C4W tutors Jee Su and Erin, and former tutor Marysia, attending and volunteering at the Canadian Writing Centres Association conference in Calgary, May 26, 2016.
- The C4W had a total of 4046 reservations for the fall 2015/winter 2016 terms.
- In the fall term, the C4W employed 21 paid tutors and 13 practicum tutors. In the winter term, the C4W employed 32 paid tutors and 9 practicum tutors.
- Most C4W clients came from the Faculty of Arts (28%), the Faculty of Science (24%), and the Faculty of ALES (16%).
- Clients who listed Chinese as their first language made approximately 40% of fall term reservations and 43% of the winter term reservations.
- Approximately 85% of C4W clients in the fall and 88% of C4W clients in the winter agreed that their tutoring sessions were very useful.
- For the first time ever, the C4W offered advanced writing groups to international graduate students with the financial support of University of Alberta International and the Faculty of Science. More than 250 students applied for these groups. Four groups of 10 students each were created.
- After a successful pilot, the C4W started offering tutoring specifically to international students in the TELUS Centre.
- In the fall term, 4 tutors worked with four WRS 101 Bridging Program (BP) sections. In the winter term, 6 tutors worked with six BP sections.
- This year, capacity was 86% for the fall term and 89% for the winter term.
- In the fall 2015/winter 2016 terms, approximately 75% of the C4W clients were undergraduate students.
- The C4W organized a second successful Long Night Against Procrastination event (November 19-20) with the support of 22 university partners and sponsors. Dr. Moussu single-handedly raised $15,000 for the event. Over 500 participants attended the event.
- This year’s C4W goals and recommendation include: to increase collaboration with other student services (e.g., International Student Services, student groups, Aboriginal Student Services Centre, Orientation, University Libraries, Student Accessibility Services, Counselling and Clinical Services, Peer Support Centre, Office of Sustainability, Career Centre); to showcase the work of the C4W (mentoring, teaching, research, and other aspects of C4W work) to the university community through different events, meetings, information pamphlets, open houses, classroom visits, etc.; and to create a more transparent and sustainable reporting process for the C4W with the help of the Faculty of Arts and the Provost’s Office.
- In March 2016, the Provost’s Office announced that the C4W was going to be relocated in Student Services and an administrative Director was going to replace its current academic Director, starting July 1, 2016. After much local, national, and international protest, the Provost announced that the C4W would remain in the Faculty of Arts, with its current Director, for another year.
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INTRODUCTION

The Centre for Writers (C4W) is a free service provided to all students, staff, faculty, and alumni of the University of Alberta which has a student population of “nearly 38,000 in more than 200 undergraduate and 170 graduate programs and a growing body of international students from more than 142 countries” (AUCC.ca). The mandate of the C4W is to offer free writing support in any subject, discipline, program, or faculty, and at all levels of study. The C4W employs graduate and undergraduate students as tutors. These tutors have backgrounds in a variety of academic fields, and they are trained specifically to handle the wide range of writing seen in a university context.

Established in 2007, the C4W has had over 35,000 tutoring appointments since 2009 (appointment details were not available for the first two years).

This report is a detailed review of the C4W (people, events, changes, projects, research and everything in between) for the reporting period May 1, 2015 to April 30, 2016.

Note: the word “clients” is used in this report to encompass all the students, staff, faculty, and alumni who take advantage of the free services the C4W offers.
IMPORTANT NOTE

This academic year was a tumultuous one for the C4W.

On July 31, 2015, the C4W’s full-time, permanent administrative assistant, Nicola DiNicola left and was replaced by a temporary assistant, Ania Husak. Ania then left on the 22nd of April, 2016, and was replaced by Lindsay Walker, who left on the 24th of June.

On December 4, 2015, during a meeting with Dr. Stuart Landon, Acting Vice Dean in the Faculty of Arts, and Dr. Nataraj Kav, Vice-Provost (Programs), the University Writing Committee (UWC) learned that the C4W was very likely going to be moved to Student Services. On March 14, 2016, the UWC learned that the C4W was indeed going to be moved out of the Faculty of Arts (where it had resided since its creation in 2007) and into Student Services. On April 14, 2016, Dr. Moussu, Director of the C4W since 2009 and hired specifically to be Director (see Appendix A—job description), learned that she would no longer serve as the C4W’s academic Director and would instead be replaced by an administrative Director starting July 1, 2016.

Some of the arguments in favour of moving the C4W to Student Services were:

- The UWC wrote a document asking for all writing support units to be centralized;
- The C4W provides support to all UofA students and should therefore not be the sole responsibility of the Faculty of Arts;
- Students are confused because of the existence of two writing centres (the C4W and Writing Resources, in the Student Success Centre) on the UofA North campus;
- The C4W offers no teaching and produces no research—instead, it provides a service to students and should therefore be located with other student services.

Some of the arguments in favour of not moving the C4W to Student Services and replacing the academic director with an administrative director were:

- The C4W already collaborates on a number of occasions with other UofA units (e.g., the Student Success Centre, the International Student Centre, Counselling and Clinical Services, the Faculty of Extension, Campus St.-Jean centre d’écriture bilingue);
- Dr. Moussu is an internationally recognized expert in Writing Centre work, Second Language Writing, and Language Acquisition. Expert knowledge in these areas is necessary to educate and supervise student tutors according to educational and writing centre best practices.
- The C4W provides writing support to all UofA students, faculty members, staff, and alumni and also professional development and leadership opportunities to all its tutors;
- Writing is an academic endeavour and the C4W should therefore remain in an academic unit;
- The C4W (through the Office of Interdisciplinary Services in the Faculty of Arts) offers writing-related courses such as WRS 301 (Writing Centre Practice), WRS 603 (Writing Centre Theory), and WRS 605 (Issues in Second Language Writing). These courses are open to all UofA undergraduate and graduate students and are particularly valued by students in Arts, Science, and Education.
On May 2, 2016, during the question period of a General Faculties Council (GFC) meeting, a member of the General Faculty Council and the English and Film Studies Department raised the issue of the C4W move to Student Services and the replacement of its academic director. GFC’s Chair, Dr. David Turpin, said that this issue would be reviewed and a response would be provided at the next meeting.

On May 25, the Arts Faculty Council voted to advise the Provost, Dr. Stephen Dew, to keep the C4W under the Faculty of Arts with Dr. Moussu as its Director for one more year in order to allow for more consultation before a decision could be made.

On May 30, after much local, national, and international protest about the above decisions (see Appendix B), including an article in the Gateway (see Appendix C), the Provost announced, during a GFC meeting, that the C4W was to remain in the Faculty of Arts with Dr. Moussu as its Director for one additional year.

During these interesting times, Dr. Moussu, with the help of numerous faculty members and students, as well as colleagues from across the world, tried to articulate again the mission and different facets of writing centre work (see Appendix D as an example) based on the original documents drafted by the Writing Task Force between 2005 and 2008 (see Appendix E for an executive summary of the Writing Task Force recommendations) and more recent position statements (such as the recent Statement on Writing Centres and Staffing (see Appendix F) written by the Canadian Association for the Study of Discourse and Writing.

Because of the above instability and departures/replacements of C4W’s administrative assistants, some information was lost or not collected this year (tutor academic activities, class visits, student feedback, workshop data, tutor feedback, BP tutoring information, BP tutoring feedback, instructor feedback, promotional and marketing information, ESL tutoring data, etc.).
STAFF

A. DIRECTOR

Dr. Lucie Moussu has been the Director of the Centre for Writers (C4W) since July 2009. Dr. Moussu is a tenured Associate Professor in the Department of English & Film Studies in the Faculty of Arts. She is also an Adjunct Associate Professor in the Department of Educational Psychology (Faculty of Education) and in the Faculty of Extension. She teaches WRS 301/603 (Writing Centre Theory and Pedagogy) and WRS 605 (Issues in Second Language Writing).

B. ADMINISTRATIVE ASSISTANTS

After Nicola DiNicola left the C4W at the end of July 2015, Ania Husak became the main full-time Administrative Assistant for the C4W between July 2015 and April 2016. Reporting to the C4W Director and the Senior Administrator in the Office of Interdisciplinary Studies (OIS), the Administrative Assistant position is responsible for providing administrative support for the day-to-day functions of the C4W (as well as schedules, contracts, finances, etc).

C. C4W TUTORS

Tutor Recruitment

Tutors comprise the core staff of the C4W. The C4W uses a recruitment pamphlet describing the duties, requirements, and application process of a peer tutor (see Appendix G). The C4W has distributed this pamphlet to professors and clients and displayed it in various locations.

The C4W continues with the process initiated in 2010 for the recruitment of potential tutors:

- All applicants who have not taken WRS 301/603 are required to take two tests and come for an interview.
- If the applicants successfully pass both the tests and interview and have previous writing centre/tutoring experience, they are hired.
- If the applicants do not pass the tests and interview, they are advised to take WRS 301/603.
- If the applicants pass the tests but do not have sufficient writing centre/tutoring experience, they are asked to take or audit WRS 301/603. While taking or auditing the course, they may be allowed to start working as paid tutors.

Complex individual circumstances force the C4W to be extremely flexible and creative in its hiring practices. For example, WRS 603 does not count towards graduate students’ respective degrees, and advisors are often reluctant to allow courses to be added to the required course work, so a number of graduate students officially audit the course instead of taking it for credit.
It is also particularly difficult to hire international students at the graduate level because of the high costs associated with international tuition. Although undergraduate international students also face higher tuition costs, they are more willing to take the course because WRS 301 can count as an Arts elective.

**Writing Studies 301/603 Tutor Training Course**

WRS 301/603 is a combined graduate/undergraduate course that students must take to become tutors at the C4W. This year, it was offered during both the fall and winter terms. The course provides tutoring experience as well as a number of skills, understandings associated with the theories and practices of writing centres (see the C4W’s Tutoring Guiding Principles in Appendix H), and insights into the students’ own writing.

Table 1 below shows how many students have taken the WRS 301/603 classes compared to the number who have been subsequently hired as tutors since the fall 2009 term. A number of factors influence these numbers: students may graduate, not perform well in the course, or go to study abroad, for example.

**TABLE 1: Students Taking Course vs. Students Hired as Tutors the Semester After the Course**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Winter 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRS 301 students: Hired for the following term</td>
<td>13 : 8</td>
<td>8 : 4</td>
<td>19 : 9</td>
<td>12 : 6</td>
<td>17 : 10</td>
<td>13 : 12</td>
<td>4 : ?</td>
</tr>
<tr>
<td>WRS 603 students: Hired for the following term</td>
<td>3 : 1</td>
<td>8 : 4</td>
<td>9 : 4</td>
<td>7 : 6</td>
<td>7 : 4</td>
<td>1 : 1</td>
<td>5 : ?</td>
</tr>
</tbody>
</table>

**Salaries and Contracts**

The C4W changed its policies regarding graduate students. Now, both graduate and undergraduate tutors are paid bi-weekly, on an hourly basis, based on their class schedules and work preferences.

For the first time since 2009/2010, WRS 301/603 was offered both in the fall and in the winter. Table 2 below compares the status and number of C4W tutors hired every fall and winter terms.

**TABLE 2: Summary of Tutors and their Status per Term (Last Four Years)**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad (paid)</td>
<td>9</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>BP tutors (paid)</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Graduate (paid)</td>
<td>11</td>
<td>3</td>
<td>7</td>
<td>6</td>
<td>11</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>WRS 301 students</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>18</td>
<td>0</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>WRS 603 students</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>WRS 603 (paid)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Tutor Demographics and Academic Programs

Table 3 describes the programs the tutors were enrolled in during the fall and winter terms. Although tutors are trained to assist clients from all faculties and departments, clients find working with tutors who are familiar with their subject of study is an added benefit.

**TABLE 3: Summary of Tutors’ Academic Backgrounds**

<table>
<thead>
<tr>
<th>Fall 2015 # of tutors</th>
<th>Winter 2016 # of tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergrads</strong></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>12</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
</tr>
<tr>
<td><strong>Grads MA</strong></td>
<td></td>
</tr>
<tr>
<td>Bio</td>
<td>2</td>
</tr>
<tr>
<td>Comp Science</td>
<td>1</td>
</tr>
<tr>
<td>Education Policy</td>
<td>1</td>
</tr>
<tr>
<td>Speech Path</td>
<td>1</td>
</tr>
<tr>
<td>Engineering</td>
<td>1</td>
</tr>
<tr>
<td><strong>Grads PhD</strong></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>4</td>
</tr>
<tr>
<td>After Degree</td>
<td>1</td>
</tr>
<tr>
<td>Business</td>
<td>1</td>
</tr>
</tbody>
</table>

D. TUTOR ACADEMIC ACTIVITIES

Throughout the years, Dr. Moussu has always encouraged her WRS 301/603 students and tutors to conduct research projects in the C4W and to read writing centre literature (the C4W receives regular copies of *The Writing Lab Newsletter* and *The Writing Center Journal*). In the past few years, she has also encouraged her tutors to send proposals to writing centre conferences such as the Canadian Writing Centres’ Association (CWCA), the International Writing Centers’ Association (IWCA), and the National Conference on Peer Tutoring in Writing (NCPTW).

To remove some of the anxiety associated with doing research, writing proposals, and writing for publications, Dr. Moussu tries to share her own research, publications, and conference presentations with the tutors. She strongly believes that her tutors can find links between their fields of study and writing, and that any experience with research and conference presentations will greatly increase her tutors’ academic skills and enhance their résumés.

Throughout the academic year, Dr. Moussu helped several of the tutors with reference letters, conference proposals, and grant applications. Since Dr. Moussu was Chair of the CWCA this year, and thus in charge of organizing the association’s annual conference (see Appendix J), she
chose one tutor to be her Volunteer Coordinator. She also had 8 graduate and undergraduate tutors volunteer to help with the conference. In addition, two C4W graduate tutors are now members of the CWCA Executive Committee (one as Eastern Representative and one as member of the Communication/Media Committee).

E. BRIDGING PROGRAM TUTORING

Since 2011, select undergraduate tutors have had the opportunity to become Bridging Program (BP) tutors. These tutors are dedicated to one specific ESL-only section of WRS 101 (during the fall, winter, and spring terms), which typically consists of 16 students. They attend class with the students, read the assigned readings, and help students in groups and individually with their class work for an average of 8 hours per week (16 hours/week during the spring term) (see Appendix K for the detailed job description).

This program has provided the dedicated BP tutors with additional tutoring and leadership experience. Instead of meeting with the C4W’s usual clients for only one tutoring session, tutors work with the same students throughout the term. This allows them to see students’ progress, to address challenges in depth, and to provide long-term support to these students. It also allows the tutors to work closely with a WRS 101 instructor and to participate in classroom instruction. At the same time, the instructors also provide mentorship to the tutors, giving them teaching and administrative responsibilities, inspiring them to excel, and coaching them to develop new skills.

Since the implementation of the program, there have been three Lead Bridging Program Tutors. The Lead BP Tutor is responsible for additional training and supervision of all the other BP tutors each term. This includes weekly meeting with the lead BP instructor and BP tutors, helping them with questions and challenges they face when tutoring BP students, meeting with WRS 101 instructors to ensure that their assigned tutors are doing their work well, and writing regular reports to Dr. Moussu and all the BP instructors.

Given the success of this program and the additional skills BP tutors develop, the position of BP tutor is becoming quite prestigious, and numerous C4W tutors apply for the position every term. Since 2014, the registrar’s office recognized the excellence of the BP sections in the Writing Studies classes and assumed the full cost of paying the C4W BP tutors. In the past, the registrar paid only 75% of the salary and the C4W supplemented with the additional 25%.

In March 2015, the Writing Studies Program was awarded the prestigious Conference on College Composition and Communication (CCCC) Writing Program Certificate of Excellence. The selection committee recognized the impressive and successful collaboration of the Writing Studies program, the Bridging Program, and the C4W and its tutors for international student support.

During the 2015-2016 academic year, BP tutors supported the work of 12 WRS 101 BP instructors and helped approximately 200 WRS 101 international students.
CENTRE FOR WRITERS SERVICES AND USE

A. CLIENT RESERVATION DETAILS

During the spring/summer 2015 terms, the C4W was open on average 26 operational hours per week, Monday through Thursday for a total of 310.5 hours. An average of 79% of the appointments were used.

During the fall 2015 term, the C4W was open on average for 86.5 operational hours per week, Monday through Friday for a total of 1127 hours. An average of 86% of the appointments were used.

During the winter 2016 term, the C4W in Assiniboia Hall was open on average for 90 operational hours per week, Monday through Friday for a total of 1169.5 hours. An average of 89% of the appointments were used.

During the winter 2016 term, the C4W in the TELUS Centre (ESL tutoring) was open on average for 12 operational hours per week, Monday through Thursday for a total of 140.5 hours. An average of 72% of the appointments were used.

Walk-in appointments are clients who did not book a specific appointment ahead of time but were helped by tutors who had no-show appointments.

Express tutoring appointments are the unscheduled appointments held at the front desk by the designated tutor looking after Reception. Typically, these appointments are brief and address only one or two specific questions.

Table 4 summarizes client reservation details for the past few years. These numbers do not take into account the approximate 130 Bridging Program students who are helped every term.

<table>
<thead>
<tr>
<th>Table 4: Client Reservation Details for the Past Four Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unique clients</td>
</tr>
<tr>
<td>Reservations</td>
</tr>
<tr>
<td>ESL tutoring</td>
</tr>
<tr>
<td>Walk-ins</td>
</tr>
<tr>
<td>Express tutoring</td>
</tr>
<tr>
<td>No-shows</td>
</tr>
<tr>
<td>Placeholder</td>
</tr>
<tr>
<td>Average total capacity</td>
</tr>
<tr>
<td>Clients with 1 appt.</td>
</tr>
<tr>
<td>Clients with 2-9 appts.</td>
</tr>
<tr>
<td>Clients with 10 appts.</td>
</tr>
</tbody>
</table>
Note: placeholders: when tutors were occupied with other duties related to the C4W such as class visits and working the admin desk.

