

CONSULTANT HANDBOOK

CENTER FOR WRITING
STUDENT WRITING SUPPORT

Eighteenth Edition

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Please share any additions, corrections, or suggestions to help us create the next edition.

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TABLE OF CONTENTS

DAY-TO-DAY WORK AS A WRITING CONSULTANT	4
STAFF COMMUNICATION	6
SCHEDULING.....	7
PAYMENT	10
FACE-TO-FACE CONSULTATIONS	12
SPECIFICS ABOUT CONSULTING IN APPLEBY	16
OPENING AND CLOSING SWS APPLEBY	19
SPECIFICS ABOUT CONSULTING IN NICHOLSON.....	20
“WHAT IF”S AND OTHER UNCOMFORTABLE THINGS	25
PROFESSIONAL DEVELOPMENT	33
UNIVERSITY POLICIES AFFECTING SWS CONSULTING	37
APPENDIX A.....	39
Prioritizing Victim/Survivor-Centered and Trauma-Informed Support for Students	
APPENDIX B.....	44
Examples of Visit Comments	
APPENDIX C.....	47
Observing a Consulting Session	
APPENDIX D.....	48
Overview of the Center for Writing	
APPENDIX E	52
Center for Writing Glossary	

PURPOSE OF THE HANDBOOK

This handbook is intended to help communicate the mission and practices of the Center for Writing (C4W). As a consultant, you will work with a variety of writers from across the university, and you will be part of a dynamic, multi-disciplinary center. While strategies for teaching and tutoring writing are constantly being researched and improved (and you will have plenty of opportunities to discuss them), this book primarily handles the “nuts and bolts” of work at this writing center.

For specific instructions related to the technological elements of your daily work, please see the Database handbook, available at all consulting tables, as well as at the Attending desk in Nicholson and in the staff room in Appleby. For further reading about writing center pedagogies and practices, see the many books and articles in the Student Writing Support (SWS) library (along the wall behind the Nicholson attendant desk and on the bookshelves in 10 Nicholson and 9 Appleby); your colleagues at the Center are also rich resources for advice on writing center theories and practices.

DAY-TO-DAY WORK AS A WRITING CONSULTANT

While everyone on staff engages in regular and paid ongoing professional development, most daily work revolves around consulting (and reading and writing about consultations)—and we know you’re eager to learn about it right away! Here, then, we introduce some of the philosophy and practices of working as a writing consultant in Student Writing Support. For more on how professional development figures into your work at SWS, please see page 33.

STUDENT WRITING SUPPORT COMMUNITY

Although it’s evident in the day-to-day work of individual writing consultations that Student Writing Support values the one-to-one, a less immediately apparent—but equally powerful—value we share is that of community: the support we provide to each other as a whole staff, and the ways in which we create a safe and welcoming environment for everyone who spends time here—not just clients, but staff as well. Given that, as our mission states, “the Center for Writing is committed to fostering and sustaining a culture of equity, inclusiveness, and openness,” we all play a part in fulfilling this commitment for each other in our daily work.

Part of fulfilling this commitment is thoughtful critique. For SWS to function not only as a community but as what Etienne Wenger would term a “community of practice,” all of us—administrators, new staff, and veterans alike—need to think critically about our work, question the “given”s of Student Writing Support, and collaborate in order to continue evolving and growing.

STUDENT WRITING SUPPORT PEDAGOGY

SWS is a multi-disciplinary program that serves all students working on any kind of writing assignment, including dissertations, senior projects, personal statements, and resumes. Because we

work across the disciplines, you will undoubtedly see texts from outside of your normal area of expertise. In these situations—as in all SWS sessions—the writer is the expert; it is their¹ paper, and our job is to respond as readers and work with the writer to find opportunities for improvement. This spirit of collaboration guides all of our work in the Center for Writing. When the collaboration is between consultants and writers, we pay special attention to power. For example, because consultants have authority as experienced readers and writers (not to mention as institutional representatives), we need to mitigate that authority by being especially careful to work collaboratively with writers on their papers. Regardless of the particular techniques you use, always remember to check in with each writer to make sure that they are comfortable and that the ideas expressed in their text are their own and not those of the consultant or an undocumented source. Another form of our pedagogy of collaboration is among ourselves as consultants—particularly as enacted in visit comments. The practice of reading and writing these comments reminds us that consultations are not discrete events; rather, they are part of each writer’s continued growth and development. As consultants, we have the responsibility to narrate and understand what happened in previous consultations so that we can productively support both the writer and our colleagues. (For more on visit comments, see Appendix B: Writing Visit Comments.)

In addition to working collaboratively, we also follow the dominant writing center pedagogy that suggests that it is best to work with ideas and organization first (known in the literature as “global concerns”) and editing and mechanics last (known as “local concerns”). The rationale is that if a writer is unsure of what they are saying or the ideas are unclear to you as a reader, it is not worth the energy to correct small mechanical mistakes; instead, it would be better to rework the ideas first and then turn to polishing grammar and syntax. Moreover, in a 30-to-40-minute session, you won’t necessarily be able to address every concern in a given paper; you and the writer will need to prioritize. And, while it is important to consider things that the writer identifies as a priority, remember that many writers (especially first-time clients) are unaware that we can help with interpreting assignments, developing arguments, and working on overall organization. The amount of time before a project is due and the writer’s interest in revision also affect the consultation agenda.

Student Writing Support and the Center for Writing are part of a larger ecosystem of writing and research support across the University of Minnesota. Often, if we don’t know the answer to a writer’s question, part of our work is encouraging them to look into other resources already available to them on campus. Some of these resources might be course- or discipline-specific (e.g., seeking support from instructors, departmental staff, or subject librarians). Others might be at the collegiate or university level (e.g., visiting CSE Career Services, the Multicultural Center for Academic Excellence [MCAE], Student Language Support in the Minnesota English Language Program). In other words, SWS is not the only place for students to develop as writers and thinkers in their disciplines; we don’t need—and are not equipped!—to provide solutions all the time. Indeed, an SWS consultation could become a productive occasion for writers to develop and jot down questions they want to ask other people.

CENTER DEVELOPMENT

In order to keep SWS running smoothly, you may be asked to pitch in on a number of tasks around the Center, from updating our library to collating handouts for a workshop or outreach event. And because SWS is part of a larger Center, you may choose (or be asked) to help with projects in other

¹ A note from the editors: throughout this handbook, we use the singular “they” (rather than “he/she”) to reflect the breadth of gender identities that people working in and/or using SWS may have. Our goal is to make the handbook (and our space) as accessible and equitable as possible. For more on using nonbinary gender pronouns, check out our quicktip, [Nonbinary Gender Pronouns](#). Please also see the International Writing Centers Association (IWCA)’s position statement, [“The Use of the Singular ‘They’”](#) (http://writingcenters.org/wp-content/uploads/2018/06/IWCA_Singular_They.pdf), adopted April 2018.

Center programs as well. All of this work is crucial for the Center to continue serving students and faculty, and to grow and change in productive ways. Your own interests and energies play a large role in the life of the Center, so you should feel free to propose projects you'd like to work on to any member of the full-time staff.

STAFF COMMUNICATION

As a C4W employee, you can expect lots of communication from and with the Center's core staff. We hope that you will also communicate with fellow SWS consultants for professional and community-building purposes. However, please do not share the email addresses or phone numbers of any C4W staff without permission from that person. Incidentally, we also strongly discourage you from giving your own email address or phone number to writers with whom you consult. Writers may see the consulting relationship as one based on friendship and expect on-call help on papers. We'd rather that you work with writers when we can pay you.

MAILBOXES

Mailboxes for each current consultant and C4W staff member are located near the entrance to 10 Nicholson. Consultants may use their mailboxes for storing nametags, handbooks, and other materials.

EMAIL

While you are working in the Center, be sure to check your U of M email to see if there are messages from Katie, Kirsten, or Jasmine or a request from a fellow consultant looking for a sub. Center for Writing emails may not come daily, but they are frequent, so be sure to keep an eye on your account every week.

THE SWS BLOG AND SWS-STAFF@UMN.EDU

The SWS blog (under the **Staff** menu in the database, and with the ten most recent posts indicated on your **Consultant Home** page) is a great place to engage in discussion about recent sessions, tell stories, present problems and share solutions, and build community. Like the database that hosts it, the blog is password-protected. All blog entries should be kept confidential among consultants.

As a consultant, you will also be automatically subscribed to sws-staff@umn.edu, an internal mailing list. Use this list for finding subs (in advance of days you know you'll be absent) and making Center-relevant announcements. Like entries in the blog, messages on the SWS list should be kept confidential among current SWS staff.

SCHEDULING

Before the beginning of each semester, you will receive a Schedule Preference Form on which you will list 1) the times you prefer to work and 2) the times you cannot work. Veteran consultants can also indicate if they are interested in working in SWS.online. A full SWS schedule for the entire staff will be developed from this information. If any changes occur with your schedule, please let Katie or Jasmine know as soon as possible so they can make adjustments.

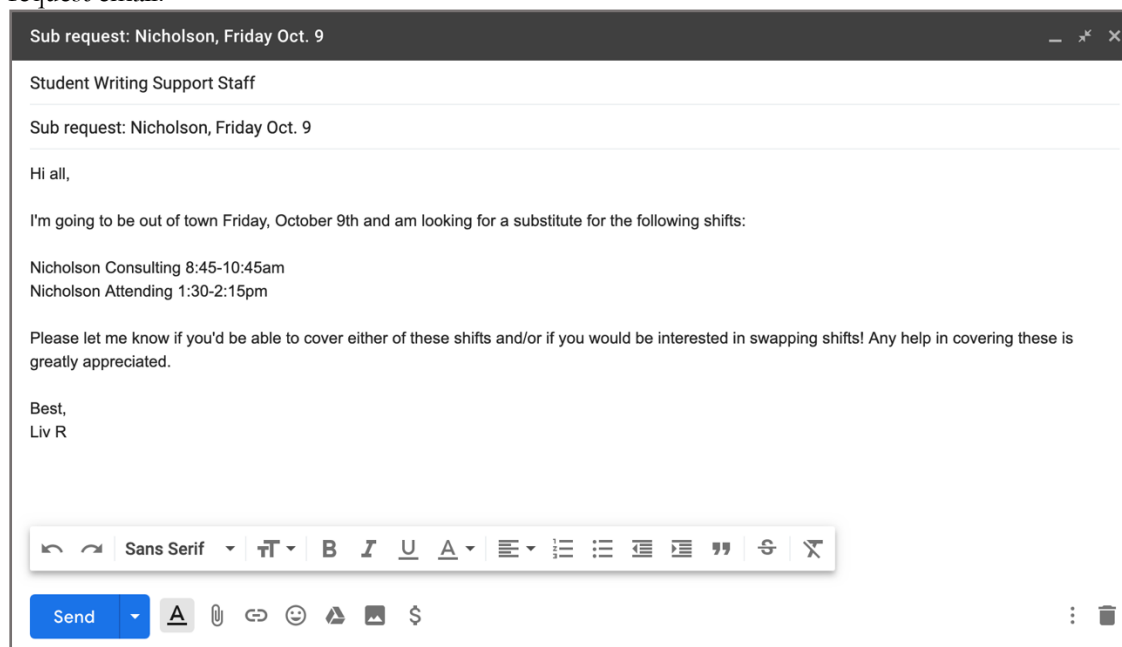
CANCELING OR RESCHEDULING A SHIFT IN ADVANCE

If you find you will not be able to work during one of your regularly scheduled shifts, you are responsible for finding a substitute. The best way to find a sub is to ask your colleagues directly, or to send a **sub request** message to sws-staff@umn.edu indicating when you cannot work and offering to trade hours with someone who can sub for you, ideally more than 3 weeks out. When a trade is not possible, you may give your hours to a colleague.

SENDING A SUB REQUEST

Sub requests are messages you send in advance of a planned absence. Any sub requests that use the SWS email list follow a specific trail, both so that we minimize sub-negotiation-noise on the list and so that Jasmine and Katie are aware of the final result of the request:

1. Send an email to the SWS email list (SWS-staff@umn.edu) indicating the days, times, and locations that you need a substitute for. Ideally, use a subject line like “Sub request: Nicholson consulting on Monday morning, November 16” to help colleagues quickly determine whether the timing would even be possible for them. See below for a sample sub request email.



2. Colleagues who are interested in substituting for the shift will respond via email. Responses to the sub request take place off-list, in an email only to the requestor. Typically, people who make sub requests give up the shifts to whoever contacts them first.

3. Once you have found a substitute, send another off-list email to Katie (for Nicholson or Attending shifts) or Jasmine (for Appleby, APARC, Trio, or SWS.online shifts) and CC the sub(s). Katie or Jasmine will make changes to the database based on this email.
4. Finally, once everything is okayed, you may opt to write to the whole SWS staff email list to say “thanks, all covered!”

Note: When you are considering volunteering to sub for someone else or step in during a bat signal, practice self-care. We never schedule anyone for more than 4 Nicholson sessions in a row because this work is intense. So, if you offer to sub for someone, please be sure that you are not building an impossible schedule for yourself!

It is essential that you email Katie about any changes in Nicholson/Attending and Jasmine about any changes in Appleby/SWS.online/the Asian Pacific Academic Resource Center (APARC)/Trio, even if the substitution you have made is a clean trade, so that they can make appropriate changes in the database.

It’s worth remembering that sub requests are merely requests; we expect everyone to be at work when they are scheduled to be, even if they tried and failed to get a sub. Of course, it’s very likely that we can accommodate your need to be out (even without a sub) if we have enough advance notice—but in order for us to make that accommodation, we need you to communicate with us.

