



# ANNUAL REPORT 2019-20

**W&M** WRITING RESOURCES CENTER

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# 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 2019-20

- Operated at 78% capacity (90% in the Fall, and 63% after the pandemic shutdown in the Spring) while receiving an “Excellent” or “Very Good” rating from 96% of student clients.
- Consulted with 568 students in 1,296 one-on-one sessions.
- Developed the WRC’s first Diversity & Inclusion Action Plan (Appendix F).
- Presented 14 student workshops on various writing and communication topics, as well as overviews of the WRC during 8 class visits.
- Provided training for consultants in all three A&S writing centers: WRC, GWRC, HWRC.
- Traveled with 5 undergraduate consultants to the Southeastern Writing Center Association annual conference in Birmingham, Alabama. Students [presented sessions on writing center teams](#) and consulting on new media assignments.
- Recruited 15 students into our 2020 trainee class.
- Partnered with Swem Research Librarians to include information literacy component in the WRIT 399 training course.
- Shifted to a fully online consultation and training model after Spring Break in response to the COVID-19 pandemic.
- Served as project lead for 2020 minor revision of the College Studies online summer course taken by all incoming freshmen and transfer students.

# 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.

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.

“Alexa made extremely insightful comments, and I now have a much better idea how to improve my writing!”

## COVID-19 Response

Online appointments are always available to any student unable to attend in person. After the COVID-19 pandemic campus closure, appointments were conducted exclusively online. In addition, our consultant training course (WRIT 399—*College Writing: Theory and Practice*) and staff meetings were held virtually after Spring Break.

## Support for COLL, Major, and Elective Courses

To support the communication goals of COLL 100, alongside the more traditional academic writing of COLL 150, the WRC has augmented student resources and staff training. The Spring 2020 training course included readings from *Multimodal Composing: Strategies for Twenty-First-Century Writing Consultations* (2019), which provides practical advice for working with students on storyboards, artist statements, brochures, research posters, infographics, and more. Our efforts to reach students working on these non-traditional assignments, however, have not yet resulted in increased COLL 100 consultations.

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 2019-20, 84% of appointments were for a paper or essay. Our support of this traditional academic writing is one of our center's strengths.

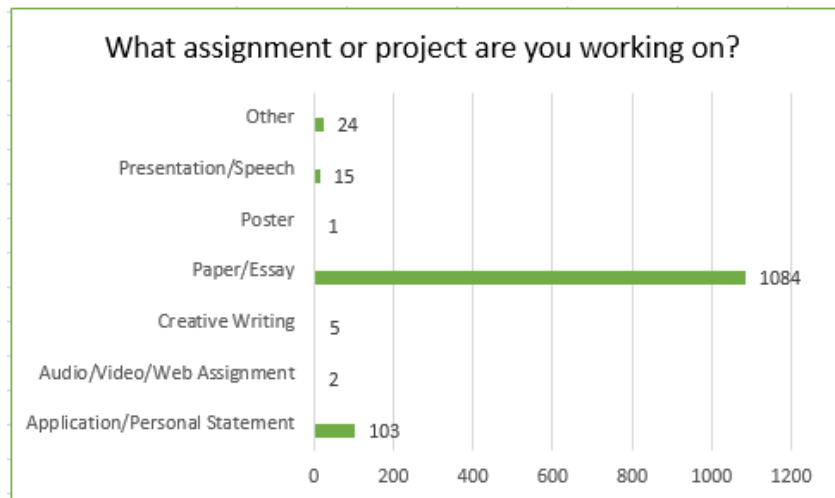
During the same period, 4% of appointments were focused on a presentation; audio, video, or web project; poster; creative writing; or "other" project. We know that students are engaged in these types of communication projects in their COLL 100 and COLL 300 classes, as well as in major and elective classes 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 8% of appointments were focused on an application or personal statement for a scholarship, internship, grant, or employment opportunity.

