



ANNUAL REPORT 2018-19

W&M WRITING RESOURCES CENTER

TABLE OF CONTENTS

SUMMARY	3
Our Mission	3
Our Accomplishments in 2018-19	3
NARRATIVE	4
Programming for Students	4
Support for COLL, Major, and Elective Courses	4
Resources for Writing and Communication	6
Promoting the WRC	6
Student Consultants in the WRC	7
Campus Collaborations	8
Innovations and Initiatives	11
2019-20 Goals	13
APPENDICES	15
A. Student Use of the WRC	15
B. 2018-19 Statistics	16
C. Leadership and Staff	18
D. Conference and Workshop Attendance	19
E. SWCA Certification	20

SUMMARY

Our Mission

Students who come to W&M participate in a rigorous liberal arts curriculum that cultivates their critical thinking, problem solving, and communication skills. The W&M Writing Resources Center (WRC) supports student progress with programming, resources, and one-on-one support to help them become more effective and confident writers and communicators.

Our Accomplishments in 2018-19

- Operated at 90% capacity while receiving an “Excellent” or “Very Good” rating from 94% of student clients.
- Tutored 642 students in 1,647 one-on-one sessions.
- Introduced our new Write-Ins, a service-expansion initiative that allows students to work on individual writing or communication assignments in a facilitated setting, without making an appointment.
- Presented twelve student workshops on various writing and communication topics.
- Provided training for consultants in all three A&S writing centers: WRC, GWRC, HWRC.
- Recruited 13 students into our 2019 trainee class.
- Served as project lead for 2019 major revision of the College Studies online summer course taken by all newly admitted students.
- Designed and taught the International Freshman Advantage Program, a hybrid summer course for entering first-year international students, in collaboration with the Reves Center for International Studies.
- Developed a referral process for the Honor Council in collaboration with the Dean of Students Office to use with students whose Honor Code violations are related to writing assignments.
- Launched WCOOnline, our new scheduling and data-management tool.
- Received official certification from the Southeastern Writing Center Association, a designation that reflects the WRC’s strong student programming and resources, faculty outreach and development, and position within the campus community.

NARRATIVE

Programming for Students

The one-on-one consultation is the WRC's core programming initiative. Trained peer consultants at the WRC provide individual support for any writing or communication assignment: academic essays, lab reports, presentations, storyboards, personal statements, creative writing, scripts, applications, and more. Our consultants are W&M students who come from a variety of disciplines and can help their peers at any stage of the writing or communication process—from idea, to draft, to revision. Writers from all disciplines and skill levels are welcome to make an appointment for a 50-minute session. Online appointments are available to any student unable to attend in person.

While each session is focused on a particular assignment, the broader goal is to teach students skills they can use in all their writing and communication tasks.

“I liked how Rachel guided my thinking process. She didn't just fix my paper, she helped me develop the skills to self-correct in the future.”

Expanded programming in the 2018-19 academic year included a) twelve workshops on a variety of writing and communication topics, and b) our new Write-Ins, a service expansion pilot initiative funded by the A&S Annual Fund.

Support for COLL, Major, and Elective Courses

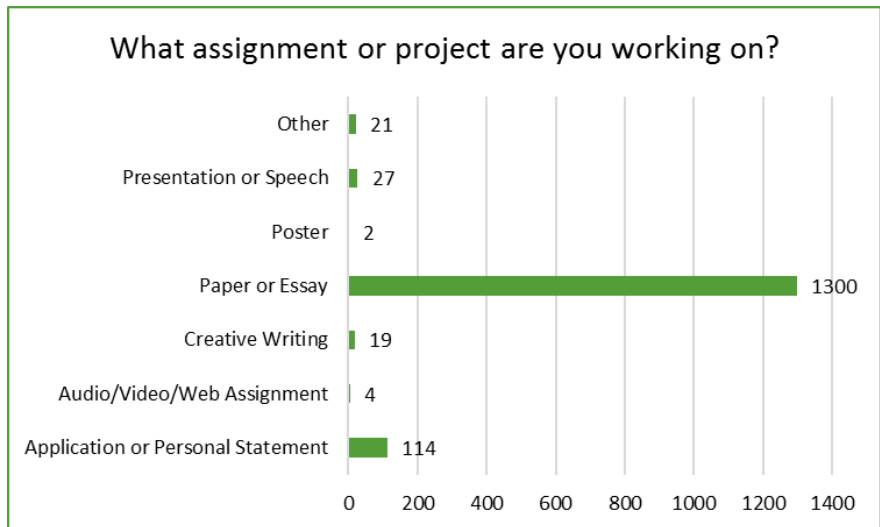
The WRC has been augmenting its training for student consultants and its resources to support the communication goals of COLL 100 alongside the more traditional academic writing of COLL 150. That effort has not yet been fully realized and is not yet reflected in student usage.

