

University Writing Center

University Writing Center

2015-2016 Annual Report

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Jared Featherstone, Associate Director
Laura Schubert, Peer Education Coordinator
Lucy Malenke, Writing Instructor
Kevin Jefferson, Faculty Associate
Liz Thompson, Library Fellow
Vanessa Rouillon, Faculty Associate

UWC Annual Report

Mission

The University Writing Center empowers students, faculty, and staff to develop writing and critical thinking skills by providing personalized consultations, resources, and programs that strengthen writing across campus.

Vision

To be a leader for the JMU community and the writing centers discipline as they use writing to engage with ideas and audiences.

Values

Personalized Learning – We consider the variety of learning styles and collaborative teaching methods in working with writers.

Inclusivity – We strive to be a safe, comfortable place where people of all backgrounds and groups are treated with respect and kindness.

Mindfulness – We strive to be focused and nonjudgmental in our work by cultivating awareness of mental activity, managing stress, and reducing distraction.

Critical Thinking – We inspire and practice careful analysis, synthesis, evaluation, and expression of ideas.

Connection – We strive to build relationships through understanding, authenticity, and compassion.

Usage and Programming

The University Writing Center held 3404 appointments during the 2015-2016 academic year, which is up from the previous year's total by nearly 400 appointments. This is noteworthy given the fact that we closed down two locations mid-year. Another noteworthy difference is that fact that, for probably the first time UWC history, we had more scheduled appointments in the spring semester.

Satellite locations in Rose Library and Athletic Performance Center had been increasingly under-utilized. The fall 2015 semester saw this trend getting worse. Meanwhile, we had high usage in the SSC location, and we were sometimes forced to turn students away. For these reasons, the UWC shut down Rose and APC for the spring 2016 semester in order to focus efforts on the thriving SSC location. The satellites will be closed indefinitely.

The breakdown of writing consultations by location and semester is as follows:

Fall 2015

Total appointments: 1713

SSC appts: 1437

SSC walk-ins: 276

Rose: 16

APC: 33

Online Chat: 27

SSC appointment usage: 87%

SSC walk-in usage: 26%
Rose usage: 10%
APC usage: 20%

Spring 2016

Total appointments: 1691
SSC appts: 1556
SSC walk-ins: 112
Online chat: 23

SSC appointment usage: 75%
SSC walk-in usage: 21%

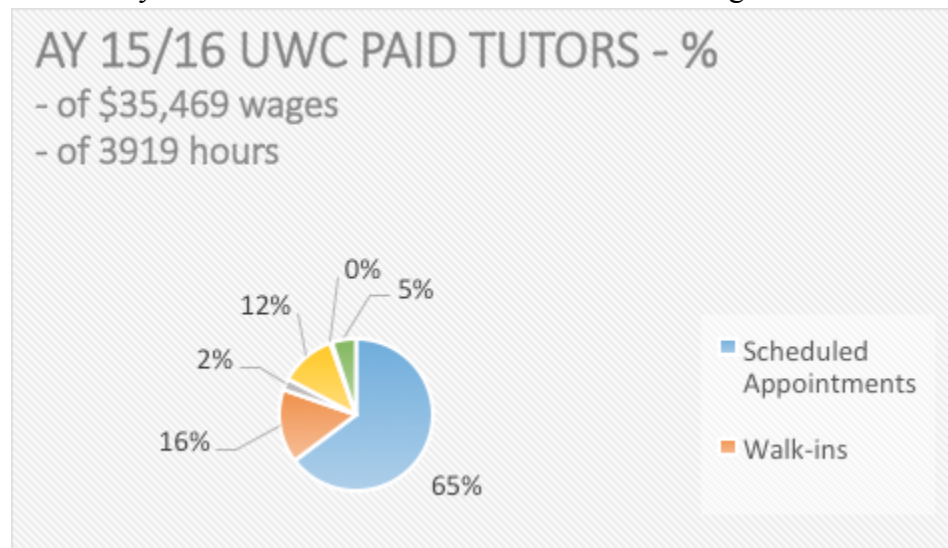
Summer Session 2016

SSC Appointments: 30
SSC appointment usage: 26%
Total UWC appointments for the year: 3404

