University of Massachusetts Dartmouth
Multiliteracy and Communication Center
2018-2019 Annual Report

Overview and Accomplishments

The programs and services offered by the Multiliteracy and Communication Center in its inaugural year, I believe, contributed significantly to the larger student success initiatives at UMass Dartmouth. As director, I look forward to continuing to solidify the MCC as a center where faculty, staff, and students at all levels can seek support for written projects, presentations, public speaking assignments, and other multimodal communicative tasks.

To highlight just a few accomplishments of the center from the 2018-2019 academic year:
- Tutors and administrative staff completed 2,055 face-to-face and synchronous online appointments
- In the anonymous post-session surveys, over 96% of respondents reported that their session was either "excellent," "very good," or "good," with over 78% of respondents specifically noting that their session with a tutor was "excellent"
- Over 93% of survey respondents indicated that they plan to return to the MCC in the future, and half of those who had made appointments (~50%) actually did return for at least one subsequent visit

In addition to offering these one-on-one consultations, members of the administrative team also offered several workshops to campus communities and partnered with multiple organizations, specifically:
- The Claire Carney Library, where tutors held evening hours in the Library Learning Commons four days a week
- The American Language and Cultures Institute, where a small group of tutors worked as embedded tutors in ALCI support courses

Ongoing Challenges

Establish MCC's Purpose as Primary Center for Writing Support

The most significant challenge that staff faced this year is facilitating widespread comprehension of the MCC's purpose, especially as delineated from the Writing and Reading Center. This is a concern faced by almost every staff member on a consistent basis—from students asking staff at the receptionist desk the extent to which the MCC is "different" from the WRC, to faculty unsure about how to inquire about a student's TRIO status and, thus, the appropriateness of referring them to the WRC.

Almost 75% of the students who visit the MCC do so to work on "traditional" written assignments (the other highest-selected categories beyond "other" were 4% of appointments made for assistance with presentations and 3% for assistance with "research skills.") These statistics illustrate that students are primarily seeking assistance with these written essays, again perhaps indicating why the distinction between the MCC and the WRC becomes confusing. While it is my hope that with more targeted recruitment efforts of tutoring staff and advertising/outreach to all colleges, we might be able to increase the number of students

coming to the center for assistance with multimodal projects, it is clear that the MCC should be responsive in training initiatives to the current needs of students.

Bolster Structural/Administrative Support

During the fall semester, we realized that it was necessary to have a consistent presence at the front desk to help direct students to tutors and schedule walk-in appointments. The three administrators would take on this role when we were present at the center, but it quickly began to occupy almost all of our available time, and we were also not able to be present for every hour that the center is open. We thus, in spring 2019, pulled tutors of off the schedule for hour-long receptionist shifts. While some tutors seemed to enjoy this, we are concerned in the long term about how limiting tutoring availability will impact the number of hours we can offer. If there is interest or ability to add a member to the MCC's administrative team, a full-time staff administrative assistant/receptionist would provide a consistent, professional welcoming presence and help alleviate some of the scheduling burdens.

Additional Budgetary Requests

Key Card Reader

Currently, when an administrator isn't available, tutors on the opening shift must go pick up the key from the English department's administrative assistant, and then someone must ensure that the key is returned prior to the end of the day. A front door key card reader that would enable multiple staff members to open/close the center would significantly ease this process.

Travel to International Writing Center Association Conference in Columbus, OH & Additional Professional Development Opportunities for Tutors

The three members of the administrative team applied for and were accepted to present at the 2019 IWCA Conference in Columbus, OH on the process of building a multiliteracy center. While I am eligible for funds to attend the conference, the other two members of the team (one a graduate student and the other a part-time lecturer) are not. Other undergraduate and graduate student staff members too have also expressed interest in attending both national or local writing center conferences (e.g., the New England Writing Center Association Conference). I believe that attending conferences provides an exceptional professional development opportunity for staff and any funds that might be allocated to assist with conference expenses would be highly useful.