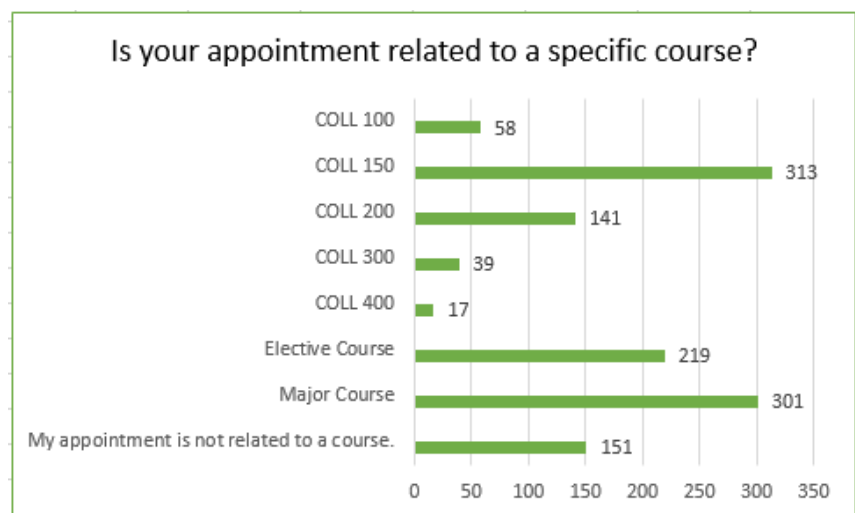
Students scheduled consultations for assignments from many different types of courses.

Consultations for College Curriculum (COLL) courses comprised 44% of appointments, while 40% were for major or elective courses. First-year COLL courses—COLL 100 and COLL 150—were the focus of 29% of consultations.

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



Statistics based on **1,296 appointments** within the specified parameters of this report. **1,234** students responded to this question.



Statistics based on **1,296 appointments** within the specified parameters of this report. **1,239** students responded to this question.

## 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—[\*Re:Sources for Writing Success\*](#)—on our website. These web resources were especially useful after the pandemic shutdown, as were additional support tools (e.g., an online consulting troubleshooting guide) developed for online consultations.

Our consultants also produce the [\*From the Center\*](#) blog, which shares stories and advice about writing and communication. Pandemic-inspired posts included [\*“You’re Saying I Have to Write Discussion Posts Now?”\*](#) by Alex Johnson, and [\*“Maintaining Normalcy While Learning Remotely”\*](#) by Kelly Konrad.

**“Aria gave me tips on how to write long papers, and I left feeling more confident about writing my paper.”**

## Promoting the WRC

The majority of our marketing in 2019-20 targeted 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:

- Developed a new informational postcard and sticker, with the help of University Web & Design and the support of the Hunter Smith Family Foundation (Appendix E).
- Provided these promotional materials for the Office of First-Year Experience’s orientation resource bags and the Office of Academic Advising’s pre-major advisor training packets.
- 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 informational postcards for class distribution.
- Staffed resource tables at the Services. Outreach. Support (S.O.S.) Fair and the Parent & Families Connection Fair during Fall and Spring orientations.
- Presented five 20-minute sessions at International Student Orientation.
- Presented two 15-minute presentations at the annual Athletics Academy for first-year student athletes.
- Provided 8 class visits or tours by WRC consultants, reaching 124 students.



This focus on promoting our services to first-year students and faculty teaching the first-year COLL courses shows up in the statistics: 41% of the WRC's appointments were with first-year students; 46% heard about the WRC from their professors; and 29% 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.

To enhance recruiting efforts, we offered two informational sessions for potential applicants. Facilitated by current consultants, these sessions allowed prospective consultants to learn about the WRC and ask questions. In addition, we integrated our application process into TribeLink, the student activities information platform.

In Fall 2019, we received 23 applications from eligible students. We interviewed 22 students and selected 15 to be our 2020 trainees.



2019-20 Writing Resources Center staff. **Back row:** Max Minogue '21, Zaira Mughal '20, Bianca Bowman '20, Sophia Shealy '20, Sydney Hamrick '21, Maggie Gentry '21, Hannah Lowe '20, Genny Thomas '20, Colleen Cecil '22, Jonathan Malks '21, Saja Ibrahim '21, Ben Hotchner '21, Kimberly Lores '21, Anthony Madalone '21, Alex Johnson '22. **Front row:** Jiwoo Han '20, Sabrien Abdelrahman '22, Jessie Urgo '20, Alexa Kelly '21.

## Tutoring 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; the writing process; tutoring and identity; tutoring across forms and disciplines; and information literacy in the writing center. The information literacy component of the course was developed in partnership with Swem Research Librarian Candice Benjes-Small. 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.

“It was super helpful to me. I am dyslexic and spotting the errors in grammar within my own work is next to impossible. Hannah really helped me identify my mistakes and correct them.”