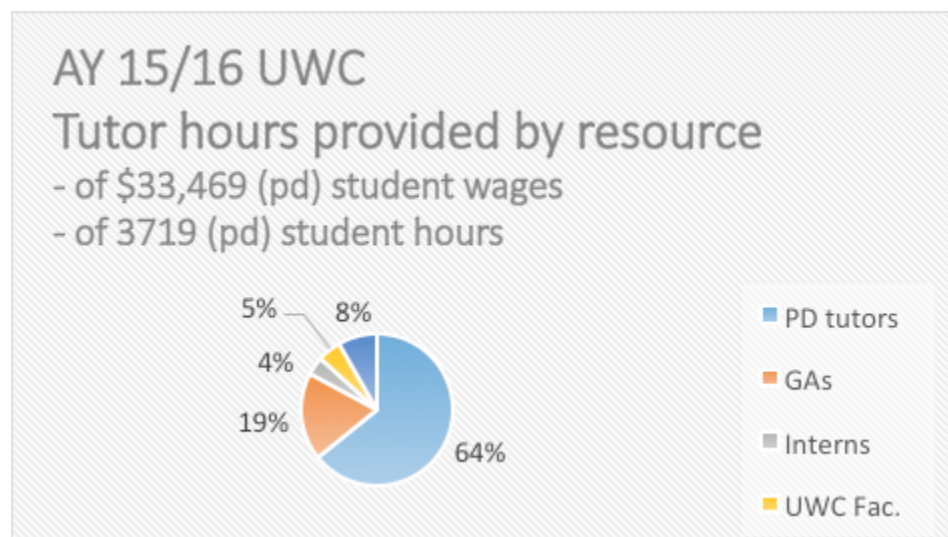
Comparing appointment usage in the SSC to last year, the fall semester saw an increase of 5% and the spring remained steady. The walk-in usage remains low overall, even after shifting the walk-in hours to accommodate the preferences expressed by clients in the strategic planning survey.

As a complementary way to look at the UWC's use of resources, we asked Joan Fahrney to compile information about the distribution of hours and money among UWC services. The charts and graphs below show this breakdown. In the breakdown of paid tutor wage spending, we can see that the amount spent on walk-in tutoring does not seem appropriate, given a usage of 26%. For this reason, we are cutting the walk-in schedule starting Fall 2016.

The breakdown of hours is not surprising, though it does show how significant the GA, faculty, and faculty associate contributions are to UWC's tutoring service.



Paid Tutors	Scheduled Appointments	Walk-ins	Online Chat	Prof. Dev.	Workshops	Fellowships
hours	2539	608	93	463	15.75	200
Cost	\$ 22,851.75	\$ 5,472.00	\$ 837.00	\$ 4,167.00	\$ 141.75	\$ 2,000.00
%	65%	16%	2%	12%	0%	5%



Tutor hours	PD tutors	GAs	Interns	UWC Fac.	Assoc. Fac.
hours	3718.75	1080.75	223	288.25	482
Cost	\$ 33,468.75	N/A	N/A	N/A	N/A
%	64%	19%	4%	5%	8%

Assessment

Client Surveys

Following each tutorial, students are emailed a post-session survey. We continue to value this method of eliciting feedback from UWC clients. This year, we've collected a total of 532 post-session surveys. The most valuable results from this survey illustrate that we are fulfilling one of our mission-statement objectives: The University Writing Center empowers students, faculty, and staff to develop writing and critical thinking skills by providing personalized consultations, resources, and programs that strengthen writing across campus.

The post-session surveys indicated:

-95% of respondents felt that the advice they received from their tutor was "useful" or "very useful."

