

# ANNUAL REPORT 2020-21

**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 2020-21

- Maintained a fully online writing center for the duration of the pandemic year.
- Introduced morning hours and asynchronous video feedback appointments as options to improve accessibility for students learning remotely.
- Consulted with 541 students in 1,333 one-on-one sessions.
- Received an “Excellent” or “Very Good” rating from 96% of student clients.
- Provided 9 class visits by WRC consultants plus presentations to the Promise Scholars of Richard Bland College (RBC); the Sharpe Community Scholars; W&M Scholars Undergraduate Research Experience (WMSURE); and the University Admissions Autumn Blast. These visits put us in touch with approximately 200 students.
- Provided training for consultants in all three A&S writing centers: WRC, Graduate Writing Resources Center, and the Clem History Writing Center.
- Attended the first annual Virginia Tutor Collaboration Day (TuColla-VA) with 6 undergraduate consultants. Consultants presented sessions relevant to the conference theme *In-Tune: How Work as Writing Center Tutors Shapes Our Voices*. (Appendix E)
- Attended the Southeastern Writing Center Association annual conference (held online) with 5 undergraduate consultants. Consultants presented sessions relevant to the conference theme *Trauma and Transformation: Writing Centers in an Era of Change*. (Appendix E)
- Recruited 14 students into our 2021 trainee class.
- Collaborated with the Office of Academic Advising, Swem Library, and the A&S Dean’s Office on the 2021 revision of the College Studies online summer course taken by all incoming freshmen and transfer students.
- Partnered with Swem Library and The Charles Center to support summer undergraduate research with relevant workshops.
- Partnered with The Charles Center and Peer Scholarship Advisors to support students applying for prestigious national scholarships.

# 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.

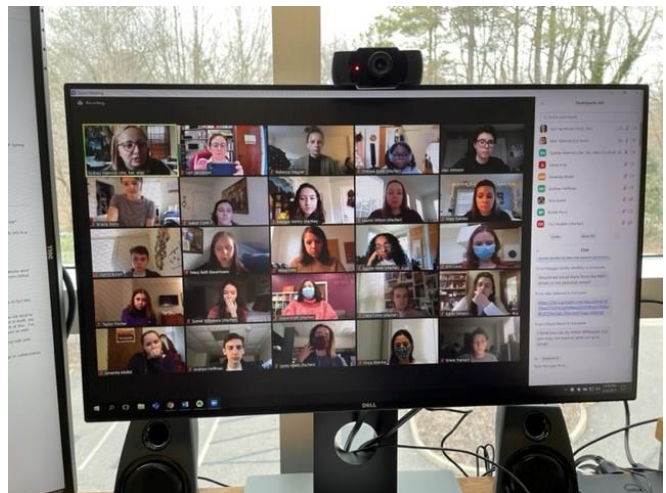
“Mya gave me a structure to work within for my research paper. I am a freshman and have not written a research paper before, so this was extremely helpful.”

## Ongoing COVID-19 Response

Following the sudden pivot to online writing consultations in Spring 2020, the WRC integrated new training and services to improve writing support for the 2020-21 academic year.

Before the center's August 31 opening day, consultants participated in an online consulting skills workshop that emphasized flexible use of technologies and tutoring

approaches. In addition, the center accommodated remote students in multiple time zones by adding morning hours and piloting an asynchronous tutoring technique using video feedback.



We remained a fully virtual writing center for the full academic year. All consultations, trainings, staff meetings, workshops, and team building activities were held via Zoom.

## Support for COLL, Major, and Elective Courses

The communication goals of the COLL general education curriculum include skills-building in traditional academic writing as well as in contemporary forms of communication that incorporate visual, audio, spatial and other modes. To support students working in varied modes across the curriculum, the WRC regularly augments student resources and staff training.

Our [Re:Sources for Writing](#) webpage hosts curated links to help student writers understand, plan, draft, and revise assignments. The Spring 2021 consultant training course included readings from *Multimodal Composing: Strategies for Twenty-First-Century Writing Consultations*, which provides practical advice for working with students on storyboards, artist statements, brochures, research posters, infographics, and more. Trainees were also introduced to discipline-specific writing conventions.

“I always struggle with the essay planning process, but it’s like Sumié opened a door for me. I’ve never had someone explain to me how to break this stuff down. After our session, I made more progress on my essay in two hours than I had made all week!”

Students scheduled consultations for assignments from many different types of courses. Consultations for College Curriculum (COLL) courses comprised 45% of appointments, while 39% were for major or elective courses. First-year COLL courses—COLL 100 and COLL 150—were the focus of 28% 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.