Note: ESL tutoring: after the pilot during winter 2015, ESL tutoring started being offered during the winter 2016 term.

In the C4W, clients typically worked on essays (61%), lab/research reports (12%), and theses/dissertations (15%).

The majority of tutoring sessions included work on organization/structure (43.5%), focus/thesis statements (39%), concision (32%), development of ideas/arguments (28%), sentence structure (25.5%), and proofreading strategies (21.5%).

B. USERS

Tables 5–9 highlight three of the areas of information the C4W tracks about its users: Reservations by Standing, Reservations by Faculty, and Reservations by First Language.

Reservations by Standing

Undergraduates form the highest percentage of users of the C4W during the fall/winter terms, while usage of the C4W in the spring/summer terms is generally split evenly between undergraduate and graduate students.

Table 5: Reservations by Standing (UG = undergrads; GR = grads) (italicized: 2015/2016 details)

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Yr UG</td>
<td>1573</td>
<td>77</td>
<td>1705</td>
<td>120</td>
<td>1669</td>
<td>818</td>
<td>851</td>
</tr>
<tr>
<td>2nd Yr UG</td>
<td>554</td>
<td>26</td>
<td>716</td>
<td>48</td>
<td>565</td>
<td>273</td>
<td>292</td>
</tr>
<tr>
<td>3rd Yr UG</td>
<td>399</td>
<td>44</td>
<td>655</td>
<td>65</td>
<td>435</td>
<td>200</td>
<td>235</td>
</tr>
<tr>
<td>4th Yr UG</td>
<td>281</td>
<td>37</td>
<td>376</td>
<td>62</td>
<td>277</td>
<td>116</td>
<td>161</td>
</tr>
<tr>
<td>5th Yr UG</td>
<td>63</td>
<td>4</td>
<td>108</td>
<td>9</td>
<td>57</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>Extension</td>
<td>61</td>
<td>21</td>
<td>33</td>
<td>3</td>
<td>60</td>
<td>24</td>
<td>36</td>
</tr>
<tr>
<td>UG TOTAL:</td>
<td><strong>2870</strong></td>
<td><strong>209</strong></td>
<td><strong>3593</strong></td>
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</table>
Reservations by Faculty

Table 7 below shows that the ALES, Arts and Science, and Engineering faculties consistently comprise the highest number of users of the C4W.

Table 6: Reservation by Faculty (italicized: 2015/2016 details)

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<td>10</td>
<td>13</td>
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Reservations by First Language

In the fall/winter terms, non-native English speakers usually compose about half of the C4W clients, while in the spring/summer terms, this number increases substantially. The numbers below do not include the approximately 200 Bridging Program (international) students who are helped by the C4W every term.

In Table 7 below, it is apparent that English, Chinese (Mandarin, Cantonese), and Korean are consistently the top three native languages spoken by clients of the C4W.

Table 7: Client Reservations by First Language (italicized: 2015/2016 details)

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</table>
During winter term, for the first time, the C4W offered tutoring in the TELUS Centre in order to serve the UofA’s international student population better (which we called “ESL tutoring”). Table 8 below shows a summary of these ESL clients’ first languages.

Table 8: Client Reservations by First Language—Regular Tutoring vs. ESL Tutoring

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<td>43.5%</td>
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<td>Other</td>
<td>33%</td>
<td>27.5%</td>
<td>28%</td>
<td>44%</td>
</tr>
<tr>
<td>English</td>
<td>22%</td>
<td>32.5%</td>
<td>28.5%</td>
<td>0%</td>
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</table>

Table 9 below shows that clients who do not speak English as their first language consistently use the C4W, especially in the spring/summer terms.

Table 9: ESL Clients as Percentage of Total Clients

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</thead>
<tbody>
<tr>
<td>% of ESL Clients</td>
<td>52%</td>
<td>87%</td>
<td>55%</td>
<td>83%</td>
<td>60%</td>
<td>78%</td>
<td>69%</td>
<td>67%</td>
<td>71.5%</td>
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<td></td>
<td></td>
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</tbody>
</table>

C. CLIENT SATISFACTION

After each tutoring session, clients are asked to complete an anonymous feedback form (see Appendix L). This form gives clients an opportunity to rate their experience. It allows the C4W to see if the clients are receiving the information/experience that they expect, as well as provides a measurement tool for individual tutors’ performances.

Table 10: Detailed Responses of Student Feedback

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</thead>
<tbody>
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<td>Session was very useful</td>
<td>85%</td>
<td>81%</td>
<td>87%</td>
<td>89%</td>
<td>85%</td>
<td>86%</td>
<td>87%</td>
<td>85%</td>
<td>89%</td>
</tr>
<tr>
<td>Tutor explained concepts very clearly</td>
<td>87%</td>
<td>82%</td>
<td>90%</td>
<td>87%</td>
<td>87%</td>
<td>88%</td>
<td>89%</td>
<td>85%</td>
<td>91%</td>
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<tr>
<td>Very likely to return</td>
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<td>88%</td>
<td>90%</td>
<td>93%</td>
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<td>89%</td>
<td>88%</td>
<td>90%</td>
<td>93%</td>
</tr>
<tr>
<td>Very likely to recommend</td>
<td>89%</td>
<td>88%</td>
<td>91%</td>
<td>92%</td>
<td>92%</td>
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<td>Total # of feedback forms</td>
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<td>1504</td>
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<td>1797</td>
<td>1673</td>
<td>389</td>
<td>1483</td>
<td>1711</td>
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</tbody>
</table>
D. WORKSHOPS

Dr. Moussu taught the following workshops during the fall 2015 and winter 2016 terms. Each session, as in previous years, was accompanied by food.

Fall 2015 Workshops

1. Effective Quoting, Paraphrasing, Summarizing and Candy
   28 September and 30 September, 2015
2. In-class Essays, Short Answer Exam Questions and Cupcakes
   5 October and 7 October, 2015
3. Writing Tips for ESL Students and Candy
   13 October and 14 October, 2015
4. Understanding and Using Phrasal Verbs and Muffins
   19 October and 21 October, 2015
5. Writing Concisely and Apple Fritters
   26 October and 28 October, 2015
6. Advance Writing Tips for ESL Students and Snickerdoodles
   2 November and 4 November, 2015
7. Developing Academic Language and Style and Muffins
   16 November and 18 November, 2015
8. Self-Editing and Proofreading Strategies and Cinnamon Rolls
   23 November and 25 November, 2015
9. Punctuation Power and Pretzels
   30 November and 2 December, 2015

Winter 2016 Workshops

1. Everything You Need to Know About Grammar and Cookies
   12 January and 13 January, 2016
2. Passive Active Voice and Bananas
   19 January and 20 January, 2016
3. Self-editing Strategies and Cupcakes
   27 January and 28 January, 2016
4. Science Writing for Undergraduate Students and Muffins
   2 February and 3 February, 2016
5. Effective Quoting, Paraphrasing, Summarizing and Candy
   9 February and 10 February, 2016
6. In-class Essays, Short Answer Exam Questions and Cupcakes
   23 February and 24 February, 2016
7. Writing Tips for ESL Students and Candy
   1 March and 2 March, 2016
8. Understanding and Using Phrasal Verbs and Chocolate
   8 March and 9 March, 2016
9. Writing Concisely and Bananas
   15 March and 16 March, 2016
10. Developing Academic Language and Style and Muffins
    22 March and 23 March, 2016
11. Everything You Need to Know About Punctuation and Cookies
    29 March and 30 March, 2016

E. CLASS VISITS AND OTHER CAMPUS EVENTS

As part of its services, the C4W extends an offer to all professors and TAs to make presentations about its services to their classes. There are two types of presentations the C4W offers: a short, 15-20 minute informational talk about services and how to book appointments, or a longer presentation lasting an hour or even longer, which focuses on a specific assignment for the class.

For the second type of presentation, we gather information from the instructors on what their expectations are, whether there are specific concerns about assignments that need to be addressed, and what the main focus of the presentation should be. Sometimes, professors want a specific format or delivery method for the presentation and we will work with them on their needs.

In-class presentations are usually conducted by the tutors or Dr. Moussu. Graduate level tutors are sometimes selected to do presentations that are longer and more specific, and they prepare their presentation under Dr. Moussu’s guidance. Certain tutors are also chosen to do in-class presentations for certain departments if it is within their areas of study.

This year, data on class visits was entirely lost due to administrative inconsistency.

F. BRIDGING PROGRAM (BP)

In the spring 2015 term, two tutors worked exclusively with students from two Writing Studies (WRS) 101 BP sections. In the fall 2015 term, 4 tutors worked exclusively with students from four WRS 101 BP sections. In winter 2016 term, 6 tutors worked exclusively with students from six WRS 101 Bridging Program sections. Approximately 200 BP students received the support of BP tutors between spring 2015 and spring 2016.
G. ONLINE TUTORING

In the fall and winter terms, the C4W continued to support any University of Alberta online course. This service is mainly used by distance education students in the Faculty of Extension. In the fall 2015 and winter 2016 terms, our online tutors helped students in these courses:

- Public Health
- Purchasing Management
- Applied Land Use Planning
- Information Access and Protection of Privacy
- Legal Government
- Occupational Health and Safety
- Privacy Application: Issues and Practices
- Health and Safety Law
- Community Engagement
- Organizational Behaviour and Leadership
- Information Access in a Liberal Democracy
- Municipal Planning
- Global Leadership
- Management of Health and Safety Systems
- Business Management

During the fall and winter terms, the C4W supported:

Total email queries: 66 strings
Average number of tutoring hours per week: 6
Total number of hours: 79

Comments from clients:

- Hello guys and thank you for offering this great service to students.
- Thank you so much for the quick turnaround.
- Your comments in the word doc have resonated with me. Thank you for sharing the additional resources. I will save them in my documents, as they are value added tools.
- I have appreciated your feedback and will expand on the last paragraph as you have suggested. Your assistance has been invaluable through this course and I appreciate how thoughtfully you have put suggestions and supported the areas I've struggled with by providing additional educational material.
- Your assistance has been invaluable.
- You have been more than helpful and so fast!
PROMOTION AND ADVERTISING

The C4W is constantly trying to raise awareness on campus of the services it offers and to attract new clients. At the same time, the C4W is also trying to ensure that existing clients, as well as professors, remember to use our services and are aware of new services we offer. Below are some of the marketing strategies we employ.

A. TUTORING RECRUITMENT PAMPHLET

The C4W continues to use the pamphlet created a few years ago to describe what peer tutoring is, why students should become peer tutors, what exactly peer tutors help with, and how to apply. This pamphlet answers many questions people have about becoming a tutor (see Appendix G). Copies are available in the C4W and in various locations around campus, too.

B. WEBSITE AND SOCIAL MEDIA

The C4W uses its website to communicate clearly about its services and targets three main groups of users: students, instructors, and potential tutors. As well, we use Facebook, Twitter, and Instagram to cultivate our digital presence.

The most important online tool for the C4W is the online schedule, accessible through our website. The schedule software is developed and supported by WC Online and is used by many writing centres in North America. The schedule interface allows for the integration of the class visits schedule on the main tutoring schedule. This makes it easier to see the C4W tutors’ activities at a glance each day.

Our Facebook page (https://www.facebook.com/centreforwriters/) has over 400 followers (64% women). The highest engagement on Facebook happens during the fall term, encouraged by interest in the Long Night Against Procrastination event.

The C4W Twitter account (UofA_C4W) has over 1000 followers and is now integrated with the online schedule and the website. The online schedule automatically tweets available appointments in the C4W, and the live Twitter feed is embedded in the website’s home page.

C. STUDENTS’ UNION

The C4W will continue to run printed ads in the general Students’ Union Handbook. Over 4000 copies of the handbook are distributed at the beginning of the fall term. The C4W also works closely with the Students’ Union Infolink service to ensure they have correct and up-to-date information about the C4W and plenty of our promotional materials to distribute in their booths around campus.
D. POSTERS, SIGNS, AND BROCHURES

To communicate information about the C4W, we often print posters on brightly coloured paper and post them on communication boards around campus. These posters are about our workshops, the C4W hours, and any other information that could be interesting and attract the attention of potential clients. We also have two professionally made, wooden sandwich board signs that we put outside our building during business hours as a constant, visual reminder for those walking by that we are close by and open for business.

E. WEEK OF WELCOME

This September, for the first time, the C4W rented a booth inside the Week of Welcome tents for three days. The four tutors who staffed the booth were able to distribute promotional materials and talk with a large number of students.

F. COMMUNICATIONS TO PROFESSORS AND INSTRUCTORS

Although our website contains information about in-class visits, it is our experience that instructors are often more impacted by a more direct, personal method of communication. An informational letter about the services C4W offers is circulated to faculties via the Deans’ mailserv and distributed in mailboxes at the beginning of the fall term.
COLLABORATION WITH OTHER UOFA UNITS

A. TUTORING FOR UNIVERSITY OF ALBERTA INTERNATIONAL (UAI)

In February 2015, the C4W began sending some of its tutors to the UAI Centre for 30-minute tutoring sessions on a drop-in basis. This was a pilot project initiated by Dr. Moussu and put into practice by Dr. Chilewska, with the cooperation of Ms. Nora Lambrecht, an International Student Specialist and a Regulated Canadian Immigration Consultant. The goal was to place tutors at the International Centre where there is a high demand for help with writing, and also to increase the C4W’s visibility across campus. It is important to point out that the tutors participating in this initiative were employed by the C4W and simply tutored at a different physical location.

Between February and April 2015, five tutors tutored in small cubicles in the main hall of the International Centre at various times. There were 44 drop-in sessions available, and out of those, 40 sessions were used. This pilot project was a great success, at a 91% capacity, and has received many positive comments from students who used the C4W’s services at the UAI Centre.

Based on the success of this pilot, Dr. Moussu wrote a proposal (see Appendix M) and sent it to University of Alberta International (Doug Weir). Once the proposal was accepted, tutoring started in January 2016 in the TELUS Centre. A complete report, including feedback from students using this service, can be found in Appendix N.

B. WRITING GROUPS FOR UNIVERSITY OF ALBERTA INTERNATIONAL (UAI)

During the fall 2015 term, Dr. Moussu wrote a proposal for writing groups (see Appendix P) and sent it to University of Alberta International. UAI accepted the proposal and funded two graduate writing groups. An information pamphlet, a webpage (http://c4w.ualberta.ca/writing-groups), and an online registration form were then created. Information about the writing groups was sent to C4W clients and the Dean of Science. Within a week, 252 graduate international students had registered for these groups.

Based on this overwhelming success, the initial proposal was then sent to the Dean of Science, who accepted to fund an additional writing group. The C4W created (and self-funded) a fourth group.

The C4W thus offered four advanced writing groups for international graduate students. These four writing groups (6-10 participants per group) met for two hours every week throughout the winter term. Each session offered one hour of writing skills instruction and one hour of writing practice on the participants’ own writing projects.

Every week, participants also received detailed feedback on their own ongoing or new writing projects (e.g., theses, dissertations, essays, papers, conference presentations, abstracts, articles, proposals).
The writing group facilitators were current graduate students/C4W tutors—two facilitators were from the Faculty of Science and focused on writing in the Physical and Life Sciences; the other facilitators were from the Faculty of Arts and focused on writing in the Humanities and Social Sciences.

See Appendix Q for a complete report on these very successful writing groups.

Two writing groups were scheduled for spring/summer terms but were cancelled because of the C4W’s uncertain circumstances regarding its move to Student Services.

C. LONG NIGHT AGAINST PROCRASTINATION

The Long Night Against Procrastination (LNAP) started in 2010 in Germany, at the Writing Center of the European University, Viadrina. It is an event inspired by the needs of students who procrastinate and need support in completing assignments, especially writing assignments. The LNAP aims at providing help from peer tutors during the writing process, fostering collaboration, emphasizing the importance of academic writing, creating a supportive community on campus, promoting healthy studying habits, and sharing ideas with fellow students both locally, nationally, and internationally using social media tools.

Since the first LNAP in 2010, the idea has spread to other countries including Canada at universities, such as University of Manitoba, Ryerson University (which now offers an LNAP event every term), University of Saskatchewan, Sir Wilfred Laurier University, University of Prince Edward Island, Emily Carr University, Brandon University, Nipissing University, etc.

For the second time, the C4W decided to organize an LNAP event (November 19-20, 2015). With support from 22 generous sponsors and partners from across campus and beyond, Dr. Moussu, with the help of Stephen Kuntz (Writing Resources – Student Success Centre), organized a nightlong event that proved very successful. See Appendix R for a detailed report of the event.

For this second LNAP event, Dr. Moussu, in collaboration with volunteers:

- Networked with all areas and levels of the university (Provost, Deans, Student Services, the Graduate Students Association, International Students Services, the Students Union, etc.) to find the necessary funds ($15,000) and work within that budget;
- Found a large but comfortable venue (with adequate check-in/out, tutoring, food, quiet study, workshop, activities, and computer space);
- Networked with other University of Alberta campuses and writing centres so that their students and tutors had the opportunity to participate, too;
- Recruited a volunteer coordinator and more than 130 volunteers, supervised them during the event, and found gifts for them;
- Recruited approximately 25 presenters and organized workshops and activities taking
place every hour throughout the night (tango, painting, midnight walk, etc.);
- Recruited a schedule coordinator and scheduled more than 50 tutors (including teaching assistants from different faculties and units, psychologists, librarians, stress therapy dogs);
- Mentored and supervised a team of undergraduate and graduate students (website, posters, program, etc.);
- Worked with two designers to create and distribute promotional material (buttons, posters, social media, banners, t-shirts, etc.);
- Worked with different campus units to distribute and post promotional material (SUTV, Campus Communicators, Office of Sustainability, list-servs, newsletters, etc.);
- Bought supplies (notebooks, plastic ware, signage, incentives, name tags, etc.);
- Created an event website and regularly updated online information (volunteer recruitment, online registration, menus, schedule, etc.);
- Promoted the event on Twitter, Facebook, and other social media platforms;
- Created check-in and feedback forms, a proof of attendance form, programs, maps, name tags, schedules, and other necessary signage;
- Found, wrote, and distributed thank-you notes and gifts to all volunteers and presenters;
- Found adequate restaurants and caterers for food (snacks, coffee, international dinner, survivors’ breakfast);
- Worked with the Office of Sustainability, Facilities and Operations, and the Student Sustainability Service office to create a sustainable event (ordered, picked up, and returned reusable dishes, got recycling bins, got the event certified (silver) by the Office of Sustainability, etc.).
- Invited speakers and found suitable entertainment for the opening ceremony;
- Coordinated with campus units to provide support throughout the night (Safewalk, Wellness Office, Peer Support Centre, International Students Association, garbage collection, etc.);
- Ensured the safety of organizers and participants (hired a campus security officer, got special parking passes for the night, collected the necessary library keys, organized safe transportation between participating campuses, created an emergency plan, etc.);
- Worked with the university’s communications office and the media (press release, interview with CBC radio, campus newspaper articles, video, etc.);
- Regularly verified the budget (money transfers, expenditures, etc.); paid tutors; paid vendors; reconciled budget after the event;
- And wrote a detailed report to share with the Provost, sponsors, and other stakeholders.