-96% of respondents felt more prepared to write or revise their paper following the session.

-92% of respondents stated that they learned something about writing that they could apply to future writing tasks.

These post-session surveys are reviewed regularly and incorporated into reminder emails and professional development meetings. Accordingly, client feedback is immediately addressed in our writing center practice.

Interestingly, the overall split between repeat and first-time users was about 60/40. *

The post-session survey results also show that professor recommendation continues to be our number one reason why students visit the center. Knowing this, we will continue connecting with campus faculty.

Here are some highlights from the session survey comments:

"I am so glad I decided to come to the writing center to get help on my paper. My tutor, Lauren, was so helpful and she really helped me understand my assignment and she gave me some really good ideas. She got me thinking about things I would have not thought of myself and she helped me without just telling me what to do. She also gave me general advice that will help me with future assignments. So worth it!"

"I am very confident after every time I finished my tutoring session with Maya. Since a long time ago, I realized that every single essay and writing assignment that I worked with Maya got above A-. This motivates me to come to writing center every time. At the same time, I noticed that my grammar mistakes are much less in my paper and I am more comfortable with my writing now."

"I came to the writing center with an absolutely horrible draft of a paper that had been ripped to shreds with a red pen by my professor. I am a first year graduate student, and I seem to have forgotten how to write a basic academic essay after being several years removed from my undergraduate writing experiences. My appointment at the writing center was extremely helpful in terms of finding structural and organizational direction for my paper. I have actually made another appointment next week to make sure that my re-write is sensibly organized."

"I like how she really made me think. I didn't go to get all the answers and have her edit my paper for me. She asked a lot of questions that helped me better develop my essay and add things that I didn't think about adding. She helped me by having me learn, rather than doing the work for me."

"Urvi has given me confidence in my overall writing ability, but more than anything she has shown me the joy in writing. I am wholeheartedly certain she will be the reason I get into grad school."

The negative comments were far less common. Looking at those, I could not discern a pattern. Four of the most critical comments came from one particular student. A faculty member and a seasoned peer tutor both confirmed that this student was very difficult to work with and irritable.

Session Observations

Every UWC peer tutor and grad is observed in a tutoring session at least once per academic year. We use a standardized observation template based on our mission and the markers of excellence in tutoring (determined by our staff and informed by writing center literature).

These observations are conducted by faculty or seasoned graduate assistants, and the session descriptions are turned in to the UWC Associate Director for review. In addition, the observations are discussed in UWC faculty meetings. From there, we decide whether an immediate intervention is needed (beyond the required follow-up debriefing with the observed tutor), if we need to alter our professional development plans, and if we need to revise the tutor training course. The observations function as an assessment of our professional development and tutor training course.

Session observations also function as a qualitative assessment of tutoring techniques and client needs. This year, we became concerned about the pervasiveness of the "read-aloud" technique in tutoring sessions. We saw that the technique was being over-applied at the expense of gaining a true sense of the higher order concerns in the writing. Given the number of new tutors on staff, we hypothesized that some of this resulted from the tentativeness of new tutors. Having the student read aloud takes some pressure off of the tutor and gives the tutor time to think. It also takes up considerable time in a session. This is an example of observation data that will directly inform a professional development session next year.

Session Transcripts

One strong benefit of the online chat sessions is that we have complete transcripts of all sessions. This gives us another way to assess tutoring techniques and client behaviors. The session transcripts were used in an all-staff professional development activity during the spring semester. Transcripts of online sessions were distributed to small groups of tutors who were asked to evaluate the techniques of the tutor and discuss the pros/cons of online tutoring. The transcripts were then displayed on the large screen for everyone to discuss.