## 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. The website resources proved especially useful in 2020-21 as we operated in a fully remote capacity.

Our consultants also produce the [\*From the Center\*](#) blog, which shares stories and advice about writing and communication. Posts this year included [\*I Have Writing Anxiety: Here's How the WRC Helped Me\*](#) by Sumié Yotsukura '22; [\*Starting at the Center\*](#) by Sabrien Abdelrahman '22; and [\*Inefficiency and The Writing Process\*](#) by Andrew Hoffman '24.



## Promoting the WRC

Most of our marketing in 2020-21 was targeted to 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 digital information flyer, with the help of University Web & Design. (Appendix F).
- Provided this promotional material for the Office of First-Year Experience's digital orientation resources bags.
- Sent informational emails to all COLL 150 faculty at the start of each semester. Emails included a letter of introduction, invitation to schedule class tours or workshops, and the digital information flyer for class distribution and posting on course Blackboard sites.
- Staffed virtual resource tables at the *Services. Outreach. Support (S.O.S.) Fair* and the *Student Employment Fair* during Fall and Spring orientations.

- Facilitated two informational sessions for students applying to enter the WRC’s Spring 2021 trainee cohort.
- Provided 9 class visits by WRC consultants plus presentations to the Promise Scholars of Richard Bland College (RBC); the Sharpe Community Scholars; W&M Scholars Undergraduate Research Experience (WMSURE); and the University Admissions Autumn Blast. These visits put us in touch with approximately 200 students.

This focus on promoting our services to first-year students and faculty teaching the first-year COLL courses shows up in the statistics:

- 35% of the WRC’s appointments were with first-year students and 14% were with transfer students.
- 56% of clients heard about the WRC from their professors, while another 17% heard about us from a friend or classmate.
- 28% of appointments were focused on a COLL 100 or COLL 150 assignment.

We also promote our services on social media: Facebook, Instagram, and Twitter. The consultants on our social media team are responsible for creating and implementing a social media plan and developing content.

“It was great just to talk my paper out with someone!”

## Student Consultants in the WRC

### Recruiting and Hiring

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 trainee cohort 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 2020, we received 26 applications from eligible students. We interviewed 20 students and selected 14 to be our 2021 trainees.

### Tutoring and Professional Development

Through the one-semester training course—WRIT 399 *College Writing: Theory and Practice*—and ongoing professional development at staff meetings, our consultants learn about the history, theory, and practice of tutoring writing in academic settings. Course participants explore and discuss the ideas that shape writing center practices, and they develop a toolkit of practical strategies to use during one-on-one consultations.

Course topics include: process pedagogy, collaborative learning, consulting across cultures and abilities, working with various genres and disciplines, global to local revision strategies, and information literacy. Assignments in this course allow participants to observe, analyze, and reflect on consulting sessions and culminate with a personal philosophy of consulting.

Course texts include *The Bedford Guide for Writing Tutors*, as well as selections from *The St. Martin's Sourcebook for Writing Tutors*, *ESL Writers: A Guide for Writing Center Tutors*; and other sources.

“Lauren was wonderful in fostering my ideas and having me think about what I wanted to share in my writing.”

Each consultant also participates in a team that works collaboratively on projects that support the WRC's mission. In 2020-21, team projects included developing student resources, providing peer review to our student bloggers, managing our social media presence, making connections with other writing centers in our region, and implementing our asynchronous video feedback option.

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 2020-21 included:

- Rachel Frazier, Launchpad Business Incubator
- Eva Wong, Reves Center for International Studies



- Ben Boone, Center for the Liberal Arts
- Bev Sher, Department of Chemistry
- Jen Floor, Counseling Center

### **Client Feedback and 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 656 students who responded to the survey in 2020-21, 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.

The quotations featured throughout this annual report come from this client survey.

**“Aria was super kind and welcoming - as a remote freshman, our meeting made me feel more connected to the community.”**

## **Campus Collaborations**

### **University Committees**

In 2020-21, the Writing Resources Center 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 COLL 100/150 Subcommittee of the Educational Policy Committee (EPC); 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 Director collaborated with the Dean's Office, Office of Academic Advising, Swem Library, and the Center for the Liberal Arts, to produce the College Studies online summer mini-course administered to all entering freshmen and transfer students.

“I really appreciate that Rebecca works early in the morning to help people, especially international students like me who live in a different time zone and would usually need to either stay up after midnight or wake up early to meet consultants at the writing center!”

### 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 two workshops on *U.S. Academic Writing* in collaboration with the Reves Center and the Graduate Writing Resources Center.