Each consultant also participates in a team that works collaboratively on projects that support the WRC's mission. In 2019-20, team projects included planning and presenting workshops, developing student resources, providing peer review to our student bloggers, managing our social media presence, and making connections with other writing centers in our region.

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 2019-20 included:

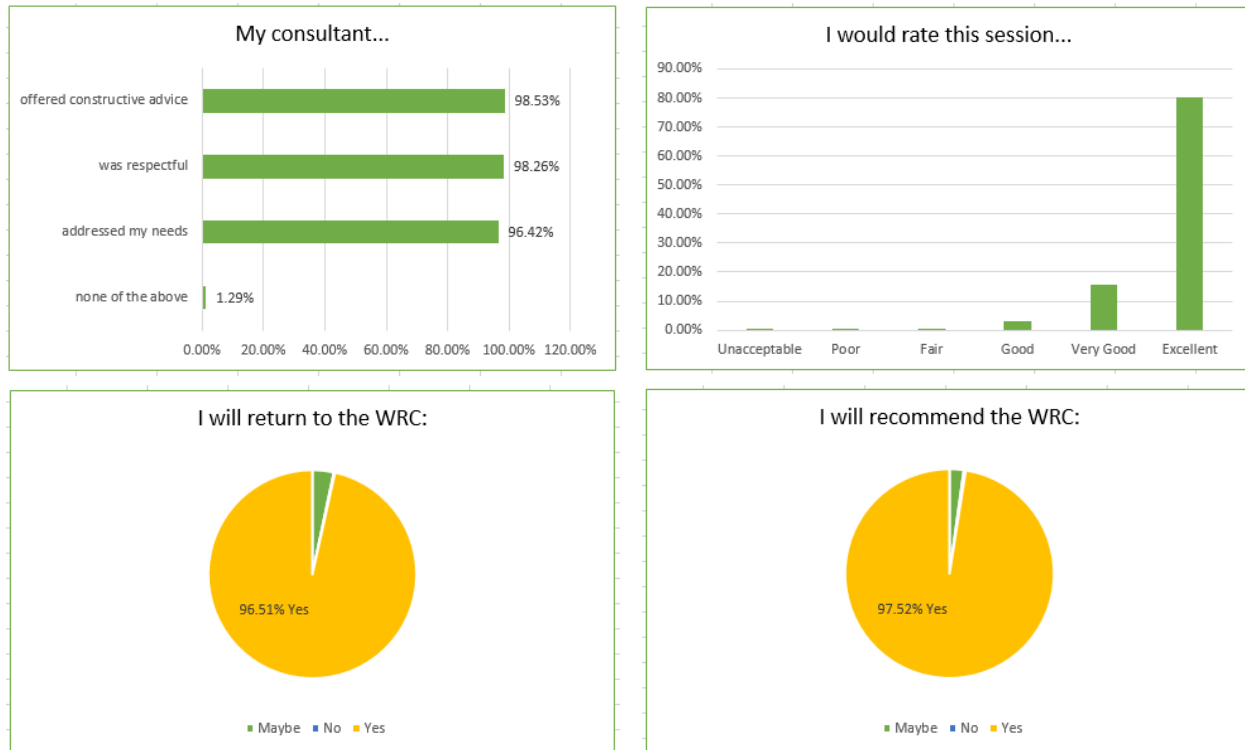
- Candice Benjes-Small, Swem Library Research Department
- Liz Bellamy, Swem Library Research Department
- Lindsey Love and Peer Scholarship Advisors, Charles Center
- Tonia Nations, Cohen Career Center
- Alanna Van Valkenburgh, Neurodiversity Student Group

## 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 1,089 students who responded to the survey (an 84% 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” 96% of the time; 98% said they would recommend the WRC to others, and 97% said they would return for a future consultation.



## Campus Collaborations

### University Committees

In 2019-20, the Writing Resources Center Interim Director was involved in several university committees and collaborative initiatives. As a result, the WRC has a voice on the Assessment Steering Committee (ASC); the ASC’s COLL 400 Working Group; the COLL 100/150 Subcommittee of the Educational Policy Committee (EPC); the Textbook Affordability Task Force (Faculty Perspectives Subcommittee); the Library Research Award Selection Committee; the Swem Curriculum Resilience Team; and the Student Academic Support Implementation Team (SASI).

### 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**

The WRC's Interim Director 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 entering freshmen and transfer students.

“Bianca was so helpful. I had NO IDEA where to start and she asked me a ton of questions that helped me establish my thesis!”