Attachments
- Full 2018-2019 MCC appointment data from WCOnline
- MCC Program Coordinator (Josh Botvin) Tasks/Accomplishments
- MCC Graduate Assistant (Amanda Grosvenor) Tasks/Accomplishments

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System Statistics Report

This report provides an overall view of the data within your WCONLINE site and should be considered the primary comprehensive data report within the program. Using the options below, the report can be limited to a variety of data sets, including to a specific staff or resource, schedule, or date range.

Schedule Limit ❓

INCLUDE DATA FROM ALL SCHEDULES
Multiliteracy & Communication Center
Library Learning Commons

Staff or Resource Limit ❓

INCLUDE DATA FROM ALL RESOURCES
Abby (Multiliteracy & Communication Center)
Amanda (Multiliteracy & Communication Center)
Cherri (Multiliteracy & Communication Center)
Christina (Multiliteracy & Communication Center)

Client Limit ❓

[   ]

Starting Date Limit

📅 September 10, 2018

Ending Date Limit

📅 May 8, 2019

This report can be further limited to clients who have made specific selections from drop-down questions on your registration form. To apply such a limit, select the limiting answer below.

Standing

INCLUDE DATA FROM ALL CLIENTS ⏷

Graduation Year

INCLUDE DATA FROM ALL CLIENTS ⏷

Do you take the majority of your classes online or in person?

INCLUDE DATA FROM ALL CLIENTS ⏷

Did you graduate from high school in the United States?

INCLUDE DATA FROM ALL CLIENTS ⏷

How did you hear about the MCC?

INCLUDE DATA FROM ALL CLIENTS ⏷

RUN REPORT	RESET REPORT

2055

14 Walk-In Appointments
0 eTutoring Appointments
89 Online Appointments
1437 Occupied Hours

185 Missed Appointments
508 Placeholder Appointments
844 Canceled Appointments

685

808 New Client Registrations
26 Client Profiles Updated

1378

179

GLOBAL STATISTICS

APPOINTMENTS BY SCHEDULE

Library Learning Commons	**240**	11.68%	
Multiliteracy & Communication Center	**1817**	88.42%	

APPOINTMENTS BY STAFF OR RESOURCE

Abby	**71**	3.45%	
Abby (LLC)	**11**	0.54%	
Amanda	**3**	0.15%	
Cherri	**1**	0.05%	
Christina	**198**	9.64%	
Elisabeth	**2**	0.1%	
Grant	**88**	4.28%	
Grant (LLC)	**26**	1.27%	
Jaclyn	**97**	4.72%	
Josh	**6**	0.29%	
Juhi	**91**	4.43%	
Juhi (LLC)	**14**	0.68%	
Julie	**5**	0.24%	
Laurel	**55**	2.68%	
Leesa	**77**	3.75%	
Mae	**22**	1.07%	
Marah	**21**	1.02%	
Mary	**41**	2%	
Mary (LLC)	**22**	1.07%	
Matt	**89**	4.33%	
Matt (LLC)	**13**	0.63%	
Mavis	**38**	1.85%	
Mavis (LLC)	**12**	0.58%	
Melissa	**10**	0.49%	
Mitchell	**50**	2.43%	

Morgan	44	2.14%	
Morgan (LLC)	18	0.88%	
Nina	46	2.24%	
Osamah	41	2%	
Osamah (LLC)	8	0.39%	
Phylicia	60	2.92%	
Phylicia (LLC)	6	0.29%	
Pranay	5	0.24%	
Pranay (LLC)	11	0.54%	
Professor Shriver (International Students Only)	3	0.15%	
Professor Zhang (Navitas Students Only)	3	0.15%	
Quinn	23	1.12%	
Quinn (LLC)	7	0.34%	
Sam H.	81	3.94%	
Samantha	99	4.82%	
Sara A.	131	6.37%	
Sara A. (LLC)	36	1.75%	
Sarah L.	99	4.82%	
Sarah L. (LLC)	44	2.14%	
Sarah M.	89	4.33%	
Sarah M. (LLC)	12	0.58%	
Zack	128	6.23%	