A number of campus units collaborated with the C4W and offered in-kind help for the LNAP:

- The University of Alberta Libraries
- The Student Success Centre
- The Students Union
- The Healthy Campus Unit
- Safewalk
- Counselling and Clinical Services
- The Career Centre
- The Peer Support Centre
Between May 2015 and October 2015, Dr. Moussu raised $15,000 from the following sponsors:

- The Office of the Provost
- University of Alberta International
- The Faculty of Science
- The Faculty of Graduate Studies
- The Students Union
- The Faculty of Arts
- The Office of the Dean of Students
- The centre d’écriture bilingue, Campus St-Jean
- The Faculty of Native Studies
- The Faculty of Extension
- The Faculty of ALES
- Writing Across the Curriculum
- The Graduate Students’ Association
- The Faculty of Nursing

On February 16, 2016, *University Affairs* published an article written by Shawna Wagman called *Reimagining the All-Nighter—Campuses Across the Country Offer Late-Night Writing Support*. The article is available in Appendix S.

**D. UOFA+**

Following the success of the UofA+ program in 2011, 2012, 2013, and 2014, the C4W was again asked to offer workshops to international students during the 2015 summer orientation.

The C4W provided 8 hours of instruction to 6 sections that consisted of 10-15 international students each. These workshops were aimed at preparing incoming international students to write more effectively for university, including strategies for producing academic writing, and discussions of how argumentation functions in different academic cultures (see Appendix T for the detailed description of these workshops).

The International Student Centre (ISC) funded 130 hours of preparation and delivery time for these workshops. Graduate and undergraduate C4W tutors successfully delivered them. Student feedback surveys showed that the participating students greatly valued their learning experience in these workshops, with 93% of the participants finding them “very helpful.” Participants valued the tips about academic writing, reference guidelines, brainstorming strategies, and self-editing techniques they were taught. Participants also said they didn’t want homework and that they wanted more instruction on how to summarize and quote secondary sources.

The ISC has asked the C4W to work with them again in August 2016, but because of this year’s uncertainties regarding the future of the C4W and Dr. Moussu’s position, we are not sure at this time if the C4W will be able to offer this service this year.
OTHER COLLABORATION AND ENGAGEMENT

During the 2015/2016 academic year, Dr. Moussu:

- Met regularly with other UofA writing centre directors: Stephen Kuntz (Student Services, North Campus), Craig Peterson (Augustana Campus), and Sheena Wilson (Campus St. Jean).
- Met regularly with the Dean of Arts and other Centre/Institute Directors to discuss finances, research, audits, event updates, etc.
- Attended two CAWS colloquia (Campus Alberta Writing Studies) on September 25, 2015 (at King’s University College) and on May 17, 2016 (at MacEwan University) with Writing Studies, Writing Centres, and Writing Across the Curriculum Experts from across Alberta.
- Presented information about the C4W to multiple classes in the English for Academic Purpose program (in the Faculty of Extension) both during the fall and winter terms.
- Served as member of the examining committee for the final defense of a PhD TESL student in the Department of Educational Psychology (Faculty of Education) on September 9, 2015.
- Created and delivered three 2-hour long workshops on graduate writing to approximately 50 incoming Masters students in the School of Public Health, September 1, 2015.
- Invited Katherine Trepanier, Director of Undergraduate Programs in the Faculty of Nursing to the fall 2015 tutor orientation. Katherine talked about the types of assignment Nursing students typically do, the challenges they often face, and the different ways C4W tutors can support them.
- Created and delivered two 2-hour long presentations for the Faculty of Extension’s Global Academic Leadership Program (GALD), on October 15 and October 23, 2015. The first presentation was called “Successful Academic Writing” (about North-American expectations of academic writing) and the second presentation was called “Writing with an Accent” (about working with and assessing the work of non-native speakers of English).
- Helped with judging ALES 204 community service projects with a panel that included ALES’ Dean, Dr. Stanford Blade, and Dr. David Peacock (Executive Director, Community Service Learning) on December 7, 2015.
- Served as Second Reader for a PhD TESL student in the UofA's Department of Educational Psychology (Faculty of Education) from September 22, 2015 until April 18, 2016.
- Organized the visit of a famous writing centre/rhetoric scholar, Dr. Lisa Ede, with the help of a KIAS Dialogue Grant (May 24, 2016), to present “Writing the Centre: History, Theory, Practice.”

In addition:

- A couple of tutors attended the GSA fall Orientation on Aug. 28, 2015, to present information about the C4W and promote our services.
- For the first time, and thanks to reduced costs, the C4W was able to rent and staff a booth at Week of Welcome, between August 31 and September 3, 2015.
- Two C4W graduate tutors are members of the Canadian Writing Centres Association Executive Committee.
- *The Gateway* published two articles about the C4W (see Appendixes C and U).
DR. MOUSSU’S RESEARCH, SERVICE, AND PROFESSIONAL DEVELOPMENT

- Served as Chair of the CWCA between May 29, 2015 and May 30, 2016 (duties included but were not limited to: organizing the May 2016 national conference, recruiting future executive members, revitalizing the association, writing a CWCA handbook, creating a new logo for the Association, etc.).
- Organized a national conference (see Appendix J) with the help of C4W tutors. Responsible for venue, catering, program, design, local collaboration, promotion, budget, hiring/training volunteers, accommodations, keynote speaker, sponsors, etc.
- Applied for and received a Faculty of Arts Conference Grant for the Canadian Writing Centres Association annual conference (October 2015).
- Applied for and received a KIAS Dialogue Grant for the Canadian Writing Centres Association annual conference (October 2015).
- Applied for and received a SSHRC Connection Grant for the Canadian Writing Centres Association annual conference (February 2016).
- Was Adjunct Associate Professor in the Educational Psychology Department (Faculty of Education, since 2011) and the Faculty of Extension (since June 1, 2015).
- Has been a member (since July 1, 2013) of GFC’s Undergraduate Awards and Scholarship Committee (UASC) (attended monthly meetings from September 2015 until May 2016).
- Worked as liaison officer as ESL/EAL faculty (with EFS; Student Services; Extension; Faculty of Arts, etc.).
- Was a member of the Executive Committee (since April 2014), Campus Alberta Writing Studies.
- Was an ex-officio member of the University Writing Committee. Meetings took place once a month between September 2015 and May 2016.
- Was a member of the Academic Integrity Council (since September 2012). Meetings take place once or twice a term.
- Was a member of the Faculty of Arts Executive Committee (since September 2015).
- Was an ex-officio member, University Writing Committee. Meetings are once a month, fall and winter terms.
- Was a member of the International Writing Centers Association (IWCA) Board member (Canadian representative) since May 30, 2015.
- Was a member of the SLARG group (Second Language Research Group, with faculty members from different departments and Faculties), discussing relevant research findings and recent articles.
- Has been a guest reviewer since 2008 for TESOL Quarterly (TESOL Quarterly is the #1 journal in the field of Teaching English to Speakers of Other Languages), as well as for the International Journal of Applied Linguistics; Journal of Response to Writing; Writing Program Administration; The TESL Canada Journal; The TESOL Journal; The Canadian Modern Language Review; and the GIST Language Education and Research Journal.
- Has been a member of the TESOL Journal Editorial Advisory Board since March 2012 (the TESOL Journal is a refereed, international, practitioner-oriented electronic journal based on current theory and research in the field of Teaching English to Speakers of Other Languages).
- Attended the International Writing Centers Association (IWCA) annual conference in Pittsburgh, PA, October 6-10, 2015.
- Attended the annual Teachers of English to Speakers of Other Languages (TESOL) Conference in Baltimore, MD, April 5-9, 2016
- Wrote and published:
- Wrote (accepted but not yet published):
- Presented:
  o *Bridging Students' Writing Skills and the Demands of Academic Writing*, TESOL International Convention (Teachers of English to Speakers of Other Languages), Baltimore, MD, April 8, 2016.
GOALS AND RECOMMENDATIONS

The C4W has successfully achieved many of its past year’s goals including:

- Tutoring for international students in the TELUS Centre;
- Offering four writing groups to international graduate students;
- Increasing the diversity of WRS 301/603 students’ academic backgrounds (law, engineering, public health, etc.).

Some of the goals that were not met include:

- Holding an C4W Open House event in September;
- Providing tutoring to clients in the library;
- Networking with Edmonton high schools.

The C4W’s goals and recommendation for the upcoming academic year are as follows:

- To hold a one-week long Open House at the beginning of each semester for students and faculty to attract new clients and potential tutors and to explain our work and introduce our services to faculty and staff.
- To develop, and continue to work towards, improved collaboration with other student services (e.g., International Student Services, Aboriginal Student Services Centre, Orientation, University Libraries, Student Accessibility Services, Peer Support Centre, Office of Sustainability, Career Centre);
- To continue collaborating on different writing-related projects and services with other UofA writing units (Centre for Teaching and Learning, Student Success Centre, Campus St.-Jean’s Centre d’écriture bilingue, Augustana’s Writing Centre, etc).
- To showcase the work of the C4W (mentoring, teaching, research, etc.) to the university community through meetings, information pamphlets, open houses, classroom visits, etc.;
- To continue to diversify the academic backgrounds of tutors to reflect the C4W’s clients’ fields of study by using different marketing strategies. These strategies include talking directly to student advisors and faculty members, organizing events aimed at attracting potential tutors, and becoming more involved in different campus events.
- To provide “express tutoring” to clients in the library. The library has expressed interest in this type of tutoring a number of times.
- To engage clients and tutors in consultation and new research projects on the value and outcomes of writing centre work (e.g., C4W experience, improved revision process, tutor feedback).
- To continue teaching and mentoring graduate and undergraduate tutors through courses, observations, practicum opportunities, conferences, leadership opportunities, and discussion with campus experts (e.g., Counselling and Clinical Services) and international scholars (e.g., Dr. Lisa Ede’s visit from Oregon State University).
- To create a more transparent and sustainable reporting process for the C4W with the help of the Faculty of Arts and the Provost Office.
APPENDIX A — Job Description, C4W Director

Director, Centre for Writers--Department of English and Film Studies, University of Alberta, Edmonton, Alberta, Canada

Competition No. A10017185
Closing Date - Will remain open until filled.

The Department of English and Film Studies in the Faculty of Arts at the University of Alberta invites applications for a tenure-track position as Assistant Professor in Writing Studies, to commence July 1, 2009.

The successful applicant will be a collegial, team-oriented scholar prepared to direct the Centre for Writers and teach courses in the field of Writing Studies. Responsibilities will include teaching at all levels of the curriculum including courses to train undergraduate and graduate tutors for the Centre for Writers. Appropriate course reduction to support the administration and further development of the Centre will be provided. The Director of the Centre for Writers will participate fully in the wider activities of the Faculty of Arts and especially in the University's broad Writing Initiatives, working collaboratively with others such as the Director of Writing Across the Curriculum and the Director of Writing Initiatives.

Qualified candidates must hold a PhD degree in an appropriate field or have successfully defended their thesis by July 1, 2009. Applicants will demonstrate a solid theoretical foundation and outstanding potential for a research career. Applicants must also have a record of research, publication, and teaching. A demonstrated commitment to and experience with writing centre research and/or administration will be an asset.

This appointment will be made at or close to entry level and at a salary that is commensurate with qualifications and experience. Candidates should send a letter of application, a complete curriculum vitae (with full contact information, including phone numbers and e-mail address), a writing sample (20-page maximum), the names and contact information of at least three referees, and a teaching dossier, including evaluations of teaching performance. Candidates are responsible for ensuring that relevant official transcripts and letters of reference from the three named referees are sent directly to the Department. Review of applications will begin 28 February 2009; however the competition will remain open until filled. All application materials should be sent directly to:

Garrett PJ Epp, Chair
Department of English and Film Studies
3-5 Humanities Centre, University of Alberta
Edmonton, AB T6G 2E5
Canada
For further information about the position or the Department, please contact the Chair by email at garrett.epp@ualberta.ca. For information about the Centre for Writers or the work of the recent university-wide Writing Task Force, see http://www.uofaweb.ualberta.ca/arts/wtf.cfm.

With more than 37,000 students and 14,000 staff, the University of Alberta (www.ualberta.ca) grants almost 7,500 degrees annually to graduates of 200 undergraduate and 170 graduate programs. A research-intensive, medical-doctoral, multi-campus institution, the University of Alberta offers a full range of academic and professional programs and has designated 26 areas of established and emerging research excellence. The Faculty of Arts (www.arts.ualberta.ca) is its largest Faculty with over 350 faculty members in 15 departments in Fine Arts, Humanities, and Social Sciences in addition to the Women's Studies Program and the Office of Interdisciplinary Studies. The Faculty of Arts has approximately 6000 undergraduate and 900 graduate students. The Faculty provides a variety of opportunities for research funding, including the newly established $1.5 million Killam Research Fund which supports research, scholarship, and creative activities in the humanities, social sciences, and fine arts. Within the Faculty, the Humanities has particular strengths in humanities computing and in creative writing. The Faculty has also recently helped establish interdisciplinary units such as the Centre for Writers, the China Institute, the Canadian Literature Centre, the Institute for United States Policy Studies, and the Prince Takamado Japan Centre for Teaching and Research. The Department of English and Film Studies itself (www.arts.ualberta.ca/efs/) is a large, vibrant, and collegial unit with a superlative record for teaching, research, and service.

Greater Edmonton (www.edmonton.ca), with nearly one million residents in the city and surrounding communities, offers a beautiful, park-like setting on a spectacular river valley. The city is the capital of Alberta, with the lowest provincial tax regime in the country, and has led the nation in economic growth in the past five years. Edmonton is known as Canada's Festival City, with more than thirty major annual festivals celebrating its rich cultural diversity and community spirit. It has all the attractions of a big city, yet it is clean, safe, and livable, with excellent schools and health care.

http://www.careers.ualberta.ca/Academic/CompetitionDetails.aspx?key=4266
APPENDIX B—Petition and Selected Comments

Petition on Change.org: An Open Letter to College and University Administrators on Retaining Highly Qualified Writing Center Directors

Dear Administrators,

We write to you as members of the writing center community and its proponents, concerned by the transformation of well-established, successful writing centers into one-stop tutoring services. Too often when this happens, highly qualified writing center directors are replaced by administrators who lack the necessary disciplinary and experiential expertise to successfully direct any service whose mission it is to help students improve as writers.

We believe this trend began several years ago. Several high-profile, successful leaders in the writing center field abruptly lost their centers, their jobs, or both, after decisions were made among upper administrators to change writing center programs. These actions often included the dissolution of successful centers that were then repackaged as learning commons or similar set-ups where students could go to get tutoring in all subjects. Rather than maintain purview over their writing center programs, most of these directors were replaced with unqualified personnel who lacked the preparation or experience in one or more of the following: teaching writing; writing center theory and practice; composition and TESOL theories and pedagogies; writing center program assessment; and writing across the curriculum. Furthermore, the new administrators would not be expected to conduct or stay abreast of writing center, composition, or TESOL research; publish or present on topics related to writing and writing centers at regional and national conferences; or learn how to train, mentor, and supervise writing center tutors.

We know that writing centers do not merely support student writers but lead writing instruction on campuses across the country and around the world. We know that in order to provide students with the help that they need to improve as writers, language users, critical and innovative thinkers, composers, and designers, they need a highly qualified writing center director with expertise in how to teach writing, who is committed to remaining current on best practices, and who engages in on-going professional development and scholarship. We know that students who serve as writing and literacy tutors need a writing center director who can train them in the best pedagogical methods, supervise their individualized application of those methods to their work with diverse learners, and mentor them as they take on the great responsibility that comes with tutoring. Providing students with anything but the most highly qualified writing center director will only harm students’ and tutors’ success.

To replace a highly qualified writing center director with anyone who has neither the interest nor background in what we believe to be the basic qualifications of writing center directors is not only irresponsible but harmful. It is irresponsible to think that writing centers should not be run by the most highly qualified personnel; to do so will only result in writing center services that fall short of what students need to improve as writers, readers, and thinkers. More than 30 years of scholarship from within the writing center field alone shows how writing centers benefit
students -- as student writers and as tutors. Studies done outside the writing center field reinforce that scholarship. We know that decisions about the future of a writing center and its director’s position are often made without consulting this scholarship.