We collect data when students register for an account, sign up for a consultation, and complete a post-consultation survey (not all students complete the survey). Note that unanswered questions can appear to affect the percentages but do not alter the results in any meaningful way.

Most students who came to the WRC asked for consultations about traditional academic writing. In 2018-19, 79% of appointments were for a paper or essay. Our support of this traditional academic writing is one of our center’s strengths.

During the same period, only 4% of appointments were focused on a presentation; audio, video, or web project; poster; creative writing; or “other” project. We know that students are engaged in these types of communication projects in their COLL 100 and COLL 300 classes, as well as in major and elective classes across campus, and we’d like them to know that we can help. Our peer consultants are prepared to offer feedback on any communication project.

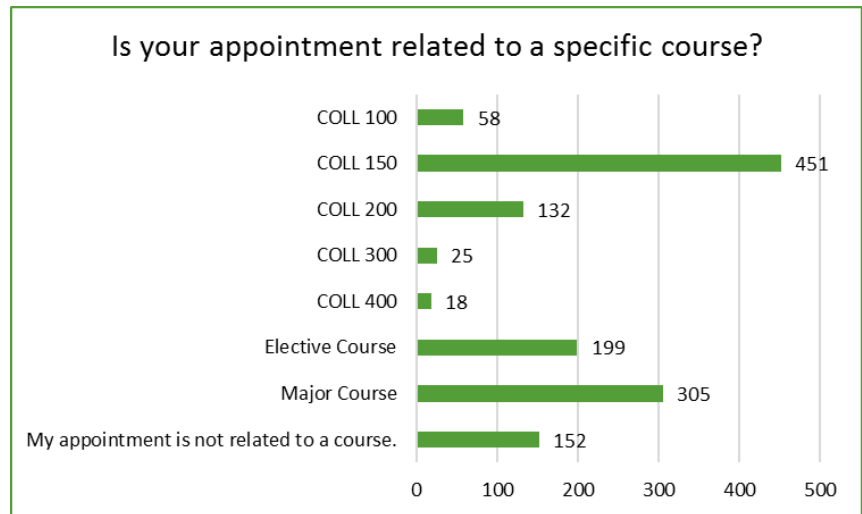
Another 7% of appointments were focused on an application or personal statement for a scholarship, internship, grant, or employment opportunity.



Statistics based on 1,647 appointments within the specified parameters of this report.

Students scheduled consultations for assignments from many different types of courses.

Consultations for College Curriculum (COLL) courses comprised 42% of appointments, while 31% were for major or elective courses. First-year COLL courses—COLL 100 and COLL 150—were the focus of 31% of consultations.



Statistics based on 1,647 appointments within the specified parameters of this report.

When identifying goals for their consultations, most students indicated they wanted to work on issues of thesis or argument clarity, organization, or mechanics.

Resources for Writing and Communication

The WRC maintains and makes available a variety of resources for writing and communication for both students and faculty. We have writing, grammar, and citation handbooks available for use in the center; tabletop resource boxes at each consulting station; an extensive selection of topical handouts; and a curated page of resource links on our website. In addition, our consultants produce the *From the Center* blog, which shares stories and advice about writing and communication.

Promoting the WRC

The majority of our marketing in 2018-19 was targeted at entering first-year and transfer students. Our goal was to introduce them to the services of the WRC early, during their transition to W&M. To reach this key group, we:

- Presented at the Orientation Aide training session.
- Provided promotional materials for Orientation resource bags and pre-major advisor training packets.
- Staffed a resource table at the Services. Outreach. Support (S.O.S.) Fair during Fall and Spring Orientations.
- Presented five 20-minute sessions at International Student Orientation.
- Provided promotional materials and a brief presentation to faculty advisors at the Fall Advisor Training hosted by the Office of Academic Advising.
- Sent informational packets to all COLL 150 faculty at the start of each semester. Packets included a letter of introduction, invitation to schedule class tours or visits, and brochures for class distribution.
- Presented two 15-minute presentations at the annual Athletics Academy for first-year student athletes.
- Provided 6 class tours of the WRC, and 10 class visits by WRC consultants.