NUMBER OF VISITS PER CLIENT

Visited 1 Time	327	47.74%	
Visited 2 Times	104	15.18%	
Visited 3 Times	56	8.18%	
Visited 4 Times	40	5.84%	
Visited 5 Times	35	5.11%	
Visited 6 Times	24	3.5%	
Visited 7 Times	14	2.04%	
Visited 8 Times	16	2.34%	
Visited 9 Times	6	0.88%	
Visited 10+ Times	63	9.2%	

TIME & DATE STATISTICS

APPOINTMENTS BY DAY OF THE WEEK

Monday	376	18.3%	
Tuesday	423	20.58%	
Wednesday	457	22.24%	
Thursday	433	21.07%	

| Friday | **323** | 15.72% | |
| Sunday | **45** | 2.19% | |

APPOINTMENTS BY MONTH

January	**21**	1.02%	
February	**272**	13.24%	
March	**217**	10.56%	
April	**452**	22%	
May	**88**	4.28%	
September	**122**	5.94%	
October	**352**	17.13%	
November	**307**	14.94%	
December	**226**	11%	

APPOINTMENTS BY YEAR

| 2018 | **1007** | 49% | |
| 2019 | **1050** | 51.09% | |

APPOINTMENTS BY STARTING TIME

10:00am	**188**	9.15%	
10:30am	**79**	3.84%	
11:00am	**287**	13.97%	
11:30am	**122**	5.94%	
12:00pm	**186**	9.05%	
12:30pm	**96**	4.67%	
1:00pm	**178**	8.66%	
1:30pm	**99**	4.82%	
2:00pm	**198**	9.64%	
2:30pm	**76**	3.7%	
3:00pm	**108**	5.26%	
3:30pm	**60**	2.92%	
4:00pm	**104**	5.06%	
4:30pm	**36**	1.75%	
6:00pm	**61**	2.97%	
6:30pm	**18**	0.88%	
7:00pm	**65**	3.16%	
7:30pm	**14**	0.68%	
8:00pm	**74**	3.6%	
8:30pm	**8**	0.39%	

APPOINTMENTS BY SCHEDULED LENGTH

30 minutes	**1247**	60.68%	
60 minutes	**805**	39.17%	
90 minutes	**3**	0.15%	

120 minutes	**2**	0.1%	

REGISTRATION FORM STATISTICS

Statistics based on **2055 appointments** and **685 clients who had appointments** within the specified parameters of this report.

STANDING

Faculty	APPTS.	**4**	0.19%	
	CLIENTS	**1**	0.15%	
Freshman	APPTS.	**1088**	52.94%	
	CLIENTS	**287**	41.9%	
Graduate Student	APPTS.	**84**	4.09%	
	CLIENTS	**34**	4.96%	
Junior	APPTS.	**338**	16.45%	
	CLIENTS	**131**	19.12%	
Senior	APPTS.	**198**	9.64%	
	CLIENTS	**72**	10.51%	
Sophomore	APPTS.	**267**	12.99%	
	CLIENTS	**122**	17.81%	
Staff	APPTS.	**6**	0.29%	
	CLIENTS	**1**	0.15%	

GRADUATION YEAR

2019	APPTS.	**201**	9.78%	
	CLIENTS	**80**	11.68%	
2020	APPTS.	**343**	16.69%	
	CLIENTS	**132**	19.27%	
2021	APPTS.	**268**	13.04%	
	CLIENTS	**131**	19.12%	
2022	APPTS.	**1016**	49.44%	
	CLIENTS	**279**	40.73%	
2023	APPTS.	**72**	3.5%	
	CLIENTS	**6**	0.88%	
2024	APPTS.	**26**	1.27%	
	CLIENTS	**5**	0.73%	
N/A	APPTS.	**125**	6.08%	
	CLIENTS	**17**	2.48%	

DO YOU TAKE THE MAJORITY OF YOUR CLASSES ONLINE OR IN PERSON?