### **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:

- 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.

### **Community Outreach**

- Provided a tour and overview of the Writing Resources Center to visiting faculty from William & Mary's sister university UESTC (University of Electronic Science and Technology of China).
- Facilitated an introduction to research workshop for local high school students from Hampton Roads Academy, in collaboration with Swem research librarians.
- Hosted an online “Coffee Conversation” with consultants from the Old Dominion University writing center and W&M WRC consultants to share ideas and best practices for consulting.
- Interim Director served as the Tidewater Regional Representative to the Virginia chapter of the Southeastern Writing Center Association (SWCA-VA).

### **Honor Council**

With the Dean of Students Office, we maintain 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.

In addition, shared scheduling and data-management software allows 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 in 2019-20.

#### **Graduate Writing Resources Center (GWRC)**

The Graduate Writing Resources Center is staffed by master's and doctoral students who are trained to understand the unique genres and scenarios faced by graduate students at W&M. When our centers are holding in-person consultations, the WRC and GWRC share space in Swem Library. The WRC collaborates on annual training for new and returning GWRC consultants. In 2019-20, the GWRC's graduate assistant also provided technical support and web maintenance for the WRC.

The GWRC is directed by Sarah Glosson, Director of the A&S Graduate Center. GWRC consultants held 255 appointments with 71 different clients in 2019-20.

#### **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 undergraduate history department writing assignments.

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

HWRC consultants held 372 appointments with 183 different clients in 2019-20.

### **Innovations and Initiatives**

#### **Developed the WRC's first Diversity & Inclusion Action Plan**

In 2019-20, the Writing Resources Center focused on three areas: hiring a diverse consulting staff; developing staff understanding about diversity and inclusion; and identifying and reducing barriers to use of the WRC's services (Appendix F).

### Enhanced support for students applying for national scholarships

- Presented a summer webinar on *Writing Personal Statements and Scholarship Essays* for students applying for national scholarships.
- Established a process for sharing information across programs:
  - The Charles Center's Director of National Scholarships and a Peer Scholarship Advisor (PSA) shared information about their program at a WRC staff meeting.
  - The WRC Interim Director and a consultant shared information about the WRC's services at a PSA staff meeting.
  - Newly hired WRC consultant Grace Scott also serves as a PSA and has become the student liaison between the programs.

### Enhanced consultant professional development

- Adopted a new student employee evaluation process, which provides a self-assessment and feedback cycle that helps consultants grow as writing center professionals.
- Partnered with Swem Library research librarians to a) add an information literacy component to the WRIT 399 training course and b) update consultants on research tools and library services.
- Continued to improve support for assignments in COLL curriculum courses, including the non-traditional communication assignments typical of COLL 100 and COLL 300, through the WRIT 399 training course.
- Attended the Southeastern Writing Center Association annual conference in Birmingham, Alabama with 5 consultants (with the support of the Arts & Sciences Annual Fund). The consultants' experiences, and information about their presentations, are featured in the A&S news story [Student Consultants Share Work and Sparks of Innovation.](#)



SWCA conference attendees: Aria Austin '21, Sydney Hamrick '21, Lori Jacobson (Interim Director), Alex Johnson '22, Kelly Konrad '20, Sabrien Abdelrahman '22.

### Convened a University Teaching and Learning Project (UTLP)

- Focused on threshold concepts in writing studies, and considered how these concepts could inform and improve the teaching and learning of writing at William & Mary.
- Planned a presentation and roundtable discussion—*Low Stakes, Big Impact: Activities that Improve Student Writing*—for the annual Teaching & Learning Symposium (postponed due to the COVID-19 pandemic).

- Participants were 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).

### Updated the WRC Hiring Process

- Transitioned our hiring process from paper-based to digital using TribeLink, the university's student organizations web portal.
- Implemented an anonymous review process, with the administrative support of Sharon Morris in the CLA. All applications were reviewed by the Interim Director, Graduate Assistant, and two undergraduate administrative assistants.

### Refreshed our Approach to Workshops

In 2019-20, we replaced our usual offering of workshops advertised to individual students with campus collaborations that provided larger, more predictable audiences.