Those who have signed this petition call upon you to end the cavalier, uninformed decision-making that leads to the creation of a student service that calls itself a writing center or claims to offer tutoring in writing without a highly qualified writing center director at its helm. We call upon you to share evidence that shows that transforming an already well-established, successful writing center into a one-stop tutoring commons provides better tutoring in writing. We call upon you to share evidence that shows that replacing a highly qualified writing center director with an administrator with little to no disciplinary or experiential training in how to teach writing to diverse learners and language users will know what services to provide; how to create those services; and how to capably train, mentor, and supervise those who will provide those services. Short of that evidence, we call upon you to end the practice of dissolving well-established, successful writing centers and ending the careers of writing center professionals and scholars who have successfully led their writing centers -- some for decades. We call upon you to reflect upon your prioritization of economic exigencies over student success. We call upon you to act ethically toward your writing center colleagues by not denying them due process, academic freedom, and job security -- all of which the dissolution of writing centers directly threatens.

We invite you to make yourself clearly aware of what a highly trained and qualified writing center director is and does. We call upon you to learn from your writing center colleague about the well-established theories and pedagogies that inform writing center praxis before moving to a less-informed, less-proven, one-size-fits-all approach to tutoring. We call upon you to observe several writing center sessions within a writing center to witness the manifestations of proper tutor training by a highly qualified writing center director. We invite you to reach out to your writing center colleagues, their tutors, and the students the writing center serves before making any decisions that would affect them. Though learning commons models are not necessarily problematic, we know they work best when a writing center professional is incorporated into the planning, development and administration of such entities. We know that that’s not always happening.

We also invite you to attend at least one professional conference each year, where you will see writing center directors lead and present on topics related to the teaching and tutoring of writing, working with other-abled students, the theories of learning and second language acquisition. Among the annual conferences you may consider are those hosted by the National Conference of Teachers of English, the International Writing Centers Association (IWCA), the Conference on College Composition and Communication (CCCC), the Two-year College Association, the American Association of Applied Linguistics (AAAL), the Conference of Writing Program Administrators, and TESOL. Better yet, come to at least two, so you can see the level of expertise demonstrated by and within those who comprise the writing center, composition, and TESOL fields. In fact, you can attend four of these conferences over adjacent two-week periods every spring: IWCA, CCCC, AAAL, and TESOL.

What you will learn by consulting the scholarship on effective writing center pedagogies, working with your writing center colleague, speaking with students and tutors in how they
benefit from their writing center sessions, and attending these conferences will make clear to you why students’ success and retention rests on your retention of highly qualified writing center directors.

We also recognize that there are administrators among you who have stood in solidarity with writing center directors, protected their jobs and the integrity of their long-established, successful writing centers, and are already committed to supporting both in order to provide the best support your students deserve. If you are one of those administrators, please sign our petition.

Thank you.

Selected Comments, (as of May 8, 2016):

My students have so benefitted from the strong, academically driven writing centre at UAlberta. I don't hesitate to send grads and undergrads there for fine-grained as well as more foundational help. Before the Centre for Writers existed, I was loathe to send students to the shaky, cost-recovery-ish centre that existed. Please, UAlberta, don't take us back to those days....
David Kahane, Edmonton, Canada

One of the better things I did during my time as Chair of English & Film Studies at the UAlberta was to hire the dynamic and highly qualified director of the then new Centre for Writers, Lucie Moussu. I am appalled to learn that she is to be replaced by a non-faculty manager - someone who, regardless of talent and interest, cannot possibly bring the same levels of professional understanding, skill, and inventiveness to this increasingly crucial field. This and other related changes to the C4W - as to any Writing Centre - betray a serious misunderstanding of the field of writing studies (despite the highly public collaborative work that went into the creation of the program and C4W at the UAlberta), and of what is at stake for students, across disciplines. Indeed, I think it betrays a misunderstanding of the function of a university.
Garrett Epp, Lille, France

I am appalled and astonished to learn of the changes to be made to our wonderful Writing Centre. This Centre is the envy of many universities because it has been under the superb direction of a very capable scholar, Dr. Lucie Moussu. This Centre was created from the hard work of dedicated scholars, is based on sound research-based pedagogy, and has helped many students over the years. I have sent graduate students and undergrads alike to the Centre for the help they need. In my view, such academic support is at the heart of the teaching mission of a university -- support that ought to be included in the price of their tuition. Students should not be charged extra for availing themselves of suitable academic support. It is hard to believe that such a change is being made without consultation or notice.
Jill McClay, Sherwood Park, Canada

Highly qualified writing directors are essential to quality education.
Claudia Eppert, Edmonton, Canada

The U of A should not follow this trend, which is based on the grossly mistaken assumption that
administration can replace academics. Professor Moussu has done an amazing job and should be supported. Writing support should be a part of any respectable university, and it should be an academic unit. Shame on the U of A and the Faculty of Arts for considering this retrograde move.
Corrinne Harol, Edmonton, Canada

As one of Canada's leading research and teaching institutions, the University of Alberta should continue its commitment to maintaining the highest scholarly and pedagogical standards in the teaching of writing. It can do so most effectively by ensuring that the writing center is administered and led by a director with the appropriate academic and experiential background in the teaching of writing.
Marco LoVerso, Professor Emeritus, Concordia University College of Alberta, Edmonton, Canada

The Chinese students with whom I work will earn an Alberta High School diploma. They are therefore drawn to pursuing their post-secondary education in Alberta. It goes way beyond rankings when I discuss with them the merits of attending a Canadian university. Don't diminish the high quality my students deserve by sacrificing research-based and collegial writing centre leadership.
Rick Johnson, Mianyang, China

I am signing because I want to stop another astonishing error, and to support a fine, truly professional colleague.
Brad Bucknell, English and Film Studies, Edmonton, Canada

I'm signing because I have seen the incredible transformation of the Writing Centre in the last 7 years - this is a remarkable Centre, where student tutors receive excellent training and feedback to then help their fellow students. It is a model of what a writing centre should be, and it is definitely academic in nature. It belongs in an academic faculty, or at the very least, with an academic at the helm. And it should continue to be at no cost to the students - often the people who need the services of the Centre most are the ones least able to afford it. I met Dr. Lucie Moussu when she first applied for the job, but (my own background is in applied linguistics - TESL) I knew of her academic reputation years before that. The U of A is lucky to have such a talented and committed scholar.

It is my understanding that this decision to move the Centre to Student Services and to remove Dr. Moussu from her post was made in a vacuum. Where was GSC? Where was the Student Union? These groups were not consulted. Right now, the U of Alberta has a writing centre that is the envy of many universities in North America, because it is taking an evidence-based approach, and because the individual who heads it has poured her heart, soul and considerable expertise into its design. I urge the powers that be to reconsider this decision. You have a pearl and you want to turn it in to a used car sale lot (pardon the mixed metaphor).
Tracey Derwing, Edmonton, Canada

I stand in solidarity with writing center directors, their tutors, and the students they serve. The loss of even one highly qualified writing center director affects tens of thousands of students.
Students deserve the absolute best.
Dawn Fels, Pittsburgh, PA

It is time for accrediting bodies start listening to writing center professionals when institutions take actions such as cutting writing center services, or handing such services off to generic "tutoring" agencies. Such actions harm students. It is past time that accrediting bodies take a functional, professionally managed writing center as essential to an institution’s accreditation, as they do with libraries and other mission-critical institutional services.
Clint Gardner, Salt Lake City, UT

Too many administrators have little to no knowledge regarding how writing centers work and often make important decisions about writing centers and their directors without taking the effort to get informed. #getinformed
Rik Hunter, Hixson, TN

I am a U of Alberta English and Film Studies alumni, and saw firsthand the invaluable work done by the Centre for Writing in its current form.
Amy Cote, Toronto, Canada

As someone who's spent a semester tutoring in the writing centre, I cannot stress enough how crucial the training and supervision I received was to being able to offer this service. In a given day we might be assisting freshmen working on their first ever book reports to soon-to-be grads drafting resumes to PhD students polishing conference presentations or dissertations. We had to be prepared to look at and discuss writing in literally every subject area the U of A offers. Knowing grammar is not enough; we were taught how to converse with students, including many for whom English is a secondary language, in ways that would help them organize and develop their arguments for themselves. We were taught to recognize plagiarism in all its forms. We were taught writing centre theory and wrote term papers interacting with research in the field. We were taught to be so much more than a proof-reading service (in fact, in a full semester I did not have a single session that reduced my job to proofreading). I find it difficult to imagine how deeply this program would be gutted without the experienced training and mentorship I received, but I can say without a doubt that the many students who take advantage of this service will suffer as a result.
Charis St. Pierre, Edmonton, Canada

I send my students to the C4W and they benefit from it greatly. It is important to have highly trained and qualified tutors and to keep the service free for students.
Shama Rangwala, Edmonton, Canada

Only at its most pedestrian is a writing centre about one-on-one appointments that involve a tutor and a writer. In the hands of a creative thinker and active researcher, a writing centre can be a place of intellectual innovation that engages—and benefits—the entire university community, since writing is at the core of what universities are, and the work that they do. Writing informs how we intellectually grapple with complex issues, and it helps us articulate thoughtful answers to serious questions. It is how we share information, ideas, and research with others. And universities are communities of writers, made up of students, staff, faculty, and administrators.
Only the most thoughtless or reckless administrator would divest a writing centre of leadership that has pedagogical expertise, and a broad vision of what a writing centre can be. If you were at the helm of a university, how could you possibly want anything other than a “Cadillac” version of a writing centre for your people?

Dr. Robin Sutherland, Charlottetown, Canada—Past-President, Canadian Writing Centres Association

Eviscerating this exceptional program goes contrary to the University's own desire to be considered a world class university, not to mention the dis-service to students and staff.

Beth Hunter, Edmonton, Canada

The Centre for Writers at the University of Alberta has become a model of excellence since Dr. Moussu's appointment. It has provided valuable training for students who have become tutors there, as well as accessible support and skills development for writers at both the undergraduate and graduate levels. The centre has established itself as an essential academic support for faculty and students across campus, and Dr. Moussu's leadership has been critical to its success. The decision to remove the academic director must be re-considered.

Marian Rossiter, Edmonton, Canada

UAlberta alumni here, and well aware of the wonderful work the C4W has been doing for years. Do not compromise this important service for UAlberta students!

Hong Nguyen-Sears, Calgary, Canada

I think that all writing centers should be run by academics with appropriate background in writing and pedagogy, and within academic faculties/departments, rather than run as remedial services. It is a tragedy that the U of A is removing its director and moving the writing center to the student services.

Jennifer Passey, Edmonton, Canada

A properly led and staffed writing center is a telling measure of a college's commitment--or lack of commitment--to student success. Only a professional scholar in the field of writing center studies has the knowledge, the training, and the very specific skill set to deliver high-quality tutoring that has been proven to contribute to retention, improved graduate rates, and student achievement. It's simple: If you want results, hire a professional who has devoted a graduate education and (in some cases) a life of work to the field.

Clyde Moneyhun, Boise, ID

I'm signing because, as a former professor at the University of Alberta, teacher of writing courses, and co-author of two writing textbooks, I understand the value of highly qualified Writing Centre Directors.

Kay Stewart, Victoria, Canada

As a professor emeritus at the U of A I am deeply troubled by this proposal

Derek Sayer, garstang, United Kingdom
The proposed changes are going to negatively impact a superb resource. Leave it alone!
Jean DeBernardi, Edmonton AB, Canada

This university initiative is damaging to the principles of the university and hurtful to students.
Jurate MOTIEJUNAITE, Edmonton, Canada

I often recommend the writing centre as a critical resource for my undergrad students at the
UofA. It's the only place that has consistently helped students get to grips with their academic
writing. I have been very impressed with the centre and I can't imagine why Arts wants to
compromise this important service by moving it out of the Faculty of Arts and running it without
the expertise of its current director, Lucie Moussu. This will be detrimental to students.
Terri Tomsky, English and Film Studies, Edmonton, Canada

Writing Centers impact every department, are available to every student, and serve as the writing
epicenter for the campus. Cutting these positions is short-sighted and will prove destructive in
the long-term. Once a program begins to be dismantled, it often can't recover.
Jean Munch, Bozeman, MT

Writing is a complex academic skill, and a writing centre requires an appropriately trained
director. The director must be someone who is, herself is an academic writer, AND whose
expertise is writing.
Paula Marentette, Camrose, Canada

Writing Centre theory and practice constitutes an important field of academic research. The
C4W at the U of Alberta needs its highly qualified director Lucie Moussu back at its helm.
Craig Peterson, Edmonton, Canada

This is one of the most wrongheaded and shortsighted administrative decisions I've seen.
Roxanne Harde, Camrose, Canada

So many of our students need support to develop their writing skills. I've valued having the
writing centre on campus, knowing I can refer students to a resource run by experts in how to
scaffold these skills. If that expertise is no longer there, I'm concerned students won't get the
same benefit.
Sandra Wiebe, Edmonton, Canada

In addition to having taught writing for 30 years, directing major programs at two universities,
I've been elected leader of three professional associations. As a result, I'm keenly familiar with
best practices nationally for writing centers. Students and faculty need centers directed by
experts grounded in disciplinary knowledge and practice. Any less is simply irresponsible.
Doug Hesse, Denver, CO, current President NCTE (National Council of Teachers of English
USA)

It's about students--the students who prepare through study and practice to work as writing center
tutors (extraordinary professional development, life and career changing for many) and the grad
and undergrad students who bring their drafts-in-process to a writing center. The former deserve teaching and supervision from someone expert in the field; the latter deserve help from tutors prepared and mentored by such an expert. Accrediting bodies need to insist that a professionally-recognized writing center (directed by an expert in writing-center theory, practice, and research) is as essential to an institution’s accreditation as its library is—and, for the sake of equity, should (also like its library) never charge individual students for its services.

Betsy Sargent, Edmonton, Canada

No modern university can retain and graduate successful students without a writing center, not to mention remaining competitive in the marketplace for students. The administrator responsible for this decision should start packing now because the current position will be coming to an end when the fallout hits. This is a bad choice on so many levels, let alone simply wrong.

William Macauley, Reno, NV

I'm signing because I am an experienced writing instructor and value the support provided by the Writing Centre tutors at our own institution. The work the tutors do is excellent. But the guidance of the highly qualified and experienced Director is essential.

Sara Cotterall, Sharjah, United Arab Emirates

I am a C4W tutor and I am disappointed at the change of course happening at the U of A Centre for Writers administration.

Amy-Emmanuëlle Jutras, Sherwood Park, Canada

I'm signing because of the decision at the University of Alberta.

John Sinclair, Edmonton, Faculty of Extension, Edmonton, Canada

In 1992, our university made our program professional by hiring a full-time director with faculty status. Since then we have served tens of thousands of writers and staffed thousands of sections with Writing Consultants. Now is not the time to step back from the practices that made Writing Centers respected professionally. Without a faculty director, a center can quickly become a proofreading shop dealing out quick fixes. This is contrary to 40+ years of scholarship and praxis.

Joe Essid, Richmond, VA

Supporting writing at tertiary level requires highly trained and experienced individuals who, like all academics, are involved in researching their field.

Ann Hewings, Bishop's Castle, United Kingdom

I am a former tutor at the University of Alberta's Centre for Writers and I know the immense value of our director's role in the center.

Heather Holman, Edmonton, Canada

Writing Centers are not "service" centers. They are sites of teaching and research. They directly shape student academic engagement and professional development in critical thinking, conversation, and multi-media production. Writing Centers create opportunities for peer teaching and undergraduate research, as well as authorship and publication. For all these reasons, writing
centers must have strong leaders with proven disciplinary specializations, in writing center studies, writing program administration studies, writing across the curriculum, and/or composition theory and writing studies, and be actively engaged in the professional organizations, conferences, and journals of these specializations.
Beth Burmester, Atlanta, GA

Writing centres do vital work, especially for multilingual students who now often make up half or more of their clientele. It is unethical to aggressively recruit foreign students and then leave them weakly supported, struggling, getting depressed, and even committing suicide. Gen. 1.5 students, who are also on the rise in numbers, also deserve the best possible writing support. A well-run writing centre staffed with trained peer or other tutors--who get extra training for L2 learners--is essential, not just augmentative--support. Cost-free help at writing centres is vital for all students' academic success and overall well-being since being effective communicators underpins everything students do in university. Quality writing centres need quality leaders; there are no shortcuts to this complex and critical work. Further, the all-ESL bridging program sections of Writing Studies 101 at my university each have a dedicated class tutor trained and supervised by the centre for writers; these tutors make an immense difference in the perceived self-efficacy and success of my students, and they cannot be trained or supported effectively by changing, sessional, or lower qualified staff. We must not reduce the important work in fostering critical thinkers and writers that writing centres do to "service" outlets by eroding their leadership. It is a backwards move against all research about how best to support L1 and L2 students across faculties with their writing. Cost-free writing centres must grow and strengthen in our new, diverse and rapidly expanding global classroom climate, not shrink and become less substantial and inconsistent in their programming and quality. Writing well matters to all. Let's keep writing centres STRONG.
Christina Grant, SSHRC-funded PhD student, University of Alberta, Edmonton, Canada

Because we started a Writing Center on a campus that only had a "learning commons" and in the first five years increased the number of students attending tutoring for writing by 478%. We also increased the success rates for those students over previous generic writing tutoring. If administrators think this is a way to get the same for less, they will discover themselves to be sadly mistaken, as they scratch their heads wondering why their "at risk" students are failing at even higher rates than before and that their best students still aren't mastering the writing expectations of professional contexts and graduate school.
David Charbonneau, PhD, South Pasadena, CA

Writing centers change students' lives. My students benefit greatly from the assistance that trained, caring tutors provide for these students, some of whom have never written papers before. To retain these tutors and train them requires competent, dedicated writing director professionals who have to manage this human capital, at many times within a culture that does not fully understand the work required, and during tough economic times. Writing center directors need all our support and dedication
Mahmoud Amer, West Chester, PA

As a teacher of high school English, and a masters student at the University of Alberta, I appreciate the value of qualified writing instructors and pedagogically sound research based
practices. Please do not dismiss or disregard the work of the Writing Centre by reducing it to a simple tutoring service.
Barbara Madsen, Hinton, Canada

As a former writing centre coordinator, I can say with absolute certainty, that the work is demanding, creative and needs competent, knowledgeable and passionate people, committed to their work. This is an academic, rather than administrative job, and highly qualified directors needs to be appointed, supported and retained for writing centre work to grow and flourish.
Sherran Clarence, Cape Town, South Africa