In person	APPTS.	**1896**	92.26%	
	CLIENTS	**619**	90.36%	
N/A	APPTS.	**89**	4.33%	

	CLIENTS	**9**	1.31%	
Online	APPTS.	**59**	2.87%	
	CLIENTS	**20**	2.92%	

DID YOU GRADUATE FROM HIGH SCHOOL IN THE UNITED STATES?

N/A	APPTS.	**6**	0.29%	
	CLIENTS	**1**	0.15%	
No	APPTS.	**303**	14.74%	
	CLIENTS	**71**	10.36%	
Yes	APPTS.	**1672**	81.36%	
	CLIENTS	**573**	83.65%	

HOW DID YOU HEAR ABOUT THE MCC?

Class Visit	APPTS.	**298**	14.5%	
	CLIENTS	**77**	11.24%	
Fellow Student	APPTS.	**106**	5.16%	
	CLIENTS	**36**	5.26%	
Flyer	APPTS.	**28**	1.36%	
	CLIENTS	**6**	0.88%	
MCC Staff Member	APPTS.	**144**	7.01%	
	CLIENTS	**34**	4.96%	
Other	APPTS.	**120**	5.84%	
	CLIENTS	**30**	4.38%	
Professor/Syllabus	APPTS.	**988**	48.08%	
	CLIENTS	**372**	54.31%	
Walk In	APPTS.	**265**	12.9%	
	CLIENTS	**81**	11.82%	
Website	APPTS.	**26**	1.27%	
	CLIENTS	**8**	1.17%	

FILL-IN QUESTIONS

VIEW ANSWERS: **Major**
VIEW ANSWERS: **Please indicate what languages you communicate in frequently (e.g., English, Mandarin, Cantonese, Portuguese, Spanish, etc.)**

APPOINTMENT FORM STATISTICS

Statistics based on **2055 appointments** within the specified parameters of this report.

WHAT TYPE OF ASSIGNMENT ARE YOU WORKING ON TODAY?

Cover Letter	**12**	0.58%	
Dissertation	**8**	0.39%	
Document Design	**8**	0.39%	

Essay	**1528**	74.36%	
Graduate or Honors Thesis	**10**	0.49%	
Listening Skills	**6**	0.29%	
MA Thesis	**1**	0.05%	
Other	**197**	9.59%	
Presentation	**79**	3.84%	
Public Speaking	**5**	0.24%	
Reading Skills	**21**	1.02%	
Research Skills	**57**	2.77%	
Resume	**14**	0.68%	
Statement of Purpose	**18**	0.88%	
Thesis	**3**	0.15%	
Video/Audio Assignment	**4**	0.19%	
Web Writing	**27**	1.31%	

APPOINTMENTS BY FOCUS

Accounting	**1**	0.05%	
Art	**1**	0.05%	
Bioengineering	**2**	0.1%	
Biology	**1**	0.05%	
Creative Writing	**1**	0.05%	
Economics	**1**	0.05%	
Engineering	**1**	0.05%	
English	**236**	11.48%	
English Language Learners (ELL)	**12**	0.58%	
Graduate Writing	**3**	0.15%	
History	**7**	0.34%	
Literature	**1**	0.05%	
Psychology	**2**	0.1%	
Public Speaking	**1**	0.05%	
Research Skills	**1**	0.05%	
Science Writing	**1**	0.05%	
Sociology	**4**	0.19%	
Technical Writing	**3**	0.15%	

FILL-IN QUESTIONS

VIEW ANSWERS: **Course**
VIEW ANSWERS: **Instructor**
VIEW ANSWERS: **Is there anything you would like your tutor to know in order to best support your learning experience (e.g., learning style preferences, technology needs, etc.)?**
VIEW ANSWERS: **What would you like your tutor to assist you with?**

CLIENT REPORT STATISTICS

Statistics based on **1378 client report forms** within the specified parameters of this report.