“... I was able to create a plan to write my first collegiate paper. I now feel comfortable with my assignment and am actually excited to get started!”

This focus on promoting our services to first-year students and faculty teaching the first-year COLL courses shows up in the statistics: 50% of the WRC's appointments were with first-year students; 48% heard about the WRC from their professors; and 31% of appointments were focused on a COLL 100 or COLL 150 assignment.

Student Consultants in the WRC

Recruiting

The application process for new consultants begins each year after Fall Break. Completed applications—which include a personal statement, an academic writing sample, and a faculty recommendation—are due before Thanksgiving Break. Interviews are conducted during the first week of exams. Those accepted into the training class are enrolled in WRIT 399—*College Writing: Theory and Practice*, a two-credit course offered each Spring.

In Fall 2018, we received 45 applications from eligible students. We interviewed 26 students and selected 13 to be our 2019 trainees.



Training and Professional Development

Through the one-semester WRIT 399 course and ongoing professional development at staff meetings, our consultants establish a philosophy and build a toolkit for consulting, learning to be flexible and responsive to student needs. Topics covered in the course include: writing center history and theory; understanding different learning styles and processes; consulting in different formats; consulting with sensitivity; and the writing process. Course texts include *The Bedford Guide for Writing Tutors*, as well as selections from *The St. Martin's Sourcebook for Writing Tutors* and other sources.

Each consultant also participates in a team that works collaboratively on projects that support the WRC's mission. Team projects include developing student resources, providing peer review to our student bloggers, managing our social media presence, and planning and presenting workshops.

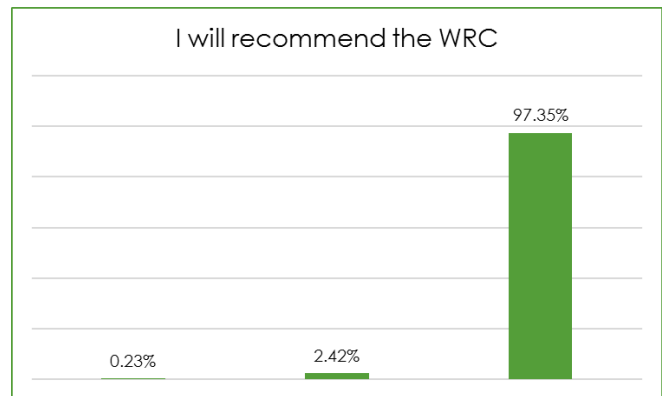
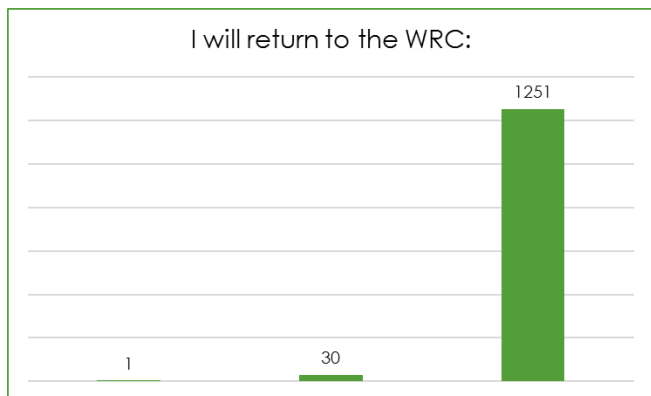
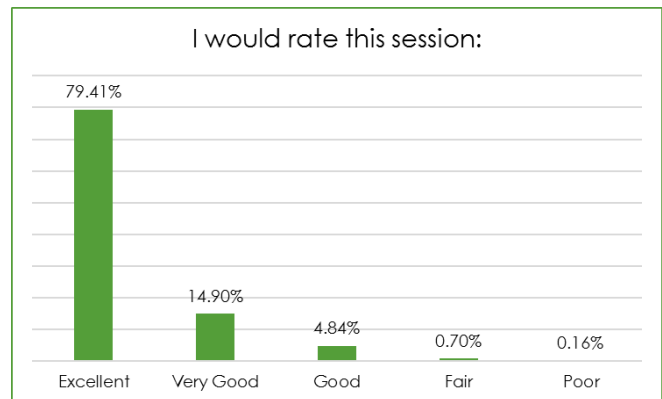
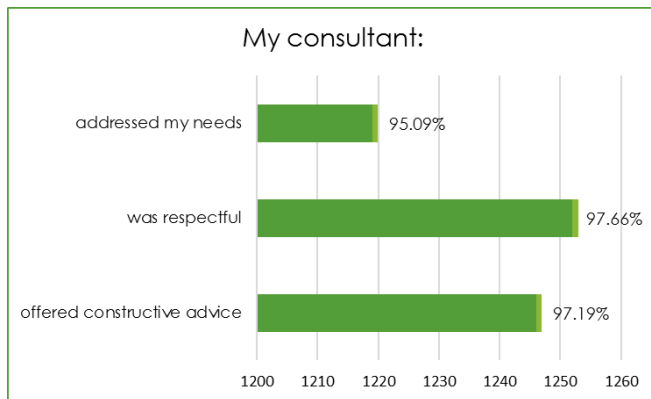
Mandatory staff meetings are held on alternate weeks throughout the semester. These meetings provide opportunities to share successes and challenges, build team rapport, and learn new skills and information. Guest presenters at staff meetings in 2018-19 included:

- Lesley Henderson, Student Accessibility Services
- Alanna Van Valkenburgh, Neurodiversity Student Group
- Adam Barger, University eLearning Initiatives

Assessment

After each appointment, a survey is sent asking about the student's experience in the WRC. Survey responses are reviewed by consultants during staff meetings to enhance future consultations. Of the 1,282 students who responded to the survey (a 78% response rate), the overwhelming majority indicated positive experiences.

Most students who used the WRC felt that their consultant was respectful, offered constructive advice, and addressed their needs. Respondents rated their consultations as "Excellent" or "Very Good" 94% of the time; 97% said they would recommend the WRC to others, and 98% said they would return for a future consultation.



Campus Collaborations

University Committees

In 2018-19, the Writing Resources Center Director and Associate Director were involved in a range of university committees and collaborative initiatives. As a result, the WRC has a voice on the Writing Committee, the Assessment Steering Committee (ASC), the ASC's COLL 400 Working Group, and the COLL 100/150 Educational Policy Subcommittee.

Course Support and Faculty Development

The WRC works with faculty to integrate writing and other communication projects into courses across disciplines, to support special writing projects, and to accept individual student referrals. We offer class visits from consultants and class tours of the WRC, often coordinated with Swem Library research orientations.

In addition, through the Center for the Liberal Arts, the WRC collaborates with colleagues from across the university to produce twice-yearly course-planning workshops for faculty teaching the communication-intensive COLL 100 and COLL 150 courses. With this same team, we offer touchpoint opportunities between workshops that provide faculty with peer feedback and resources.

College Studies

We collaborated with the Dean's Office, Office of Academic Advising, Swem Library, and the Center for the Liberal Arts, taking the lead in project management to produce the College Studies online summer mini-course administered to all newly admitted students.

Reves Center for International Studies

We worked with the Reves Center for International Studies on initiatives to support the successful transition of international students to U.S. academic culture and writing:

- Designed and taught the *International Freshman Advantage Program*, a hybrid summer course created to prepare entering first-year students for U.S. academic culture.
- Presented five 20-minute sessions at International Student Orientation.
- Presented a workshop on *U.S. Academic Writing* in collaboration with the Reves Center and the Graduate Writing Resources Center.
- Attended the *Helping International Students in Our Classrooms* workshop provided by the Reves Center.
- Presented at the Diversity & Inclusion Lunch and Learn panel on *Language and Access: Strengths, Opportunities, and Needs for English Language Learners*.

Honor Council

With the Dean of Students Office, we developed a referral process for the Honor Council to use with students whose Honor Code violations are related to writing assignments. Students referred to the WRC receive an action plan designed to help them develop the skills they need to complete college writing assignments successfully and ethically.

Arts & Sciences Writing Centers

The WRC is affiliated with two other writing centers at W&M: the Graduate Writing Resources Center (GWRC) and the History Writing Resources Center (HWRC). By providing training to GWRC and HWRC consultants, the WRC helps to ensure that approaches and methodologies for tutoring writing are consistent across campus.

“Max helped me cut down on words and get to the point faster. I now know exactly what I should focus on when I continue writing my essay.”

In addition, shared scheduling and data-management software introduced in 2018 will allow us to take a more comprehensive look at writing center usage at William & Mary. The GWRC was integrated into this platform in 2018-19, and the HWRC will be in 2019-20.