Learning to write well is a difficult task. Helping someone else learn to write well is more difficult. Teaching a tutor how to help someone learn to write well is incredibly difficult. Done right, it has enormous benefits for both the tutor and the student being helped by the tutor. Done wrong, it leads to frustration, lost learning opportunities, and issues of academic integrity.
Jessica Friederichsen, Writing Studies 101 instructor, Edmonton, Canada

I've used the C4W in the past and it was invaluable.
Wade Kelly, Edmonton, Canada

I think we need to provide focused, quality attention to writing.
Russell Cobb, Edmonton, Canada, 2009 winner of The Cécile E. Mactaggart Travel Award for Narrative Writing

As a former writing tutor and English instructor at other institutions, I believe every Arts faculty needs a writing centre that not only provides expert help free of charge to students, but also educates the tutors themselves. The first paragraph of the open letter says it all.
Marina Devine, Yellowknife, Canada

I'm signing because this is an important centre run by scholars in the field - as well as providing an important resource for students without associated costs.
Heather Kanuka, Edmonton, Canada

I'm signing because writing centers are so important for student learning, growth and success, particularly those students who often fall through the cracks.
Michelle Cox, Ithaca, NY

Here is a map of where all the signers of the petition are located: http://tinyurl.com/zz5n8z3
Go Canada! ;)
Clint Gardner, Salt Lake City, UT

As a professor of writing at universities and colleges in California and Austria, I wholeheartedly support this petition and urge administrators to base academic decisions on evidence and not simply economics. I can also personally attest to the incredible value to students that a truly functioning writing center (run by professionals who focus on teaching writing) can provide to those students and to the campus as a whole.
Derek Firl, Klagenfurt, Austria
The tutors trained by the C4W really knew their stuff and helped me a lot. The Tutors in BP WRS 101, who are trained by the C4W, were very knowledgeable. They made a big difference to my success in the course. My C4W-trained Tutor in BP WRS 101 was a priceless help to me. International students need cost-free, quality help from the Centre for Writers. Please keep a teacher who is a writing centre expert as its leader and keep its services free. I am an international student paying high fees. In order to write well in English I need high quality, cost-free support. Please do not reduce the quality of the services or charge us for using the Centre for Writers.
You Li, Edmonton, Canada

As a learning and development professional, I personally have benefited from a strong writing center and WC director as both a tutor and a student. Writing centers approach tutoring and learning from a different perspective than other academic areas, and the value derived from a successful, established writing center, lead by highly qualified directors and staff, adds immeasurable value to the students, the institution and the culture. Before making a terrible decision that will impact untold numbers of students, be informed, connect with WC directors, talk with students, and learn what the value truly is.
Terri Souder-Basa, Lake Villa, IL
APPENDIX C—First Gateway Article

Centre for Writers No Longer to Be an Academic Service
Jamie Sarkonak, May 27, 2016

The Centre for Writers (C4W) is becoming a student service, which has some faculty members and students concerned for the future of writing education in the university.

As of July 1, the writing centre will no longer be an academic unit in the Faculty of Arts — instead, it will be a service with the Dean of Students. The decision, made by the Provost, is reportedly final, but the Faculty of Arts council passed a motion on Wednesday advising to delay the decision for one year for further consultation. While the faculty assures that administrative changes are unlikely to affect the centre, student tutors, and writing professors are concerned that the move will damage university writing in the long-term.

Director Lucie Moussu, and others working in the centre, fear the C4W will gradually become a simple editing service with little academic direction. “Right now, the centre is an academic service, in the sense that writing is academic,” Moussu said. “Under student services, you have housing, financial aid, and all those things for students. It’s about student life and it’s important, but it’s not about research and publishing articles and papers.”

The C4W is a free service for students in the basement of Assiniboia Hall. Student tutors, hired after completing the for-credit course WRS301: Introduction to Writing Centre Theory and Practice, help individuals with their written work ranging from engineering lab reports to personal autobiographies. Tutors are trained to work with all linguistic backgrounds — including the U of A’s large demographic of international students.

The university aims for students to not see a difference in service quality next year, and for tutoring to remain a free service. But future changes are still a possibility, according to Stuart Landon, Acting Vice-Dean of Arts. “There was never the intention that (the C4W) was going to move into the Dean of Students’ office and become a paid service,” Landon said. “That has never been discussed.” The Dean of Students does not yet have a list of qualifications and requirements for the C4W’s next, non-academic, director, and the role has yet to be outlined.

Three years of consultation prior to the creation of the C4W determined that it needed to be an academic unit to improve the university’s writing education, as an extension of the writing instruction that students receive in courses.

But now, according to the Faculty of Arts, the centre does not fit in the academic mandate of conducting research because it does not produce research or offer for-credit courses, contradicting the recommendations of the writing task force that outlined the C4W’s mandate seven years ago. Previous recommendations included the appointment of a faculty director specializing in writing to lead the C4W, which would give students the best help when structuring and researching academic papers. The director’s academic background would be in
second-language acquisition to help non-English writers, and would also conduct research from the centre on best methods of tutoring writing.

As a student service under the Dean of Students’ portfolio, the centre cannot have a faculty member as a director. Moussu, who left her position as director of Ryerson University’s writing centre to grow the U of A’s newer centre, will no longer be able to work in the position she was hired for. Furthermore, Moussu chairs the Canadian Writing Centres Association and may have to resign, as the position must be filled by a writing centre director.

Moussu said that writing centre research must be conducted from a management position, as research involves organizing workshops and guiding student tutors. Now that she cannot direct the U of A’s writing centre next year, she will look for employment at another institution.

“(Leaving) breaks my heart,” Moussu said. “The job I had here was the best job on earth. It was like a real family, I mentored my student tutors … I will miss that so much.”

Those involved with the writing centre are also concerned about how tutoring quality may be impacted without academic direction. In the past, the centre director would teach the WRS301 in class and guide them through their practicums in the writing centre. The director will no longer teach WRS301, which may lead to contradictions in class instruction and practical instruction. Student tutors, such as Sai Vemula, unsure about the new administration.

“I can’t comment on whether tutors will be objectively worse,” Vemula said. “But I think WRS301 was one of the highlights of my degree because of the (employer-professor) relationship that the director had with her students.”

Writing centre tutor Jee Su Suh is concerned that academic writing centre theory could be left behind if it’s not reinforced while tutors are actually working. Suh hopes that tutors’ concerns are acknowledged by the university in the future, as their voices were left out of initial consultation.

“If the university offered formal training for academic writing, (students’ writing abilities) wouldn’t be a problem. But they don’t,” Suh said. “So students come to the Centre for Writers, where they get help.”

The Students’ Union, which had been closely involved in creating the writing centre ten years ago, also could have been consulted on the move more, SU Vice-President (Academic) Marina Banister said. The SU’s priority moving forward is to ensure that service from the C4W remains high-quality and free for students.

“I’m hopeful that the quality won’t be lost,” Banister said. “But the number one way that will happen is if (the university) is actually asking students and people that use the service what is of value to them.”

The change will be discussed at General Faculties Council on May 30 in Council Chamber 2-100, which is open to the public. Concerned individuals, including students, professors, and anyone who accesses the C4W, may voice concerns during council’s open session.
APPENDIX D—Dr. Moussu’s Open Letter to UofA Faculty Members

We have already explained at length about the impact of the announced changes on UofA students; so now I would like to address two additional points: first, how the announced changes affect my career, and second, how they affect tutors in the C4W.

First, my career: I would like you to imagine a UofA Biologist, who works in her lab and conducts research projects with her research assistants and her participants. She teaches courses related to her research, gets grants for her research, mentors her graduate students through their studies, hires and train the best research assistants, recruits participants according to best practices and research ethics, presents and discusses her results at national and international conferences (often with her students), and publishes her results in peer reviewed journals (sometimes as co-author with her students). Every year, she writes an annual report about her work, gets evaluated by her peers at the UofA, and gets excellent feedback—one year, she even got tenure!

And then one day, she is told that she can no longer work in her lab. She can go inside her lab and watch what happens, but she can’t be the Principal Investigator anymore, can’t work with her research assistants, can’t recruit or interact with participants, and can’t decide what is or isn’t being done in the lab.

This is exactly what has happened to me and to my “lab.” Writing centre research takes places in the writing centre itself and is about the DAILY LIFE of the writing centre, about all its aspects, including recruiting, teaching, supervising, evaluating, and mentoring tutors, organizing events and activities (like the LNAP), programming workshops and writing groups, assessing the effectiveness of our work, collaborating with other units (such as International Student Services and the Bridging Program), developing new ways to support native and non-native writers of English, involving tutors and students in research, providing professional development to tutors, etc. Writing centre scholarship needs to be conducted from the INSIDE, not from the outside. Therefore, my research opportunities have effectively been ripped away from me—I, a tenured faculty member in a research university, an internationally recognized writing centre scholar with advanced expertise in second language writing, am no longer allowed to conduct my own research. Other people with other areas of expertise (e.g., TESL or Education) may be able to conduct discrete research projects in the C4W in the future, but WRITING CENTRE RESEARCH can no longer be conducted, and I have therefore lost my ability to do the academic work for which I was hired.

Second, tutors in the C4W: the current “tutoring program” of the C4W includes encouraging my undergraduate and graduate tutors—who come from various departments and faculties across campus—to conduct research projects on their own and collaboratively with me, to write articles that link writing to their own disciplines, to develop and lead workshops and writing groups, to support UofA’s bridging program students, to become involved in professional organizations, and to present at writing centre conferences. I have taken my tutors to several national and international conferences where they have presented their projects and ideas, received leadership awards, learned from experts from around the world, and been able to add these experiences to
their lives as undergraduate and graduate students and future professionals (and their CVs). I have successfully applied for grants for my writing centre work (at the UofA, nationally, and internationally) and included my tutors in my research projects, invited world-renowned guest speakers to the UofA for my tutors, and just last week, organized a national conference on writing centre work that involved a great number of my current and past tutors. Two of my graduate tutors are now serving on the Canadian Writing Centres Association executive board.

The proposed new “tutoring program” under Student Services will not allow for any of this to continue to happen. Instead of being perceived as and mentored to become future professionals and scholars, tutors will simply be perceived as employees. As one quick example, no tutoring sessions were scheduled for two days last week in order to allow C4W tutors to attend the national writing centre conference being held in Calgary. Although I remain Director of the C4W until June 30th, the decision not to schedule tutoring sessions on those two days was sharply criticized by those who already perceive the tutors only as employees providing a student service.

In addition, the tutoring course that I developed at the undergraduate and graduate levels and have very successfully taught for the last seven years will no longer be taught by someone who is an expert in writing centre scholarship, Second Language Writing, Writing in the Disciplines, and Composition/Writing Studies theories. As a result, future tutors will no longer receive the training and knowledge of theories and best practices that they need to help UofA students adequately, ethically, and efficiently in the future C4W. These two courses went through governance in the Faculty of Arts with supporting materials that made clear that they were to be taught by the current Director of the C4W. In addition, the tutors assigned to Bridging Program sections of WRS 101 (in a collaborative project that helped WRS 101 win an international award) will no longer receive intensive training and supervision from me in working with ESL student writers.

I don’t usually toot my own horn, but I believe I have done a darn good job in the last seven years. This university should be proud of what this writing centre has become under my leadership and of all the work my tutors and I have accomplished for the UofA students and faculty members, as well as the national and international field of writing centre theory and practice. And you just can’t separate a highly qualified and internationally respected leader from her team and then claim that the C4W will improve, let alone even remain the same.
APPENDIX E—Executive Summary, Writing Task Force Recommendations

UNIVERSITY OF ALBERTA WRITING TASK FORCE

EXECUTIVE SUMMARY OF RECOMMENDATIONS, JUNE 2006

In September 2005 a Writing Task Force with university-wide representation was struck at the urging of the Provost and the Dean of Arts. The mandate for its 19 members—Deans and Associate Deans from Arts, Science, Education, Nursing, Medicine and Dentistry; a Vice-Provost; program directors or co-coordinators from UTS, Effective Writing Resources, and the Engineering Co-op Program; faculty and instructors from a wide range of disciplines; and graduate and undergraduate student representatives—was to investigate the following:

- the state of student writing and writing instruction at the University of Alberta;
- best possible models for writing instruction, programs and centres elsewhere;
- current research in the field of composition and rhetoric about supporting and strengthening university writers of all kinds.

The creation of this task force is the first opportunity the university as a whole has had in decades to examine its commitment to writing instruction and to re-envision the way writing is taught and supported across the university. Taking this responsibility seriously, the Task Force has held extensive bi-weekly meetings, hosted public forums and expert workshops (involving hundreds of U of A faculty), and researched and written 7 sub-committee reports, totaling over 300 pages (see http://www.arts.ualberta.ca/wtf for details).

On the basis of this work, we ask the University to acknowledge and act upon certain guiding principles:

1. The U of A is committed to achieving excellence in writing comparable to that of other leading universities.
2. However, institutional support for student writing at the U of A is not currently adequate to put us in the ranks of the great universities.
3. Traditionally at the U of A, most writing instruction has been delegated to first-year English courses, as if learning to write well could be accomplished in a single course at the beginning of a student’s undergraduate career.
4. However, current research and practice in major North American universities, both public and private, show that standards of student writing improve in an environment that offers ample opportunity—at many levels, in many settings, and across all disciplines—for students to write for different audiences and purposes, to receive thoughtful commentary on their writing, and to reflect on and revise their writing.
5. To raise the standard of student writing at the University of Alberta we will take a significant investment of resources. Our major Writing Task Force recommendations are to commit to building
   - a new, full-service, university-wide Writing Centre;
   - a significant Writing-Across-the-Curriculum Program (WAC);
   - an interdisciplinary Writing Studies Program with a teaching/research mandate. This new academic program is needed to support both the Writing Centre and the WAC Program and to explore new forms of Explicit Writing Instruction (with reduced class sizes) for our entering students.
**WHY WRITING MATTERS**

Our research affirms that writing is at the heart of great universities. Building a rich writing culture is central to achieving the University of Alberta’s goal—articulated in Dare to Discover—of becoming a leader in transformational scholarship, discovery and learning. Writing is a complex form of active learning and discovery—of figuring out what we know and think, of uncovering ambiguity and alternative perspectives, of exploring difficult subject matter in any discipline and then sharing those explorations imaginatively and persuasively with others. Writing is a critical skill in a creative, knowledge-based economy and a cornerstone to active citizenship in a global world.

**BUILDING A RICH WRITING CULTURE**

Many major universities in North America, public and private alike—Toronto, British Columbia, Harvard, Stanford, Duke, Clemson, Missouri, Minnesota, North Carolina (all campuses), Penn State, Washington State, and University of Washington (to name a few)—recognize the benefits of building a rich writing culture. The University of Alberta has a major investment to make if it wants to be considered in the same league as institutions like these. Despite a strong reputation for creative writing through our WRITE and Writer-in-Residence Programs, we have no widely accessible writing centre staffed with trained peer tutors (by contrast with Canadian institutions alone, neither the impressive Writing Centre at UBC nor the 14 writing centres at U of T charge students per-use fees: all have a strong online presence as well—see [www.utoronto.ca/writing](http://www.utoronto.ca/writing) and [http://www.writingcentre.ubc.ca/tutoring/index.html](http://www.writingcentre.ubc.ca/tutoring/index.html)).

We also have no Writing-Across-the-Curriculum (WAC) or Writing-in-the-Disciplines (WID) program to support faculty who want to integrate more writing into their courses. Our class sizes are too large and our TA support too scanty to encourage the assigning of much writing, let alone the giving of substantive feedback to that writing. And finally, we have no critical mass of faculty in the burgeoning field of Writing Studies to develop all of the above, let alone to pursue research in composition and rhetoric or to work toward more effective Explicit Writing Instruction (EWI) in the courses we require of all U of A undergraduates.

Current research suggests that developing effective writers requires attention to several dimensions throughout students’ degree programs:

*Vertical vs. Horizontal.* The vertical requires that we ask students to write and pay conscious attention to their writing in each year of their programs; the horizontal, that we integrate writing into all areas of the curriculum.

*Single Subject vs. Centralized-Writing-Program Approach.* Our graduates should be able to write effectively not just for specialists within a single subject area but for a wider public, for educated non-specialists.

Our recommendations outline one three-part model that addresses all of these dimensions. Our goal is to create a vibrant writing culture on campus that engages students and faculty alike; that enhances learning, discovery and citizenship; and that allows us to graduate skilled and confident writers, graduates who—through exceptional writing in their chosen disciplines and professions—will have a significant and perpetual impact on the University of Alberta’s reputation in the community and the world.
Writing Task Force Recommendations

The research findings of our 7 subcommittees support the following linked initiatives:

- **University Writing Centre Initiative**

Create a Writing Centre, to be directed by a tenured specialist in Writing Centre research, theory, and practice and by a tenure-track Associate Director with expertise in second language acquisition/ESL/EAL issues in relation to writing. The Centre will train and supervise student peer tutors and will address the needs of university writers of all kinds.

Operational Principles for the University of Alberta Writing Centre:

1. provide support without charge (drop-in or by appointment) for all U of A writers, in all disciplines, from senior professors to first-year students;
2. be seen as a teaching centre and an ongoing resource, not a remediation centre, staffed by trained peer tutors earning academic credit for their work;
3. be a welcoming place--with sufficient technological support--where students can come (even on evenings and weekends) to compose and to work on writing assignments at every stage in the writing process.

- **Writing-Across-the-Curriculum (WAC) Initiative**

Establish a voluntary Writing-Across-the-Curriculum (WAC) program with a full-time WAC Director and a WAC Lab for Faculty Development. The WAC Director would lead frequent faculty workshops and summer seminars in developing “Writing-Rich” (WR) and “Writing-in-the-Disciplines” (WID) courses (see chart p. 9), would work with departments and individual faculty on a by-request basis, would train and supervise Writing Fellows, and would teach graduate courses in WAC and comp theory (see, for example, the Engineering Communication Program at University of Toronto--
http://www.engineering.utoronto.ca/English/ECP.html --which has such supports for faculty in place, as well as the extensive WAC program at Simon Fraser University--
http://www.lidc.sfu.ca/teaching/writing/).