ACTUAL LENGTH OF SESSION

5 minutes	**3**	0.22%	
10 minutes	**20**	1.45%	
15 minutes	**23**	1.67%	
20 minutes	**30**	2.18%	
25 minutes	**21**	1.52%	
30 minutes	**748**	54.28%	
35 minutes	**14**	1.02%	
40 minutes	**10**	0.73%	
45 minutes	**19**	1.38%	
50 minutes	**11**	0.8%	
55 minutes	**11**	0.8%	
60 minutes	**450**	32.66%	
70 minutes	**4**	0.29%	
80 minutes	**2**	0.15%	
90 minutes	**5**	0.36%	
100 minutes	**1**	0.07%	
120 minutes	**2**	0.15%	

FILL-IN QUESTIONS

VIEW ANSWERS: **Assignment**
VIEW ANSWERS: **Comments**

SURVEY FORM STATISTICS

Statistics based on **179 surveys** within the specified parameters of this report.

SURVEYS BY STAFF OR RESOURCE

Christina (Multiliteracy & Communication Center)	**25**	13.97%	
Sarah M. (Multiliteracy & Communication Center)	**8**	4.47%	
Zack (Multiliteracy & Communication Center)	**10**	5.59%	
Sara A. (Multiliteracy & Communication Center)	**5**	2.79%	
Nina (Multiliteracy & Communication Center)	**3**	1.68%	
Grant (Multiliteracy & Communication Center)	**3**	1.68%	
Mary (Multiliteracy & Communication Center)	**2**	1.12%	
Sarah L. (Multiliteracy & Communication Center)	**6**	3.35%	
Quinn (Multiliteracy & Communication Center)	**3**	1.68%	
Jaclyn (Multiliteracy & Communication Center)	**4**	2.23%	

Osamah (Multiliteracy & Communication Center)	5	2.79%	
Samantha (Multiliteracy & Communication Center)	7	3.91%	
Sara A. (LLC) (Library Learning Commons)	1	0.56%	
Mary (LLC) (Library Learning Commons)	2	1.12%	
Quinn (LLC) (Library Learning Commons)	2	1.12%	
Osamah (LLC) (Library Learning Commons)	1	0.56%	
Mavis (LLC) (Library Learning Commons)	2	1.12%	
Sarah L. (LLC) (Library Learning Commons)	3	1.68%	
Grant (LLC) (Library Learning Commons)	1	0.56%	
Matt (Multiliteracy & Communication Center)	8	4.47%	
Leesa (Multiliteracy & Communication Center)	8	4.47%	
Melissa (Multiliteracy & Communication Center)	4	2.23%	
Laurel (Multiliteracy & Communication Center)	10	5.59%	
Matt (LLC) (Library Learning Commons)	1	0.56%	
Professor Shriver (International Students Only) (Multiliteracy & Communication Center)	4	2.23%	
Elisabeth (Multiliteracy & Communication Center)	1	0.56%	
Amanda (Multiliteracy & Communication Center)	2	1.12%	
Josh (Multiliteracy & Communication Center)	3	1.68%	
Phylicia (Multiliteracy & Communication Center)	6	3.35%	
Juhi (Multiliteracy & Communication Center)	5	2.79%	
Pranay (Multiliteracy & Communication Center)	2	1.12%	
Mitchell (Multiliteracy & Communication Center)	2	1.12%	
Abby (Multiliteracy & Communication Center)	8	4.47%	
Sam H. (Multiliteracy & Communication Center)	3	1.68%	
Julie (Multiliteracy & Communication Center)	3	1.68%	
Morgan (Multiliteracy & Communication Center)	4	2.23%	
Pranay (LLC) (Library Learning Commons)	1	0.56%	
Mae (Multiliteracy & Communication Center)	2	1.12%	
Client selected 'Unknown'	9	5.03%	