New Programs and Changes

Online chat tutoring

In partnership with University Libraries, the UWC piloted online chat-based tutoring in Fall 2015. The libraries allowed the UWC to create an account under their chat system subscription. Before the fall semester began, tutors were given a training packet that explained the procedures and best practices for online chat tutoring. Tutors were instructed to log in to the chat if they experienced downtime during their shifts. Because the fall semester gets busy very quickly, there was very little downtime to enable tutors to offer tutoring via chat. For the spring semester, given the closing down of satellites, we offered designated chat tutoring hours late in the evening. Tutors worked remotely to provide this opportunity to students who were unable to or apprehensive about physically coming into the UWC.

For the year, we saw a total of 40 sessions.

The system records transcripts of all sessions. The transcripts show that most tutors did well to establish rapport virtually, and that clients seem satisfied with the sessions. At this point, we do not have a formal survey, but we will develop one if budget permits us to continue the service.

The transcripts indicate a few interesting trends:

- Tutors are making effective use of links to reinforce their suggestions
- Though synchronous, some sessions are being handled somewhat asynchronously with clients sending blocks of text and tutors taking time to read. At least one tutor used Word's comment feature to embed comments in the text.
- Tutors and clients are using emoticons and other features of informal texting/social media
- We are seeing health sciences or nursing students with very specific APA questions

UWC graduate tutor Kelsey Robinson spent the spring semester studying the new online chat service and created a report. Her main finding was that the service was underutilized and that we could be more strategic in our promotion of the service. See her report in the appendices.

UWC Tutor Field Manual

In an effort to increase professionalism among peer tutors and standardize our ad hoc policies, we edited and updated the policy document that has been years in the making. These policies and guidelines were based upon input from UWC faculty, grads, and peer tutors. Faculty Associate Kevin Jefferson took the Word document and created a [web page](#) for peer tutors to find immediate guidance for a variety of tutoring situations. This is permanently housed in the Peer Tutor corner of the UWC website, and it will be edited and expanded to meet the needs of consultants.

Online Tutoring Writing Course

In the summer of 2015, we offered the WRTC 336 Tutoring Writing course online for the first time. Our motivation was to diversify our tutoring pool by making the course accessible to students who are unable to fit the course into their spring or fall semesters, due to demanding requirements for their majors. Despite this goal, the course still filled with the typical majors and backgrounds of our current tutoring pool.

UWC faculty, graduate assistants, peer tutors, and cooperating faculty worked together to create video content for the course modules. The videos, filmed by CIT, are high-quality and can be used for training and professional development of future tutors. The creation of these modules was a very positive outcome of the online offering.

The online course was successful in training some tutors, but we did encounter some problems with this cohort of incoming tutors. We already see some fading of knowledge and skills over the summer from incoming tutors taking the spring course, and this fading was even more pronounced with the students in the online course. We thought that leaving the mentorship for the early fall would help refresh their skills, but this only created logistical problems for UWC staff and scheduling. Unfortunately, the hiring interviews showed candidates who seemed somewhat unfamiliar with the core theories of writing center work as taught in the course. Interview questions that typically get substantive answers with reference to theorists or theories did not yield the same quality of response. It seems that students in the online tutor training course, like many online courses, were somewhat less engaged with the material.

We will be hesitant to offer the course in a purely online format again. However, the course materials have been exported to a stand-alone training module that we can use to help train incoming tutors, graduate assistants, or faculty associates who are not part of the semester course. The modules can also be used as a refresher for peer tutors. For instance, if a faculty observer sees a problem in a peer tutor's session, the faculty member can refer the peer tutor to a particular module for review.

Here are some examples of the videos in the course modules:

Tutoring Practice: https://www.youtube.com/watch?v=QOia1V5u_CE

Genre: <https://canvas.jmu.edu/courses/1442854/files/68869311/download>

English Language Learners: <https://youtu.be/s5Wl-TzatW0>

Research and sources: https://www.youtube.com/watch?v=aDB_Al-vkIM&feature=youtu.be

UWC Social Scene

The sense of community and social aspect of the UWC was diminishing toward the end of the Wilson Hall era, due to a number of key organizers graduating. When we moved in the SSC, we altered professional development to include large group meetings of the entire staff. This helped increase the sense of community, but we still weren't seeing the same level of connection among peer tutors. During this past year, our opening and closing meetings included pizza and time set aside for socializing. Tutors seemed to appreciate this greatly.