Since the Strachan (November 2005) and Fulwiler (April 2006) workshops, the Writing Task Force has received many requests from faculty across the university who need and want follow-up support in integrating more writing into their courses as soon as possible. To build on the momentum generated by these workshops (and thus make good use of the university’s investment in sponsoring them), the U of A needs a WAC consultant on campus during the 2006-2007 academic year to whom we can refer such instructors for help in redesigning syllabi and assignments as they start trying to create WR or WID courses. Such a consultant (on a one-time, 6-month contract: Oct, Nov, Feb, Mar, April, May) could also meet regularly with and advise the Writing Task Force, initiate contacts with interested departments and Faculties on campus, run follow-up WAC workshops, and help with the search/interviewing process for a WAC director.
INTERDISCIPLINARY WRITING STUDIES PROGRAM AND EWI INITIATIVE

Build an Interdisciplinary Writing Studies Program to transform the delivery of First-Year Explicit Writing Instruction (EWI) and to establish the necessary research base at the U of A for faculty working in this important field.

Faculty members from a wide range of departments and Faculties, designated to work within this Faculty of Arts program, would develop an undergraduate major and minor, as well as an interdisciplinary graduate program in Writing Studies; would oversee, develop, and enhance the Writing Centre and the Writing-Across-the-Curriculum Program; and would work with a Director of First-Year EWI to develop/oversee Explicit Writing Instruction taught by instructors from all disciplines.

A major responsibility of this Interdisciplinary Writing Program would be to build and sustain the necessary infrastructure to develop/oversee multiple sections of junior courses fulfilling the requirements of various faculties for Explicit Writing Instruction (EWI). An undergraduate EWI requirement of *6 credits, to be completed during each student’s first 60 credits, is recommended (two courses of *3 credits each could be mixed and matched from different disciplines or taken in different years).

• Transformed Delivery of Explicit Writing Instruction (EWI)
  (See chart p. 9 as well as the full Outcomes Statement of the Council of Writing Program Administrators/WPA in Appendix D.)

  ✓ Reduce class sizes to a maximum of 20 (15 for EAL sections) to allow more commentary on student writing, more productive and frequent interventions into each student’s writing process, and the achievement of WPA Outcomes for explicit writing instruction early in each undergraduate’s program;
  ✓ Fully integrate reading and writing—all writing assignments (including invention, multiple drafts, and peer review) to be built into syllabi first;
  ✓ Develop many EWI options/alternatives for students to choose from. For example—
    o Sections developed especially for and limited to EAL students choosing such sections;
    o Studio sections allowing a cohort of students to participate in an intense writing workshop experience over an academic year;
    o Sections developed and offered by instructors from a range of academic disciplines;
  ✓ EWI courses and syllabi to be developed in workshops with EWI Director;
  ✓ Require more training and supervision for TAs from any discipline teaching university-level writing to U of A undergraduates;
  ✓ Put in place a mechanism for the regular evaluation and assessment of Explicit Writing Instruction (EWI) to measure the effect of implementing these recommendations.

Establishing an Interdisciplinary Writing Studies Program would allow the U of A to take a leadership role as one of the few graduate Writing Studies/Communications Programs in Canada (like the long-standing and distinguished Language & Rhetoric program at UBC; note also that a “Centre for the Interdisciplinary Study of Rhetoric”—to be directed by a top
researcher in the field--has also been proposed at U of T). Creating such an intellectual home base for the Directors of the Writing Centre, of the WAC Program, and of EWI would encourage synergy and mutual support (in both teaching and research) between these essential elements in the U of A’s writing initiative; it would also allow some of the costs of our writing initiatives to be offset through tuition fees for undergraduate majors and minors and through possible external funding (SSHRC, Killam, etc.) for graduate student research.

The move to transform EWI and to reduce the class sizes in these labour-intensive courses also supports several of President Samarasekera’s goals as stated at the Learning Alberta Forum, November 1, 2005*: moving closer to our 1992 student/faculty ratios (14:1 as compared to our current 21:1), improving first-year student engagement and retention rates, and increasing the ratio of graduate to undergraduate students (since smaller sections of EWI will mean more sections overall and thus more potential TA positions).

The above recommendations/initiatives represent our vision for the university as a whole. The Writing Task Force agenda for next year focuses on further details and specific criteria for implementing this vision.


CONCLUSION

There is a robust research literature and terrain of experience around helping undergraduates learn to write. Decisions about writing requirements and instruction need to take this research base very seriously. Though faculty members are writers and we work hard to help individual students improve particular pieces of writing, we don’t always have good intuitions or analyses of how most university students learn to write or what broad ranges of activities, courses, and requirements best support undergraduate writing. In fact, as faculty we can have conflicted feelings about our own writing and writing processes, conflicted feelings that we unwittingly pass on to the students in our classes or under our supervision. With the best of intentions, we can come to dubious conclusions about how to support undergraduate writing if we work from our own experience alone, from our assumptions about how students “should” write, from our “taken-for-granteds.”

The Outcomes Statement for First-Year Explicit Writing Courses, developed by the Council of Writing Program Administrators (WPA) over a five-year period and officially approved and adopted by the WPA in April 2000, emphasizes this point:

Learning to write is a complex process, both individual and social, that takes place over time with continued practice and informed guidance. Therefore, it is important that teachers, administrators, and a concerned public do not imagine that [writing] can be taught in reduced or simple ways. Helping students demonstrate these outcomes requires expert understanding of how students actually learn to write.

The WPA Statement also assumes a situation in which a WAC or WID Program will build upon what is explicitly taught in a first-year course; thus, after each cluster of outcomes in the WPA Statement, suggestions follow for further work that builds on those outcomes in a student’s major field of study (See Appendix D or online @ http://wpacouncil.org/positions/outcomes.html).
If the U of A is truly committed to achieving a level of excellence in writing comparable to that of other leading universities, it has some catching up to do: with research in the field, with level of institutional support for undergraduate writers, with writing-in-the-disciplines, with the policy statements of all professional associations for university teachers of writing (on maximum class sizes, on minimal levels of training for graduate students, on the development of writing centres and the supervision of peer tutors). We trust that the university is ready to commit itself to this important work.

Writing Task Force Sub-committee reports and additional information are available at http://www.arts.uaiberta.ca/wtf/
APPENDIX F—Statement on Writing Centres and Staffing, by the Canadian Association for the Study of Discourse and Writing

Preamble/introduction

As writing specialists, members drawn from the writing studies community of Canada (instantiated in academic writing-related associations such as CWCA--Canadian Writing Center Association, CASLL/Inkshed, CASDW, ACWCA, CAWS, WSSO) have put together the following statement on writing centres and staffing. Our goal in writing this statement is to promote academic excellence for all students. We believe that writing centre staff require knowledge of writing studies research and proven instructional models. The Canadian Association for the Study of Discourse and Writing endorses this document.

Those providing writing instruction need to have expertise in writing studies to engage in evidence-based pedagogies. Excellent writing support requires instructors who have local knowledge of the students at their institution and who can collaborate with faculty from many disciplines to develop better writing assignments and effective and clearly communicated grading practices and policies.

To ensure best practices at writing centres we endorse the following principles.

Best Instructional Practices for Writing Centres

1. Students who work with writing specialists at writing centres should improve their writing and critical thinking.

When students work with writing specialists at writing centres, they improve both their writing and their thinking (Bean, 2011; Sanchez & Lewis, 2014; Williams & Takaku, 2011). Students in all disciplines at all levels (including graduate students) benefit from assistance aimed at improving their writing abilities. (Jones, 2001; Lunsford & Ede, 2011; Williams & Takaku, 2011; Yeats, Reddy, Wheeler, Senior & Murray, 2010). This finding is also seen in studies on learning trajectories of English as an Additional Language (Arkoudis & Tran, 2007; Babcock & Thonus, 2012; Huang, 2010; Snow & Kahmi-Stein, 1997).

Rationale:
Students enter university programs with little knowledge of disciplinary writing expectations. As they adapt to their programs and learn the ways of thinking as well as the knowledge in the field, they begin to write like members of the community (Pare, 2002). Writing centre specialists have teaching expertise and knowledge of writing in a variety of disciplines.

2. Writing centres are fundamentally teaching units.

Writing centres are fundamentally teaching units where writing specialists are engaged in teaching activities (Munroe, 2003; Graves and Graves, 2006). Responsibility for the teaching of writing must be undertaken by writing specialists who hold faculty-level appointments similar in rank to the course instructors they work with. In the case where a writing centre uses peer tutors, those tutors must be guided and supervised by a writing specialist.
Rationale:
Working closely with course instructors and their students allows writing centre instructors and peer tutors to adapt to changing expectations, changing disciplinary interests, and changing program needs. Using a developmental approach to teaching writing, writing centre instructors and tutors help students adapt and succeed in their programs. The centres must be closely aligned with academic units in order to support student learning and maintain collaborations.

3. Peer tutors need to be educated and mentored.
Students who work as peer tutors in Writing Centres need to be educated in the field of Writing Studies, and mentored by professionals with expertise in Writing Studies (Maloney Grimm, 1996; Howard & Barton, 1996).

Rationale:
While students who work as peer tutors can be effective, the quality of their work depends almost entirely upon the quality of mentoring they receive. Mentors must be writing specialists with a demonstrated academic interest in the academic field of writing studies. They demonstrate their commitment to the discipline of writing by, for example, belonging to one of the major writing studies academic organizations listed at the end of this document; contributing to online forums associated with these groups; writing articles for publication by one of these groups or in other scholarly media.

4. Writing support is best attended to in disciplinary contexts.
Writing support is best provided in disciplinary contexts, where writing specialists work with faculty in the disciplines to share expertise about the local disciplinary genres in which students are asked to engage. (Bean, 2011; Sanchez & Lewis, 2014; Williams & Takaku, 2011).

Rationale:
Writing is not simply a matter of learning to follow grammatically correct patterns of expression; rather, it is a tool to enable all the thinking and adapting that students must do in their studies (Hillocks, G. 1985, 1986; Bean, J. 2011). Writing expectations must reflect the important role of apprenticeship in learning to write in a discipline. Writing is an integral part of students’ disciplinary learning and development.

5. Writing competency is a degree outcome for all university students.
Writing competency (as part of communication) is a degree outcome for all university students across the country. Writing centres are always critical agents within universities as they strive to ensure all students are competent writers, including students who bring with them a variety of language backgrounds and proficiency levels. Writing centres need to be recognized for their important role in addressing this degree outcome. (Yeats, Reddy, Wheeler, Senior & Murray, 2012).

Rationale:
While it is natural to associate disciplines such as English and History with teaching students to write, it must be acknowledged that all students write at university and in the workplace. Writing centres are able to play a vital role in increasing awareness of this reality, in encouraging faculty
members to participate in the role of “teachers of writing”, and in aiding students in their growth as thinkers and writers across the disciplines.

6. **Writing professionals use and apply research from writing studies.**
Writing professionals are committed to using and applying research from writing studies and related fields to improve their practice and provide students and faculty with effective writing instruction. (Graves and Graves, 2006)

Rationale:
Not every educated person will sit down and immediately be able to help students develop their thinking and writing skills. Explicit knowledge of writing theory and practice allows writing instructors and mentored peers to teach writing (Brent, Pare, and Segal 1998). A writing scholarship background enables writing instructors to improve their practice informed by the ongoing scholarship of writing.

**National Writing Studies Organizations in Canada**

- **Canadian Writing Center Association (CWCA)**
- **Canadian Association for the Study of Discourse and Writing/Association canadienne de rédactologie (ACR/CASDW)**
- **Canadian Association for the Study of Language and Literacy (CASLL/Inkshed)**

**Regional Associations**

- **Atlantic Canadian Writing Centres Association (ACWCA)**
- **Campus Alberta Writing Studies (CAWS)**
- **Writing Studies of Southwestern Ontario (WSSO)**

**Annotated bibliography**

Monroe, Jonathan. “Writing and the Disciplines”. *Peer Review*. 6.1 (2003): 4-7. Research in our field attests to the value of housing writing in academic areas. In the words of Jonathan Monroe: “[E]ffective writing is central to the work of higher education. The responsibility for this work should be vested in the disciplines where this work takes place and the faculty who the ultimate arbiters. . . . [A]n expanded sense of faculty ownership of questions of writing and disciplinarity at all levels of the curriculum must be continuously cultivated.” (4).


Administrators like to say they are basing their decisions on best practices. We would like to point out the critique of this phrase emanating from the evaluation literature. Patton, for example, writes: “Designating something a ‘best practice’ is a marketing ploy, not a scientific conclusion. Calling something ‘best’ is a political and ideological assertion dressed up in research-sounding terminology.”
Babcock, Rebecca Day and Thonus, Terese. *Researching the Writing Centre: Towards an Evidence-based Practice*. New York, Peter Lang, 2012. The authors report that writing center usage correlate with higher grades for international students (p. 161).


THE CENTRE FOR WRITERS

WHAT IS PEER TUTORING?
- Working one-on-one with other students on writing and reading skills
- Talking about academic writing
- Providing a second pair of eyes to anyone from amazing writers to struggling writers
- Discussing with international and multilingual students about Canadian writing conventions and expectations
- Visiting classrooms and promoting our services
- Creating teaching materials
- Delivering workshops on a variety of topics
- Working with a dedicated and creative group of people
- Coaching students to adopt effective writing and self-editing strategies

WHY SHOULD YOU BECOME A PEER TUTOR?
- To improve your own writing and communication skills
- To earn good money without leaving the campus
- To improve your teaching, presentation, and public speaking skills
- To gain professional experience in a student-focused environment
- To add a very important line in your résumé
- To learn about different styles of writing
- To work with clients from various disciplines, cultures and linguistic backgrounds
- To work in a relaxed environment with a fun team
- To make a real difference in other people’s lives
- To learn all kinds of random facts about a multitude of interesting topics
- To gain experience in coaching and active listening
- To belong to an exciting and growing academic field
WHAT DO PEER TUTORS HELP WITH?

- Understanding assignments and texts
- Reviewing research papers, creative and personal texts, lab reports, and many other kinds of texts for flow & conciseness
- Assisting graduate students with theses and dissertations
- Brainstorming and drafting strategies
- Organizing ideas and developing arguments
- Creating effective thesis statements
- Exploring and explaining research strategies and integrating secondary sources
- Helping students with revising, formatting, spelling, grammar, style, usage, mechanics and more!
- Encouraging students to become more confident in their writing skills

HOW DO YOU APPLY?

- We are looking for graduate and undergraduate students who possess good writing and communication skills, work professionally and patiently with others, manage time effectively, are energetic and team- oriented, and are open to learning new and exciting tutoring and teaching techniques.
- If you have previous writing centre experience, please send us a letter of application and a CV between APRIL 1, 2015 and JULY 1, 2015 (to start working in the fall term). The positions will remain open until filled.
- If you do NOT have writing centre experience, please register for WRS 301 (undergrad course) or WRS 603 (graduate course) for fall 2015. Upon successful completion of the course (including a practicum in the Centre for Writers), you may be hired (and paid!) the following term.
- STUDENTS OF ALL ACADEMIC AND LINGUISTIC BACKGROUNDS ARE ENCOURAGED TO APPLY!
APPENDIX H—Guiding Principles for the Centre for Writers

We believe that:

1. Developing writing skills benefits writers in the long term.
2. Writing is a multi-stage and cyclical process (brainstorming, planning, writing, revising, etc.)
3. Higher-order concerns (such as organization and development of ideas) should be prioritized over revisions of lower-order concerns (such as word choice, spelling, and grammar).
4. Writers provided with the appropriate resources will become self-sufficient.
5. Native English-speakers as well as ESL/EAL/bilingual/multilingual writers can all benefit from help with their writing.
6. The diversity of writing contexts and styles (in different disciplines) implies that there is no one right way of writing.
7. The writer's voice must be maintained throughout the writing process.
8. Intellectual and academic integrity must always be understood and respected.
9. Maintaining a zero-pressure environment is conducive to discussing openly the writers’ successes and challenges.
10. The strategies we suggest are applicable to all writers; all writers can always improve.

As a result of these beliefs, we implement the following practices:

1. We enhance individual writing practices, not just individual pieces of writing.
2. We encourage all writers, in all faculties and at all levels (student, faculty, staff) to come or return at any stage of their writing to make use of the Centre for Writers’ resources.
3. Due to time limitations, we are usually unable to address every concern and we will typically address higher-order concerns over lower-order concerns.
4. We promote client involvement and self-direction in the session, and incorporate resources to develop effective writing strategies.
5. We are trained to address the specific concerns of both native English and of ESL/EAL/bilingual/ international writers with any concern and at any proficiency level.
6. We will help writers navigate a variety of writing contexts, including assignment analysis and disciplinary writing conventions. We strive to widen our knowledge about different writing standards.
7. We are active readers and listeners and help writers make their own writing decisions through suggestions and questions.
8. Writers are the experts and must take ownership of their work. We are only guides and will not provide content or evaluate/grade a piece of writing.
9. We provide a free and safe place for writers to freely discuss their writing concerns.
10. We will constantly update our knowledge about writing and tutoring, and use this knowledge in our own writing practices.
Energizing (Writing Centre) Communities

4th Annual CWCA/ACCR Conference

Welcome to the Conference on Writing and Writing Centre Work: Energizing (Writing Centre) Communities, co-organized by the Canadian Writing Centres Association (CWCA) and the Southern Alberta Institute of Technology (SAIT).