Graduate Writing Resources Center (GWRC)

The A&S Graduate Center and the Writing Resources Center partnered in Spring 2017 to create the GWRC, which is staffed by graduate students who are trained to understand the unique genres and scenarios faced by graduate students at W&M. The WRC and GWRC share space in Swem Library, and the WRC collaborates on annual training for new and returning consultants.

A total of 229 appointments were made by graduate students in 2018-19. Of these, 34 were with WRC consultants and 195 with GWRC consultants.

History Writing Resources Center (HWRC)

The History Writing Resources Center is located at Blair Hall, in the Department of History. It is directed by Prof. Carol Sheriff and staffed by Ph.D. students in the department. The HWRC provides consultations for history department writing assignments.

The WRC partners with the HWRC by facilitating an annual training workshop for new and returning consultants.

Innovations and Initiatives

WCOOnline

In Fall 2018, we launched WCOOnline, our new scheduling and data-management tool. Designed specifically for writing centers and other student support services, WCOOnline offers a number of improvements over our old software, including:

- integrated online consultations
- an automated wait list feature
- no-show policy tracking and notifications
- better collection of data points pertinent to the center

In addition, the software provides custom, integrated appointment, post-session, and survey forms, allowing us to replace our old paper forms and eliminate a significant amount of data entry.

Write-Ins + Workshops

The A&S Annual Fund provided the WRC with funding in 2018-19 to pilot a new, walk-in service-expansion initiative called Write-Ins.

The Write-Ins project provided a consistent day, time, and location for students to work on individual writing or communication assignments in a facilitated setting, without

making an appointment. Consultants were available to answer questions, offer one-on-one mini-consultations, and present short workshops on focused writing or communication topics.

The Write-Ins were promoted to first-year students during orientation and were listed as a regular service for all students on our web page. We anticipated that this weekly service would increase student awareness of the WRC and open our services to a wider range of students.

Write-Ins were held every Thursday, from 5-7pm in the WRC. A total of 181 students attended the Write-Ins in 2018-19 (93 in the Fall, and 88 in the Spring).

Twelve of the Write-Ins began with a short workshop. Some of these were presented independently by WRC consultants, and others were presented in collaboration with campus



co-educators from the Cohen Career Center, the Tribe Tutor Zone, the Swem Research Department, and University eLearning Initiatives:

- Organize Ideas: Tips to Help You Structure an Essay
- Personal Statements: Learn to Craft Polished Application Essays
- Creative Writing: Find Your Strengths (Fall and Spring)
- Finish Strong: Strategies for Handling End-of-Semester Workload
- Research Papers: Strategies for Finding and Using Sources (Fall and Spring)
- Essay Exams: Taking the Blues Out of Blue Books
- Spread the Love, Letter Workshop: Crafting Heartfelt Letters of Gratitude
- Get Covered, Get Hired: Tips for Creating Good Cover Letters
- Pieces of the Pie: Organizing Ideas in Your Essay
- Slide into Success! Tips for Creating Memorable Presentation Slides

Alumni Outreach

The WRC held a reception over Homecoming weekend for alumni peer consultants. The reception provided an opportunity for former and current consultants to share stories and make connections, and enhanced the WRC's relationship with our extensive alumni network.

Virginia Peer Tutor Alumni Project

The WRC hosted the 2018 Virginia Writing Center Association's Fall Director's Meeting on September 21, 2018. The meeting topic was *What is Writing Center Research?* Meeting attendees from eight Virginia colleges and universities developed a plan for a statewide project to study the effects of writing center work on peer tutor alumni—the *Virginia Peer Tutor Alumni Project*. The project is ongoing.

2019-20 Goals

Enhance consultant professional development

- Continue to improve support for assignments in COLL curriculum courses, including the non-traditional communication assignments typical of COLL 100 and COLL 300.
- Invite communication professionals from across campus to staff meetings to share their expertise with non-traditional assignments (e.g., audio or video projects, presentations).
- Adopt a new student employee evaluation process, which provides a self-assessment and feedback cycle that helps consultants grow as writing center professionals.
- Provide a monthly shared reading and discussion opportunity focused on writing center topics from *WLN: A Journal of Writing Center Scholarship*, *The Writing Center Journal*, *Praxis*, and other similar academic and professional publications.
- Invite faculty from departments across campus to share information with consultants at staff meetings about discipline-specific writing and communication genres and conventions.
- Partner with Swem Library to update consultants on research tools and library services.