This year, the sense of community among tutors seemed to increase dramatically. I attribute this to the efforts of a few tutors. They created a UWC Group Me (social messaging app), which

enabled them to connect with each other on shift and off. At the closing meeting, the faculty could see that the tutors had bonded this year.

We will continue to offer opportunities for tutors to social and to encourage seasoned tutors to organize social events among tutors.

Peer Tutor Development

We revised the professional development planning process to be more of a group effort in terms of planning and facilitating professional development. In the last few years, the primary planning had been the responsibility of Laura Schubert. Because she would be on maternity leave for part of this year, we determined that it would a good year to try a new system. UWC faculty and graduate students all contributed ideas, and we created a semester plan together. The plan included topics, speakers, and activities for large group meetings but also options for the additional professional development hours required for tutors. We shifted the hours to have more planned, required professional development hours and fewer floating hours for tutors to determine. Increasingly, tutors seem to have difficult managing those hours. In order to increase accountability, we had tutors sign a professional development contract (see below) during the semester's opening meeting.

Peer tutors and graduate tutors are contracted to engage in ongoing professional development as part of their employment with the University Writing Center. This document serves as both a guide and an official contract outlining professional development responsibilities.

- I. All tutors must attend all **five regular staff meetings** of the UWC. These occur on 1/15, 2/5, 2/26, 3/25, and 4/15 from 3-5 p.m. in the UWC. (8-10 hours)
- II. All tutors must conduct a **formal observation** of another tutor's session between the 3/25 meeting and the 4/15 meeting. We will discuss observations during the 4/15 meeting. (1 hour)
- III. The remaining 4-6 hours of professional development time can be used in contribution to any of the following projects:
 - a. **Media and Publications Group** (creates web content, feature stories, social media posts, blogs related to writing or writing center work). The faculty advisor for this project is Jared Featherstone.
 - b. **Community Outreach** (working with refugees and immigrants in the Harrisonburg community on their writing skills). This advisor for this project is Vanessa Rouillion, our WRTC Faculty Associate.
 - c. **Peer Review training video** (creating a resource video to train students and professors to conduct effective peer reviews). The advisor for this project is Liz Thompson, our Library Faculty Associate.
 - d. **In-class presentations** (visiting classes to talk about writing center services or specific writing issues). The advisor for this project is Lucy Malenke, a UWC faculty member.
 - e. **Mentoring** incoming tutoring writing students (agreeing to be a mentor for the 6-session mentorship phase of the WRTC 336 Apprenticeship). Because the mentorship occurs mostly during scheduled work hours, you earn only 1 hour per mentee for the time spent communicating with mentees off-hours and the

post-session debriefing. Tutors with more than two semesters in the UWC can mentor more than one student.

- f. **Article (read and reflect).** Read an approved article and write a one-page reflection connecting the article to your tutoring practice. Any article from the [Writing Center Journal](#) will do, but you should try to pick one that seems particularly interesting to you. If you need guidance on this, please contact a UWC faculty member.
- g. **ELL Training series:** Working with English Language Learners: Gain comfort, confidence, and capability
- h. **Symposium** on Assigning, Encouraging, and Composing Great Writing, across the curriculum and in the disciplines. Friday, Feb. 12th. 2:30-4 p.m. Harrison 0118. RSVP required.

I understand that the obligations listed above are a condition of my employment at the UWC.

_____ (signature and date)

We felt that the scheduled all-staff meetings and the required observations were very beneficial to tutors. We saw clear demonstrations of learning and applications of concepts during those meetings. The discussion of observations raised a number of important tutoring issues and allowed tutors to learn from each other. Although some tutors benefitted greatly from the choices in Part III of the contract, we still found that tutors had a hard time keeping up and that they were not keeping track of their hours. Our tutors, like many JMU students, are overcommitted and overscheduled. They are experiencing stress trying to fulfill their professional development hours. Because of these accountability issues and the fact that we have a particularly new tutoring staff, we will be planning all of their professional development hours for the upcoming fall semester.