CANCELING A SHIFT IN AN EMERGENCY

If you have a last-minute problem, illness, or emergency that prevents you from working your regular Center shift, **immediately send a “bat signal” message to the whole SWS email list** (sws-staff@umn.edu) and then **call SWS locations until you speak to a live person.**

It’s especially helpful if a bat signal subject line contains a bit about the timing of today’s emergency, like “Bat signal: Nicholson 2:45–4:45.”

Do not merely send an email when you are canceling a shift at the last minute.

Please also call the following numbers, leaving a voicemail at each one until you speak to a live person. It’s a good idea to store these numbers in your phone.

1. Nicholson front desk 612.625.1893
2. Katie 612.624.7720 (office); 612.578.0255 (mobile)
3. Jasmine 612.625.1541 (office); 612.807.6169 (home)
4. Kirsten 612.625.5355 (office); 612.385.1577 (mobile)
5. Terri 612.626.7583 (office)

Once you talk voice-to-voice with a live person, that person will take care of finding a sub or otherwise making arrangements.



Bat signals are messages you send in an emergency, when it’s the day of a shift and you’ve suddenly discovered you won’t be able to come to work. Bat signals are always sent and responded to via the SWS email list (SWS-staff@umn.edu). That’s so that everyone can try to pitch in and to cover things, including the attendants, who will need to know right away to start working their magic with

² The image below is Mr. Grape—in this case, a pondering, pensive Mr. Grape. Mr. Grape is the unofficial mascot of SWS. In this consulting handbook, the Mr. Grape icon appears wherever we provide a rationale for why things are done like they are at SWS. See Appendix E for more on Mr. Grape.

Today's Visits. If you write only to Katie, Jasmine, or Kirsten, they might not receive the email in time. And if someone plans to help out and cover your shift, that superhero needs to write to the entire list so that a giant squadron of superheroes does not drop everything to show up at SWS.

MISSING AN SWS STAFF MEETING

A core component of working at SWS is participating in professional development, including attending staff meetings (please see page 33, Professional Development). Nevertheless, we understand that scheduling conflicts come up.

If your absence is planned, tell Jasmine and Katie in advance of the meeting time. If the absence is unplanned, please follow up when you are able to.

Either way, propose a reading from [*Writing Center Journal*](#) or [*Praxis: A Writing Center Journal*](#) that you will do on your own. Choose an article that you will feel comfortable writing about on the blog. The article should not be a course reading assigned to you in WRIT 3751W or in the 6-week seminar for new consultants who are graduate students or professionals. Please keep in mind that the staff meeting is two hours long, so your reading and blogging should take about two hours, too.

Write to Jasmine and Katie with your plan (e.g., “Because I am missing the meeting on [date], I will read [article and author] and then share what I learned in an SWS blog post”).



The purpose of this make-up activity is three-fold: 1) to become more familiar with current conversations in the discipline of writing center studies; 2) to reflect on writing center practice and/or your own role as a consultant; and 3) to invite colleagues into the conversation through the blog.

Criteria for blog post

Write 2–4 paragraphs using whatever voice feels comfortable to you (it's okay to be informal). Assume that your audience has not read the article, so provide enough context for your reader to follow what you're saying. Also mention why you chose this article, and reflect and/or critique the piece. Please end with 1–2 discussion questions for your colleagues.

Please post your blog entry by 2:30 pm on the Friday following the missed meeting.

Paid PD time

Consultants who are MLS or graduate students: this is part of the number of paid professional development hours associated with your workload.

Consultants who are undergraduate students: record this time on your “academic support” timesheet with a comment.

PAYMENT

All employees are paid bi-weekly, according to the University's standard pay calendar. (If you have questions about pay schedules or other aspects of your payroll account, see Terri.)

- **Graduate students and professional staff** are paid the same amount every pay period according to their appointment size. Accordingly, graduate students and professional staff do not need to fill out timesheets.
- **Undergraduate students** are paid by the hour and must submit their hours via electronic timesheets in MyU (see instructions below).

SETTING UP DIRECT DEPOSIT

All Center employees should be signed up for direct deposit. If you are already using direct deposit in another job at the U, you don't need to sign up again. If you need to set up direct deposit, please follow these steps as soon as possible:

1. With your bank's routing number and your account number at the ready, log in to **myU.umn.edu**, and click on the "**My Pay**" tab.
2. Under the "**Pay**" heading, click "**Direct Deposit Set-Up**."
3. Click "**Add Account**," and follow the instructions from there.

You can add multiple accounts if you wish. Consult the direct deposit help menu for more advanced features.

SUBMITTING A TIMESHEET

For undergraduate employees only

All undergraduate employees must use MyU to record the hours that they work. In this system, employees are glamorously called "time reporters." Time reporters must submit time via an electronic timesheet in MyU. You can report time daily, or any time before the deadline; just be sure to submit your timesheet on time to avoid getting paid late!

Here are instructions for reporting time, also posted in the carrels in Nicholson and in the staff room in Appleby:

1. Log in to **myu.umn.edu**, then navigate to **My Time> Submit Timesheet**.
2. Select the job you are reporting for:
 - Student Academic Support (for consulting)
 - Student Tech Support Services (for attending)

Switch between your consulting and attending timesheets by clicking <Next Job> or <Previous Job>. Clicking <Previous Period> or <Next Period> allows you to report time for past pay periods or view future periods. The <View By> dropdown allows you to view the timesheet by Day, Week, or Calendar Period.

3. Enter daily reporting of time worked:
 - Report daily time using the first In and the Out punches using quarter-hour increments.
 - Be sure to include “am” and “pm” in the times you list. For example, enter “9:30am” and the system will format the time properly for you.
 - If you work two shifts in a day, mark the first one using the first In and Break, and the second shift using the In after Break and Out.
 - If you work three or more shifts in a day, add a row using the + sign at the far right of each row (you can delete additional rows with the – sign).
4. In the Time Reporting Code field, enter 01 Regular pay.
5. Do not change the Taskgroup field, which defaults to “PSNONCATSK.”

If you record any hours that are not listed on the latest version of the Center for Writing Staff List and Schedule, enter Comments by clicking on the speech bubble icon for “Add Comments” on the left side of the row in which you record the time. This includes subbing, staff meetings, doing SWS outreach, TRIO fellow work beyond attending the class, etc. **Also add comments for regularly-scheduled shifts that you do not end up working (either due to finding a sub or bat-signaling); do not enter the times for the hours that you miss on these days.** This is especially important since Jasmine will be approving all of the consulting time records and will not know about arrangements made in Nicholson or with Katie or Kirsten.

6. Click <Submit>. You will still be able to go back and make changes later.
7. Click <OK> to certify the hours submitted.
8. Click <OK> to complete.
9. The status of the entry will be reflected as “**Needs Approval.**”
10. Be sure to **Sign Out** of MyU before leaving the computer you are on (unless it’s your personal computer).
11. Monitor the status of your timesheet for “**Pushed Back**” or “**Denied.**” Editing entries may be required if the supervisor returns entries to the time reporter.

Time reporters will not be notified when actions have been taken on reported time. They should monitor the status of their entries for “Approved.” If time is not approved, the employee will not be paid.

FACE-TO-FACE CONSULTATIONS

An overview from beginning to end

All of our face-to-face consultations have the same basic shape. Below is a general map of what happens in any Student Writing Support face-to-face consultation, whatever the location.

VIEW THE STUDENT PROFILE

Begin by viewing the writer's Student Profile (technical details on viewing the Profile are in the Database handbook at each consulting table). Note for yourself (1) the writer's name and pronunciation, (2) gender pronouns, and (3) any additional information they'd like us to know about them.

READ PREVIOUS VISIT COMMENTS

Next, read the comments from the writer's most recent visit (if applicable). In Nicholson, it's possible to read previous visit comments during the 15 minutes before your first scheduled consultation; in Appleby, which works on a walk-in basis, we can't plan ahead as well for each session.

Taking time to read past comments means that your session may run a little longer than 40 minutes. That is fine.

Know that you don't need to dwell on the comment or its contents; of course, if it feels right, you can use the comment as a starting point to talk about the writer's thoughts since the last consultation. When you find the comment from the writer's most recent completed visit, either read the comment aloud to the writer or read the comment silently and summarize it for the writer. Possible conversation starters include:

"It looks like you were last here in September and met with Marah about a personal statement."

"Ok, it looks like you focused on grammar and clarity in your last session with Johanna. Are you interested in focusing on similar things today or do you want a new approach?"

"It looks like you were planning to re-write topic sentences in your introduction. How did that go for you?"

"Oh, look – your last session was from two years ago. Welcome back!"

"Still working on the lab report? No? Ok! What's next for you?"

READING COMMENTS WITH WRITERS: A RATIONALE

We read visit comments alongside writers for two reasons:

1. **Providing transparency and continuity for students:** Our visit comments serve not only as an administrative record of a consultation, but also as an ongoing narrative about a writer's relationship with SWS and the writer's personal growth. We want writers to know that we are writing visit comments in their interest, so that writers have a sense of continuity as they take their work from consultant to consultant.



2. **Validating the work of fellow consultants:** By reading comments from a previous visit, you can validate the work of consultants that have previously worked with the student. By reading comments with writers, we can explicitly acknowledge the value of input from other consultants and how we all contribute to a writer's development in different ways.

MEET THE WRITER

After you've viewed the Profile and read any recent visit comments, spend some time meeting the writer and setting objectives. This will lay the groundwork for a productive collaboration. When you first sit down with a writer, you should introduce yourself briefly; it's also good to ask how they're doing or engage in other icebreaking talk as feels appropriate. For example, if it's the writer's first time visiting SWS, take a moment to welcome them to the Center and let them know in general how things work. After that, there are some key things you'll want to ask (and take notes on):

What are you working on today?

What would you like to work on with me today?

[If it's for a class:] *What is your assignment for that class?*

When is this assignment due? And how much time do you have to work on it further?

Have you had any feedback about your draft yet (i.e. instructor feedback, peer review, other SWS consultants)?

What, if any, revisions have you made prior to the session today?

[For walk-in sessions, where writers might not want or have time for a whole 40 minutes:] *How much time do you have to spend with me today?*

Be sure to ask if they have a copy of their assignment or syllabus; if they don't have one with them, invite them to see if it's online in a course website. Further, it can be helpful to ask them to summarize the assignment so that you can learn their understanding of the expectations.

SET OBJECTIVES

This last question is important to ask because we want writers to articulate their needs and work collaboratively with us. The agenda you set together with a writer at the beginning of the session will depend on the writer's stated goals and on your own sense of what can get done in a 40-minute session; however, that agenda is always a work in progress.

You might find as the session proceeds that what the writer wants doesn't square with what you think should be a priority for the session. (For example, it may be that the two of you initially agreed to work on transitions between paragraphs, but you have since noticed that the paper is not addressing all the requirements of the assignment.) In these moments, it's important to stop and renegotiate the agenda, rather than simply proceeding with your goals as if you hadn't heard the writer's priorities or quelling your instincts and working only on what the writer has said they want.

WORK THROUGH THE SESSION

Once you have set objectives with the writer, you should decide how you will work on what you've prioritized. Depending on where the writer is in their writing process, this may entail brainstorming, reading the paper aloud, reading the paper silently, reading only the first and last paragraphs, working on one paragraph with the writer to locate grammar problems, etc. Observing your colleagues and reading more about consulting strategies will help you expand your repertoire.

There are many ways to get started and to shape the session, but always remember to:

- Praise strengths as well as identify weaknesses
- Ask questions
- Once in a while, "go meta"—that is, to check in about the session itself: is the writer getting what they want from the session? —and then change the direction of the session if things aren't working
- Model the use of handbooks, other library resources, quicktips, and our online resources with writers during sessions

Observing your colleagues and reading more about consulting strategies will help you expand your repertoire.

No matter what procedures you follow, it is a good idea to take notes on what happens in the session so that you will remember it when you write your comments.

SUMMARIZE THE SESSION AND PLAN FOR THE FUTURE

It is very helpful to save the last three to five minutes to summarize your work at the end of a session; this way, the writer will feel more sure of what they learned, and you will know what they are taking with them from the session.

Ask the writer what they will do now (*What are the next steps you'll take? What are you going to do when you sit down to revise?*). The yellow Student Reflection on Writing Consultation forms, available on the shelves in the SWS resource library in Nicholson and in the quicktip towers in Appleby, may help the writer in this process.

If you think the writer would benefit from a return visit, encourage them to make a follow-up appointment, either with you or another consultant. You can help writers make Nicholson appointments—see instructions in the Database Handbook; if you are working in Nicholson, the attendant can also help the writer.

At the end of all your sessions, be sure to log the writer out. At the end of your Nicholson sessions, log the writer out, then accompany them to the front of room 15. At the end of your Appleby sessions, log the writer out, then write your visit comments before working with the next writer on the sign-in list.

WRITE COMMENTS

After the writer has left the consulting table, write comments about the visit (see Appendix B, “Writing Visit Comments,” for sample comments and further instruction on comment writing).



The practice of writing comments is a form of supporting a writer from visit to visit and communicating with fellow consultants across time and space, chronicling each writer's goals and the conversations that they had with us. A secondary audience for comments is the writers themselves: all student writers can see their comments when they return, and they all have the right to view their session comments upon request—indeed, it's often productive and fun for frequent flyers to see the history of their visits with SWS as expressed in comments. Consequently, it is important that we keep our comments non-evaluative.

WHAT BELONGS IN A COMMENT

While all consultants have their own style in writing their comments, it is important to cover certain information. This includes:

- the writer's goals/concerns
- the writer's project (e.g., research paper, textual analysis, etc.), and what the writer brought in (e.g., draft, assignment sheet, etc.)
- when the assignment was due (if applicable)
- what you worked on in the session and how
- what the writer plans to do next
- word choice that reflects the gender pronouns and/or preferred name provided by the writer in the Student Profile.