### Community Outreach

The WRC values connections to other writing centers in our state and region. Our community outreach in 2020-21 prioritized cross-institutional connections:

- Hosted an online “Coffee Conversation” between writing consultants from Deer Run High School in Henrico County and W&M WRC consultants to share ideas and best practices for consulting.

- Director served as the Virginia State Representative of the Southeastern Writing Center Association (SWCA-VA) and sat on the selection committee for the SWCA's Christine Cozzens Research Grant & Initiative Program.
- Our writing center hosted the SWCA-VA Summer Director's Meeting. The meeting's theme was *Wellness and the Post-Pandemic Writing Center*, and the featured speaker was Kelly Crace, W&M's Associate Vice President for Health & Wellness.

### W&M 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.

In AY 2020-21, the WRC facilitated 7 of these action plans.

### Arts & Sciences Writing Centers

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

In addition, shared scheduling and data-management software allows us to reduce costs and take a more comprehensive look at writing center usage at William & Mary.

### **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 offer in-person consultations, the WRC and GWRC share space in Swem Library. In AY 2020-21, all GWRC appointments were held online. The GWRC's Lead Consultant also serves as the WRC's graduate assistant, providing technical support, web maintenance, and assistance with the hiring process.

The WRC provides annual training for new and returning GWRC consultants. Training in Fall 2020 including a one-day workshop followed by the semester-long course GRAD 522 *Practicum for Mentoring Writing*. The GWRC is coordinated by Sarah Glosson, Director of the A&S Graduate Center.

### **Clem History Writing Center (HWC)**

The Clem History Writing Center is located at Blair Hall, in the Department of History. It is staffed by Ph.D. candidates in the department and provides consultations for undergraduate history department writing assignments.

The WRC partners with the HWC by facilitating an annual training workshop for new and returning consultants. The HWC is coordinated by Prof. Carol Sheriff.

## **Innovations and Initiatives**

### **Implemented an Asynchronous Video Feedback Option**

To accommodate students learning remotely in multiple time zones, the WRC added morning hours and piloted an asynchronous tutoring technique using video feedback. This technique was modeled on a similar approach used successfully in the Old Dominion University (ODU) writing center.

Our Asynchronous Team (made up of five current consultants) collaborated to test recording options, create video feedback protocols, and develop training workshops. Video feedback was piloted in the Fall semester and expanded in the Spring. In 2020-21, consultants held 45 video feedback appointments.

“Mary's point of view on my article was fresh and helpful in every way. I now feel much more confident in my work and have a clear plan of action on how to improve it.”

### **Partnered with the Launchpad Business Incubator**

The WRC provided writing and communication support for entrepreneurs affiliated with the [Launchpad Business Incubator](#). This partnership served the Williamsburg small business community and provided our student consultants with valuable “real world” writing experiences.

### **Reaffirmed the WRC's Diversity & Inclusion Action Plan**

In 2020-21, the Writing Resources Center incorporated consultant feedback into the annual revision of the Diversity & Inclusion Action Plan. The updated plan focused on three key

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 H).

### Enhanced Consultant Professional Development

To complement our long-established training protocols, we increased our participation in regional conferences:

- Attended the first annual Virginia Tutor Collaboration Day with six (6) consultants. Hosted online by the Virginia network of the SWCA and Piedmont Virginia Community College, this conference was exclusively focused on peer and professional tutors. (Appendix E)
- Attended the Southeastern Writing Center Association annual conference with five (5) consultants. (Appendix E)

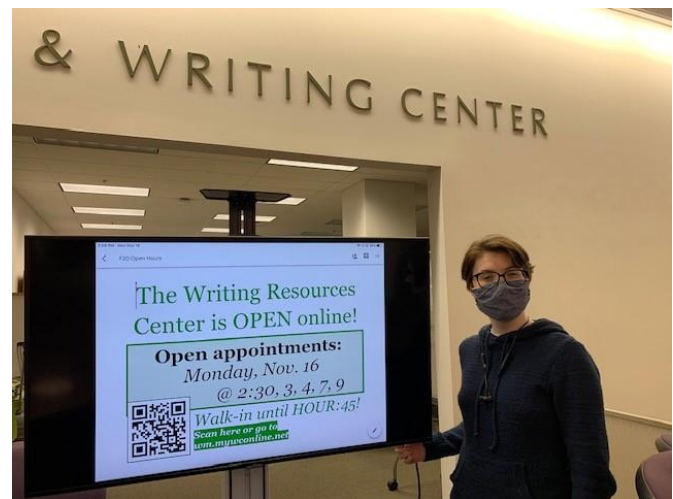
We also incorporated a “tutoring for transfer” section in the WRIT 399 course to emphasize approaches to skill building that extend beyond the consultation.