- In partnership with the [Sharpe Community Scholars](#) program, WRC consultants facilitated the "Beyond the Five-Paragraph Essay" workshop. We also planned a series of Pop-Up Writing Centers (canceled due to the pandemic).
- In the Fall 2019 semester, a team of consultants developed "Conquering Collegiate Writing," a workshop designed to be presented in COLL 150 classes at the invitation of individual professors. The plan was to make the workshop available to faculty in Spring 2020; we were able to present it one time before COVID-19 shut down the campus.
- We continued to offer the always well-attended *U.S. Academic Writing* workshop in partnership with the A&S Graduate Center and the [Reves Center for International Studies](#).
- Because of the pandemic, many students involved in undergraduate research at W&M had to make significant changes to their summer research plans. To support these students, we partnered with the [Charles Center](#) to offer a series of webinars titled *Writing a Literature Review*. The WRC Interim Director presented these webinars in collaboration with Candice Benjes-Small (Swem Library) and with faculty from across the disciplines (sciences, social sciences, and humanities).



Writing center consultant Saja Ibrahim '21 (right) working with a consultee.

## 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.

“Kim helped me gather my thoughts through open-ended and thought-provoking questions. She gave me time to work on my paper and then came back to give me more feedback and ideas to use when I continue writing.”

## 2020-21 Goals

### Enhance consultant professional development

- Incorporate consultant feedback into the annual revision of the Diversity & Inclusion Action Plan. Assess and document measurable progress on goals.
- Encourage consultants to attend and present at the 2020 Tutor Collaboration Day (TuColla-VA) in Charlottesville and at the SWCA's annual conference (virtual in Spring 2021).
- Incorporate a “tutoring for transfer” section in the WRIT 399 course to emphasize approaches to skill building that extend beyond the consultation.
- Invite faculty from departments across campus to share information with consultants at staff meetings about discipline-specific writing and communication genres and conventions.
- 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).

### Implement an asynchronous consultation option

- Consult with colleagues at sister institutions about their approaches to asynchronous online writing consultations.



- Convene a team of consultants to pilot asynchronous sessions and develop a set of guidelines for the WRC.
- Assess the usage and impact of asynchronous sessions.

### **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**

- Offer workshops and consultations to the Richard Bland Promise Scholars and their instructors.
- Participate in Transfer Appreciation Week, providing incentives for transfer students to visit and learn about the WRC.

## **Thank You to Our Donors**

Contributions to the Writing Resources Center provide W&M students with resources and opportunities, such as student workshops, conference scholarships, and technology improvements. Recent donations have allowed us to update our center's research and citation guides and have provided funding for peer consultants to travel and present at regional writing center conferences.

We are grateful for the generous support of these individuals in the 2019-20 academic year:

- ❖ Andrea M. Casey '89
- ❖ Robert A. Lenhart '89
- ❖ Rachelle Clabough
- ❖ Casey H. Clabough '96
- ❖ Timothy R. Koch '11

# APPENDICES

## A. Student Use of the WRC

In the 2019-20 academic year, WRC student consultants met one-on-one with 568 individual students, approximately 9% of the undergraduate student population. These students made a total of 1,296 appointments. Usage was down 8% from 2018-19 because of the sharp drop-off in usage after the COVID-19 pandemic campus shutdown in March 2020.

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 30% of appointments in the WRC, and 34% of appointments were made by students who identified themselves as non-native speakers of English.

