons at the institution for such research to occur. We do not have, for instance, a writing major or a for-credit tutoring course, so any research done would just be for personal reasons/interest.”
- “There is no writing or composition major, so our consultants may not see such research as valuable to them beyond the Center.”
- “Inadequate staffing to allow for mentoring time; inadequate institutional (senior administration) support for such activity.”
- “Because my position is a staff position, not a faculty one, I do not have access to the Undergraduate Research travel funds which allow faculty to participate in off-campus conferences, along with their mentees.”

What we learn from the small number of NTE directors who are not associated with traditional humanities departments, though, is that tutor research can be successfully framed as inquiry-based reflection on practice that contributes directly to teaching and learning in the center. Jimmy Drexel¹, an NTE director at a four-year baccalaureate college, encourages tutors to see research as directly relevant to their work with student writers: “They learn more about the complexity of WC work (which they already knew intuitively) and about the significant patterns that show up in their own work and that of their WC colleagues (some good, some troubling, some confusing, etc.) . . . ; they learn to appreciate the complexity of writing and of writers.” Drexel describes two such projects, one of which was a study (collaborative between director and tutor) that analyzed “racially charged comments or events that occurred” in their center based on information found in session reports; the result was a proposal about how best to respond to racially charged incidents in the future. Samantha Clark, professional staff director at a master’s-degree-granting college, noted that in her center, “Tutors participate in action research [that] includes identifying an issue or question, developing methods of addressing the issue in our practice, observing and reflecting on changes in our practice, and creating resources to support application of insights from the process.”

Roberta Kjesrud, a professional staff administrator at Western Washington University, describes her center’s annual “Legacy Project,” which is completed by a research team that “produces an artifact for future generations of writers or writing assistants, an annotated bibliography, and a staff development session presenting results of primary research.” And finally, one director describes how research cul-

minates in a “scripted Web series where tutors face challenging scenarios and then use research-based solutions. Tutors write the scripts using a range of published research to inform their writing.”

Comments from other directors suggest that tutor-research that is tied directly to improving teaching and learning in a writing center makes such research valuable and justifiably part of a director’s responsibilities: 52% of NTE directors and 48% of tenure-eligible directors report that tutor-researchers become better tutors and better writers.

Tutor Research Is Prompted by and Culminates in Research Presentations

A second activity that is common among the nine NTE directors not affiliated with traditional departments is that tutor research is prompted by and often culminates in research presentations to peers, faculty, and writing center professionals. All nine noted that they mentor tutor-researchers by encouraging them to propose presentations for academic conferences and providing feedback on planning, conducting, and writing the results of their research for conference presentation. Those directors further indicated that their tutors actually present their results at a conference of some kind, either a local (campus) undergraduate research conference or symposium, a regional writing center association conference or other regional conference that is friendly to undergraduate researchers, or at the national conferences (IWCA or the National Conference on Peer Tutoring in Writing). Additionally, some directors ask tutor-researchers to present at staff development or faculty meetings, reinforcing the value of conducting practice-based research for the center’s staff and the institution’s faculty.

Senior Tutor-Researchers Mentor Novice Tutor-Researchers Individually or on Teams

Quite common in writing centers represented in this study are directors who establish research teams or encourage or require experienced tutor-researchers to mentor novice tutor-researchers. Lauri Dietz, professional staff director of DePaul’s University Center for Writing-based Learning (and who herself has published about undergraduate research in the humanities), describes how in her center, research teams made up of graduate students and undergraduates complete assessment and other research projects. Moreover, she writes, “Even undergrad students not officially on the research team will be trained to help out in collecting and processing data when they have time between appointments.” Kjesrud also describes a team-mentored approach to tutor research that begins in a peer-tutoring seminar and continues in “research labs” when the seminar has ended: “There are currently five research projects underway, and these are mentored by me in the seminar por-

tion of the course and in research labs mentored by senior tutors who completed a similar project in a previous year.” So not only are new tutors encouraged to participate in research, but some of them begin to mentor new tutor-researchers once they have gained experience and become “senior staff.” This arrangement is not uncommon among directors who mentor tutor-researchers: 22% noted that veteran tutor-researchers mentored novice tutor-researchers as part of their tutoring responsibilities. Such an approach not only falls in line with theories of peer tutoring and collaborative learning, but it also allows some research mentoring to fall to someone other than the director.

Tutor Research Is Tied to Writing Center Assessment

A final common element present in tutor-research mentoring practices of NTE directors is a tendency for them to frame writing center assessment activity as research (both for themselves and for their tutor-researchers). While assessment might prove problematic for many writing center directors, claims about the difficulty in providing evidence of student learning in a writing center context, at least in the common lore among writing center directors, fall on deaf administrative ears when colleges and universities are being required to demonstrate that their faculty and staff are educating students. The tenured or non-tenure-eligible writing center director who establishes a systematic and cyclical assessment process in which researchable questions about student learning are asked, evidence is collected and analyzed, and results are disseminated to stakeholders will impress administrators and colleagues. NTE directors who responded to the survey have found ways to involve tutor-researchers in these assessment activities and often encourage them to present their findings to faculty and their peer-tutor colleagues. Jimmy Drexel described a two-year assessment project that involved tutors learning individual and focus-group interviewing, coding methodology, data analysis, and presentation at a regional writing center association conference, for example.