“[The consultation] put the work into perspective and got me on the right track. It made the paper seem like less of a huge project and helped me think about how I can formulate my thoughts.

### Created Winter and Summer Writing Support

To support students working on projects outside of the regular semester, the WRC offered:

- *Winter Bonus Hours.* These sessions were primarily attended by students seeking feedback on personal statements for graduate and professional schools.
- *Summer Hours.* These sessions were attended by students attending W&M summer sessions, as well as by students working on medical school applications, dissertation proposals, and other materials.



## Enhanced Workshop Options

In 2019-20, we replaced our usual offering of workshops advertised to individual students with campus collaborations that provided larger, more predictable audiences. We continued this approach in the 2020-21 academic year:

- Developed five new 50-minute workshops for first-year COLL courses. These were piloted to ARTH 150 students in Spring 2021:
  - Constructing the Thesis and Argument
  - Structuring an Essay for Clear Ideas
  - Writing Stronger Paragraphs
  - Revising Essays: Editing and Proofreading
  - Clear and Memorable Presentations
- Developed and delivered the workshop *Short Answer Exams: Writing with Concision* for PSYC 315: Foundations of Learning and Memory. The workshop was presented in both Fall and Spring semesters.
- Facilitated the *Beyond the Five-Paragraph Essay* workshop for the [Sharpe Community Scholars](#) program in Fall 2020.
- 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 summer undergraduate research, we partnered with Swem Library and the [Charles Center](#) to offer a series of webinars, including *Writing a Literature Review in the Sciences* and versions of the five new workshops listed above.

“This consultation was SO helpful. I haven't written a paper in a long while and Kim really helped me work through the bumps in my paper and boosted my confidence.”

## Alumni Outreach and Development

In partnership with the Office of Advancement and the Executive Director of Development for A&S, we undertook several outreach initiatives:

- Two current writing consultants (Mya White '21 and Isabel Conti '22) and the WRC Director presented [WRC: Supporting Student Writers at W&M](#) to the W&M Regional Advancement Team.
- Eight current writing consultants (Isabel Conti '22, Robel Eyasu '22, Maggie Gentry '21, Sydney Hamrick '21, Alexa Kelly '21, Max Minogue '21, Grace Scott '23) and the WRC Director produced a [video introducing the WRC](#) at the Board of Visitors virtual coffee hour.
- The WRC Director and first-year W&M students created interview clips about COLL 100 and 150 for the [Thank You, Hunter Smith!](#) appreciation video.
- The A&S Development Office and the WRC Director mailed a letter of appeal to all WRC consultant alumni and friends (see Appendix G).
- The center featured in the November 20, 2020 W&M News story: [On the Write Track](#).



## Geology Senior Writing Group

Working with the Geology Department, the WRC hosted a bi-weekly writing group for Geology majors writing the mandatory senior thesis. Facilitated by writing consultant Colleen Cecil '22, participants used their group time to set goals, exchange written work for peer review, and hold each other accountable.

## 2021-22 Goals

### Manage a Smooth Return to In-Person Consulting

- Develop training and support to prepare consultants for a return to in-person consulting, including early semester workshops and one-on-one mentoring throughout the year.
- Increase team building opportunities to help consultants make supportive connections with each other.

- Maintain substantial time at staff meetings for consultants to share experiences and advice.

### Refine and Expand the Asynchronous Video Feedback Option

- Analyze asynchronous consulting protocols and address areas for improvement.
- Refine video feedback training materials.
- Expand number of trained consultants offering the asynchronous option.
- Assess the usage and impact of asynchronous sessions.

### Establish an Editorial Team for the WRC blog *From the Center*

- Appoint 2-3 co-editors to promote the blog, find writers (consultants and guests), set deadlines, write one blog post per semester, and review and edit submissions.
- Update editorial guidelines and established a content development schedule.
- Migrate to W&M's new WordPress blog platform.

### Expand Consultant Participation in Regional Conferences

Participation in regional conferences exposes peer consultants to current best practices and creates connections between writing centers across our state and region. We will encourage WRC consultants to propose, present, and attend relevant regional conferences in 2021-22, including the Virginia Tutor Collaboration Day and the Southeastern Writing Center Association. We will seek student employee professional development funding for registration and travel, as needed.

“Sydney was incredibly helpful. She let me guide the consultation but also offered good advice as to where we should focus our effort. She didn’t write the paper for me, but rather gave me good ideas for how to better link my ideas, which details to cut or include, and how to argue my point effectively.”