### Highlights

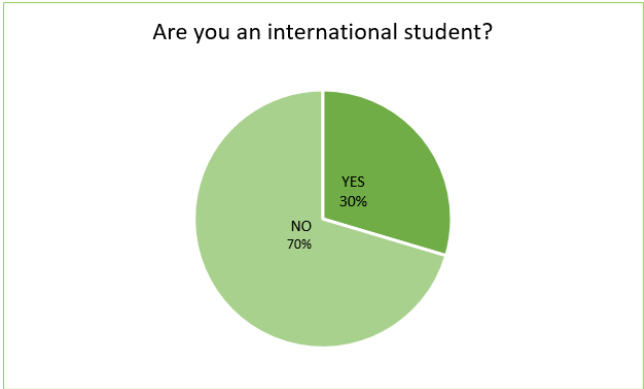
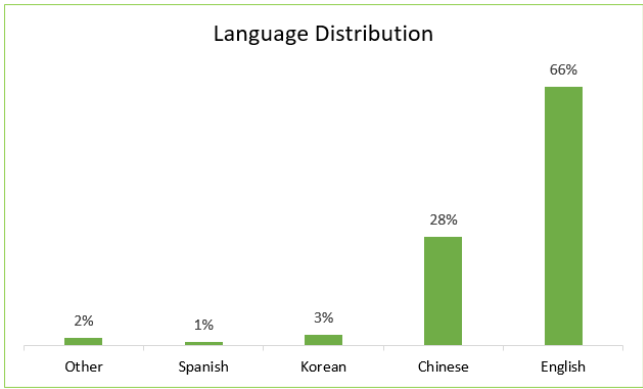
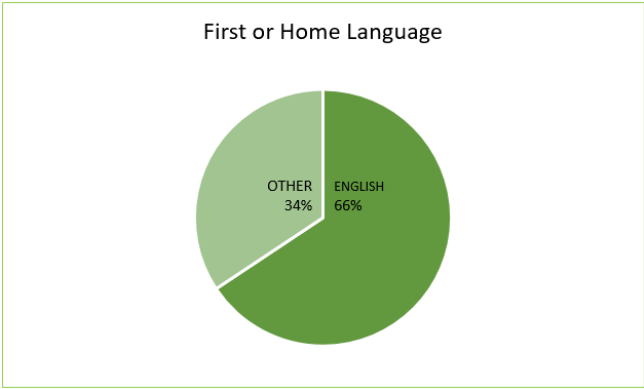
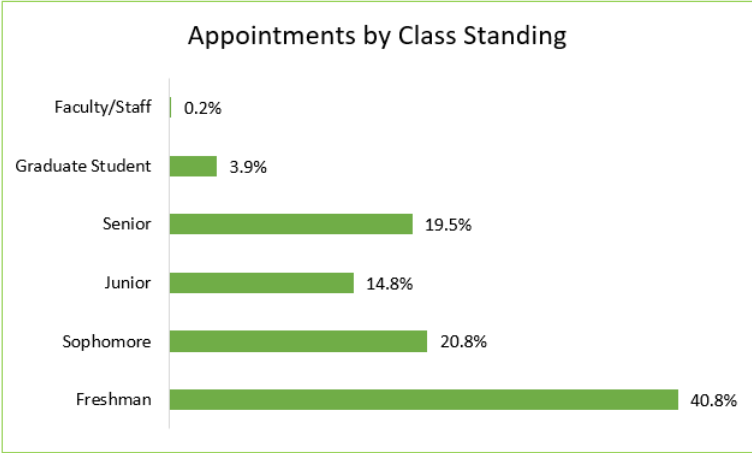
- The WRC operated at 90% capacity in Fall 2019, and 63% capacity in Spring 2020, a significant drop prompted by the pandemic campus closure.
- Freshmen made 41% of the appointments in the WRC.
- International students made 30% of appointments in the WRC.
- Of the 568 individual students who made appointments at the WRC, 247 returned for at least one more visit, a 43% return rate.
- 44% of consultations were focused on an assignment from a College Curriculum (COLL) course; 29% were focused on a COLL 100 or COLL 150 assignment.
- 84% of consultations were focused on a paper or essay.
- 46% of clients learned about the WRC from their professors. Another 21% learned about it from a friend or classmate.



Consultants Maggie Gentry '21 and Max Minogue '21 at the WRC's front desk.

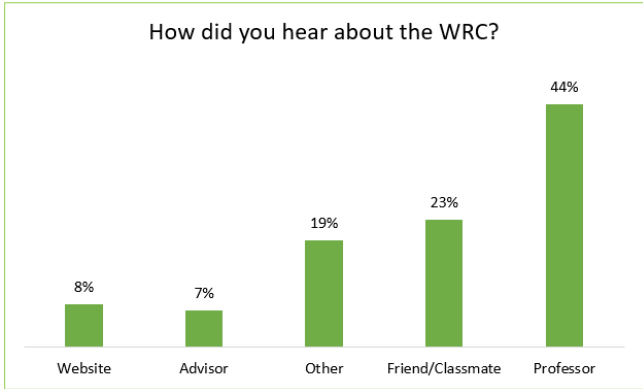
B. 2019-20 Statistics

**1,296 appointments**  
**568 clients**  
**43% return rate**



**1084 appointments for a paper or essay**  
**568 appointments for a COLL assignment**

**41% freshmen**  
**30% international students**



## C. Leadership and Staff

In 2019-20, the Writing Resources Center was led by an Interim Director, with the support of two administrative assistants who were selected from the student consulting staff. The WRC was staffed by 26 student consultants. During the Fall 2019 hiring period, another 15 students were recruited to the Spring 2020 trainee class. In addition, the GWRC's graduate assistant provided technical support and web maintenance.