Increase number of appointments for non-traditional communication assignments

- Remind faculty (via fas-d, the W&M Digest, and other outreach opportunities) that the WRC supports all kinds of writing and communication assignments, and encourage them to contact us to ask questions and share information about their students' support needs.
- Post regular updates about the WRC's services to Student Happenings and our social media platforms.

Increase outreach to transfer students

- Invite the Richard Bland Promise Scholars, and their advisor Bev Sher, to a WRC welcome and orientation session.
- Participate in Transfer Appreciation Week, providing incentives for transfer students to visit and learn about the WRC.

Enhance support for students applying for national scholarships

- Invite the Director of National Scholarships (Lindsey Love—Charles Center) and Peer Scholarship Advisors (PSAs) to share information about their program with consultants at a WRC staff meeting.
- Present information about the WRC's services at a PSA staff meeting.
- Establish a liaison program for WRC consultants and PSAs to allow for ongoing information sharing.

Integrate all A&S writing centers into WCOOnline.

- Integration allows for a more comprehensive look at writing center usage at W&M.
- Graduate Writing Resources Center was integrated in 2018-19.
- History Writing Resources Center will be added in 2019-20.

Convene a University Teaching and Learning Project (UTLP)

- Focus on threshold concepts in writing studies, and consider how these concepts could inform and improve the teaching and learning of writing at William & Mary.
- Participants are Nicole Dressler (History), Sarah Glosson (A&S Graduate Center), Lori Jacobson (WRC); Betsy Konefal (History), Christy Porter (Psychological Sciences), and Molly Swetnam-Burland (Classical Studies).

Participate in the ongoing, statewide *Virginia Peer Tutor Alumni Project*

APPENDICES

A. Student Use of the WRC

In the 2018-19 academic year, WRC student consultants met one-on-one with 642 individual students, approximately 10% of the undergraduate student population. These students made a total of 1,647 appointments.

While any consultation can be conducted online, W&M students show a clear preference for in-person appointments: only 3% of consultations were held online. Consultations, whether online or in-person, last 50 minutes during the semester and 30 minutes during the first week of final exams. Students may schedule up to two appointments per week.

Consultants in the Writing Resources Center work regularly with international students and English language learners. International students made 41% of appointments in the WRC, and 45% of appointments were made by students who identified themselves as non-native speakers of English.

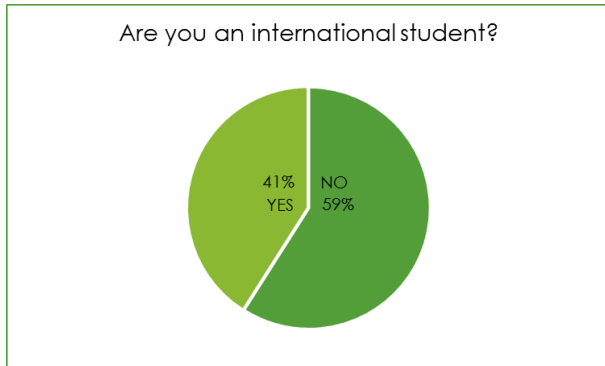
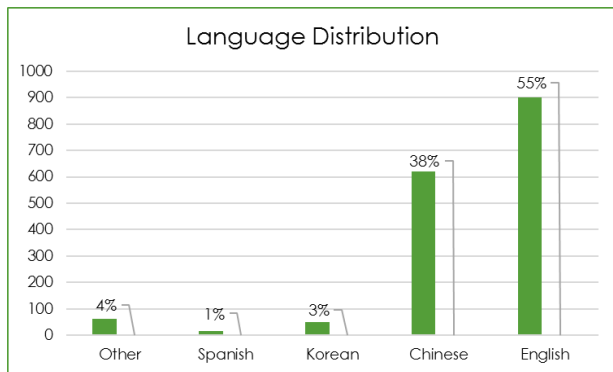
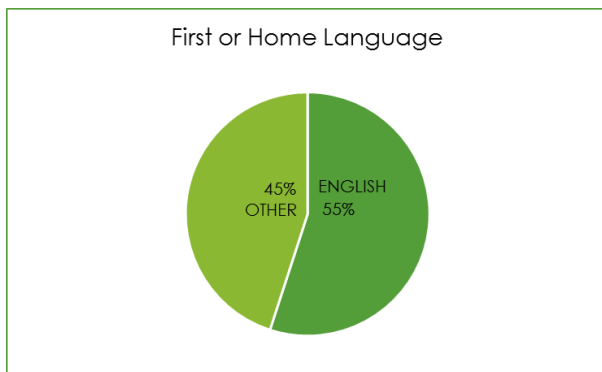
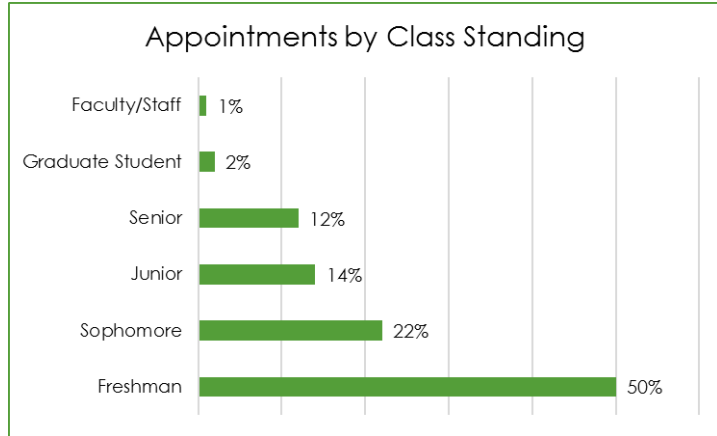
Highlights