KEYNOTE SPEAKER
Dr. Lisa Ede, PhD
OREGON STATE UNIVERSITY
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<td>Edmonton, AB</td>
</tr>
<tr>
<td>Mol, Matthew</td>
<td>Concordia University of Edmonton</td>
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</tr>
<tr>
<td>Mora, Maria</td>
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</tr>
<tr>
<td>Nikouee, Majid</td>
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</tr>
<tr>
<td>Ofosu, Nicole</td>
<td>University of Alberta</td>
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<tr>
<td>Radpour, Saeidreza</td>
<td>University of Alberta</td>
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<tr>
<td>Rahimian, Mahdi</td>
<td>University of Manitoba</td>
<td>Winnipeg, MB</td>
</tr>
<tr>
<td>Robertson, Megan</td>
<td>Simon Fraser University</td>
<td>Burnaby, BC</td>
</tr>
<tr>
<td>Rogers, Davis</td>
<td>University of Saskatchewan</td>
<td>Saskatoon, SK</td>
</tr>
<tr>
<td>Sgaramella, Silvia</td>
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<td>Edmonton, AB</td>
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<tr>
<td>Shahtoosi, Shahnaz</td>
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</tr>
<tr>
<td>Simpson, Allie</td>
<td>University of Victoria</td>
<td>Victoria, BC</td>
</tr>
<tr>
<td>Simpson, Leanne</td>
<td>University of Toronto</td>
<td>Scarborough, ON</td>
</tr>
</tbody>
</table>

TRAVEL GRANT RECIPIENTS CONTINUED ON NEXT PAGE
## Travel Grant Recipients

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spinney, Erin</td>
<td>University of Saskatchewan</td>
<td>Saskatoon, SK</td>
</tr>
<tr>
<td>Suh, Jee Su</td>
<td>University of Alberta</td>
<td>Edmonton, AB</td>
</tr>
<tr>
<td>Williams, Kent</td>
<td>Carleton University</td>
<td>Ottawa, ON</td>
</tr>
</tbody>
</table>

## Presenter Travel Grant Recipients

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ami, Nancy</td>
<td>University of Victoria</td>
<td>Victoria, BC</td>
</tr>
<tr>
<td>Klassen, Cecil</td>
<td>Douglas College</td>
<td>New Westminster, BC</td>
</tr>
<tr>
<td>Lipsedge, Karen</td>
<td>Kingston University</td>
<td>London, UK</td>
</tr>
<tr>
<td>McMurray, Claire</td>
<td>University of Kansas</td>
<td>Lawrence, KS</td>
</tr>
<tr>
<td>Newbery, Liz</td>
<td>University of Toronto</td>
<td>Toronto, ON</td>
</tr>
<tr>
<td>Salter, Jodie</td>
<td>University of Guelph</td>
<td>Guelph, ON</td>
</tr>
<tr>
<td>Saunders, Gillian</td>
<td>University of Victoria</td>
<td>Victoria, BC</td>
</tr>
<tr>
<td>Stewart, Sheila</td>
<td>University of Toronto</td>
<td>Toronto, ON</td>
</tr>
<tr>
<td>Turner, Jacqueline</td>
<td>Emily Carr University of Art</td>
<td>Vancouver, BC</td>
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<tr>
<td>Voisin, Lindsey</td>
<td>Nipissing University</td>
<td>North Bay, ON</td>
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<tr>
<td>Waye, Laurie</td>
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## eTUTOR Alberta Travel Grant Recipients

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boba Samuels</td>
<td>University of Toronto</td>
<td>Toronto, ON</td>
</tr>
<tr>
<td>Kent Williams</td>
<td>Carlton University</td>
<td>Ottawa, ON</td>
</tr>
</tbody>
</table>
THANKS TO OUR VOLUNTEERS!

Erin Carter
Shumaila Hemani
Christina Grant
Nicole Ofosu
Nadia Ady
Sai Vemula
Shahnaz Shahtoosi
Saeidreza Radpour
Bailey Larsen
Majid Nikouee
Mikka Jacobsen
Mona Mirzaei
Marysia Wojcik
Jee Su Suh
Vicky Tran
| TABLE NUMBER 1 | TOPIC: Creating a sense of community around writing centres |
| Moderator: Shumaila |
| TABLE NUMBER 2 | TOPIC: Is it possible to create a sense of community online? |
| Moderator: Mikka |
| TABLE NUMBER 3 | TOPIC: Helping students learn about and avoid plagiarism |
| Moderator: Erin |
| TABLE NUMBER 4 | TOPIC: Meeting the needs of international students |
| Moderator: Saeid |
| TABLE NUMBER 5 | TOPIC: How can writing centres promote interdisciplinary collaborations? |
| Moderator: Jee Su |
| TABLE NUMBER 6 | TOPIC: Meeting the needs of Indigenous students |
| Moderator: Christina |
| TABLE NUMBER 7 | TOPIC: Working with faculty to develop collaborative resources on writing support |
| Moderator: Dennis |
| TABLE NUMBER 8 | TOPIC: Research methods, dissemination strategies and tips for conducting research in writing centres |
| Moderator: Majid |
| TABLE NUMBER 1 | TOPIC: Writing centres in the current economic climate  
| Moderator: Shumaila |
| TABLE NUMBER 2 | TOPIC: Best practices for addressing the needs of distance education students  
| Moderator: Mikka |
| TABLE NUMBER 3 | TOPIC: Meeting the needs of Indigenous students  
| Moderator: Erin |
| TABLE NUMBER 4 | TOPIC: Working with faculty to develop collaborative resources on writing support  
| Moderator: Asher |
| TABLE NUMBER 5 | TOPIC: Creating a sense of community around writing centres  
| Moderator: Jee Su |
| TABLE NUMBER 6 | TOPIC: Meeting the needs of international students  
| Moderator: Marysia |
| TABLE NUMBER 7 | TOPIC: Helping students learn about and avoid plagiarism  
| Moderator: Marc |
| TABLE NUMBER 8 | TOPIC: Embedding writing support into course content  
| Moderator: Majid |
## CONFERENCE PROGRAM

### FRIDAY MAY 27th

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:30</td>
<td><strong>WELCOME AND INTRODUCTION OF KEYNOTE SPEAKER</strong></td>
<td>MacDonald Hall</td>
</tr>
<tr>
<td>08:45</td>
<td><strong>KEYNOTE PRESENTATION</strong></td>
<td>MacDonald Hall</td>
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</table>

### FRIDAY SESSION A

<table>
<thead>
<tr>
<th>Presentations 10:15 - 11:55</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MA102</strong></td>
</tr>
<tr>
<td>TUTOR TRAINING AND RESOURCE DEVELOPMENT: From Writing Help to Academic Communication Skills Assistance Nancy Ami Dustin van Gerven</td>
</tr>
<tr>
<td><strong>MA106</strong></td>
</tr>
<tr>
<td>EAL WRITERS AS PEER REVIEWERS: CHALLENGES AND OPPORTUNITIES Amanda Godrick-Jones</td>
</tr>
<tr>
<td><strong>MA109</strong></td>
</tr>
<tr>
<td>ACADEMIC WRITING CENTRES: CREATING A COLLABORATIVE WRITING COMMUNITY Karen Lipedge</td>
</tr>
<tr>
<td><strong>MA112</strong></td>
</tr>
<tr>
<td>USING WCONLINE TO IMPLEMENT AND ANALYZE STUDENT NEEDS ASSESSMENTS Allie Simpson</td>
</tr>
</tbody>
</table>

| **COMBINING WRITING AND CONTENT TUTOR TRAINING: CREATING CROSS-DISCIPLINARY LEARNING COMMUNITIES** Nancy Johnson Squair Cecil Klassen |
| **CREATING NEW OPPORTUNITIES AND STRATEGIC SPACES FOR ACADEMIC INTEGRITY SUPPORT** Lori Walter Amanda Brobble |
| **CREATING COMMUNITY AT 2AM: LESSONS LEARNED FROM A LONG NIGHT** Sara Wolfe Elizabeth Rennie Kathy Gaynor |
| **BUILDING ONLINE WRITING MODULES: A CASE STUDY OF WRITEONLINE.CA** Clare Birmingham Jordana Gerbati |

| **INTEL FROM THE INSIDE: THE WRITING CENTRE IDENTITY WITHIN STUDENT AFFAIRS** Christina Halliday Estefania Toledo |
| **WRITING... WITH CHILDREN: SUPPORT NEEDS OF PARENTING STUDENTS** Lindsey Voisin |
| **MAKING WRITING SOCIAL: BUILDING COMMUNITY AND AUDIENCE THROUGH A WRITING RETREAT** Sheila Stewart Liz Newbery |
| **WORKSHOPS ON REAL WORLD WRITING GENRES** Jerry Plotnick |
**POSTER PRESENTATIONS**

12:00 to 13:10

**LUNCH AND POSTER PRESENTATIONS | MacDonald Hall**

- Minimizing inadvertent plagiarism by first- and second-year students
  Ramie Adi & Shirley McDonald

- New avenues for connecting communities: partners in writing for change
  Laura Ellis

- Shifting from learning outputs to learning outcomes
  Laurie Waye & Allie Simpson

- Energizing writing services in the library: a new service model
  Lori Walter

- Seeing in a new way: visual strategies in writing centres
  Jennifer Dickison & Diana Hanitzsch

- Better together: interorganizational collaboration in online writing instruction
  Elizabeth Grippoing & Megan Robertson

---

**FRIDAY SESSION B**

<table>
<thead>
<tr>
<th>Presentations</th>
<th>13:15 - 14:55</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MA102</strong></td>
<td><strong>MA106</strong></td>
</tr>
<tr>
<td><strong>COMMUNITY BUILDING THROUGH WRITING GROUPS AND GROUP WRITING</strong></td>
<td><strong>METHODS FOR ASSESSING THE EFFECTIVENESS OF COURSE- AND DEPARTMENTALLY-DRIVEN ENHANCED WRITING INSTRUCTION</strong></td>
</tr>
<tr>
<td>Sheryl Stevenson</td>
<td>Michael Kaler</td>
</tr>
<tr>
<td>Leanne Simpson</td>
<td>Tyler Evans-Tokaryk</td>
</tr>
<tr>
<td>Sarah King</td>
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</tr>
</tbody>
</table>

**SESSION B CONTINUED ON NEXT PAGE**
## FRIDAY SESSION B

<table>
<thead>
<tr>
<th>Presentations 13:15 - 14:55</th>
<th>MA102</th>
<th>MA106</th>
<th>MA109</th>
<th>MA112</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHING STRATEGIES FROM DISSERTATION BOOT CAMP</strong>&lt;br&gt;Jodie Salter</td>
<td><strong>STUDENT PREPAREDNESS FOR ACADEMIC WRITING ASSIGNMENTS</strong>&lt;br&gt;Angela Waldie</td>
<td><strong>THE VALUE AND CHALLENGES OF INTEGRATING EAP PROGRAMMING INTO COURSES</strong>&lt;br&gt;Nancy Ami Kaveh Taghrobi Gillian Saunders</td>
<td><strong>WHAT THE (BLEEP) DO I DO WITH A MATH CENTER?</strong>&lt;br&gt;Prairie Brown</td>
<td><strong>BEYOND THE CONSULTATION: A MULTI-PRIONGED APPROACH TO SUPPORTING GRADUATE STUDENTS</strong>&lt;br&gt;Claire McMurray</td>
</tr>
</tbody>
</table>

## FRIDAY SESSION C

<table>
<thead>
<tr>
<th>15:30 - 16:30</th>
<th>MA102</th>
<th>MA106</th>
<th>MA109</th>
<th>MA112</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PANEL</strong>&lt;br&gt;WHEN WRITING CENTERS ARE MULTILINGUAL: A SEARCH FOR BEST PRACTICES&lt;br&gt;Rosemary Adang Kannu Abramchuk Minju Park Wei-Chen (Doit) Chin Kowsar Hassan Baljeet Kaur</td>
<td><strong>PANEL</strong>&lt;br&gt;TRANSITIONING THE WRITING CENTRE INTO THE CENTRE FOR ACADEMIC COMMUNICATION&lt;br&gt;Gillian Saunders Kaveh Taghrobi Nancy Ami Allie Simpson</td>
<td><strong>PANEL</strong>&lt;br&gt;COLLABORATION AND CHOICE - INSIGHTS FROM ALBERTA AND BRITISH COLUMBIA OWLS&lt;br&gt;Andrew Darksen Amanda Goldrick-Jones Elizabeth Gripping Mikka Jacobsen Megan Robertson Nancy Johnson Squair</td>
<td><strong>WORKSHOP</strong>&lt;br&gt;QUEERNESS IN CONVERSATION: THE WRITING CENTER AS CONTACT ZONE&lt;br&gt;Avery Vehmann Brandar Newell Emily Barrick Julius Qavario</td>
<td></td>
</tr>
</tbody>
</table>

| 16:45 - 17:45 | AGM | MACDONALD HALL |
APPENDIX K—WRS 101 BP (Bridging Program) Tutoring Job Description

Are you interested in a rewarding and challenging tutoring experience that will take you beyond the regular C4W tutoring routine? Do you enjoy meeting new people, have a passion for writing, and have an interest in other cultures and languages? Have you been looking for a chance to further develop your leadership and tutoring skills through both a team-based and individual role?

If so, then you should consider becoming a dedicated tutor for WRS (Writing Studies) 101! This innovative and unique course introduces students to new ways of writing while developing their confidence and expertise. Special sections are designed for ESL students from the U of A’s Bridging Program (BP) to help prepare them for university studies in English. Not only will you learn new and interesting writing techniques yourself, but you will get the chance to work closely with a university instructor and further develop your tutoring skills. Passion for learning and dedication are important assets!!

Time Commitment

- 8 hours/week x 13 weeks = 104 hours/term (14-week term has 1 week holidays)
- Weekly hours: ~3 in class, ~4 for tutoring, ~1 for meetings (instructor & tutors)
- Note the hours per week can vary so long as they add up to the final count
- (For example, you could work 9 hours one week and 7 hours the next)

Duties

- Attend WRS 101 classes (talk with your instructor if you must miss a class)
- Meet regularly with your WRS 101 instructor to plan your sessions
- Meet weekly with other BP section tutors to discuss challenges and successes
- Schedule tutoring sessions (recommended to tackle this as far in advance as possible and in a way that takes little or no class time to complete)
- Lead tutoring sessions (tutor every student for at least 30 minutes every week)
- Keep track of your hours and record them at the main office every week
- Encourage students to use the C4W (introduce them to the administrator, give a tour, etc.)
- Designated ‘Lead Tutor’ (to be determined by C4W Director) will be the first contact for BP tutor questions and prepare notes to be distributed from weekly tutor meetings to all BP tutors, instructors, WRS Director and C4W Director
- You may be asked to develop course material
Tutoring Sessions

- Occur in the C4W overflow room (1-23); book in advance on Google Calendar
- Can be a mix of individual, pair, and group tutoring sessions
- Recommended: At least one 30 min individual session for paper 1 and paper 2
- Usually 16 students per class, so you will need to allot a full 8 hours of tutoring to the busy weeks before these papers are due; plan accordingly so you don’t go over hours

Recommended Tips

- Get to know your instructor as soon as possible and plan to meet on a regular basis
- Instructors can tailor their class and tutor responsibilities as they see fit. For example, in class you may write inksheds with students, write key words on the board, or circulate and help students – it all depends on your instructor’s needs
- Learn all the names of the students as quickly as possible as this will help facilitate a respectful and caring relationship
- Show interest in the students’ lives (not just schoolwork) while maintaining appropriate student/tutor boundaries
- Creating a friendship will help many ESL students overcome their initial shyness
- Figure out a method of scheduling early on in the term that does not take up precious class time
- The WRS 101 BP students cannot book appointments with the BP tutors through the C4W website
- WRS 101 students can, however, book additional appointments with regular C4W tutors for other/additional writing assistance
- Suggested: paper sign-up in class, email, Google Calendar, etc.
- Recommended: tutors try to decide on fixed tutoring days/hours to alleviate scheduling stresses
- Be supportive of the instructor in class and bring up any questions or concerns outside class time

Challenges

- Time management
- Boundaries – students becoming too familiar with tutors
- Students requesting help with other class projects
- Knowing who is ‘in charge’ of what and whom and when
- Frustration with students who do not do the work
- Students not using the tutors fully OR counting so much on the tutor that they don’t pay attention in class
- Getting caught in the middle between instructor expectations and student complaints about the work load
- Keeping in mind that it is ultimately the students’ responsibility to achieve their grade in the course.
Rewards

- Having a direct impact on students’ learning experience and seeing the students’ progress each time
- Participating in a course that discusses all concepts of writing – benefit future writing/tutoring positions
- Developing relationships with other students
- Gaining new insight into the ESL world
- Learning about new and exciting pedagogical tools and writing practices
- Working closely with an instructor throughout an entire term
APPENDIX L — One-on-One Tutoring Evaluation Form

<table>
<thead>
<tr>
<th>University of Alberta Centre for Writers</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE-ON-ONE TUTORING SESSION</td>
</tr>
</tbody>
</table>

Please fill out this form following the session with

What Department / 

Tutor's ____________ Date ____________

How useful was the tutoring

<table>
<thead>
<tr>
<th>Very</th>
<th>Somewhat</th>
<th>Not Useful (please )</th>
</tr>
</thead>
</table>

Did your tutor explain

<table>
<thead>
<tr>
<th>Very</th>
<th>Somewhat</th>
<th>Not Clearly (please )</th>
</tr>
</thead>
</table>

How likely are you to come back to the

<table>
<thead>
<tr>
<th>Very</th>
<th>Somewhat</th>
<th>Not Likely (please )</th>
</tr>
</thead>
</table>

How likely are you to recommend the Centre for

- [ ] Very
- [ ] Somewhat
- [ ] Not Likely (please)

Do you have any comments about the

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How did you hear about the

- Professor
- Word of Mouth
- In-Class
- Website/Internet
- Outside Signs /
- Orientation
- UofA+
- You Have Been Here
- Other
APPENDIX M—ESL Tutoring Proposal

In February 2015, the C4W began sending some of its tutors to the UAI Centre for 30-minute tutoring sessions on a drop-in basis. This was a pilot project initiated by Dr. Moussu and put into practice by Dr. Chilewska, with the cooperation of Ms. Nora Lambrecht, an International Student Specialist and a Regulated Canadian Immigration Consultant.