Tutor Awards Ceremony

The UWC participated in the Learning Centers Tutor Awards Ceremony, honoring Rudy Barrett and Maya Chandler for years of outstanding contributions to the center.

Collaborations and Partnerships

CHBS Collaboration (Lucy Malenke)

Targeted Presentations, Workshops, and Consultations

This fall, the Writing Center reached 356 CHBS students through targeted presentations and interactive workshops (see Fig. 1 for details). Most of those presentations resulted from ongoing relationships with faculty members or classes; however, I also established several new collaborations and developed a handful of new presentations. I also built upon the Personal Statement Seminar and Faculty Panel I offered last year (now available as videos on our website) by holding two personal statement workshops in the Writing Center. In these workshops, students learned strategies for writing application essays and received feedback on personal statement drafts from peers and Writing Center consultants.

This spring, the Writing Center reached 174 CHBS students through targeted presentations and interactive workshops (see Fig. 2 for details)—and many more through one-on-one

consultations at the UWC. Most of those presentations resulted from ongoing collaborations; however, I also had the opportunity to work with several new faculty members. In post-presentation and workshop surveys, a large majority of students reported that they felt more prepared to undertake their writing assignments and that they learned something they could apply to future writing tasks. Many students also reported that they had never visited the University Writing Center but would be more likely to do so in the future. Instructors have also provided positive feedback regarding presentations and workshops.

Figure 1: UWC presentations and workshops for CHBS students, Fall 2014

Class/Group	Enrollment/ Attendance	Professor	Presentation/Workshop Description
CHBS / Pre-professional Health	90	N/A	Strategies for writing personal statements and faculty panel discussion
CSD	7	N/A	Guided peer review workshop for personal statements
HTH 408 (x2)	41	Stephanie Baller	Essay revision and editing workshop
HTH 351 (x2)	91	Stephanie Baller	Strategies for composing effective arguments in scientific writing
HTH 351 (x2)	91	Stephanie Baller	Essay revision and editing workshop
NSG 350 (x2)	90	Donna Trimm	Strategies to avoid plagiarism, discussion of summary/paraphrase/quotations, intro to APA style
NSG 390	45	Chris Maphis	Guided peer review workshop for chronic illness paper
NSG 450	90	Linda Sobel	Strategies for writing integrative reviews
RN-BSN Orientation	35	Nena Powell	Introduction to science writing, reading scholarly articles, thesis statements, and APA style.
PA 653	24	Erika Kancler	UWC + UCC Intro Presentation (geared toward capstone project)
Doctoral Psychology	6	Anne Stewart	Application essay strategies for post-graduate internships
Psychological Sciences MA students	90	Michael Hall	Types of literature reviews in psychological sciences and strategies for writing them

Figure 2: UWC presentations and workshops for CHBS students, spring 2016

	Class/Group	Enrollment/ Attendance	Professor	Presentation/Workshop Description
SPRING 2016				
1/7/2016	RN-BSN Orientation	36	Nena Powell	The writing process and UWC resources for online nursing students
1/8/2016	DNP Orientation	8	Linda Hulton	The writing process and resources for DNP students
2/23/2016	PSYC 825	4	Debbi Bandalos	Revising empirical journal articles
3/15/2016	HTH 150	120	Terri Prodoehl	The writing situation, the writing process
4/25/2016	Doctoral Psychology	6	Ken Critchfield	Strategies for psychology internship applications

Honors 300: CHBS Research and Writing Seminar

Last year, I taught a 1-credit writing workshop for CHBS students in the final semester of their senior honors projects. This experience revealed that honors students need more support earlier in the 3-semester senior honors project sequence. Accordingly, I designed the 3-credit Honors 300: CHBS Research and Writing Seminar to equip students in the first semester of the sequence with tools and strategies for completing a strong honors project. In planning this interdisciplinary class, I drew from Rallis and Rossman's *The Research Journey*, which is based off of their experiences teaching the inquiry process to graduate students.