WHAT DOES NOT BELONG IN A COMMENT

Because Student Writing Support is one of the few non-evaluative academic spaces on campus, it is important that comments are also free from evaluative language (e.g., avoid language like “good paper,” “weak thesis,” “confusing paragraph,” etc.). If you do find that it is important to include your response to a piece of writing, please couch your response or perception in “I” terms, not as an objective statement of fact: “I found the first paragraph confusing, so I asked the writer to explain,” not “the first paragraph was confusing.”

Because writers, not consultants, are responsible for their writing, comments should be focused on what the *writer plans* to do next, not what the consultant thinks the writer *should* do next.

If you ever have any questions about the tricky genre of comment-writing, please feel free to talk with Katie or Jasmine.

SPECIFICS ABOUT CONSULTING IN APPLEBY

When you work in Appleby, you take on the roles of both consultant *and* attendant. As a writing consultant in Appleby Hall, you may consult with several writers in one shift, or you may consult with none. Part of this work is playing an attendant-like role, in which you will facilitate the smooth running of SWS–Appleby and ensure that all people who interact with the Center are met with a friendly, accessible, and knowledgeable person. Like Nicholson attendants, Appleby consultants have administrative responsibilities: (1) opening and closing Student Writing Support–Appleby, (2) paying attention to people entering 9 Appleby Hall, and (3) helping to make Nicholson appointments. In this way, consultants in Appleby work together to ensure that visitors have equitable access to writing consultations, and to ensure that the consultants themselves are part of a professional, supportive environment.

FIND A CONSULTING TABLE

If no consulting table is available when you arrive, look at the schedule grid to see whose shift is about to end. If that person is still consulting, give them a “five-minute notification” about 10 minutes before the end of their shift (which is also the beginning of yours!).

SELECT WRITERS

If you are consulting in Appleby, you will be selecting writers from the sign-in list located on the [Create an Appleby Visit](#) page. For details, please see the Database handbook.

PAY ATTENTION TO PEOPLE ENTERING 9 APPLEBY

When working at Appleby, be especially aware of people entering the space. It’s important that you acknowledge their presence by being friendly and making eye contact. Although some people may be headed to 5 Appleby (Jasmine’s office and the staff room) to meet with Jasmine, it’s more likely that anyone who enters SWS–Appleby is looking for a writing consultation or for a study space; accordingly, if someone looks a bit lost, please reach out and check in with them.

LOG THE WRITER OUT AND WRITE COMMENTS IMMEDIATELY

Enter visit comments as soon as you log the writer out—even if that means that another writer will have to wait.

In Appleby, we require that you write comments immediately for two reasons:



Self-care: Taking a few minutes to write the comments forces you to take a short break from consulting, which is especially important when it's busy. After writing comments, it's also easier to take a short bathroom or leg-stretching break if needed before meeting with the next writer.

Support for your SWS community of colleagues: Writing comments immediately demonstrates to any waiting writers that it's what all consultants do after every session. If you don't write comments after consultations but just start right away with the next writer, it can create the perception that the other consultants are not as attentive to waiting writers as you appear to be. In other words, writing comments immediately is not only caring for yourself, but it also is an act of caring for your colleagues.

PRIORITIZE SELF-CARE & CARE FOR COLLEAGUES

MANAGE SESSION LENGTH

We ask that you limit your Appleby consultations to 40 minutes (as we try to do in Nicholson). This practice is especially important in Appleby in the context of respecting one another's labor as consultants and demonstrating to writers that this is what all consultants do. If you'd like, use the 40-minute session timer that's built into the Chrome menu bar. Without an attendant, the timer provides external support to validate that it is time to end a session.

TAKE BREAKS

Consulting is intensive work. If you are scheduled in Appleby for more than 90 minutes at a time, you should take a break—just let Jasmine or another colleague know that that's what you're doing.

WRITE VISIT COMMENTS IMMEDIATELY AFTER EVERY SESSION

We're not kidding! See above.

STAY UNTIL THE SCHEDULED END OF A SHIFT

Even if there are just one or two sessions happening and nobody is waiting for a consultation, we ask that all consultants stay for the full time that they are scheduled to be in Appleby. You will find that as a consultant in Appleby, where no attendant is there to support you and you are the only person consulting, the mere presence of other consultants will make a big difference in how you feel. Similarly, if the room has no writers waiting or working, we still ask you to stay as a way of caring for the space.

If no one's waiting for a consultation, you might...

- make a list of quicktips that seem to be running low; give the list to Jasmine
- clean the waiting area and your consulting table/computer
- stock printer paper

If people are waiting for a consultation, you might do any one of the following things:

HAVE A QUICK OFFICIAL SWS SESSION

Tell people who are waiting that you have 15 minutes left, and give them the option of having a 15-minute session with you or waiting for the next consultant who is free. Tell them that if they want to have an official session with you and then see another consultant, they will have to sign in again when you are done—and they will have “red priority.” (Note: you only have 15 minutes for a consultation because you must reserve the remaining five minutes for visit comments.)

GO ROGUE

Log out of your consulting machine, head over to the waiting area, and announce that you’re available for quick questions. You can say something like:

“Hey, everyone! I have 20 minutes left on my shift and can answer any super-quick questions (e.g., Does this sentence make sense?).”

This will not count as an official session for the writer, and you won’t record it or write any comments.

BE AN ATTENDANT WITH THE HELP OF THE “VIEW APPLEBY SCHEDULES” PAGE

- **Help with five-minute notifications:** If a colleague is nearing the end of their shift, give them and the client with whom they’re working a 5-minute notification.
- **Help with requests:** If a client on the waitlist has requested a consultant, check to see when that consultant’s shift ends. How long ago did the requested consultant start their current session? When is their entire shift scheduled to end? And how long is the waitlist? Based on the answers to these questions, what’s the likelihood that the client will be able to meet with the requested consultant for a full 40-minute session? Communicate your assessment to the waiting client.
- **Help with closing:** If it’s closing time, give five-minute notifications.

MAKE A NICHOLSON APPOINTMENT FOR ANYONE WHO’S UP FOR IT

The procedure for making Nicholson appointments depends on the time.

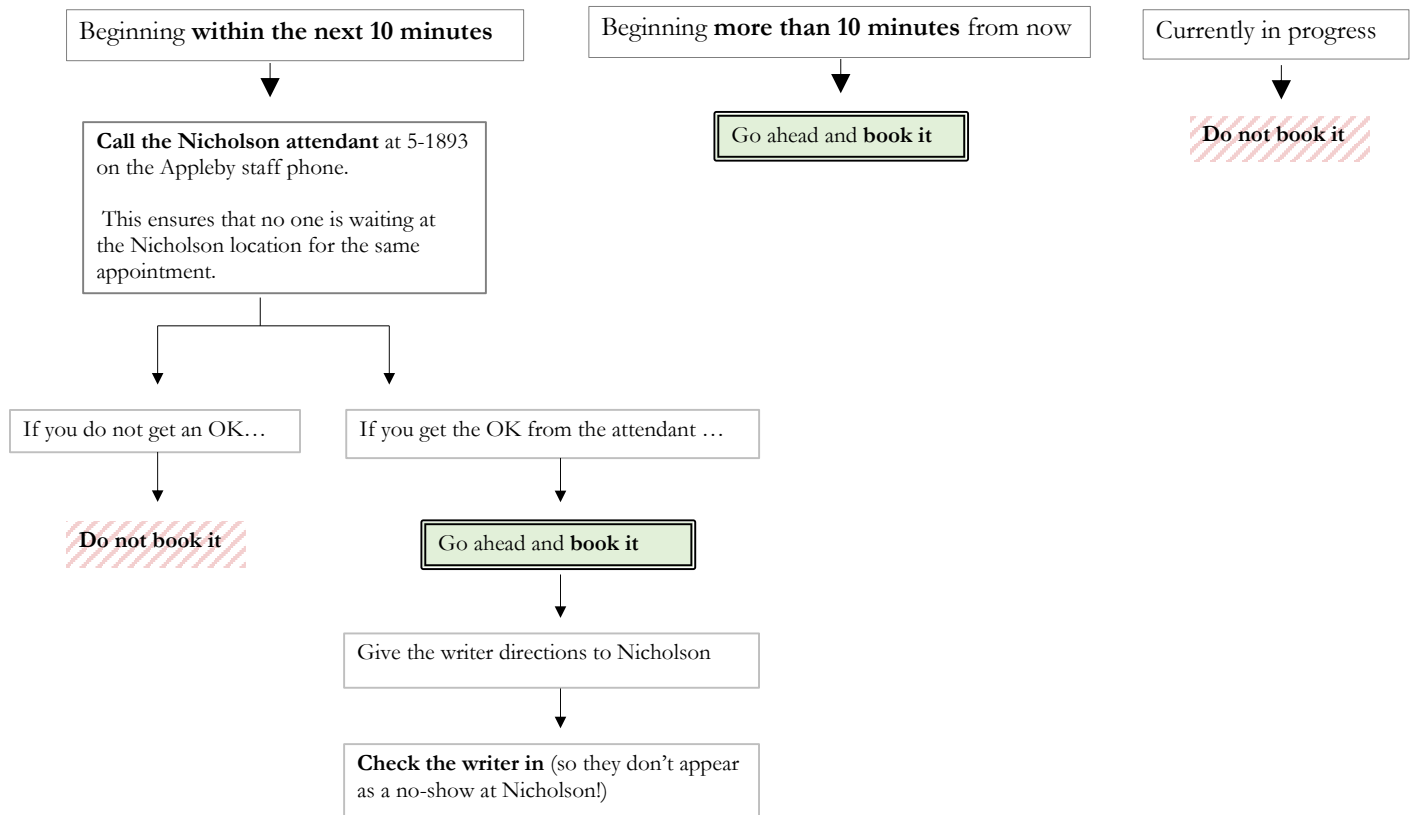
If someone wants a Nicholson appointment that **begins within the next 10 minutes**, please follow these steps:

1. Use the staff phone to **call** the attendant at 5-1893 before you book the appointment. This step is to make sure there is no one waiting for that spot in Nicholson and to let the attendant know the writer will be on the way.
2. If you get the okay from the attendant, **book** the writer using the Create a Nicholson Visit page (see Database handbook) and give directions on how to get to Nicholson (maps are available at the sign-in computer). If it is very close to the appointment start time, you should also **check in** the writer, so they don’t look like a no-show before arriving there.

If someone wants a Nicholson appointment that **begins more than 10 minutes from right now**, go ahead and book it.

If you see that a Nicholson no-show is currently in progress, **do not book that spot**.

If someone waiting at Appleby wants to make a Nicholson appointment...



It is useful to tell people that they can wait in Nicholson for same-day no-shows and cancellations, but that they can only be on one waitlist at a time. If they leave Appleby and get on the Nicholson waitlist, their names will be automatically withdrawn from the Appleby list.

OPENING AND CLOSING SWS APPLEBY OPENING PROCEDURES

(everyone who works at 9:45 am)

1. Get your nametag and choose a consulting table.
2. Sign in to the SWS database.
3. Check the Appleby Sign-in machine. You may need to refresh the screen (choose **command-R** to refresh) for the most accurate reading, since the sign-in list becomes active at 9:55 a.m.

4. By 10:00 am, turn on the lights, go into the hall, and announce something like,

"Good morning! Who was here first? Who was next? Please line up in the order in which you arrived, and you can sign in at the computer."

Then, prop the door open.

CLOSING PROCEDURES

(everyone who works until closing)

1. At about 3:30 pm (1:30 on Fridays), start telling anyone in the waiting area something like,

"Hi, everyone! All of our consultations will end at 4:00 [2:00 on Fridays]. If you're still on the waitlist, you might not get to meet with a consultant today."

If a consultant is available, they might use this time to check for Nicholson openings for the next day.

Note: The sign-in list will start displaying a countdown 35 minutes before closing time, and it will automatically stop accepting new sign-ins 20 minutes before closing time.

2. At about 3:55 pm (1:55 on Fridays), try to give a "five-minute notification" for consultations that are still going on. This ensures that everyone will be able to finish their sessions by 4:00 (2:00 Fridays!) and will have until the end of their shifts at 4:05 (2:05 Fridays!) to write their visit comments.
3. At closing time, ask all non-consultants to leave.
4. Straighten up the room so that it looks welcoming for the next day.
5. Close and lock any open windows (the ones on the walls, that is, not virtual windows!).
6. Turn off the lights in 9 Appleby (and in 5 Appleby if Jasmine is not there) and close the door between rooms 5 and 9.
7. Be sure that the door to room 9 locks behind you when you leave.

SPECIFICS ABOUT CONSULTING IN NICHOLSON

Consultations in Nicholson occur on a regular every-45-minute schedule starting at 9:00 a.m. Because consulting is intensive work, we encourage you to keep each Nicholson visit to 40 minutes.

As a writing consultant in Nicholson, you have the benefit of a front desk attendant who helps manage the schedule and create visits for writers. So that you're not surprised, here are the instructions that attendants have about "five-minute notifications":

Give “five-minute notifications” to consultants at the 35-minute point of a consultation. Even if you feel funny interrupting, you should make this announcement verbally (rather than with gestures) so that both consultant and writer can hear it. Further, it is useful to make a distinction: “Five minutes left” versus “Five minutes left, and the next writer is waiting.” Making either of these announcements aloud helps consultants (and writers) know that the session needs to end.