I WOULD RATE THIS SESSION

Excellent	140	78.21%	
Fair	5	2.79%	
Good	9	5.03%	
Unacceptable	1	0.56%	
Very Good	24	13.41%	

I WILL RETURN TO THE MCC

Maybe	10	5.59%	
No	1	0.56%	
Yes	168	93.85%	

FILL-IN QUESTIONS

VIEW ANSWERS: **What did you learn in your session with your tutor? What will you take with you?**
VIEW ANSWERS: **Comments or Suggestions**

The Multiliteracy & Communication Center (MCC) is a free tutoring service for all U Mass Dartmouth students.

We can help you interpret, draft, and revise communications assignments of all types, including texts, presentations, and multimodal projects.

Our goal is to help all UMassD students grow as independent and confident communicators—on the written page and across a variety of current and emerging platforms and technologies.

How to Use the Scheduler:

- If this is your first time making an appointment at the MCC, you will need to register for an account. Please use your UMassD email address to register.
- Once you've completed the registration process, you can log in to access the schedule of available appointments.
- White squares indicate available appointments. Appointments can be made for either 30 minutes or a full hour (maximum one appointment/day).
- Use the "limit to" pull down menu at the top of the page to narrow tutors by subject/area of expertise, or you can read tutors' bios when you click on available appointment squares. Please make an appointment with a tutor whose expertise matches the subject/assignment that you're working on.

›› Multiliteracy & Communication Center Website

›› University of Massachusetts Dartmouth

Program Coordinator Tasks/Accomplishments 2019, completed by Josh Botvin:

- Day-to-day supervision of tutoring staff and the MCC, which includes:
    - Making necessary amendments to the schedule
    - Booking/canceling/modifying appointments
    - Answering clarifying questions for tutors and tutees before/during/after tutoring sessions
    - Observing tutoring sessions and providing feedback to tutors
    - Providing an outlet for staff to discuss their stress and problems in and out of the MCC
    - Resolving/moderating conflicts between members of tutoring staff or clients of the Center
    - Working with appointments when a tutor feels uncomfortable for either personal or academic reasons
    - Covering hours either in reception or during a tutoring shift in the event of call-outs or no-shows
    - Helping tutors through conflicts or issues not directly related to the Center (classwork, advising, etc.)
    - Discussing FYE program-wide goals and expectations with tutors (many of our clients come for help in FYE courses)
    - Keeping the Center clean and stocked with food for our staff
    - Addressing issues with technology and contacting necessary departments when the issue is beyond my capabilities
- Outreach for the MCC, which includes:
    - Creating and moderating in-class workshops on writing, citation, presentation skills, and other multimodal techniques
    - Giving tours of the Center
    - Organizing class visits where tutors provide an overview of the MCC services
    - Speaking with fellow faculty members about the Center
    - Encouraging students to take the ENL-359 course
- Programmatic work with the administrative staff, which includes:
    - Attending weekly meetings to discuss policy, procedure, and any relevant issues or concerns
    - Developing best practices for session observations, providing of feedback, organizing schedule, and enacting disciplinary practices for tutoring staff
    - Developing policies and procedures for dealing with issues related to tutees
    - Discussing social media strategies and campaigns
    - Organizing topics and content for staff meetings
    - Discussing and submitting conference proposal materials for IWCA to present our work at the MCC

I've made this list as objective as possible for providing a clear overview of the responsibilities that I believe are most reflective of the work I completed as the MCC's Program Coordinator. I would also like to briefly discuss on a more subjective level why I believe that the Center's structure works well in its current form.