“Phenomenal help in calming my nerves with a complicated assignment. I got some wonderful advice for dealing with writer's block in the future, and gained confidence in my paper.”

**Interim Director:** Lori Jacobson, Ph.D.

**Graduate Assistant:** Patrick Wise ('20)

**Administrative Assistants:** Genny Thomas ('20) and Sydney Hamrick ('21)

**Consultants:** Sabrien Abdelrahman, Aria Austin, Bianca Bowman, Colleen Cecil, Maggie Gentry, Jiwoo Han, Ben Hotchner, Saja Ibrahim, Alex Johnson, Alexa Kelly, Kelly Konrad, Keegan Leighty, Kimberly Lores, Hannah Lowe, Anthony Madalone, Jonathan Malks, Karen Minecci, Max Minogue, Zaira Mughal, Sophia Shealy, Jessie Uργο, Lil Waddill, Teddy Wansink, Mya White.

**Trainees:** Isabel Conti, Robel Eyasu, Gillous Harris, Mary Kardos, Corina Kowalski, Tara Malloy, Brielle Perry, Chelsea Scott, Grace Scott, Woodie Tirfie, Grace Tramack, Laura Tutko, Rebecca Wagner, Lauren Wilson, Sumie Yotsukura.

## D. Conference and Workshop Attendance

The Interim Director attended or presented at the following trainings/conferences in 2019-20:

August 20	COLL 100/150 Resources Open House (Presenter) Center for the Liberal Arts (CLA), William & Mary
August 21	University Teaching & Learning Project Orientation Swem Library, William & Mary
August 22	Pre-Major Advisor Training Office of Academic Advising, William & Mary
September 18	<i>Digital Scholarship and the Academy</i> Swem Library, William & Mary
September 18	COLL 100/150 Proposal Workshop (Presenter) Center for the Liberal Arts, William & Mary
September 19-20	Meeting Management & Facilitation Workshop Swem Library, William & Mary
October 7	<i>Supporting Student Development with Pre-Advising Reflective Writing</i> Office of Academic Advising, William & Mary
October 11	Virginia Writing Center Association Fall Director's Meeting, Hollins University
October 16	Active Shooter Training William & Mary Campus Police
December 17-19	Communication Concepts in COLL 100/150 (Workshop Facilitator) Center for the Liberal Arts, William & Mary
January 31	<i>Creating Inclusive Classrooms</i> (with Claude Steele) Center for the Liberal Arts, William & Mary
February 7	Data Visualization Seminar (with Laurie Klein)
February 20-22	Southeastern Writing Center Association (Presenter) Annual Conference, University of Alabama at Birmingham
March 5	Diversity & Inclusion Lunch and Learn ( <i>Unconscious Bias</i> ) Office of Diversity & Inclusion, William & Mary

- April 7                    Joint Academic Training for Campus Living & Student Success  
Dean of Students Office, William & Mary
- April 28                   Values in Action Workshop  
Human Resources, William & Mary
- May 7                     Equity, Compassion, and Connection:  
Practical Pedagogy During COVID-19 (Webinar)  
State Council for Higher Education in Virginia (SCHEV)
- June 3                    Virginia Writing Center Association (SWCA-VA)  
Spring Director's Meeting (Virtual Conference)  
Piedmont Virginia Community College
- June 9-  
July 28                    *Writing Literature Reviews* (Webinar Series)  
(Presenter, with Swem Library and faculty from Psychology,  
Classical Studies, and Chemistry)  
Charles Center Undergraduate Research Program
- July 21                    Pandemic Pedagogy: Active Learning  
in a Physically-Distanced Classroom (Presenter)  
Swem Library, William & Mary
- July 29                    Writing Personal Statements and Scholarship Essays (Webinar)  
(Presenter, with WRC consultant Grace Scott)  
Charles Center National Scholarships Program



## E. Promotional Postcard



### OUR CONSULTANTS

Our trained peer consultants come from a variety of disciplines and can help you at any stage of the process – from idea, to draft, to revision.

### THE CONSULTATION

You'll begin by identifying goals for the session. Then you and the consultant will work together to explore possibilities. At no time does the consultant take over authorship. Many writers come in early in the process to discuss their ideas with an attentive, sympathetic audience.