Although attendants help manage the flow of visitors to Nicholson, consultants have a crucial role to play in keeping SWS-Nicholson a smoothly-running and welcoming environment. Specifically, as a consultant, you should help attendants do their jobs by being responsible for your own clients:

- **Usher your clients from and to the front desk** at both the beginnings and ends of sessions. Not only does this ensure a friendly and welcoming environment for all our visitors, but it allows the attendants to stay at the front desk, where they are busy with other tasks necessary to SWS’s smooth functioning.
- **Log in the writer** as soon as you both arrive at the consulting table.
- **Log out the writer** as soon as you have finished a Nicholson session, before accompanying them out.

If you’re worried about forgetting to log the writer in or have forgotten to do so in the past, you can try logging the writer in before you leave your consulting machine to pick them up from the waiting area.

You may also be extra-helpful to attendants by doing the following:

- While waiting for clients, **refresh your consultant home page** to see when your client has arrived.
- **Tell the attendant when you have had a no-show** and are therefore eligible for walk-ins.

BEFORE YOUR FIRST SCHEDULED CONSULTING SLOT

You are scheduled to arrive in Nicholson fifteen minutes before your first potential appointment so you’ll have time to grab your nametag (and coffee or tea if you like), settle in at a consulting spot, sign in to the database, and read any visit comments and Student Profile information related to writers who are scheduled to work with you that day. In Nicholson, consultations occur by appointment, so you can (and should) read about your clients for the day in the fifteen minutes before your first scheduled consulting slot.

WHEN A WRITER ARRIVES

Writers check in with the attendant as soon as they arrive—they may show up two hours early to work in the lab, or they may arrive four minutes after a session is scheduled to begin. If the attendant has time, they will come to your table to let you know that the writer has arrived; however, because attendants are at their busiest during the five minutes or so before each scheduled appointment, they may not be able to tell you about a writer’s arrival. You should use the database to keep an eye on the status of your upcoming appointments to ensure that writers don’t wait past their scheduled start time. When the appointment is scheduled to begin, head up to the front desk to greet the writer by name and introduce yourself, then lead them back to your consulting table and log them in. At that point, you will reread the most recent visit comment alongside the writer. For a reminder on how and why to read comments alongside writers, please see page 13.

AT THE END OF A NICHOLSON SESSION

Be sure to log the writer out from the database. Be friendly with writers as they gather their stuff and prepare to leave and accompany them back up to the front when they leave. This enables you to give them any last quicktips, connect them with the attendant to make another appointment, say hi to the attendant yourself, and/or take a break before your next appointment is scheduled to begin.

AFTER YOUR LAST NICHOLSON APPOINTMENT

In the last 15 minutes that you are scheduled to be in Nicholson, you should write comments for any still-uncommented visits. Because consulting space is at a premium, it's a good idea to move to the computer in room 10 near the library table (it has a purple "SWS commenting annex" sign on top) or to the lab in order to write your remaining comments. This practice will enable any newly-arriving colleagues to get their own sessions started on time. The attending desk and the consulting carrels all have posted lists of "bottleneck times" to help facilitate the movement of consultants in and out of the space.

C4W RESOURCES FOR CONSULTANTS AND WRITERS

RESOURCES IN NICHOLSON

CONSULTING COMPUTERS & PRINTER (STATLER)

The consulting computers are for use by consultants or by writers who are working with a consultant in a session. SWS staff should use the Statler printer for free printing of session-relevant documents and online resources for writers. However, because our supplies budget is extremely small, we cannot afford for you to print your own materials on Statler. Please use your UCard to print from the lab (see below).

LAB COMPUTERS & PRINTER (WALDORF)

For use by anyone with an X500, including SWS staff. All lab computers send print jobs to the Waldorf printer for ten cents per page. Please use these lab machines and Waldorf to print your own materials.

ADJUSTABLE TABLE IN THE COMPUTER LAB

The lab table with the green "people who need an accessible table..." sign on its Mac is adjustable—there's a crank on the right-hand side that you can use to raise or lower it. For more on increasing access in all SWS spaces, please see page 24.

CANON COPIER/SCANNER

SWS staff should feel free to use the copier for consulting sessions—for example, it is sometimes useful for both writer and consultant to have paper copies of a document during a consultation, or to copy a few relevant handbook/print resource pages for a writer to take with them. SWS staff may also use the copier to replenish our quicktips or other supplies. To reproduce materials for your own writing and research, please use the copier's "Scan and send" feature to make PDFs (Terri, Katie, or Kirsten can show you how).

BATHROOMS

Gendered bathrooms are just outside SWS–Nicholson. The closest accessible, single-occupancy, all-gender bathroom is on the ground floor of Northrop, on the "Orchestra West" side across from the elevators.

KITCHEN

The Center for Writing shares a kitchen with our colleagues in the Minnesota English Language Program (MELP). Use the key attached to the embarrassingly conspicuous red spatula from top right drawer under the printers at the attendant desk. Feel free to keep food in the freezer and fridge, to use the microwave, and to put your dirty dishes in the dishwasher.

RESOURCES IN APPLEBY

STAFF PHONE

The staff phone (612.626.1328) is in room 5. If it rings, please answer it (unless Jasmine is in the office).

STAFF ROOM

The staff room can be used for a consultation if a writer requests a quiet space. For more on ways of increasing access in all SWS spaces, please see Ways of Increasing Access in Student Writing Support below.

COMPUTERS

The computers in rooms 5 and 9 are for consultants only. Non-consultants can use the MCAE/Shih-Pau Yen computer lab just down the hall.

BATHROOMS

Gendered bathrooms are just outside SWS–Appleby. Also, room 31 is an accessible, single-occupancy, all-gender bathroom.

LACTATION ROOM

A private lactation space is available in room 38. To reserve it, email women@umn.edu, or go to the Student Parent Help Center (room 24) or the Women's Center (room 64).

WAYS OF INCREASING ACCESS IN STUDENT WRITING SUPPORT

We are constantly working on increasing access for clients and employees alike. Below are a few options to consider when writers let you know, in person or in their Student Profile, that they have specific accessibility needs. We invite you to share with us (Katie, Jasmine, Kirsten, Meredith, Meta, and G) any modifications or suggestions for this list.

IF A WRITER WOULD LIKE A QUIETER SPACE, OR A SPACE WITH LOWER LIGHT

In Nicholson Feel free to use Jasmine's 15A Nicholson office (next to Katie's—kick Jasmine out if she's there [seriously!]; if she's not there, Katie, Kirsten, and Terri have a key). Please leave the door open for everyone's comfort and safety. (Do know that 15A is also the C4W staff lactation room; there will be a "do not disturb" sign if the room is in use.)

Feel free to use the front/reception desk in room 10 (at the entrance near the mailboxes).

In both of these cases, please be sure to tell the attendant where you are.

In Appleby Feel free to use the **staff room** and/or **Jasmine's space**—again, she welcomes you to kick her out!

In APARC Ask an APARC staff member.

IF A WRITER WOULD LIKE TO WORK AT A STANDING DESK

In Nicholson The **lab table with the green "people who need an accessible table..." sign** on its Mac is adjustable—there's a crank on the right-hand side that you can use to raise or lower it. Please feel free to ask a lab user if they can move to a different table (the green sign has your back). If they themselves are using the table because of its accessibility features, then...

The **desk in Jasmine's office** is also adjustable. Feel free to hold your session there (again letting the attendant know where you are). Please leave the door open for everyone's comfort and safety.

In Appleby **Jasmine's desk** in the staff room is adjustable. Sing it with us if you know the words: feel free to kick her out! :)

In APARC Ask an APARC staff member.

IF A WRITER TELLS YOU THEY HAVE LOW VISION

We have a few [20/20 pens](#), designed for high contrast and easier reading (as requested by a client who identified themselves as having low vision). You can find them...

In Nicholson In a pen container next to the basket of Yellow Sheets.

In Appleby In a cup next to the printer.

In APARC Next to the nametags on the bookshelf.

“WHAT IF”S AND OTHER UNCOMFORTABLE THINGS

The following questions frequently arise for all our consultants, both new and experienced.

WHAT IF A WRITER CANCELS AN APPOINTMENT LATE OR DOES NOT SHOW UP?

(Nicholson and SWS.online)

Writers are asked to use mySWS or call if they would like to cancel an appointment. If a writer does cancel ahead of time, they will not be penalized. However, if the writer cancels late, or does not show up for an appointment, they will be listed as a “no-show.” If a writer is more than 5 minutes late for a face-to-face appointment and another writer is waiting for a walk-in, we will “no-show” the late writer and give the appointment slot to the waiting writer. Writers with one no-show will receive an email emphasizing the importance of canceling and warning them that they may lose their right to schedule appointments; writers with two SWS.online no-shows will be ineligible to use SWS.online for the rest of the semester; and writers with a total of three no-shows in a semester will be able to use the Center only on a walk-in basis for the rest of the semester.

WHAT IF A WRITER WANTS TO VISIT MORE THAN ONCE PER DAY/TWICE PER WEEK?

Writers like to use Student Writing Support regularly. While we welcome “frequent flyers,” we have also had to institute policies to ensure that all student writers have equal access to this scarce resource. Accordingly, to meet the growing demand for individualized writing support, **we give all student writers priority for one visit per day and two visits per week.** Those two priority visits may take place in Appleby, Nicholson, APARC, Trio, or in SWS.online chats.

We recognize that these rules can be complicated, so don’t worry: the database has pop-ups to alert you when a writer no longer has priority for a visit. Visit priority corresponds to three color codes in our Appleby sign-in and Nicholson wait lists:

Writers with **green priority** are good to go. That is, **they have not yet had a visit today, nor have they had two this week.**

Writers with **amber priority** are also good to go—as long as they are willing to give up an upcoming Nicholson appointment. (The sign-in list codes them as amber to indicate that **they have an upcoming appointment later today, or that they have what would be a second appointment later this week.**)

Writers with **red priority** must wait until all others with green or amber priority have seen a consultant, even if those others arrive after the red-priority writer. (The sign-in list codes them as red to indicate that they **have already completed or no-showed at least one visit today or two this week.**)

For more details on how these policies play out in different locations for consultants and attendants, please see the Database handbook or the Attending handbook.

WHAT IF A WRITER WANTS BACK-TO-BACK CONSULTATIONS WITH THE SAME CONSULTANT?

Sometimes, when a writer and a consultant have finished their 40 minutes together, writers find the work so productive that they want to continue the conversation with that same consultant. To encourage writers to reflect on and possibly revise their writing based on their conversations with consultants—and to keep consultants from burning out—we have a policy that consultants may not have back-to-back consultations with the same writer.

APPLEBY SCENARIO

You've been working with a client at Appleby. You complete the visit and write comments. The client wants another consultation and signs in to be on the Appleby wait list immediately after your consultation ends. Even if it's time for you to start another session and the client is at the top of the wait list, you can say,

"I'm sorry, we have a policy that consultants cannot have back-to-back consultations with the same writer. We do this because we want to encourage writers to spend time reflecting on and possibly revising their writing based on the conversation they just had with a consultant. Please know that the next available consultant may be able to work with you, unless someone else with green priority signs in."

NICHOLSON SCENARIO

You've been working with a client in Nicholson. You complete the visit, and, because your next appointment slot is open, you have time to write comments right away! The client wants another consultation and asks you or the attendant to sign them up for that slot. You or the attendant will say,

"I'm sorry, we have a policy that consultants cannot have back-to-back consultations with the same writer. We do this because we want to encourage writers to spend time reflecting on and possibly revising their writing based on the conversation they just had with a consultant. I can put you on the waitlist for the next available opening with another consultant today; they may be able to work with you, unless someone else who has not yet had a visit today comes in."

WHAT IF A WRITER REALLY, TRULY WANTS PROOFREADING OR EDITING?

Many writers come to the Center asking for “proofreading.” The majority of students and instructors are aware of writing as a process and know that they need to reread and revise their papers at a variety of levels, but they don’t always use SWS language for talking about these things. Consequently, “proofreading” may mean anything from “Is this paper clear?” to “Am I following the assignment?” When a writer asks for “proofreading,” it’s a good idea to ask, “OK, and what does that mean to you? What specifically do you want to look at?” listen to their concerns, then affirm what we can do from there.

If the writer says that they want someone to find and correct the errors in their paper, you can explain that while we do teach writers techniques for editing and proofreading their own work, we cannot proofread papers for writers. Pedagogically, proofreading (i.e. “fixing” someone else’s paper) does not fit within our philosophy of helping student writers develop confidence and effective writing strategies through collaboration and conversation. All of our consultants focus on working with writers to identify and (if they choose) revise their own grammar and/or usage errors.

If the writer would rather use an editing service, then you should make a referral by giving them this card (at the attendant desk in Nicholson and in the staff room in Appleby):

If you would like to hire an editor or proofreader, you can send a "want ad" with your name and contact information to the following addresses:

- to send to the Writing Studies Editing Listserv, email Barb Horvath (horva003@umn.edu). She will forward your request.
- to send to a list of freelance writing consultants, email your request directly to editorlistMN@googlegroups.com.

You and the editor will negotiate prices and process. The Center for Writing is not affiliated in any way with private editing/proofreading services, including those provided by Writing Studies or freelance consultants.

WHAT IF I THINK THAT SOME OR ALL OF A WRITER'S TEXT IS PLAGIARIZED?

According to the University of Minnesota’s Student Conduct Code, scholastic dishonesty is a disciplinary offense and includes “plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; [and] taking, acquiring, or using test materials without faculty permission.” Plagiarism is the unattributed use of someone else’s words or ideas. Any time a writer uses another person’s words or ideas, either directly or through paraphrase, without giving a citation to identify the source, they have committed plagiarism. Often, however, writers are not aware of what constitutes plagiarism. They may, for example, not know that even paraphrased material must be cited. Or they may not be aware that information from the internet or an interview must likewise be cited.

