

## Writing Center Learning Audit

PRO-LEARNING CULTURE	1-5	ANTI-LEARNING CULTURE	1-5
Writing Center policy is always discussed/negotiated with staff.		Writing Center policy is made by the director and then announced at staff meetings.	
Everyone is comfortable sharing stories of success and failure.		Tutors usually keep to themselves if they believe a session has gone badly. The Director only shares success stories among colleagues.	
Director and tutors frequently consult with each other when they are unsure of a course of action.		People believe they know what to do and don't see the need to consult with others.	
There's space and time to process what is being learned.		Material is presented at staff meetings and is rarely revisited.	
Experimentation is encouraged.		Tutors want and are expected to follow an acceptable format for each session.	
Tutors are hired based on their diverse life experiences and flexibility.		Tutors are hired based on their grades and faculty recommendations.	
Hiring practice and decisions are a shared responsibility.		Director does the hiring.	
Clerical and tutorial staff frequently share ideas – there is mutual learning.		There is a hierarchy between clerical and tutorial staff.	
Disagreements/tensions are discussed and processed together. Sanctions are rarely necessary.		When there is tension/dissension among the staff, the director determines who is to blame and takes appropriate action.	
Students who use the center are encouraged to give feedback including both formal and informal written and oral forms, through focus groups, and other dialogic means.		Feedback is solicited in written, post-tutorial evaluation forms only. Students who use the center show up in the demographics part of the annual report. Student feedback is summarized for external audiences only.	
Opportunities for reflection are built in to tutors' schedules as well as into staff development meetings. Tutors' reflective writing is encouraged and valued.		Tutors are scheduled in sessions for every hour they work.	
Together, directors and tutors explore underlying assumptions about the theoretical underpinnings of their practice.		Tutors and the director are most interested in leaving theory outside the writing center – the work is focused on strategies.	
Tutors bring in readings that interest them, which are then incorporated into the course.		Directors determine the readings and activities included in staff preparation courses.	
Annual reports get to the real work of the center and are designed to be useful to current and future tutors.		Annual reports are primarily quantitative in nature and written exclusively for an external audience.	
Issues regarding race, gender, sexual orientation, ethnicity, and/or religion are addressed both personally and in staff meetings in ways that explore values, assumptions, beliefs, and expectations.		Because issues such as race, gender, sexual orientation, ethnicity and/or religion are touchy, they are rarely, if ever, discussed personally or in staff meetings.	
Tutors plan staff education meetings or collaborate with the Director in planning.		The Director plans all staff education meetings or approves plans of tutors for staff education.	
Directors demonstrate active learning along with the staff.		Directors make and grade assignments, but do not participate in fulfilling them.	
Tutors receive raises based upon their engagement in the learning community.		Tutors receive raises based upon years of service.	
Tutors and the director participate in exploring new ways of learning.		Tutors and the director prefer to stay with familiar academic discourse.	
Tutors and the director are involved in regional and national organizations (i.e. through reading and discussion of WLN, WCJ, C's and/or participation at professional conferences).		Tutors and the director do not have the time or resources to participate.	
Tutor participation in regional and national conferences is encouraged, supported, and valued.		Director participates in regional and national conferences as presenter/facilitator, but tutors do not.	
Conference preparation is organized and executed by the director and the staff.		Conference preparation is organized and executed by the director.	
<i>Total for Pro-Learning Culture</i>		<i>Total for Anti-learning culture</i>	