Moreover, a benefit of such projects is that assessment is typically cyclical; it must be repeated regularly to show change over time in teaching and learning. Thus, a longitudinal project that involves a team of tutor-researchers whose membership is always changing (when new tutors are hired and veteran tutors graduate) can reduce the learning curve for tutors and eliminate much of the intense mentoring that often has to happen with tutor-researchers’ independent projects or tutor/director collaborative projects. Assessment research in writing centers, such as projects studying student satisfaction with tutoring or self-reported improvement in writing, might be simplistic for advanced writing center professionals, but for the tutors who have no experience with assessment, these can be projects that extend

tutors' research skills. And they fit within an ongoing program of assessment. Such projects are similar to many faculty-driven undergraduate research projects in the sciences, in which student researchers sign on with a faculty member's project and assist with data collection and analysis and sometimes help report results.

What's Not Necessary for NTE Directors Who Mentor Tutor-Researchers

NTE directors who reported they do not mentor tutor-researchers identified many barriers to doing so. Nine (25%) perceive tutor research as having little or no value or relevance either to the tutors or to the writing center. Outside of that group, though, directors reported various situational factors that discouraged them from taking on tutor-researchers. Over 20% reported that they either had no tutoring course in which to place research instruction or no English or writing majors among their staff, or there were other institutional situations that created barriers to mentoring. However, those NTE directors who *do* mentor tutor-researchers show us that tutor research is not always situated in a writing center course. In fact, only 3 out of the 9 NTE directors who are not affiliated with a traditional department reported that research mentoring occurred in part or fully within the context of a writing center course. And affiliation with an English or writing department is not a prerequisite to initiating tutor research in writing centers. Again, 9 of the 25 NTE directors who mentor tutor-researchers are affiliated with or direct a center that is affiliated with English or writing departments (this finding does not account for the tutors' majors, though; that information was not requested). Further, significant institutional support is not always necessary for NTE directors who mentor tutor-researchers. Only half of those directors who mentor reported that their institutions support undergraduate research in significant ways such as grants for undergraduates to conduct research and/or to travel to present research or grants for faculty-student collaboration. Even though it makes sense that undergraduate research is more feasible at institutions where such support is present, it must not be considered prerequisite to initiating a tutor research program for NTE directors (who might not even be eligible for such funds when they are available if those funds are limited to tenure-eligible faculty).

Conclusion: Research Mentoring Despite Institutional Limitations

Non-tenure-eligible positions often place limitations on writing center directors that tenure-eligible faculty directors are not faced with. Tenure-eligible faculty directors often have access to travel funding, research grants, and course release for research. It is not unusual for faculty directors to teach writing center theory/practice courses

in which tutor research can easily find a home. And the expectation that a writing center director should stay current in the field's scholarly conversation, which includes contributing to that conversation, is always present for tenure-eligible faculty directors, but it's not uncommon for there to be no research expectations at all for a non-tenure-eligible director's position. Non-tenure-eligible directors, though, often come to their positions with the training and expertise in research (from their graduate programs) that make them suitable mentors for peer-tutor researchers, and my attempt here is to describe a few common approaches to tutor research from a small group of NTE directors who are beginning to find success, or who have established programs of tutor research in their centers that can only be described as impressive. NTE directors who wish to begin their own tutor-research mentoring journey might look to their colleagues (who are in very similar situations) for guidance and encouragement.

Note

1. Pseudonyms are used for directors who requested anonymity; for those who did not, actual names are used.

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Community Writing Center*

Tiffany Rousculp

CCCC/NCTE Studies in Writing & Rhetoric Series

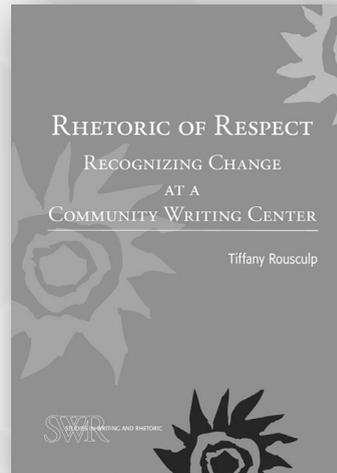
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Drawing from her decade leading Salt Lake Community College's Community Writing Center (CWC), Tiffany Rousculp advocates cultivating relationships within a "rhetoric of respect" that recognizes the abilities, contributions, and goals of all participants. Rousculp calls for understanding change not as a result or outcome, but as the potential for people to make choices regarding textual production within regulating environments.

The book's dynamic movement through stories of failure, success, misunderstanding, and discovery is characteristic of the way in which academic-community relationships in transition pivot between disruption and sustainability. By inquiring into the CWC's history, evolution, internal dynamics, relationships with stakeholders, and interplay between power and resistance, Rousculp situates the CWC not as an anomaly in composition studies but as a pointer to where change can happen and what is possible in academic-community writing partnerships when uncertainty, persistence, and respect converge.



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