If you suspect plagiarism in a paper you are reading, confront the writer directly and honestly. Ask them if they are using an outside source and, if so, why they aren’t citing it; this may become an

opportunity to discuss plagiarism and/or teach correct documentation usage. You are not responsible, however, for making sure that the writer changes the paper. You are only responsible for raising writers' awareness of plagiarism and teaching them strategies to avoid it (summarizing a source, creating an internal citation, etc.). Please remember to document that you discussed plagiarism and/or improper use of sources in the comments that you write about the session.

WHAT IF A WRITER WANTS PROOF THAT THEY CAME TO SWS?

Because the consulting relationship is based on trust, we do not share information about SWS visits with anyone, including faculty, TAs, and advisors. This means that we do not sign papers or provide other proof (*e.g.*, emails, selfies) that a writer has visited SWS. If a writer's instructor has any questions about this policy, tell the writer to direct the instructor to writing.umn.edu/sws/instructors.html. Please refer any faculty or TAs concerned about their students to Kirsten, Katie, or Jasmine.

Many writers do want to tell their instructors that they visited the Center. You may offer the writer a Student Reflection on Writing Consultation form (otherwise known as "the yellow sheet"), which is available on the shelves in the SWS library in Nicholson and with the other handouts in Appleby; writers can also download these forms from our website at writing.umn.edu/sws/assets/pdf/reflection.pdf. These forms do not offer any confirmation of a visit to SWS, but some instructors accept students' reflections on sessions as documentation for extra credit.

WHAT IF A WRITER ASKS FOR MORE WORK OUTSIDE A SESSION OR EMAILS ME BEFORE A SESSION?

Thanks to consultant Leah Moreno, here is a possible response for a student who has asked for your email address in order to continue to work with you on a paper, or sends you an email asking for additional feedback after a consultation:

"I'm glad our consultation has been/was helpful for you and that you'd like to continue working together on this [paper/project/etc.]. However, all of our consultation hours are scheduled as direct contact time in the writing center or online, so I'm not able to spend additional, unscheduled time reviewing papers or collaborating on revisions.

If you'd like to schedule another appointment with me or with another consultant, you can do so at mySWS, or by calling 612.625.1893. Another option is our walk-in location in Appleby Hall!"

WHAT IF A WRITER WANTS TO WORK ON A TAKE-HOME EXAM OR A PRELIM EXAM (TYPICALLY WRITTEN BY DOCTORAL STUDENTS)?

Approach the consultation as you normally would for writers working on any other project.

WHAT IF A WRITER WANTS TO HAVE A CONSULTATION ABOUT SOMEONE ELSE'S WRITTEN TEXT?

This question commonly arises when clients want a consultant to review the writing of a friend or family member who does not have access to SWS. Explain to the client that we cannot work with them on someone else's writing because SWS has a teaching mission that we enact through working collaboratively with the writer of the text. At this point, you and the client have three options:

- Ask if the client wants to end the consultation and change the status of the visit to “cancelled” (so that it doesn't count as one of their priority visits)
- Ask if the client has any of their own writing that they want to work on in this SWS session
- Ask if they want coaching on giving effective feedback on their friend's writing.

WHAT IF I THINK MY CLIENT IS USING SOMEONE ELSE'S IDENTITY IN ORDER TO HAVE A CONSULTATION?

This phenomenon is increasingly rare, but it still happens occasionally, usually when a writer has completed their two priority visits for the week and still wants to work with a consultant with less waiting. Our policy is that Student Writing Support will not work with clients who represent themselves as being someone else. Students using another person's University identification, or transferring to anyone such identification, are engaging in falsification, among other violations of the Student Conduct Code. These students may lose access to SWS services. For more details on this policy, please see z.umn.edu/SWSpolicies.

If you believe that the writer is using another person's name, please take the following steps:

1. Confirm that you have the right person logged in—for example, you could say

“I noticed that the name on your paper is X, but the name I have you logged in under is Y.”

This may be a moment when you discover that you, the attendant, or another consultant has logged in the wrong person.

2. If the person is using someone else's identity, please explain that we only work with writers who use SWS under their own names. Our goal is to ensure equitable access to SWS consultations, and all writers have priority access to two visits per week. Once a writer has completed those two visits, other writers should be able to use this resource. If you need something tangible to back you up, show them the “misrepresentation of identity” policy on the blue sheet.

3. Add the person's real name to the visit (see "Creating a group visit" in the Database handbook), leaving the original name attached to the visit so that we have a record of what happened.

At this point, you can decide what to do, depending on what feels right to you in the moment. If you feel like you need backup from a TAC or one of the directors, come find us. If none of us are around, we trust you to make a decision that works for you. For example, if someone is waiting for a consultation, you may wish to end the session right then. Or, if nobody is waiting, you may decide to keep going for as few or many minutes as you'd like.

4. When you write your visit comment, be sure to document that you discussed misuse of identification. Please also communicate to Katie, Jasmine, or Kirsten what happened.

WHAT DO I DO IF STUDENTS IN THE CLASS I TEACH WANT TO MEET WITH ME AT SWS?

Student Writing Support staff who teach their own classes may not use their SWS hours to confer with students enrolled in their courses because the consulting relationship is different from the evaluative teacher–student relationship. (TRIO fellows may, of course, meet with students from the class they are assigned to.) If you are teaching a class, please do tell students in your class about the Center for Writing, but ask that they work with a consultant other than you. Please use your teaching office to meet with students from your class.

Similarly, do not hold your office hours in SWS spaces. Such one-to-one teacher–student conferences have different power dynamics than one-to-one consulting sessions; people who see or overhear these conferences may therefore be confused about what they can expect from an SWS consultation.

WHAT IF I AM CONCERNED ABOUT A WRITER'S WELL-BEING OR MENTAL HEALTH?

Occasionally, you may work with a writer who you think would benefit from other campus resources (e.g., the Student Conflict Resolution Center, Student Counseling Services, the Disability Resource Center), and our Center does play a role in helping students access other University resources. We suggest that you offer a copy of our purple "On-Campus Resources for Students" sheet, which provides a wide variety of options for each person. While it is understandable that you may want to help the person, it is very important that you do not try to diagnose the problem. These purple sheets are kept in Nicholson at the front desk, in the literature racks over the bookshelves, and in the consulting carrels; and in Appleby at the consulting tables and in the quicktips towers.

WHAT IF I OVERHEAR A CONSULTATION THAT COULD BE CHALLENGING FOR MY COLLEAGUE? HOW COULD I SUPPORT THEM?

There are times when we may overhear conversations that may be challenging or difficult for our colleagues. For example, a client might be challenging their qualifications, or making problematic

(e.g., racist or xenophobic) statements, or violating their boundaries. While we want to acknowledge that our colleagues have agency and choices of their own to make—and that they are fully capable of advocating for themselves—there are also times when it can be helpful or reassuring to explicitly support one another in the moment. Everyone has their own way of communicating, of course. Some folks, for example, might choose to be direct and interrupt a consultation and say what’s on their mind! Another strategy others have used is to interrupt a consultation to say something like, “Can you give me a hand with the printer?” or “I have a quick question I need help with. Can you meet me over there [gesturing toward a staff-only area]?” At that point, you might just check in with your colleague to see how they are doing. Still others might even pull aside a third consultant to strategize what to do. We encourage folks to have conversations with each other about what support feels like for them. Whatever you do, if you feel like a client is giving a colleague a hard time, listen to your gut and find a way to support, if possible.

WHAT IF I OVERHEAR A CONSULTATION THAT MAKES ME FEEL UNSAFE, UNCOMFORTABLE, OR TRIGGERED?

Please take care of—and advocate for—yourself in any way that works for you. This may mean voicing your discomfort if you’d like. Or, it may mean leaving the space—just let a Director, fellow consultant, or attendant know that you’re going out for a bit. If nobody is available, then email the directors.

WHAT IF A CLIENT IS FLIRTING WITH ME, AND I DON'T LIKE IT?

All consultants have the right to set boundaries and to be treated with humanity and dignity. It is absolutely appropriate for you to be direct (which we recognize runs up against powerful forces of socialization). One way you can reinforce your boundaries is with clear statements. Two possible scripts to use:

“Please stop doing that. I don’t like it.” (And then you can let there be an uncomfortable silence, which actually gives you back some power.)

“I am not available for... [conversations about dating; work outside of the Center; connecting with clients outside the Center]. Let’s focus on what you’re writing.”

Finally, you also have the option of ending the consultation:

“This consultation is ending now. You can speak to my supervisors if you have any questions.” [Give them one of the directors’ business cards or contact info, and then email the directors so they know what’s up.]

WHAT IF I FEEL UNSAFE OR TRIGGERED DURING A CONSULTATION?

Your safety is the priority. If you or anyone in the space is in imminent danger, call 911. Otherwise, you have a choice. You are entitled to stop a session at any time, whether or not someone else is able to work with the writer. Below is a set of steps describing one possible way you can manage the situation:

1. Stop the session and remove yourself from the immediate space of the consultation table.
2. Seek out a director (Kirsten, Katie, or Jasmine) or a TAC to step in for you and take your session.
 - If none of those people is available, and if a fellow consultant is free, ask them to take your place in the session.
 - If all of your fellow consultants are busy, and if you are in **Nicholson**, ask the attendant to take your consultation.
 - If all of your fellow consultants are busy and you are in **Appleby**, revert the status of the visit to “waiting” (so that the client doesn’t lose their place on the list) and do what you need to do in order to take care of yourself (e.g., leave the space, go to another part of the room, etc.).

No matter what you decide to do, please consider speaking with a director as soon as you’re able so that they can better understand ways to support you in the future. Please do remember that when you speak with a director, that conversation still takes place in the context of the University’s mandated reporting policies.

WHAT IF I BELIEVE THAT A WRITER HAS BEGUN TO DISCLOSE, OR IS ABOUT TO DISCLOSE, THAT THEY HAVE BEEN IMPACTED BY SEXUAL HARASSMENT, SEXUAL ASSAULT, STALKING, OR RELATIONSHIP VIOLENCE?

This situation is not uncommon in our work at Student Writing Support; for detailed steps and the reasons behind them, please read “Responding to Disclosures of Sexual Violence: A Guide for SWS Writing Consultants,” included in Appendix A: Prioritizing Victim/Survivor-Centered and Trauma-Informed Support for Students. We welcome conversations about responding to disclosures of sexual violence; please seek directors for support whenever you need it. Administrators are also mandated reporters. Anything that university community members, including SWS staff members, share with them falls under the UMN mandated reporting policy.

Please know, also, that you have a number of texts to back you up or to use during a session:

- On each consulting table is a small plastic sign displaying the University’s mandated reporting policy
- The informational blue sheets at each station contain the University’s mandated reporting policy
- The SWS website (writing.umn.edu/sws) contains this and other policies under the “visit SWS” option
- Whenever a writer makes an appointment, the confirmation email they receive includes the mandated reporting policy.

PROFESSIONAL DEVELOPMENT

Both during your consulting shifts and in additional paid meeting times, you will be responsible for engaging in professional development activities. Your first priority will always be to consult with writers, but during the beginning of the semester, you will likely have some open time on your schedule. Please use your open time to develop your consulting strategies, get to know your colleagues, do relevant work for the Theory and Practice of Writing Consultancy course or for the New Graduate and Professional Consultant seminar, help with Center projects (ask directors for more information about current projects), check your email for relevant messages, read and contribute to the SWS blog (see page 6), and improve the space we work in (taking it upon yourself to help clean up, for example). Student tuition money pays our salaries, so please take seriously your responsibility to create a productive learning and teaching community for everyone.

MEETINGS AND CLASSES

FULL STAFF PROFESSIONAL DEVELOPMENT MEETINGS

Staff meetings occur three times per semester and are usually scheduled during the first half of the semester, when the Center—and our lives—are less busy. Staff meetings are an opportunity for the entire staff to build community, to share experiences, to discuss topics of ongoing concern, and to learn more about consulting strategies, genres of writing, and writing center research. Each staff meeting has a theme, determined by current interests and events. Recent topics have included helping writers compose personal statements for graduate and professional schools, analyzing and critiquing our own data-collection systems, “consulting across the curriculum,” and working with writers when you are concerned about their emotional well-being. All staff meetings are a paid element of everyone’s job at Student Writing Support.

SEMINAR FOR NEW WRITING CONSULTANTS (GRADUATE AND PROFESSIONAL)

All incoming consultants who are graduate students or professionals have a series of weekly meetings with Katie Levin and Caty Taborda-Whitt. These meetings have five goals:

- Prepare all new graduate and professional writing consultants—whether new to the Center, new to graduate or professional writing consultancy, or both—to work with the many writers we see at Student Writing Support
- Introduce all new graduate and professional writing consultants to just some of the perennial questions and challenges facing everyone who works in a writing center, with particular attention to systems of privilege and oppression
- Function as a community in which all new graduate and professional writing consultants can collaboratively develop knowledge, collegially share stories, and critically (re)examine beliefs and practices—their own and those of Student Writing Support
- Provide all participants with the opportunity to develop intentionality in their writing center pedagogy and philosophy
- Encourage all participants to expand their roles within the Center, sustaining the momentum from our readings and discussions within the larger culture of the Center—not only at the consulting table, but also in conversation and action with Center colleagues. All time spent meeting in or preparing for the seminar is paid.

COURSE FOR NEW UNDERGRADUATE WRITING CONSULTANTS

All incoming consultants who are undergraduate students take WRIT 3751W Seminar: Theory and Practice of Writing Consultancy, a 3-credit class taught by Kirsten. This seminar covers the theory and practice of teaching writing through one-to-one consultations, with the goal of developing as writers and writing consultants. Through careful reading and research, reflective writing, in-class consultations, class discussions, and collaborative problem-solving sessions, students will practice and learn together how consultants can conduct successful one-to-one conferences with writers from a variety of disciplines, backgrounds, and experiences. Upon successfully completing this seminar, new consultants earn a raise.