# APPENDICES

## A. Student Use of the WRC

In the 2020-21 academic year, WRC student consultants met one-on-one with 541 individual students, approximately 8% of the undergraduate student population. These students made a total of 1,333 appointments. There were 37 more appointments than in the prior year, but 314 fewer appointments than in 2018-19, a drop-off attributed to remote learning during the COVID-19 pandemic.

All consultations in AY 2020-21 were held online. These sessions lasted 50 minutes during the semester and 30 minutes during the first week of final exams. Students may typically schedule up to two appointments per week, but due to low usage that limit was temporarily raised to three per week.

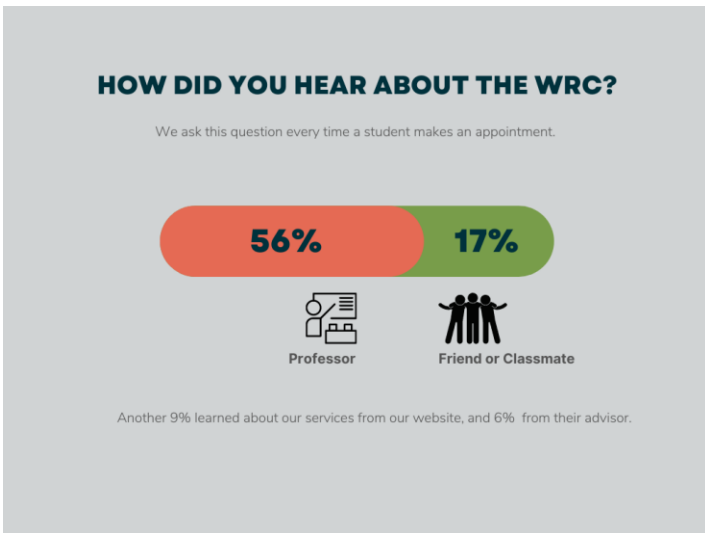
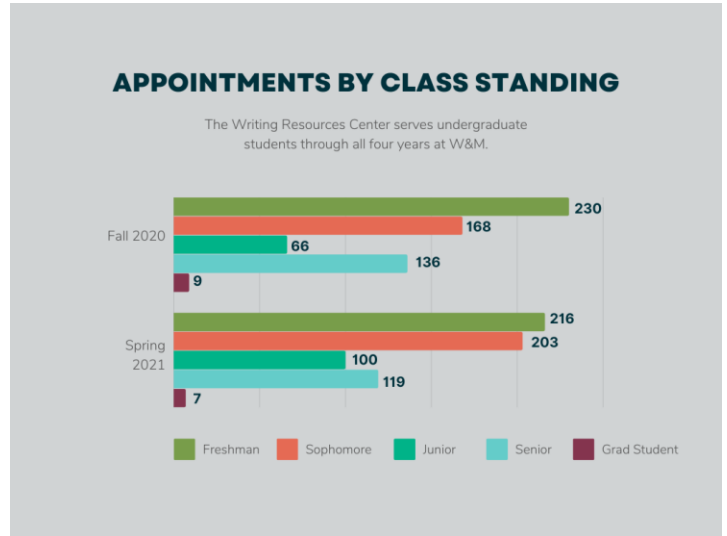
Consultants in the Writing Resources Center work regularly with international students and English language learners. International students made 23% of appointments in the WRC, and 29% of appointments were made by students who identified themselves as non-native speakers of English.

### Highlights

- The WRC operated at 63% capacity, a drop of approximately 25% from pre-pandemic levels.
- Freshmen made 35% of the appointments in the WRC.
- Transfer students made 14% of appointments in the WRC.
- International students made 23% of appointments in the WRC.
- Of the 541 individual students who made appointments at the WRC, 237 returned for at least one more visit, a 44% return rate.
- 45% of consultations were focused on an assignment from a College Curriculum (COLL) course; 28% were focused on a COLL 100 or COLL 150 assignment.
- 26% of consultations were focused on a course in the student's major. The top five majors of students visiting the WRC (after "Undecided") were Government, International Relations, History, Biology, and Psychology.
- 56% of clients learned about the WRC from their professors. Another 17% learned about it from a friend or classmate.