Outcomes of "The State of Writing in the Health Sciences Major at JMU"

Last fall, I concluded an IRB-approved investigation of the state of writing in the Health Sciences major. I will soon submit a scholarly article about the model, instruments, and outcomes of my study to the journal *Advances in Health Sciences Education*.

I am pleased to report that in response to a written report and presentation of the study's results, the Health Sciences Department formed a writing committee with faculty, student, librarian, and Writing Center representation. The committee began its work by investigating:

- the types of writing assignments that are commonly used in undergraduate health sciences education programs,
- the writing tasks that are commonly required of students in graduate or professional programs in the health occupations,
- the writing tasks required of professionals in various health occupations, and

- the writing objectives and competencies provided by accrediting bodies and educational associations in the health sciences.

The product of our efforts is an evidence-based matrix of knowledge, skills, and attitudes for writing tailored to each course-level in the Health Sciences major. The committee plans to present the matrix and solicit feedback from health studies faculty early in the fall semester.

Outreach

The UWC reached a total of 1521 students through classroom presentations and workshops. The presentations were coordinated by Lucy Malenke and given by Lucy Malenke, graduate tutors, or peer tutors. These presentations covered a wide variety of academic disciplines, including psychology, chemistry, nursing, health, writing and rhetoric, and religion. A breakdown of the outreach presentations can be found in the Appendices.

Writing Fellows (Laura Schubert)

This year, the Writing Fellows Program supported two new courses in the philosophy and religion department and continued partnership with the engineering department.

We placed three writing fellows in two of Sushil Mittal's Philosophy and Religion courses: Gandhi, Nonviolence, and Global Transformation (HUM 252) and Hindu Traditions (REL 310). Dr. Mittal reached out to the Writing Center for assistance with his classes because he was dissatisfied with his students' quality of writing and their level of critical thinking. Despite teaching these courses for decades, he was frustrated with students' difficulty in analyzing texts and writing critical, thoughtful reading responses ("critical precis" assignments). Due to his course's large size, we decided to place two writing fellows in his Fall section of HUM 252, where the writing fellows consulted individually with students on their writing.

This was the first time two writing fellows collaborated to support a single class, and it appears, anecdotally, that the team approach worked well. Both writing fellows reported that they appreciated the support and camaraderie, and that they could not have handled the course independently due to its size and Dr. Mittal's high expectations. We also partnered with Lucy, who facilitated a workshop on critical reading strategies, to anchor the course in more rigorous writing and reading instruction. Dr. Mittal was very pleased with the fall arrangement, saying that the writing fellows did "a superb job" and that "The students are definitely benefiting from their guidance." Highly satisfied with program, Dr. Mittal requested another writing fellow for his spring Hindu Traditions course. Near the end of the semester, Dr. Mittal reported that he was "completely satisfied" with the writing fellow's assistance.

Library Faculty Associate

Librarian Liz Thompson served as Faculty Associate in the UWC this year. As the WRTC liaison and instructional design librarian, she was good fit. She took the online section of Tutoring Writing over the May term, so she was able to begin tutoring at the start of the fall semester. Her project in the center was to facilitate the creation of a peer review training video for inclusion in the UWC's online writing resources.