SOLO PROFESSIONAL DEVELOPMENT

OBSERVATIONS

It is recommended that you do at least one observation of your fellow consultants each semester. Observing another consultant at work is a powerful and concrete way to learn about specific consulting strategies (rather than just talking theoretically about our practice). You get to see another consultant making decisions and responding to students and their writing in real time, and you can consider how different or similar your choices would be. You also have an opportunity to focus on writer-consultant interactions, which is much more difficult when you are the consultant. Thus, you provide an additional lens through which the observed consultant can see their own practice (for example, how much time did I spend reading the paper, and what was the writer doing during that time?). For instructions on arranging and conducting an observation, please see Appendix C.

As part of your continuing development as a consultant, you may also wish to be observed by Kirsten, Katie, or Jasmine. Please just ask, and one of them will be happy to set up an observation and follow-up discussion.

READING AND WRITING ON THE STAFF BLOG

We are delighted to have a large and diverse staff of writing consultants, every one of whom brings with them unique knowledge, experience, questions, and ideas. Because it's so difficult to get everyone in the same place at the same time—and because sometimes you just need to talk about something *right now!* we have an internal staff blog to help create a virtual community of practice. We can learn a great deal from each other by discussing recent sessions, telling stories, presenting problems and sharing solutions, and building community. As part of your work when it is quiet in Appleby or you have an open slot in Nicholson, please visit the blog to share your experiences and comment on the posts of others. The blog, which is accessible from the **Consultant Home** page, is searchable by date, blogger, and tag; you can also create new tags for new categories as they develop. Like the database that hosts it, the blog is password-protected. All blog entries should be kept confidential among consultants.

PROFESSIONAL DEVELOPMENT RESOURCES

If you do not have a writer scheduled to work with you and are not working on a Center project, you should use your open time to read relevant books and articles in the Center for Writing library; to peruse recent issues of *The Writing Center Journal* and *WLN: A Journal of Writing Center Scholarship* (on the shelves in 10 Nicholson); to familiarize yourself with SWS resources like our quicktips handouts

and our website; to research other useful sites about writing; and to discuss your consulting strategies with colleagues.

The Center has a variety of resources for consultants to use both on their own and in consultation with other writers. These resources help consultants grow as writing center theorists and practitioners and help both writers and consultants grow as writers.

C4W LIBRARY

The Center for Writing library has three collections: the shelves of non-circulating books in 15 Nicholson and 9 Appleby—primarily for use by consultants and writers in consulting sessions; the shelves of non-circulating journals in room 10; and the shelves of circulating books in room 10. All book titles owned by the Center are viewable online at www.librarything.com/catalog/umn_c4w. The bookcases in 15 Nicholson and in 9 Appleby house a wealth of information for consultant and writer use. Among the materials available are writing handbooks and style guides, books on research and documentation, grammar guides, texts on writing in specific disciplines, guides to technical and professional writing, and information for and about multilingual writers. These resources can be very helpful to writers, and the more familiar you are with them, the more readily you will be able to point a writer in the right direction. Take some time during the first few weeks of the semester (when we aren't yet busy) to familiarize yourself with our resources.

Circulating books in 10 Nicholson include volumes on K–12 and higher education pedagogy and research, teaching writing across the curriculum, college readers, and titles on writing centers themselves (including *The Writing Center Journal* and *The Writing Lab Newsletter*). There are also fairly complete collections of CCC, *College English*, and *Written Communication*. If you would like to borrow one of these texts, please see an attendant for help.

QUICKTIPS

Quicktips are a variety of handouts to help writers with the development and mechanics of their writing. Located in the vertical towers near the waiting area in Nicholson and in the waiting area in Appleby, the quicktips are available for writers to take, or for consultants to grab and use in a session. If a writer has a question about APA documentation, for example, or if you read a paper that contains many comma splices, you can select the appropriate quicktip and share it with the writer in a mini-lesson. All quicktips are also available in the “quick help” section of our website and can be downloaded and printed in pdf versions. If there are no more printed copies in the racks, feel free to print one from your consulting computer, and let Jasmine, Katie, a TAC, or an attendant know we need to make more.

WRITING-RELATED RESOURCES ON THE WEB

The Center for Writing website, which describes all our programs and events, can be found at writing.umn.edu; the SWS section of the site is at writing.umn.edu/sws. One of the most effective ways to improve your confidence and repertoire as a consultant is to become familiar with the SWS section of the site. There, you will find staff bios; a “quick help” section that includes online resources for writers and our quicktips handouts; mySWS, the online scheduling tool where students can book appointments and update their student profiles; and general information about SWS. All consultants should become familiar with our site's resources.

OTHER PRINTED RESOURCES

In Nicholson, the other place for consultant resources is in the Attending area itself, around the printers. SWS postcards and publicity sheets are kept in the far left-hand cabinet; binders containing originals of our various handouts, Consultant-Consultant observations (from our pre-blog days), and a selection of consultants' own Student Reflection on Consultation sheets are between the printers. In Appleby, reflection sheets and publicity sheets are in the quicktip towers, and info cards are in the staff room.

PARTICIPATING IN THE WRITING CENTER COMMUNITY AT LARGE

RESEARCH AND CONFERENCES

The Center for Writing sometimes has a modest budget for sending consultants to writing center conferences. Those interested should contact Kirsten, Katie, or Jasmine with ideas about research projects or panel presentations. Quite often, once an idea gets going, other consultants join in, making for a very enjoyable collaborative project.

The Center for Writing is a member of regional and national writing center associations. Center administrators and consultants have presented at least one conference per year since 2003. This October, G Ghosh, Kirsten Jamsen, Katie Levin, Dee Lobo, David Melendez, Leah Moreno, Emily Shim, and Kim Strain, along with former consultants Meredith Steck and Eric Wisz, will be presenting at the joint conference of the International Writing Centers Association and the National Conference on the Peer Tutoring of Writing (IWCA–NCPTW) in Columbus, Ohio. Consultants who are interested in proposing papers or panels for upcoming IWCA, Midwest Writing Centers Association (MWCA), National Conference on the Peer Tutoring of Writing (NCPTW), or other related conferences should talk to Katie, Jasmine, or Kirsten about resources for funding.

WRITING CENTER PROFESSIONALS OF MINNESOTA & THE E-12 WRITING CENTERS COLLECTIVE

The Center for Writing participates in both WCPM and the E-12 Writing Centers Collective, two Minnesota-centric groups of writing center people who come from diverse institutions serving writers from preschool through college. In occasional meetings held in and around the Twin Cities, we discuss topics of interest to the group, strategize in response to specific challenges, and share ideas and resources with each other. If you are interested in participating in these meetings, please talk to Kirsten, Katie, or Jasmine.

This year, we will continue our ongoing collaborations with local high school writing centers. Our collaborations so far have included professional development discussions and practice sessions with SWS and high school consultants. If you'd like to participate (for pay!), please talk to Kirsten, Jasmine, or Katie.

UNIVERSITY POLICIES

AFFECTING SWS CONSULTING

Wherever you consult, you will need to be familiar with SWS policies and with commonly asked questions. You will find most of our policies on the blue “getting the most from Student Writing Support” info sheets. Below is a little more explanation of why we have those policies—we hope this will help demystify the decisions we’ve made and prepare you to explain them to anyone who asks.

PRIVACY

The state of Minnesota has very strong privacy protection laws, particularly for students. Under University of Minnesota Board of Regents’ policy, as University employees we are bound to ensure the private nature of student data. We must protect the student information we have access to in our consulting, including students’ phone numbers and addresses, grades on papers and in courses, and the names of courses they are taking, as well as the fact that they have used our services, unless we have permission from the student to share that information with others. To ensure that no one else can access the student information in our database, be sure to log out of the database (as opposed to merely quitting your browser) after your shift. Because of these same privacy issues, please do not allow non-Center employees to join you behind the front desk, where they would be able to see private information in the database. To learn more about privacy and data security, you may wish to complete the U’s Data Security training modules, described at healthprivacy.umn.edu/training and available through ULearn.

As employees of the University, we can share information about our student clients with each other for the purpose of protecting their safety and supporting their academic success. We will discuss our consulting interactions both face-to-face and on the staff blog for the purpose of improving the quality of our work with writers. Beyond this private and professional discussion, however, information about SWS clients should not be disclosed to anyone outside of the Center for Writing. Please be careful to keep private our collegial discussions about consulting or attending experiences—whether positive or negative (using Katie’s, Jasmine’s, or Kirsten’s offices rather than talking in earshot of others in the Center). Not only does this ensure the privacy of the writers who used the Center, but it also prevents current visitors from feeling worried that consultants or attendants will talk about them later.

TITLE IX COMPLIANCE REGARDING THE REPORTING OF SEXUAL ASSAULT, RELATIONSHIP VIOLENCE, STALKING, AND SEXUAL HARASSMENT

We are grateful to former Student Writing Support consultant Rose Miron (she/her/hers), who has worked closely both with victim/survivors and with the Race, Indigeneity, Gender & Sexuality Studies Initiative (RIGS) as they addressed the U’s new mandated reporting policy. We endorse RIGS’s and Rose’s critique of that policy: it fails to take a victim/survivor-centered, trauma-informed approach. Accordingly, we ask that all Student Writing Support employees read Appendix A: Prioritizing Victim/Survivor-Centered and Trauma-Informed Support for Students, beginning on page 39. Here, we summarize the University’s official policy, as required of us.

The University of Minnesota’s Equal Opportunity policy is as follows: *The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed,*

religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

In order to comply with Title IX, University employees with supervisory or advising responsibilities must report incidents of sexual assault, stalking and relationship violence to the University's Office of Equal Opportunity and Affirmative Action (EOAA) when such incidents have (or may have): (1) occurred on university property; (2) occurred during a University employment or education program or activity; (3) been directed at a current student at the time they were a student; or (4) been committed by a current University member at the time they were a University member.

To contact EOAA, write or visit 274 McNamara Alumni Center, 200 Oak Street SE, Minneapolis, MN 55455; call 612.624.9547; or email eoaa@umn.edu.

What does this mean for Student Writing Support?

Again, please see Appendix A. According to the EOAA office, this policy means two things for employees in SWS:

1. Consultants and attendants are subject to this requirement to report to EOAA such incidents of sexual misconduct that they learn about. For example, consultants must promptly notify EOAA in the event that a client chooses to write or speak about having survived the types of sexual misconduct discussed above.
2. As supervisors, Jasmine, Katie, and Kirsten are also subject to this requirement to report to EOAA such incidents of sexual misconduct that they learn about. Accordingly, in the event that employees choose to write or speak to them about the types of sexual misconduct described above, then as supervisors, they are required to share this information with EOAA.

If you are a victim/survivor or someone concerned about a victim/survivor and need immediate information on what to do, please go to umn.edu/aurora/. If you would like more information about the University's process for investigating reports of sexual misconduct, please go to diversity.umn.edu/eoaa/home.

APPENDIX A

Prioritizing Victim/Survivor-Centered and Trauma-Informed Support for Students

Adapted from materials created by Rose Miron for the Center for Writing at the University of Minnesota.

VICTIM/SURVIVOR-CENTERED SUPPORT, TRAUMA-INFORMED CARE, AND THE NEW MANDATED REPORTING POLICY

THE NEW WHAT?

In January 2018, the University of Minnesota enacted a new policy on Sexual Harassment, Sexual Assault, Stalking, and Relationship Violence (collectively called Sexual Misconduct). The policy requires that all University employees report sexual misconduct they learn about to the campus Title IX office (EOAA). Title IX is the law that prohibits discrimination based on sex, and EOAA is the Office of Equal Opportunity and Affirmative Action, the office on campus that makes sure University members uphold civil rights laws.

HOW DOES IT AFFECT ME?

As a University employee, you are now a mandated reporter. If you learn about sexual misconduct in the course of performing your employment duties (while working at Student Writing Support as an attendant, consultant, or in any other role) you are required to report it to the Title IX Office. You must report any sexual assault, stalking, sexual harassment, or relationship violence you learn about that:

- Occurred on University property
- Occurred during a University program or activity
- Is being/was directed at a current University member while they were a University member
- Is being/was directed at a third party at the time they were engaged in any University activity or program
- Is being/was committed by a current University member while they were a University member

If you think you're in a situation where you might have to report, talk to Katie, Jasmine, or Kirsten ASAP. Other immediate steps are on page 42, "Responding to Disclosures of Sexual Violence: A Guide for SWS Consultants."

SO WHAT'S THE PROBLEM?

After a report is filed with the Title IX office, someone from EOAA will reach out to the University member who has been affected by sexual misconduct (the victim/survivor or v/s). They will offer that person resources and give them information about how to report the sexual misconduct if they

so choose. EOAA will not share the v/s's information or initiate an investigation unless the v/s wants this, **except** in situations where there is a significant danger to campus safety or where a University employee is accused of engaging in sexual misconduct. **This means that EOAA is not a confidential resource and has the power to initiate an investigation with or without the v/s's permission.**

While reporting sexual violence to the Title IX office and/or police is what some v/s ultimately want, **others do not want to report**, or feel that doing so might put them in an **unsafe situation**. It is still unclear what level of involvement the police have in investigations once they are initiated, meaning many students who are undocumented or belong to groups that are more likely to face violence from police may not feel it is safe to report. Likewise, since EOAA cannot protect the confidentiality of a v/s once an investigation is initiated, many might fear retribution from their attackers and therefore consider it unsafe to report. **Ultimately, breaching a v/s's confidentiality or initiating an investigation without their consent removes the situation from the v/s's control and may inadvertently put them in an unsafe situation.**

HOW CAN I HELP?