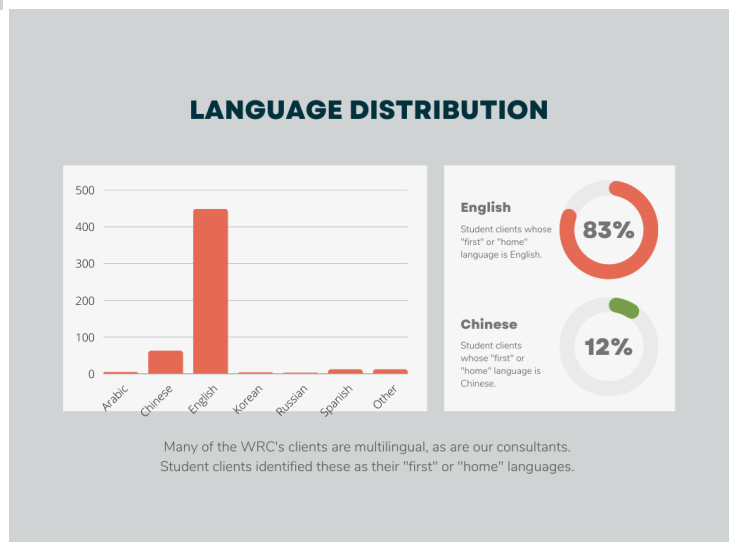
## B. 2020-21 Center Statistics

**1,333 appointments**  
**541 clients**  
**44% return rate**



**1,288 online appointments**  
**45 video feedback sessions**

**35% freshmen**  
**14% transfer students**



### C. Leadership and Staff

In 2020-21, the Writing Resources Center was led by Lori Jacobson, who served as Interim Director until March 2021 when she was made the permanent Director. The Director was supported by two administrative assistants who were selected from the student consulting staff. In addition, the GWRC's graduate assistant provided technical support and web maintenance.

The WRC was staffed by 29 student consultants. During the Fall 2020 hiring period, another 14 students were recruited to the Spring 2021 trainee class.

“Alex offered constructive feedback on how to develop my paper further. I felt like I left the session a better writer.”

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

**Administrative Assistants:** Sydney Hamrick ('21) and Alex Johnson ('22)

**Graduate Assistant:** Peter Varga ('21)

**Consultants:** Sabrien Abdelrahman, Aria Austin, Colleen Cecil, Isabel Conti, Robel Eyasu, Maggie Gentry, Gillous Harris, Ben Hotchner, Saja Ibrahim, Mary Kardos, Alexa Kelly, Corina Kowalski, Kimberly Lores, Hannah Lowe, Anthony Madalone, Jonathan Malks, Tara Malloy, Karen Minecci, Max Minogue, Brielle Perry, Chelsea Scott, Grace Scott, Woodie Tirfie, Grace Tramack, Laura Tutko, Rebecca Wagner, Mya White, Lauren Wilson, Sumie Yotsukura,.

**Trainees:** Mary Beth Bauermann, Henry Buron, Ciara Curtin, Julie DeKorte, Taylor Fischer, Sophia Haile, Andrew Hoffman, Cecilia (Ceci) Hughes, Katie Lynch, Grace Mak, Amanda Mullet, Zoe Roberts, Divya Sharma, Katie Taguchi.

## D. Conferences and Workshops

The WRC Director participated in the following professional development events in 2020-21:

August 11	<i>Helping Writing Center Tutors Grow as Professionals</i> (Presenter) North Carolina Central University Director's Day
September 3	Peer Feedback in Virtual COLL 100/150 Classrooms (Presenter) W&M Center for the Liberal Arts Workshop
September 9	Setting Assignments for Assessment W&M Center for the Liberal Arts Workshop
September 15	Learning Lab: Getting the Most Out of Blackboard W&M Studio for Teaching & Learning Innovation
September 30	Autumn Blast 2020 -- Academic Resources Panel (Panelist with WRC Consultants Mya White '21 and Isabel Conti '22) University Admissions Diversity & Access Team
October 3	Tutor Collaboration Day (Online with Consultants) Piedmont Virginia Community College + SWCA-VA
October 7	Designing Plagiarism Resistant Courses W&M English Department Brown Bag
January 12-14	Frame and Fine-Tune Your COLL 100/150 (Facilitator) W&M Center for the Liberal Arts Workshop
January 22	Creating an Inclusive/Diverse Syllabus W&M Studio for Teaching & Learning Innovation
February 11-13	Trauma and Transformation: Writing Centers in an Era of Change Southeastern Writing Center Association Conference
April 27-May 27	Modern Leadership: Reflection and Tools for the Values-Based Leader W&M DC Center Leadership Series
May 10	Modular Course Design W&M Studio for Teaching & Learning Innovation
May 12-13	Innovations in Pedagogy Summit University of Virginia Center for Teaching Excellence