- The WRC operated at 91% capacity in Fall 2018, and 90% capacity in Spring 2019.
- Freshmen made half of the appointments in the WRC.
- International students made 41% of appointments in the WRC.
- Of the 642 individual students who made appointments at the WRC, 300 returned for at least one more visit, a 47% return rate.
- 42% of consultations were focused on an assignment from a College Curriculum (COLL) course; 31% were focused on a COLL 100 or COLL 150 assignment.
- 79% of consultations were focused on a paper or essay.
- 48% of clients learned about the WRC from their professors. Another 17% learned about it from a friend or classmate.



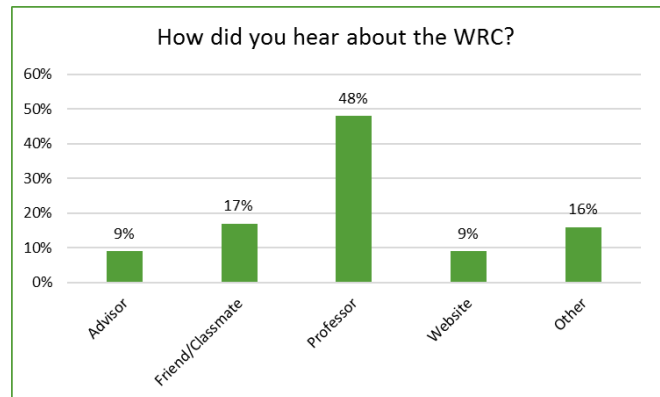
B. 2018-19 Statistics

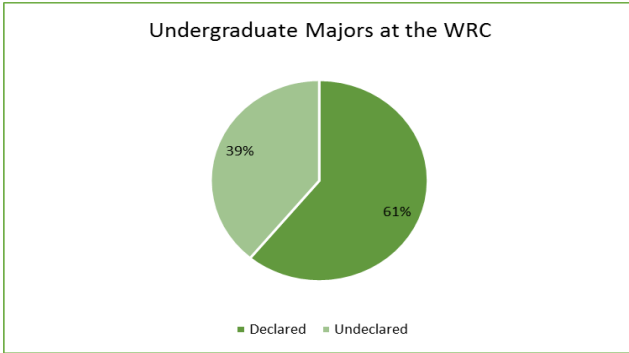
1647 appointments
642 clients
47% return rate



1300 appointments for a paper or essay
684 appointments for a COLL assignment

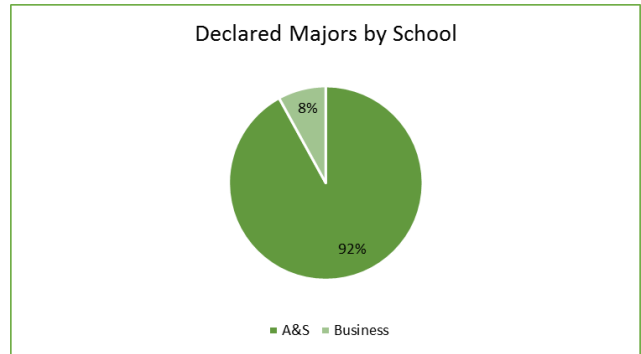
50% freshmen
41% international students





1009 appointments with declared majors
638 appointments with undeclared majors

931 appointments with Arts & Sciences majors
77 appointments with business majors