Many of us will or have already worked with students writing about their own experiences with sexual violence. In these situations, the University policy requires that we report any information the student tells us about their experience. In our roles, we want to prioritize victim/survivor-centered and trauma-informed support for students (see definitions for these on the following page). You can learn more about how to do this from the materials on page 42, but for now, take a look at the Power and Control wheel below, and start thinking about how our work might be affected by this grounding principle:

Sexual Violence is an act of power and control. In our interactions with victim/survivors of sexual violence, we want to give power and control back to students rather than further taking it away.

POWER, CONTROL, AND SEXUAL VIOLENCE

This wheel shows how power and control are at the center of many different manifestations of physical and sexual violence. While it was created in the context of domestic violence specifically, it's helpful in for thinking through how power and control are at the base of many different types of violence.

HEADS UP! This wheel is not perfect. The language used is gendered and suggests that only female-identified people are affected by sexual violence and only male-identified people perpetrate sexual violence. In reality, **people of all genders and sexualities are affected by and perpetrate sexual violence**, and trans as well as gender non-conforming folks are often most affected by sexual violence.



Wheel created by the Domestic Abuse Intervention Project in Duluth, Minnesota.

Key Related Definitions:

- **Sexual Violence:** Any time sexual behavior or contact is used as a weapon to gain power and control over someone else + Any sexual behavior or contact that one is tricked, forced, or coerced into (Sexual Violence Center, Minneapolis, Minnesota).
- **Victim/Survivor-Centered Support:** processes, policies, and support that consider the victim first, promote victim self-agency, coordinate and collaborate with a victim's interests, and ensure victim safety (Sexual Violence Justice Institute).
- **Trauma-Informed Care:** processes, policies, and support that involve understanding, recognizing, and responding to the effects of all types of trauma. Trauma-Informed Care emphasizes physical, psychological, and emotional safety and helps survivors rebuild a sense of control and empowerment (Trauma-Informed Care Project).

RESPONDING TO DISCLOSURES OF SEXUAL VIOLENCE: A GUIDE FOR SWS WRITING CONSULTANTS

This guide was created by Rose Miron for the Center for Writing at the University of Minnesota.

IF A STUDENT SHARES THEY HAVE BEEN IMPACTED BY SEXUAL VIOLENCE

- **PAUSE the conversation or reading. Tell them you are a mandated reporter ASAP!** The less information the student gives you before they know your role as a mandated reporter, the more agency they have to choose what they want to disclose.
- **DO NOT investigate or ask for more information. Let them know that you'll need to include any details they share with you in your report.** Certain details like the location of the incident and the identity of the perpetrator may trigger an investigation with or without the student's consent.

*If the student says they are **NOT** comfortable with your role as a mandated reporter*

- **Say you're sorry, but you will still have to report what you've learned already, including the student's name. Then, support and validate their response. Ask them what would be most helpful to them for the remainder of the consultation:**
 - Could the student go through the paper and black out any details that they don't want included in the report?
 - Could they verbally talk with you about their writing concerns without discussing the details of the paper or having you read the paper?
 - Would the student prefer to end the consultation or work on a different piece of writing?
- **Ask the student if it would be helpful for them to know about confidential resources on campus. If so, let them know that:**
 - The following resources are confidential:
 - **The Aurora Center:** 117 Appleby Hall, 612.626.9111
 - **Student Counseling Services:** 340 Appleby Hall, 612.624.3323
 - **Boynton Health Center:** 612.624.1444
 - Accommodations for classes, student housing, and other campus activities are available through the Aurora Center **regardless of whether or not students report.**

*If the student says they **are** comfortable with your role as a mandated reporter*

- **Continue with the consultation** as you normally would. If the conversation includes the student further disclosing how they've been affected by sexual violence, **support and validate** them by:
 - **Believing them:** People rarely lie about sexual violence, and if they're telling you, it's probably because they trust you and need someone to talk to.
 - **Not blaming them:** No one deserves to be assaulted no matter what. The only person who is at fault for sexual violence is the perpetrator.
 - **Listening to the student without giving advice:** Sexual violence takes power and control away from victim/survivors; support them in taking that power back by encouraging them to make their own decisions.

- **Keeping the focus on the student, do not say what you would have done:** You can't know what is best for someone else; instead, focus on supporting the victim/survivor's choices and validating how they're feeling.
- You could say:
 - "I'm really sorry that happened to you"
 - "I believe you"
 - "This is not your fault"
 - "Thank you for sharing your writing with me"
- **Ask the student if it would be helpful for them to know about confidential resources on campus. If so, let them know about the resources listed above.**

AT THE END OF THE CONSULTATION

Take a deep breath—you did great! Sexual violence is a difficult topic, so please make sure you **practice self-care**, whatever that looks like for you. Don't make your report alone! Talk to Kirsten, Katie, or Jasmine to confirm you are in a mandated reporting situation and to call the Title IX Office.

APPENDIX B

Examples of Visit Comments

Below you will find three annotated samples of strong comments and one annotated sample of a weak comment.

SAMPLE #1: A STRONG COMMENT

Comment	What went on in the session? W is working on the first of a series of assignments that involve critiquing an article's use of a research finding. W was concerned about whether W was doing the assignment; we spent some time together poring over the instructions to confirm for ourselves that W was (though we noticed that the final product should be 1/2 page, not one full page). We worked on what W might shorten and also worked to clarify a couple of sentences. I showed W ldoceonline.com to check usage, and we practiced a bit with it. (I also showed W Juan's "Google It Up" handout and where to find it online.)	What's next for this writer? W will work on making the title fit APA format (as required by the asst), incorporate W's edits, and turn the paper in.

WHAT MAKES THIS COMMENT STRONG?

The consultant clearly describes the writer's concerns and specifies what the consultant and writer did together in this session. The comment also informs future consultants that the writer, W__, will continue working on this type of project (noting that it is "the first of a series of assignments"), and that they used two specific resources (so, in future consultations, the writer may already be familiar with those resources).

A note on word choice: this writer did not list any gender pronouns in the Student Profile, so this consultant does not use any to describe the writer, either. Instead, this consultant uses the writer's first name in the first sentence and the first initial subsequently.

SAMPLE #2: ANOTHER STRONG COMMENT

Comment	What went on in the session? A brought in a research paper on national security and freedom of speech. She wanted grammar help and feedback on any grammar issues and to look for any logic flaws. We discussed her research question/topic first and talked about clarifying the grammar. We also discussed splitting up the introductory paragraph and the roadmapping into separate paragraphs. We talked about when to use the definite article and identified some issues including overusing "have" and "put" in ambiguous ways. We also discussed using "this + noun from sentence before" to create cohesive sentences in a paragraph. We discussed how to connect sentences.	What's next for this writer? A will continue to work. She has to write 7 more pages. I discussed the handout for different conjunctions with A but forgot to give her a copy. Please give her a copy in next consultation.

WHAT MAKES THIS COMMENT STRONG?

Like sample #1, this comment contains the type of assignment, a general idea of the paper topic, the writer's goals for the session, and what the writer and the consultant worked on together. If you are

the consultant who originally wrote this comment, rereading it before your next session with the writer will clearly remind you what you and the writer did last time.

If you are a new consultant for this writer and are reading the comment, you will know what work the writer may already have done on a global level (did she make revisions to the intro and roadmapping since the last session? If so, how is she feeling about those changes?), and you will have a sense of what grammar patterns the writer may already be aware of. You will also be able to have a copy of the “handout for different conjunctions” (our quicktip on sentence transitions) ready to give to the writer, as requested by this consultant.

A note on word choice: This writer provided gender pronouns (she) and a preferred name (A_____) in her Profile; the consultant accordingly referred to this writer using she/her gender pronouns and the first initial of her name.

SAMPLE #3: YET ANOTHER STRONG COMMENT

Comment	What went on in the session? S█ had reorganized his ISE analysis and added new material; he wanted feedback on clarity. I read with that lens, noting places that were effective for me as well as places where I needed help (usually a sentence fragment). My one larger question had to do with a ¶ that seemed to be doing a couple of things at once and that was hard for me to orient myself into. S saw what I meant and will focus his revision on this part.	What's next for this writer? S█ will untangle and smooth the one ¶ that seems to be about both geography and the character of the pilot, and he will connect the intro ¶s to the ISE/film analysis section.

WHAT MAKES THIS COMMENT STRONG?

This comment is clearly one in an ongoing series of appointments. Accordingly, details like the due date and the type of project have been left out as previous comments include those details. What makes it strong, though, is that it still describes what the writer’s concerns were, what was addressed in the session, how those issues were addressed, and what the writer plans to do for next time.

A note on word choice: this writer included gender pronouns (he/his) in the Profile, so the consultant uses those gender pronouns in the comment.

SAMPLE #4: A WEAK COMMENT

Comment	What went on in the session? looked at essay for flow and grammar...some extraneous words and missing articles, but understanding not affected...	What's next for this writer? check to make sure quote is correct, revise, submit...

WHY THIS COMMENT IS WEAK

This comment is very general: it gives no clear sense of the writer's concerns, assignment due date, project, or what went on. This comment also does not distinguish between the writer and the consultant—who decided that “flow and grammar” were the priorities for the session? Whose “understanding [was] not affected”? Similarly, the lack of *people* in the “what’s next for this writer” section makes it unclear whether that comment is (appropriately) describing what the writer plans to do, or (inappropriately) what the consultant thinks the writer should do.

While occasionally your comments may be quite short—e.g., “this writer had one question on APA in-text citation. We used the APA quicktips and online resources to answer it”—in most other cases, your comments should be more detailed. Regardless of length, your comments should always reflect the ideas, concerns, and decisions of both parties in the consultation—and clearly distinguish between those of the writer and the consultant.

APPENDIX C

Observing a Consulting Session

1. Talk with your observation partner and decide who will observe who and when.

2. If you are observing a face-to-face session in **Nicholson**, talk with the attendant so that they can try to schedule an appointment for one of you and change the partner's schedule slot to Project. This ensures that you will not be booked to consult with a writer during the time that you are scheduled to be observing. If you are observing a face-to-face session in **Appleby**, be sure that there are two other consultants working at the same time that you will be observing another consultant.

3. **When the writer arrives**, be sure to ask their permission to observe the session, explaining that you are only observing the session as a whole in order for each consultant to improve his or her practice; and that you are not evaluating the writer or their writing. If the writer seems uncomfortable or says they would prefer not to be observed, assure the writer that you understand, and, later, plan to observe a different session.

4. **When you are observing**, you should pay attention to what's happening in the session, what you are learning from the session, and what questions you have for the consultant. The following questions may be useful to keep in mind as you observe:

- What sorts of icebreaking or introductory conversations happen?
- What are the writer's stated goals and/or concerns?
- What questions do the consultant and client ask?
- What types of work do you see getting done in this session? (brainstorming, life-planning, writing, reading, etc.) And what roles do the consultant and the writer play in this work?
- How, if at all, do the consultant and the writer negotiate (or re-negotiate) a set of goals for the session?
- What are the "transition" moments? That is, are there moments when the session seems to begin a new chapter, or take a turn to something different? How can you tell?
- How does the consultation end?

Throughout the session, you might occasionally jot down the time, to give both you and the person you're observing a sense of how much time was spent doing various activities.

5. **After the session**, take some time to reflect with your partner, asking Katie, Jasmine, or the attendant for help creating project time. Try to arrange this discussion as close to the observations as possible.

APPENDIX D

Overview of the Center for Writing

The Center for Writing (otherwise known as C4W) supports the University's mission to improve writing across the curriculum in a comprehensive way: we work directly with student writers, we support instructors integrating writing into their courses, and we sponsor research into the theories and practices of writing, rhetoric, and literacy. Besides Student Writing Support, the portion of the Center that works directly with writers and their texts, we have four other programs:

- The **Writing Across the Curriculum (WAC)** program is for faculty and instructors. Our WAC program consists of two parts: Teaching with Writing (TWW)—which offers faculty and instructors workshops and individual consultations about implementing writing in the classroom—and the Writing Enriched Curriculum (WEC) program—which works directly with faculty in the disciplines to ensure that writing is meaningfully infused into all four years of each undergraduate major.
- The **Interdisciplinary Studies of Writing (ISW)** program supports academic research on issues of writing and literacy.
- The interdisciplinary minor in **Literacy and Rhetorical Studies (LRS)** offers graduate students opportunities to examine issues related to writing and literacy with faculty members drawn from across the disciplines.
- The **Minnesota Writing Project (MWP)**, an outreach program of the Center, provides professional development opportunities for preK–college teachers.

For more about the history and mission of the Center, as well as details on each program, visit the Center's website, writing.umn.edu. For a complete list of current staff with contact information, see the Center for Writing Staff List. To see pictures and learn more, visit the people (writing.umn.edu/home/people.html) and consultant bios (<http://writing.umn.edu/sws/consultants.html>) pages on the website.

JOB DESCRIPTIONS

CONSULTANTS

SWS writing consultants are students and professionals with experience doing their own academic writing as well as reading and responding to the work of other writers. Some writing consultants also work as front desk attendants (a job available only to undergraduates and to graduate students working at 50%) and/or as TRIO fellows (a job available only to undergraduates). Others are Teaching Assistant Coordinators (TACs), who have formalized leadership positions in SWS. Still others are Multilingual Learner Specialists (a job available only to consultants who have an MA in Teaching English to Speakers of Other Languages and who are not students themselves).