She led a small group of tutors in developing a series of peer review tutorials that provide context to students working through the peer review process. The series of four tutorials supports both the UWC's outreach offerings and tutoring sessions. Faculty can recommend these tutorials to students as an alternative if schedules do not allow for in-class UWC-guided peer review workshops. Additionally, peer tutors can support the work done during tutoring sessions by recommending the tutorials to tutees as additional resources. The final tutorials are a result of several peer tutors scripting and recording the dialog for professional development. Here is an example of one of the finished screencasts: <http://www.screencast.com/t/iCgllQPe>

Engagement

Church World Service (CWS) runs the Harrison Immigration and Refugee services by aiding in the resettlement of refugee families with legal, language, work-insertion, and community support. Aiming to fulfill the university mission of engaging our community and surroundings, as Faculty Associate for UWC, I reached out to Church World Services, and after several conversations, we decided that offering our services to high school students from refugee families who had already experienced two years of community interactions and high school training would be best. CWS put me in touch with the ESL coordinator in Harrisonburg High School (HHS) who works closely with refugee students, and she identified a few writers who could use our assistance. Their time schedules and availabilities were very limited (and will continue to be) and we ended up offering 4 sessions (on HHS site) with 8 to 10 students, and engaged 5 tutors. Our work mostly concerned short writing assignments (ESL exercises), some grammar and style advice, and support in brainstorming and writing essays for these students SOL examinations.

Diversity

The University Writing Center Associate Director participated in the Safe Zone training. The training incorporated staff facilitators and a student panel to deepen participants' understanding of the needs of LGBTQIQA members of the JMU community. These issues are particularly relevant to the UWC in that we have had several members of the LGBTQIQA community on our staff and among our clientele.

Of particular interest in the training for the UWC was the impact of the LGBTQIQA culture on pronoun use. The classic rules of punctuation and grammar are seen as oppressive to some members of the community, and these rules are being re-written to accommodate their needs. We have discussed the social and grammatical issues at a UWC faculty meeting, and we plan to have a more formal discussion in the all-staff professional development. During the Summer Session, peer tutors and graduate assistants drafted a gender-neutral pronoun handout for students, tutors, and faculty to use. The final draft will be posted on the UWC Online Resources page.

Scholarly Achievements

Conferences

- Jared Featherstone, along with Graduate Assistant Rudy Barrett and Peer Tutor Maya Chandler presented, "The Mindful Tutor: Evolution of Consciousness in the Writing Center" at the International Writing Centers Association Conference in Pittsburgh.
- Lucy Malenke presented, "Gaining a Deeper Understanding of Disciplinary Writing through Empirical Research" at the International Writing Centers Association Conference in Pittsburgh.

- Graduate Assistant Rudy Barrett presented, "'Rudy' or 'Rodolfo': The Effect of the Perceived Ethnic Identity of Tutors' Names on Scheduled Writing Consultations" at the Mid Atlantic Writing Centers Association Conference in Philadelphia.
- Learning Centers Director Kurt Schick presented, "Evidence-based Proxy Assessment: Proposing a Writing Center Research Collaboration" at the Mid Atlantic Writing Centers Association Conference in Philadelphia.
- Peer Tutor Kasandra Collazo presented, "Cross-Training Between Centers: Collaboration Working with English Language Learners" at the Mid Atlantic Writing Centers Association Conference in Philadelphia.

Publications

- Malenke, Lucy. "In Between Places." *Quarterly West*. October 2015.
- Malenke, Lucy. "Dirty Hands." *The Fourth River*. March 2016.
- Malenke, Lucy. "A review of *Beautiful Affliction* by Lene Fogelberg." *Rain Taxi Review of Books*. Spring 2016, print edition.

Program Challenges

The major challenge for the UWC this year was having two core UWC faculty members (one being the Associate Director) on leave for three months each. Because of this, some of our major undertakings, like the strategic plan and new assessment efforts, were put on hold.

Goals for 2016-2017

- Enhance tutoring training course and professional development based on session observations, tutor surveys, evaluation meetings, and hiring interviews
- Complete the UWC 5-year strategic plan based on surveys, swat analysis, data, and examples from model centers
- Conduct additional assessment instruments in fall and spring

Approval

**Learning
Centers
Director:**

Date: / /

**UWC Associate
Director:**

Date: / /