June 8 Wellness and the Post-Pandemic Writing Center  
 SWCA-VA Summer Director's Meeting  
 Hosted by the W&M Writing Resources Center

## E. Conference Presentations in 2020-21

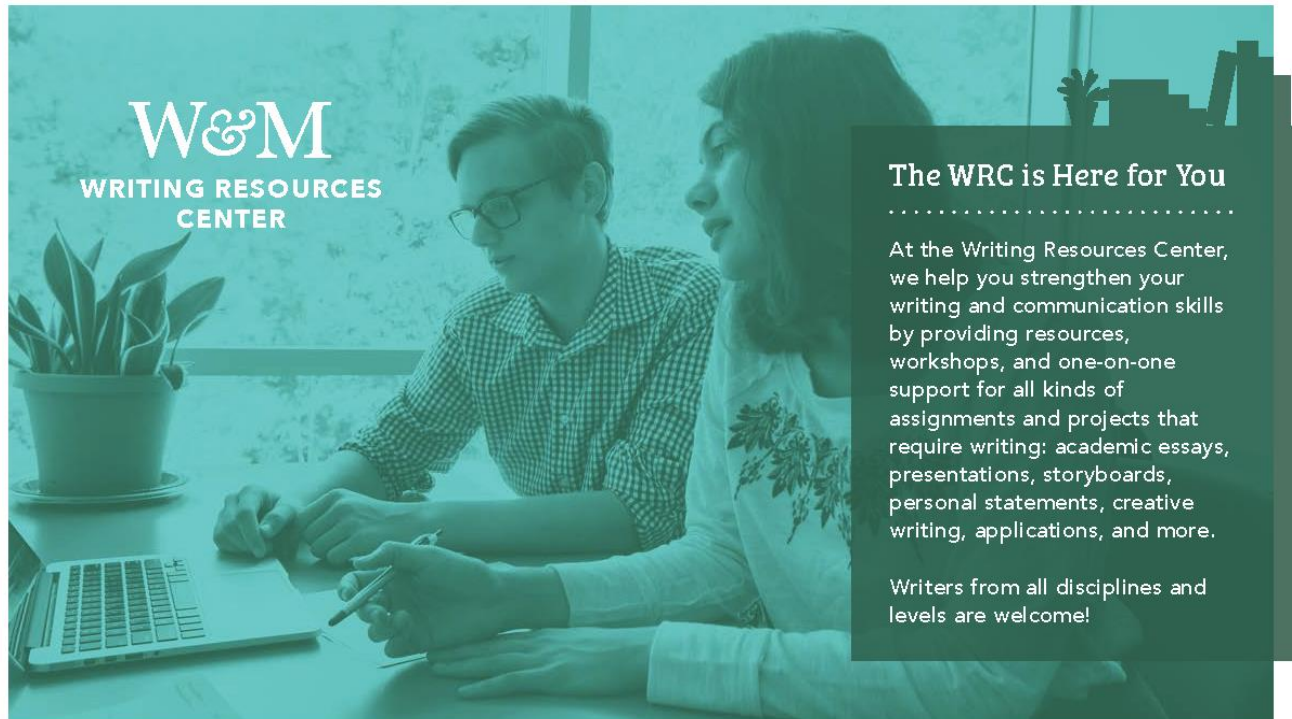
### Tutor Collaboration Day (TuColla-VA - October 3, 2020)

- *Tutoring as a Social Interaction: The Value of Tutoring in Quarantine*  
 Alexandra Johnson '22, Chelsea Scott '21, and Sydney Hamrick '21
- *Connecting with Writing Center Discourse: The Center & Development of the "Tutor's Voice"*  
 Grace Scott '23
- *Building a Brave Space: Advancing Activism in the Writing Center*  
 Sabrien Abdelrahman '22 and Colleen Cecil '22

### Southeastern Writing Center Association (February 11-13, 2021)

- Community Connections: Engaging with other Writing Centers  
 Sydney Hamrick '21 and Lori Jacobson
- The Social Aspect: A Unique Value of Tutoring in Quarantine  
 Sydney Hamrick '21 and Alexandra Johnson '22
- Lessons Learned: Continuing Intersectional Accessibility in the Writing Center  
 Alexandra Johnson '22 & Rebecca Wagner '23
- Fake News and Questionable Sources: Information Literacy Instruction in the Writing Center  
 Lori Jacobson
- "I need help with my grammar": The Benefits of Sentence-Level Support in the Writing Center  
 Tara Malloy '22
- Obstacles and Opportunities: Considering the Future of Online Tutoring  
 Sabrien Abdelrahman '22
- Two Types of Community: First Year Consultants & COVID-19  
 Rebecca Wagner '23 and Tara Malloy '22

## F. Promotional Flyer



### W&M WRITING RESOURCES CENTER

#### The WRC is Here for You

At the Writing Resources Center, we help you strengthen your writing and communication skills by providing resources, workshops, and one-on-one support for all kinds of assignments and projects that require writing: academic essays, presentations, storyboards, personal statements, creative writing, applications, and more.