Here are the Student Writing Support consultants for Fall 2019 (bios available at writing.umn.edu/sws/consultants.html):

Pierre Abillama	Sukritya Khatiwada	David Melendez
Celine Bogner	Lauren Klaffke	Greg Mello
Maija Brown	Susan Knutson	Leah Moreno
Chip Chang (returning Spring)	Daniela Kunkel-Linares	Asma Naeem
Pang Chaxiong	Kerry Langin	Meta Nagel
CJ Craig	Katie Levin	Kylie Nhu
Jennifer Doane	Jerald Lim	Jennifer Nicklay
Rachael Dumas	Sunny Lim	Maryan Osman
Gabrielle Farrell	Dee Lobo	Liv Riggins
Anne Fretheim	Megan Herzog	Justice Sahaydak
Jacqui Frost	Alanna Hildebrandt	Nishant Satpathy
Joe Fruth	Kirsten Jamsen	Miki Schumacher
Jesse Fusco	Pallavi Janiani	Sarah Selz
Rye Gentleman	Aniket Joshi	Emily Shim
Sourojit (G) Ghosh	Jennifer Kang	Aleisha Smith
Winston Guo	Sukritya Khatiwada	Kim Strain
Yugene Guo	Lauren Klaffke	Caty Taborda-Whitt
Ben Halom	Susan Knutson	Jasmine Kar Tang
Amber Hamilton (returning Spring)	Daniela Kunkel-Linares	Bennett Winga
Megan Herzog	Kerry Langin	Sen Xiong
Alanna Hildebrandt	Katie Levin	Ariana Yang
Kirsten Jamsen	Jerald Lim	Bomi Yoon (returning Spring)
Pallavi Janiani	Sunny Lim	
Aniket Joshi		
Jennifer Kang		

EVERYONE ELSE

Director (Kirsten Jamsen)

Kirsten is responsible for overseeing the maintenance and development of all programs within the Center for Writing, of which SWS is one component. In addition to other SWS leaders, Kirsten is available to the staff as a resource for all questions about the Center, including consulting strategies, working with difficult or rewarding writers, and logistical work issues. Additionally, she teaches WRIT 3751W: The Theory and Practice of Writing Consultancy for new undergraduate consultants and consults in SWS.

Co-Directors (Katie Levin and Jasmine Kar Tang)

Jasmine and Katie oversee the SWS program, and both consult as much as their schedules allow. Both will answer your SWS and payroll-related questions. If your questions relate to Appleby, APARC, SWS.online, or Trio, Jasmine is the person to ask; if your questions relate to Attending or Nicholson, Katie is the one to talk to. Jasmine's other main purviews are the College English Transitions (CET) program, MWP, and the Center for Writing website, while Katie's are graduate and professional consultant education and the ISW research grants program, which supports faculty and staff who are researching writing.

Director of Writing Across the Curriculum (Pamela Flash)

Pamela works closely with faculty, teaching assistants, and affiliate instructors who are integrating writing into their courses. She directs the Writing-Enriched Curriculum (WEC) Project, launched in 2007 with generous support from the Bush Foundation, which pilots a process for meaningfully infusing writing and writing instruction into all undergraduate curricula. The project engages multiple academic units in developing and implementing customized Undergraduate Writing Plans. Pamela also offers consultations to support University faculty and instructors through the Teaching With Writing program, similar to the consultations SWS offers to support students who are writing. She also plans and executes a series of events—including panels and workshops—for faculty and instructors on multiple topics and issues related to writing and writing instruction.

Assistant Directors, Writing Across The Curriculum Program (Dan Emery and Matt Luskey)

Dan and Matt support faculty, TAs, and instructors from across the university who teach (with) writing. They hold individual and group consultations, and they coordinate the Teaching with Writing (TWW) series of workshops, panels, and discussions. They also author the monthly TWW tip (available on the Center's website). They work with various departments in the Writing-Enriched Curriculum program as those departments develop, implement, and assess their writing plans.

Minnesota Writing Project director (Lee Fisher)

Lee directs the Minnesota Writing Project (MWP) in its outreach and support for preK–college teachers year-round and runs our summer institute for teachers from across the state. Lee plans and facilitates summer institutes, collaborates with MWP's network of teacher consultants on developing workshops for K–12 teachers and community educators, works to promote MWP to students and leaders in the educational community, and collaborates with the MWP team housed in the Center for Writing to support the ongoing work of the Writing Project. Lee is also a former SWS consultant; he may occasionally come back and consult!

Center administrator (Terri Wallace)

Terri manages all the Center's accounting and payroll. She is the Human Resources (HR) lead for the Center. She is also the go-to person for all building-related needs (e.g., getting UCard access to the space, handling safety concerns, knowing who to call for larger). Outside the Center, Terri serves in the University Senate and is on the Benefits and Advisory Committee.

Administrative Coordinator for the Writing-Enriched Curriculum project (Heidi Solomonson)

Heidi is the member of the WEC team who manages the WEC project's communications and data, and assists academic units engaged in the WEC process.

Student Technology Specialists (Sean Hurley & Pierre Abillama)

Sean and Pierre are our in-house software developers and lab managers. They work closely with the core staff on database projects, and they are the first call for SWS computer lab questions and problems that can't be solved by the attendants. Sean and Pierre will not only help you with technology problems, but will also teach you how to solve them yourself. Pierre is also a Student Writing Support consultant and attendant.

TA Coordinators, or TACs

TACs have official leadership roles: in addition to engaging in the usual instructional, administrative, and professional development work of all writing consultants, they are additional official sources of support for consultants when they are working in Appleby Hall. You can find current TACs on the Staff List.

WEC RA (Emily Shim)

Emily is responsible for collecting and managing samples of student writing from academic units engaged in the WEC process. She is also a Student Writing Support consultant and attendant.




APPENDIX E

Center for Writing Glossary

Here are a few of the terms and references you may read or hear at the Center. We welcome revisions and additions!

The Bank	<p>The Bank is a system for keeping track of how many consulting hours graduate or professional employees have worked over or under the set number of paid hours associated with their appointment.</p> <p>If a grad/professional employee needs to miss some of their regularly-scheduled consulting hours (if, for example, they will be out of town for a conference), they will owe SWS the work associated with those already-paid hours—meaning the consultant will need to be added back to the schedule at a different time.</p> <p>Similarly, if a grad/professional employee works extra consulting hours beyond their regular schedule (by subbing for a colleague, for example), SWS will owe them that extra time—meaning that we will need to be sure to take them off the schedule so they don’t consult for more hours than they’re being paid for.</p> <p>The techies are currently finalizing a “Bank” system that is integrated into the database; for now, though, Katie and Jasmine will keep track of both “debts” and “credits” in their Google Sheet–based Bank. Please feel free to ask them for a Bank Statement at any time.</p>
Bat signal (compare with <i>sub request</i>)	<p>A “bat signal” is a message you send in an emergency, when it’s the day of a shift and you’ve suddenly discovered you won’t be able to come to work.</p> <p>Bat signals are always sent and responded to via SWS-staff, the SWS email list (SWS-staff@umn.edu).</p> <p>The term “bat signal” comes from Batman, where the Gotham City Commissioner projects an image into the night sky to signal to Batman that urgent help is needed.</p>
Database	<p>The database is where all the administrative work of managing SWS visits takes place, as well as where the internal staff blog lives. Consultants and attendants use the database every day when creating, changing, or cancelling visits; logging clients in and out; writing comments about completed visits; looking at their upcoming schedules; and reading or writing on the blog. The database, which is homegrown at UMN by SWS techies past and present, is always evolving based on user feedback—so please make suggestions if you have them!</p>
Frequent flyer	<p>“Frequent flyer” is shorthand for a client who works with SWS regularly and repeatedly. A frequent flyer might work every week with the same consultant, or they might come to SWS twice per week and see a variety of consultants. Frequent flyers tend to know a great deal about how SWS works—and many current SWS consultants are also frequent flyers!</p>

<p>Hungry Hungry Hippo (definition contributed by Jake Grossman)</p>	<p>hungry hungry hippo /'hʌŋ.gɪ/ /'hʌŋ.gɪ/ /'hɪpəʊ/ verb (informal, technical)</p> <ol style="list-style-type: none"> 1. [intransitive] to consult with many clients, often for (intentionally) brief appointments in the “drop-in” 9 Appleby Hall location of Student Writing Support at the University of Minnesota. Consultants who hungry hungry hippo may do so in order to boost their visit number at the end of a semester or may be motivated by a desire to shorten a long waitlist or serve anxious clients. 2. [transitive] to consult with a client or clients in the conditions described above. <p>noun (informal, technical)</p> <ol style="list-style-type: none"> 1. [common, countable] a University of Minnesota Student Writing Support consultant who is at present seeing or tends to see many clients, often for short appointments, during a “drop-in” consulting session at 9 Appleby Hall. <p><i>Pejorative</i></p> <p><u>Origin</u>: first usage 30 April 2018 in the Student Writing Support internal blog by J. J. Grossman after he learned that he was competing with K. F. Porter to have completed the most consultations of the Spring 2018 semester: “Kirsten, you really know how to awaken my competitive spirit. I'm going to be the Hungry Hungry Hippo of Appleby this week—gimme those consultations!” Usage is apparently derived from the Hasbro (Milton Bradley) board game <i>Hungry Hungry Hippos</i> (introduced in 1978), in which</p> <p>“The game board is surrounded by four mechanical, colorful, plastic hippopotamuses operated by levers on their backs. When the lever is pressed, the hippo opens its mouth and extends its head forwards on a telescopic neck. When the lever is released, the head comes down and retracts. Colored plastic marbles are dispensed into the board by each player, and the players repeatedly press the lever on their hippo in order to have it “eat” the marbles, which travel down from under the hippo into a small scoring area for each player. Once all marbles have been captured, the player who has collected the most is the winner.” (Hungry Hungry Hippos, Wikipedia, accessed 9 May 2018)</p> <p>See also: <i>marbles</i>, <i>hippos</i>, <i>gobble</i></p>
<p>Inquiry Project</p>	<p>As part of Kirsten’s WRIT 3751W course, all new consultants who are undergraduates develop and conduct a research project related in some way to the theory and practice of writing consultancy. Many of these research projects are based in SWS, and many SWS staff members elect to be research participants (in accordance with IRB guidelines).</p>

Mr. Grape	<p>Mr. Grape is the unofficial mascot of SWS. As originally conceived by consultant Dan Obst in Spring 2005, Mr. Grape is well-meaning, cheerful, but easily incensed (often by misinformation). He often has things to say about...</p> <div data-bbox="477 340 769 774">  </div> <p>the weather...</p> <p><i>image: Mr. Grape looks at the sky and screams "nooooo!" at falling snowflakes</i></p> <div data-bbox="828 417 1118 774">  </div> <p>...or student life...</p> <p><i>image: Mr. Grape dances with top hat and cane, saying "J-j-jazz hands!" Caption: "Mr. Grape feels the need to dance, dance, dance. Plus, he hasn't slept in 4 days..."</i></p> <div data-bbox="1170 388 1461 774">  </div> <p>...or timely writing projects.</p> <p><i>image: Mr. Grape scowls and hops on papers and books. Caption: "Mr. Grape is stomping on piles of inquiry paper notes."</i></p> <p>By virtue of being a mere circle with stick-figure arms and legs, Mr. Grape is easy to draw; and because he lives on a whiteboard, he is always revisable.</p>
Purple sheet	<p>Officially titled "On-Campus Resources for Students," this purple handout can be found at the Nicholson front desk, at all consulting carrels, and in racks of resources in both Nicholson and Appleby. Consultants and attendants use this sheet to refer writers to additional campus resources, whether related to research, health, or student rights.</p>
Request	<p>When someone says "your appointment is a request," they're using shorthand for a visit where the writer has deliberately selected a particular consultant (as opposed to choosing whoever is available at a given time). Frequent flyers (see above) often request their consultants. All requests are indicated by an asterisk at the end of the consultant's last name on the "today's visits" and "consultant home" pages of the database.</p>
Student Profile	<p>The Student Profile is a database tool by which writers can let consultants know information about themselves. Using writing.umn.edu/mysws, all students can opt to provide information about their nickname, name pronunciation, gender pronouns, languages they speak and/or write, accessibility needs for SWS.online, and anything else they'd like consultants to know about them. In order to respect the writers with whom they work, consultants read the student profile information of each writer before meeting with them, and rely on name and pronoun information when writing visit comments.</p>

Sub request (compare with <i>bat signal</i>)	A sub request is a message you send in advance of a planned absence, ideally more than 3 weeks before you will need to be out. (The Nicholson and SWS.online schedules book out 3 weeks in advance, so it's better if we can know about your planned absence before people are able to start making appointments with you.) The Techies are currently finalizing a sub request system that will operate in the database; for now, all sub requests are made either on sws-staff@umn.edu or through individual communication with other staff members.
Turret Talk	A Turret Talk is an informal and optional (but still paid) professional development meeting, so named because it is typically held in the turret of 15 Nicholson Hall. Recent Turret Talks have included grammar & punctuation skill shares, discussions of the degree to which a writing center can be considered a "safe space," brainstorming sessions for writing center conference proposals, and a conversation about the idea of "failure" in a consultation. Anyone can initiate and plan a Turret Talk; if you want something to eat or drink at a Turret Talk you're planning, be sure to let Terri know at least a week before the event.
Yellow sheet	Officially titled "Student Reflection on Writing Consultation," this resource (printed on yellow paper) is for writers to jot down their own reflections on what happened in a consulting session. We provide the yellow sheet for writers who wish to report to their instructors (especially when extra credit is at stake) that they met with an SWS consultant. The Yellow Sheet, which is also available for anyone to print from the SWS website's "policies" page at , can be found in a basket on the giant dictionary in Nicholson and with the other resources for writers in Appleby.