To begin, Dr. Buck's selfless dedication to the development and success of the Center has set a high standard that each member of our staff works to attain. Her presence, expertise, and leadership have made what should rightfully have been an overwhelming process of opening and operating a brand-new writing center a smooth experience that benefitted countless students. I feel she has very much molded the template for what a director of this Center should be: empathetic, passionate, willing to listen and change, and completely committed to her staff and students.

In a specific sense, our Graduate Assistant Amanda is an invaluable piece of our administrative team. In addition to having the respect of our tutoring staff which allows her to lead the space when Dr. Buck or myself are not present, she has been essential to the development of the MCC since its initial inception. In a general sense, the position of Graduate Assistant works positively on multiple levels. In addition to allowing a graduate student to gain administrative experience, it provides a great deal of flexibility to the Center, particularly when other administrative staff also work as faculty with fluctuating schedules. Having a third member of the administrative team also works for providing another perspective to the day-to-day situations that arise throughout the course of a semester.

Having a Program Coordinator position is helpful in supplementing the hours in which an administrator is present. With several administrative staff members working part-time hours, the Program Coordinator position is able to provide another yet resource for the tutoring staff. Additionally, having this position be a representative from the First Year English Department seems to be a helpful structure. Since many clients come to the MCC from FYE courses, this faculty member provides students with a clearer understanding of a curriculum that many of them either tested out of or have not taken in several years.

I have little experience with the day-to-day curriculum involved in the ENL-359 course, but strictly from an administrative perspective, the current training model works well because it allows tutors to come into the Center on day one ready to take appointments and contribute to the space. The pre-training allows the center to operate without taking tutoring hours away from our staff to complete training models or activities unrelated to the Center. One change I would hope to see for this model would be a university-wide push to encourage students to join the class, which may be helpful for bringing in new tutors from a range of majors and educational backgrounds.

The combination of undergrad and graduate tutors provides a strong balance of staff that have the ability to work from both a more direct perspective of our clients as well as from a position with a bit more expertise under their belts.

MCC Graduate Assistant Tasks/Accomplishments 2019, completed by Amanda Grosvenor:

As MCC graduate assistant:

- Oversees all aspects of MCC functions while at the center and especially during solo administrative shifts; problem-solve as needed when unexpected issues arise
- Supports tutors in performing their role within the center; offer clarification on technical and interpersonal questions as needed
- Trains new tutees on how to use the scheduling software; respond promptly and politely to any customer service issues or complaints
- Makes scheduling changes in MyWCOnline software for both tutors and tutees when necessary; manage appointment changes and last-minute cancellations and substitutions (sometimes remotely)
- Occasionally subs in for tutoring sessions if tutor feels overwhelmed or is unavailable at the last minute for any reason; cover front desk reception shifts as needed
- Unlocks/locks the MCC in the morning and evening during solo shifts. Keep the center tidy by organizing chairs and tables, picking up litter, etc.
- Attends weekly in-person administrative meetings and regularly interact virtually to brainstorm new initiatives, promotion/outreach, event planning, strategies for center success, problem resolution ideas, etc.
- Re-prints necessary forms/documents for the center if they run out
- Interviews and evaluates new tutoring applicants along with other administrators
- Reinforces guidelines and the need for professionalism with tutors if they miss/are late to a shift or are being overly noisy/disruptive, etc.
- Lead Document Resources committee (Fall semester)

Additional note from Amanda:

I think that beyond these activities, there is the less tangible role of serving as a leader and someone who the tutors can count on and come to with questions and concerns even for issues unrelated to tutoring. As tutors, they themselves often perform this role for the tutees who come to them—it can be partly a counseling position at times, whether we would like it to be or not. It can be a very challenging role, and I feel it is important that we provide similar upper-level support to them—within reason, of course. At the same time, we grant each of them a great deal of responsibility and autonomy—we do not micromanage them and we encourage a team-based approach rather than a competitive or overly hierarchical one.