Writers from all disciplines and levels are welcome!

### 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

### CONTACT US



[www.wm.edu/wrc](http://www.wm.edu/wrc)



William & Mary Writing Resources Center



@wmWRC



writingresourcescenter

### BOOK A FREE CONSULTATION

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



## G. Letter of Appeal to Consultant Alumni and Friends



### WRITING RESOURCES CENTER

Earl Gregg Swem Library  
Post Office Box 8795  
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February 24, 2021

Dear [XXXXXXX],

As you know, students at William & Mary participate in a rigorous and dynamic curriculum that challenges and cultivates their critical thinking, problem solving and communication skills. Thanks to the generosity of friends like you, the Writing Resources Center (WRC) can support student progress with programming, resources and individual support to help them become more effective and confident writers and communicators.

This year, the undergraduate student consultants who work at the WRC have demonstrated flexibility and commitment as we faced the challenges of the pandemic. In March, we transformed our center from face-to-face to fully virtual. Our consultants adapted to new technologies and processes and proved themselves tenacious troubleshooters and patient communicators. As a result, the one-on-one instruction that forms our core student service continues to thrive.

Every week at the WRC, we receive dozens of comments from students that acknowledge the impact of our work. Here are a few that stand out:

“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!”

“Kim helped me gather my thoughts through open-ended and thought-provoking questions and create a solid outline for my essay.”

“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.”

“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.”

As students and faculty have adapted to the hybrid and distance-learning models necessitated by the pandemic, our services have become even more critical. We need your support to continue to provide our students with much-needed educational resources and opportunities, such as student workshops, conference scholarships and technology improvements.

I hope you’ll consider making a gift to the Writing Resources Center. As a former student consultant or friend of the center, you understand the tremendous impact your contribution will have for W&M students. Please give today.

We are grateful for your support.

Sincerely,

Lori Jacobson, Ph.D.  
Interim Director

AT WILLIAM & MARY, WRITING IS AT THE CENTER!

## H. Diversity and Inclusion Action Plan 2020-21

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 our commitment to the collaborative processes that build confidence, inspire growth, and empower individuals with the skills they need to succeed. 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."

This action plan is a living document. Updating the action plan annually will allow us to reflect on our progress and reestablish goals. In the 2020-21 academic year, the Writing Resources Center will continue to 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 2021 trainee class, we will

- Recruit for the position broadly, through Student Happenings, the Office of First-Year Experience, and the Faculty of Arts & Sciences listserv 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.
- Encourage current consultants to promote the WRC as a workplace to their own student groups and campus activities.



- Include a question on the application and in the interview that focuses 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 2021, course readings and discussion in this unit will focus on racial diversity, gender and sexual diversity, neurodiversity, and linguistic diversity.
- Provide opportunities for continuing consultants to re-engage with key topics in the training course through refresher workshops, tutorials, or reading groups.
- Ask existing WRC consultant-led teams to add diversity and inclusion action items to their existing SMART goals. In 2021-22, create a Diversity & Inclusion Team to connect the WRC to campus groups and student organizations that represent students with diverse backgrounds, experiences, and interests.
- Invite guest speakers with expertise in diversity and inclusion to attend our staff meetings. In Spring 2021, guest speakers will have expertise in the needs of first-generation students and students from underrepresented groups. Provide opportunities for consultants to engage in dialogue around issues shared by guest speakers.
- Attend sessions focused on diversity and inclusion at Tutor Collaboration Day and the annual Southeastern Writing Center Association conference.

### **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 orientation bags, presentations at International Student Orientation, and resource tables at campus resources fairs.
- Promote our services in the writing- and communication-intensive first-year COLL classes required of all students.
- Reduce student anxiety about seeking help through faculty-requested in-class workshops and tours of the WRC.
- Partner with the Sharpe Community Scholars, WMSURE, and Reves Center to provide workshops on writing and campus resources.
- Develop an asynchronous video feedback option to provide flexible access for students with time or technology constraints.
- Include an optional learning preferences question on our appointment form (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 appointment statistics and session feedback forms to identify potential gaps in services or new professional development needs.