MAJOR	APPTS
Africana Studies	1
American Studies	4
Anthropology	7
Art & Art History	6
Biology	100
Business Analytics	7
Business: Accounting	21
Business: Finance	23
Business: Marketing	26
Chemistry	55
Chinese Language & Culture	4
Classical Studies	12
Computational & Applied Mathematics & Statistics	6
Computer Science	41
Economics	40
Educational Planning, Policy, and Leadership	1
English	48
Film & Media Studies	4
Geology	2

MAJOR	APPTS
Global Studies	13
Government	93
Hispanic Studies	4
History	27
International Relations	65
Kinesiology & Health Science	40
Linguistics	3
Mathematics	96
Music	7
Neuroscience	56
Philosophy	24
Physics	13
Psychological Sciences	112
Public Policy	14
Religious Studies	2
Self-Designed	6
Sociology	25
Theatre	1
Undecided	638

“Seeing my essay from another person’s perspective definitely helped me. I can now see what message I want to come across...”

C. Leadership and Staff

In 2018-19, the Writing Resources Center was led by a Faculty Director and Associate Director, with the support of two administrative assistants who were selected from the student consulting staff. The WRC was staffed by 22 student consultants. During the Fall 2018 hiring period, another 13 students were recruited to the Spring 2019 trainee class.

After a 30-year career at W&M, Faculty Director Sharon Zuber retired at the end of the Spring semester. Associate Director Lori Jacobson will serve as interim director during the 2019-20 academic year.

Faculty Director: Sharon Zuber, Ph.D.

Associate Director: Lori Jacobson, Ph.D.

Administrative Assistants: Jackie Keshner ('19) and Genny Thomas ('20)

Consultants: Aria Austin, Bianca Bowman, Ben Christenson, Sara Franklin-Gillette, Davis Gold, Thea Gu, Sydney Hamrick, Ben Hotchner, Christopher Hrdy, Katie Katz, Kelly Konrad, Jonathan Malks, Max Minogue, Zaira Mughal, Vanessa Rivera, Sophia Shealy, Jessie Urgo, Lil Waddill, Teddy Wansink, Rachel Wilmans.

Trainees: Sabrien Abdelrahman, Colleen Cecil, Maggie Gentry, Jiwoo Han, Saja Ibrahim, Alex Johnson, Alexa Kelly, Keegan Leighty, Kimberly Loes, Hannah Lowe, Anthony Madalone, Karen Minecci, Mya White.

D. Conference and Workshop Attendance

The Director and/or Associate Director attended or presented at the following conferences in 2018-19:

August 15	Interculturalist Workshop - A&S Dean's Office, William & Mary
August 22	Pre-Major Advisor Training Office of Academic Advising, William & Mary
September 18	<i>Why Inclusion Matters: Workshop on Finding Common Ground</i> A&S Dean's Office, William & Mary
September 21	Virginia Writing Center Association, Fall Director's Meeting Writing Resources Center, William & Mary
November 9	Diversity & Inclusion Symposium William & Mary, Office of Diversity & Inclusion
November 28	Supervising Student Employees (Part 4) Office of Human Resources, William & Mary
December 4	NACADA Webinar: <i>Academic Advising in their Language</i> Office of Academic Advising, William & Mary
February 21-23	Southeastern Writing Center Association Annual Conference (Presenter) Coastal Carolina University
April 24	Diversity & Inclusion Lunch and Learn (Panelist) <i>Strengths, Opportunities, and Needs for English Language Learners</i>
May 1	W&M Teaching & Learning Symposium (Panelist) <i>Making Course Materials More Affordable</i>
June 12	Virginia Writing Center Association, Spring Director's Meeting Virginia Commonwealth University

E. SWCA Certification

In December 2018, the Southeastern Writing Center Association (SWCA) "enthusiastically recommended that the Writing Resources Center at William & Mary receive SWCA Certification." This designation came with the following feedback from the SWCA Research and Development Committee:

- The Writing Resources Center at William & Mary has a long history of serving writers and has garnered support from leadership and stakeholders.
- The documentation and resources provided to student staff members are impressive and thorough, a model for other Writing Centers.
- The Writing Resources Center is well situated within the William & Mary community and has developed over time to serve more students and to become a prominent feature of the institution.
- The Writing Resources Center supports faculty and students in small-scale and large-scale ways, including impressive work in faculty development.

This achievement was acknowledged at the February 2019 SWCA Annual Conference. Certification is valid for five years.