You may want to focus on:

- Developing a thesis
- Clarifying ideas
- Structuring an argument
- Strengthening paragraphs or sentences
- Designing and delivering a presentation

### BOOK A FREE CONSULTATION

Visit [www.wm.edu/wrc](http://www.wm.edu/wrc) and click "Make an Appointment."



### CONTACT US

-  [www.wm.edu/wrc](http://www.wm.edu/wrc)
-  William & Mary Writing Resources
-  @wmWRC
-  writingresourcescenter



## F. Diversity and Inclusion Action Plan 2019-20

The Writing Resources Center (WRC) is committed to William & Mary's mission of creating a vibrant and inclusive community. Our student and faculty services demonstrate daily that "close mentoring and collaboration" can "inspire lifelong learning, generate new knowledge, and expand understanding." As a program of Arts & Sciences, the WRC also "values inclusiveness and believes that diversity is critical to equity and the pursuit of academic excellence."

In the 2019-20 academic year, the Writing Resources Center will focus on three areas: hiring a diverse consulting staff; developing staff understanding about diversity and inclusion; and identifying and reducing barriers to use of the WRC's services.

### Hire a Diverse and Inclusive Consulting Staff

GOAL: Recruit new writing consultants from across campus so that our staff represent the heterogeneity of the larger student body.

WRC writing consultants are undergraduate peer tutors. To encourage students with varied backgrounds, experiences, and interests to apply to join our Spring 2020 trainee class, we will

- Recruit for the position broadly, through Student Happenings, the Office of First-Year Experience, and The Throne, in an effort to reach a broad cross-section of students.
- Promote the position to groups on campus that represent students with diverse backgrounds, experiences, and interests. These include WMSURE, the Reeves Center, Sharpe Community Scholars, and the Health Professions Advising Program.
- Offer informational sessions about working at the WRC, so that prospective applicants can ask questions of current consultants.
- Update the application form to include a question focused on diversity and inclusion: *Please share an example of a time when you worked with a diverse group of people or demonstrated openness to other people's experiences. What impact did these interactions have on you?*

### Develop Staff Understanding about Diversity & Inclusion

GOAL: Address topics related to diversity and inclusion in staff training and professional development.

To help our staff develop knowledge and skills related to diversity and inclusion, we will

- Include a unit on tutoring and identity in WRIT 399, the two-credit course taken by all newly hired writing center consultants. In Spring 2020, course readings and discussion in this unit will focus on racial diversity, neurodiversity, and linguistic diversity.
- Invite guest speakers with expertise in diversity and inclusion to attend our staff meetings. In Spring 2020, we will host Alanna Van Valkenburgh from the Neurodiversity Student Group and Eva Wong from the Reves Center. Alanna will speak to us about helping neurodivergent students write, and Eva will share information about international students at W&M.
- Attend sessions focused on diversity and inclusion at the annual Southeastern Writing Center Association Conference. In Spring 2020, the Interim Director and five WRC consultants will attend the conference (thanks to funding from the Arts & Science Annual Fund). Pertinent sessions include “Differently-abled Students in the Writing Center” and “Expanding Inclusive Practice: Toward an Everyday Queering of the Writing Center.”

### **Reduce Barriers to Use of the Writing Center**

GOAL: Broaden our outreach to student writers on campus by identifying and reducing potential barriers to use of the writing center’s services.

As a service that is free to students, the Writing Resources Center already avoids creating financial barriers to use. In order to reach students who experience other real or perceived barriers to use, we will:

- Promote our services to all incoming students during orientation through promotional materials in all FYE orientation bags and presentations at International Student Orientation.
- Promote our services in the writing-intensive COLL 150 classes required of all students by sending letters and informational materials to all COLL 150 faculty with an invitation to recommend the WRC and to schedule a class tour or visit.
- Staff a table during the Fall and Spring Services. Outreach. Support. (S.O.S.) Fairs sponsored by the Office of First-Year Experience.
- Reduce student anxiety about seeking help through faculty-requested in-class workshops and tours of the WRC.
- Partner with the Sharpe Community Scholars to provide workshops and pop-up writings centers in the Spotswood Collaboratory.

- Update our appointment form to include an optional question related to learning preferences (a change recommended by the Neurodiversity Student Group):  
*If you have particular learning preferences or accommodations that would help your consultant tailor the session to your needs, please share that information here.*
- Analyze waitlist statistics and session feedback forms to identify potential gaps in services or new professional development needs.