The goal was to place tutors at the International Centre where there is a high demand for help with writing, and also to increase the C4W’s visibility across campus.

Between February and April, five tutors tutored in the main hall of the International Student Services centre at various times during the week. There were a total of 44 drop-in sessions available, and out of those, 40 sessions were used. Because the schedule sometimes changed and ISS did not always have the schedule posted, there were sometimes no clients, or at times, one client would take up an entire session. If the service became official, it would need a more constant schedule where students could sign up for 30-minute or 1-hour long appointments. It would also be beneficial to advertise the service more widely and officially, both through the C4W and ISS/UAI.

Overall, this pilot project was a great success. At a 91% tutors received many positive comments from students who used the C4W’s services at the UAI Centre. Below are a few selected comments from international students:

- very useful
- thank you very much. This helped a lot!
- great service, great teacher!
- thank you very much C4W. You are so great!
- I learned how to edit my paper by myself. Thank you C4W!
- the session was very, very helpful
- great feedback on organizing themes

Many students commented that they would have liked to have more drop-in sessions and longer appointments at the UAI. This is something that the C4W is considering for future terms.

**Estimated cost for fall term:**

- undergraduate tutors (5 shifts of 4 hours each):
  - $20/h x 20h/week = $400/week
  - 12 weeks of class x $400 = $4,800
- graduate tutors (5 shifts of 4 hours each):
  - $40/h x 20h/week = $800/week
  - 12 weeks of class x $800 = $9,600

**Average total cost:** $7,200
APPENDIX N — ESL Tutoring End-of-Term Report

In February 2016, the Centre for Writers began sending some of its tutors to the UAI Centre for 30-minute tutoring sessions on a drop-in and schedule basis. The goal was to place tutors at the International Centre where there is a high demand for help with writing, and also to increase the C4W’s visibility across campus.

During that winter term:

- The C4W hired three graduate ESL tutors and three undergraduate ESL tutors
- They provided approximately 15 hours of tutoring to ESL students at the TELUS Centre every week, between January 11 and April 8
- The total number of hour tutors spent tutoring in the TELUS Centre was 153.5 exactly
- Based on these tutors’ different salaries, the total cost was approximately $4,800.

Feedback:

Throughout the term, students who used the ESL tutors in the TELUS Centre were asked for some feedback on their tutoring sessions. Here is the detailed feedback individual tutors received:

<table>
<thead>
<tr>
<th>Tutor 1 (undergrad):</th>
<th>Very</th>
<th>%</th>
<th>Somewhat</th>
<th>%</th>
<th>Not</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>How useful was the tutoring session?</td>
<td>43</td>
<td>93.48%</td>
<td>3</td>
<td>6.52%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Did your tutor explain concepts clearly?</td>
<td>45</td>
<td>97.83%</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>2.17%</td>
</tr>
<tr>
<td>How likely are you to come back to the Centre for Writers?</td>
<td>44</td>
<td>95.65%</td>
<td>1</td>
<td>2.17%</td>
<td>1</td>
<td>2.17%</td>
</tr>
<tr>
<td>How likely are you to recommend the Centre for Writers to other students?</td>
<td>41</td>
<td>89.13%</td>
<td>5</td>
<td>10.87%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Average satisfaction:</td>
<td>94.02%</td>
<td>4.89%</td>
<td>1.09%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutor 2 (undergrad):</th>
<th>Very</th>
<th>%</th>
<th>Somewhat</th>
<th>%</th>
<th>Not</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>How useful was the tutoring session?</td>
<td>77</td>
<td>96.25%</td>
<td>3</td>
<td>3.75%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Did your tutor explain concepts clearly?</td>
<td>78</td>
<td>95.12%</td>
<td>4</td>
<td>4.88%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>How likely are you to come back to the Centre for Writers?</td>
<td>79</td>
<td>97.53%</td>
<td>2</td>
<td>2.47%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>How likely are you to recommend the Centre for Writers to other students?</td>
<td>79</td>
<td>97.53%</td>
<td>2</td>
<td>2.47%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Average satisfaction:</td>
<td>96.60%</td>
<td>3.40%</td>
<td>0.00%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutor 3 (undergrad):</td>
<td>Very</td>
<td>%</td>
<td>Somewhat</td>
<td>%</td>
<td>Not</td>
<td>%</td>
</tr>
<tr>
<td>---------------------</td>
<td>------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>How useful was the tutoring session?</td>
<td>72</td>
<td>90.00%</td>
<td>7</td>
<td>8.75%</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>Did your tutor explain concepts clearly?</td>
<td>72</td>
<td>90.00%</td>
<td>7</td>
<td>8.75%</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
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<td>73</td>
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<td>72</td>
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<tr>
<td>Did your tutor explain concepts clearly?</td>
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<td>1</td>
<td>0.75%</td>
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<th>%</th>
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<td>0.00%</td>
</tr>
<tr>
<td>How likely are you to recommend the Centre for Writers to other students?</td>
<td>33</td>
<td>100.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
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<tr>
<td><strong>Average satisfaction:</strong></td>
<td><strong>96.21%</strong></td>
<td><strong>3.79%</strong></td>
<td><strong>0.00%</strong></td>
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</table>
Specific comments from students:

- Awesome job!!
- Helpful tutors and willing to answer different questions and give good advice on writing
- Always the best! She needs more availability though :(
- I like how it is tailored to students personal needs with one on one sessions
- Very good tutor session. We transformed my paper.
- First time here! Why didn't I utilize this service before?!? Awesome job thanks again!
- I learnt a lot and was made aware of issues I didn't know prior
- The tutor is great in explaining and giving guidance
- She answered many questions she asked
- Very straight to the point no time wasted
- I really love her! She is really patient and enthusiastic although my essay is so horrible
- I really like the way she teaches me which is really useful.
- I loved her! She is really nice and knows her stuff. Had a great experience
- The best by far! The tutor did an excellent job with my suggestions, she was very enthusiastic. She will make an excellent teacher. Very good thanks for your help. As for C4W, please bring more tutors like her, she truly is awesome.
- It has a very nice atmosphere and my tutor was wonderful
- Very helpful, I will be back next week
- Good people and they do excellent work
- Thank you very much for correcting my paper as much as you can. My papers are always very long. So tutors help me correct and the grammar and point out the place I need edit later, which is really helpful for me
- Very helpful, did a good job of breaking down the letter and finding better ways to make strong sentences
- I enjoyed working with her very much
- As always, my tutor is the most useful for bouncing ideas off of. Very amazing professional tutor
- Very helpful help my connect sentences & idea! Tell me the right way express
- The meeting time is a kind of short. I wish to extend meeting time
- The tutors here are very great and awesome
- She was a great help, she was such a pleasure! :)
- The should continue doing there work especially for international students as English is our second language
- Always love coming here. Wish I could book more than 2 appointments/week
- My tutor is pretty good. And I want my time for an appointment. 30 mins is too short
- Help me organize my idea and teach/guide me to how to organize my paper. Thank you!
- I always wish there was more time
- She is very friendly and opened to my opinions
- She knows a lot and has a good professional demeanor
- Really really informative session. It was a lot of help + great to hear another perspective about my writing. I will definitely be coming back :)
- Great services and help :)
- Hand-writing can be more clear
- Thank you very much! My tutor helped me connect my two thesis in this writing. Super helpful
- Thank you. She helped me connect 15 pages paper. Thanks!
- I feel like she was helpful in grammatical structure but not the content of my topic
- Pretty useful and she helped a lot. And I was taught some methods for essays writing
- She helps me improve the grammar and explain it to me.
- I was nervous before visiting but the tutor was so kind and patient that I felt free to ask any concerns I had about my paper. Thank you so much!
- Thank you so much for the teaching very clear and helpful for me to write the paper
- Excellent tutoring, completely satisfied me and I'd recommended to anyone that asks me about it
- The tutor is really helpful for me to write the essay. Thank you so much for her help.
- I feel maybe my major is a bit away from tutors so tutor conduct understand the beginning. But we agreed at the end. Helpful suggestion
- Having more time in each meeting will be more useful
- Than you. Structure advice. How to write. These are always helpful for me. Tank you!
- Really helpful, especially when answering questions. Gave me lots of good resources; and was great about focusing on one point at a time. I wish I had more time
- Good pace- learned a lot about APA
- Can you offer more time for each student
- Thank you! Taught me how to write

A few thoughts:

- Tutor satisfaction statistics and comments from students (see above) show that students were extremely grateful for and happy with the service they received from the C4W tutors. The only recurring complaint was about the length of tutoring sessions.
- Tutors in the TELUS Centre were busy approximately 77% of the time. This is slightly lower (between 5-10%, depending on the time of the term) than what our regular tutors experience in Assiniboia Hall.
- TELUS tutors were scheduled mostly during the middle of the day. A greater diversity in available times (e.g., morning, late afternoon) might have attracted more students.
- The C4W sent a message to all its past and current clients to inform them about this new service, and also placed a large banner in the TELUS Centre. With time and if we continue to offer this service, it is believed that more students will know about it and the tutors will become busier.
- The C4W was unable to verify that TELUS users were international students. A question was added to the feedback form (“Are you an international student?”) but barely anyone in either writing centres ever answered it. TELUS tutors did, however, make sure that all their clients were non-native speakers of English and would send any native speaker of English to the writing centre in Assiniboia Hall.
- The space offered by the International Services Centre was too noisy because of heavy traffic at the beginning of the term. After a couple of weeks, however, traffic tapered down and the space worked out very well. The ISC staff were extremely welcoming and helpful, and the tutors loved working there.
APPENDIX P—Writing Groups Proposal

Writing groups facilitate the meeting of interested students to discuss their current writing projects. The feedback they receive from their “group tutor” also encourages them to write regularly, avoid procrastination and binge-writing, and stay on track with their assignments (term papers, theses, etc.). By joining a writing group, students will start their assignments early, stay motivated, gain support from other students who are working on similar assignments, learn tips and strategies about the writing process and writing in their disciplines, gain access to campus resources, discuss shared concerns, and benefit from individualized feedback.

Writing groups may be organized around writing for a specific course assignment, writing for a particular discipline, or working on larger writing projects such as theses or term papers. Writing groups can last one term only or can continue during the following terms/terms, depending on students’ needs and availabilities. Writing groups are free for students.

Each group is facilitated by a graduate tutor with experience relevant to the particular academic writing situation the group’s students are working on. The tutor also provides feedback, writing resources, and strategies that are relevant to each group’s various needs and concerns.

Every week, by a certain day, participating students are encouraged to send (by email) a few new pages of writing to their group tutor. The group tutor then reads these pages and sends some written feedback to the students. During “class,” the group tutor first spends some time teaching about a topic related to students’ work (e.g., how to write more concisely). Then, students read the feedback they got from their tutor and discuss their goals for the coming week. Students then start working towards their new goals and can ask questions to the tutor and get immediate feedback on their revisions before going home.

- 1 undergraduate group and 1 graduate group (or 2 graduate groups)
- 5 students maximum per group
- class: 1 hour teaching and 1 hour discussion of revisions, goal setting, writing
- 2 graduate tutors as writing group leaders: 2 hours of “class” and 5 hours of prep each = 7 hours/week x 2 tutors
- lunch/ snacks provided to students and tutors
  - Food estimate from L’Express:
    - 12 weeks of class x 2 classes x $57 = $1,368
  - Tutoring estimate:
    - $40/hour x 7 hours/week x 2 classes = $560/week
    - 12 weeks of class x $560 = $6,720
  - Material’s estimate:
    - Photocopies (handouts, etc.): $100
  - TOTAL COST: $1,368 + $6,720 + $100 = $8,188/term
APPENDIX Q—Writing Groups, End-of-Term Report

During the winter term, 2016, four writing groups were organized for the very first time at the Centre for Writers:

- Two groups were funded by UAI (the first group focusing on Science writing and the second focusing on writing in the Humanities and Social Sciences)
- The third group was funded by the Faculty of Science (focusing on Science writing)
- The fourth group was funded by the C4W (focusing on writing in the Humanities and Social Sciences).

The goal of these writing groups was to help graduate international students work on larger writing projects such as theses or term papers. Each group was facilitated by graduate tutors who were themselves graduate students in the general academic fields the participating students were in. The tutors provided feedback, writing resources, and strategies that were relevant to the different groups’ various needs and concerns.

Every week, participating students were encouraged to send (by email) a few new pages of writing to their group tutor. The group tutor then read these pages and sent written feedback to the students. During “class,” the tutor first spent about an hour teaching about a topic related to students’ work (e.g., how to write more concisely). During the second hour, students practiced what they had just learned. They then read the feedback they got from their tutor and discuss their goals for the coming week, and they could also start working on revisions and ask questions or get immediate feedback on their revisions before going home.

- The C4W received 252 applications for these writing groups
- 4 graduate tutors were selected as writing group leaders: 2 hours of “class” and 5 hours of prep + reading students’ writing each = 7 hours/week x 4 tutors.
- Class organization: 1 hour teaching and 1 hour practice, discussion of revisions, goal setting, and writing
- Originally, 10 students per group were invited to join the groups, based on their level (MA/PhD), fields of study, and availabilities.
- By spring break, 3 students in one group and 4 in another group had dropped out (because of scheduling conflicts, lack of interest, or other personal reasons). The tutors invited other students on the waiting list to join the groups. As a result, all four groups finished the term with 10 participating students.

Feedback:

1) What did you like about your writing group?
   - It gave me an incentive to actively work my writing skills.
   - Getting feedback on my writing
   - A friendly atmosphere and everyone's willingness to participate.
   - The tutor took her time to guide us through writing tips, guidance and how to effectively write well.
- Systematic learning of academic writing.
- I like that the facilitator is not a professional, it's easier to talk to him and have discussions this way.
- I like the fact that this group is free, as a student, there are already a lot of things I need to pay for so this is nice. I wouldn't pay for a professional to review my writing,
- One-to-one help but also discussion as a group.
- The instructor is helpful person and quite accessible, with whom was easy to ask and comment
- I like the organization of lessons. Ex: working on some writing tips for first half and discuss your own writing with group for their feed back and then TA give individual feedback on writing.
- I like the opportunity of talking with people all around the world.
- I liked the way what we were doing in class connected to my works.
- I like a time of practicing for writing in the class. And providing a resource for further reading and practice.
- Very supportive and interactive groups composed of individuals from various discipline. These have made the learning so special.
- Doing various grammar related exercises was great.

2) What did you not like about your writing group?
- It was not an advanced writing group in my opinion.
- That it ended. Not happy to hear that is not going to be offer in the future.
- I'd like more explain about the feedback, rather than the general theory or abstract concept. Writing could be improved by practice and revise.
- Almost everything was okay for me.
- There is nothing I did not like about the group.
- I felt my field of research was different from the facilitators' and other group members.
- It was bit boring and lengthy. Lots of notes was not necessary from my point of view.

3) Was your facilitator's teaching useful or not? Please give specific examples.
- The classes were planned in an efficient and constructive way. The instructor provided information for an advanced student which I highly appreciate. Multiple times the instructor emphasized the importance of consistent writing.
- Nathan was great in giving feedback. Every week he made sure that all members of the group obtained feedback in their writing style.
- I really like that he always ask what specific topics we want to discuss about writing and always tried to cover those topics. And I like how he discuss each person writings (ex: specific phrases selected from student writing with the student willing to discuss it open during the class) and let other students to give feedback on those. It also improve my writing skills.
- Instead of giving answers he direct group to discuss and find out possible correct answers or how to correct wrong answers. This helped a lot to me during my writing.
- She used real example from the students' own writing and asked us to brainstorm/work on (practice) those sentences before he came up with correction.
- Her teaching was highly useful since every week she tried to come up with various topics and materials, which are very useful for improving writing skills.
She did a good job in clarifying grammatical concepts through various in class exercises.

4) **Was your facilitator's feedback on your writing useful or not? Please give specific examples.**

- Yes. The feedback on my writing was up to the point and very helpful. For example, the use of punctuation (semi-colon) in cases I would never think of before; the advice to explain the meanings of the unknown terms to the reader, etc.
- The feedback was extremely superficial (most comments were made about font size and spacing, which I didn't pay attention to because we were supposed to send rough drafts).
- Yes, he will point out some problems in my writing, mostly where understanding is compromised, and he will let me find appropriate ways to correct myself. Then, we can discuss and see if it's ok during one-to-one discussion at the end of the session.
- Very much, about grammar and structure, I feel my writing is much better.
- I like the way she give feedback on my writing. Instead of just correcting it she always had a comment explaining it which let me to think about it and understand it. It was great because you can apply those on your next writing. Also if she wants everybody to know about specific things she always had a comment saying "let’s discuss in group".
- Extremely useful. For instance, every time I send a paragraph he explained how I could improve it. My writing is related to medicine. He helped me to use vocabulary and strategies such as speech report with my notes.

5) **Was the time you spend talking about your own writing, face-to-face with your facilitator during meetings, useful or not? Please give specific examples.**

- Yes, it was useful. The suggestions I received from the instructor were from the perspective of an ESL speaker with the emphasis on the demands of the North American academic world.
- It was useful. During the course of facilitating she drops by to read what I have written to provide feedback
- Yes because we will discuss the corrections I made to my writing.
- Yes. Once I was getting a feedback on my proposal. Discussion with TA gave a good understanding on writing a proposal especially when you apply for a graduate studies.
- Yes. He asked us to read out our own sentences few times first, then pointed out the weird part, and asked us to rephrase before he gave comment. Also provided alternative options.
- The time was useful because she helped me understanding her comments she have provided in my work.
- The time, I was invited to the writing group, I had already written my thesis and my supervisors were reviewing. However, I gave technical presentation in the class, and my tutor’s comments were useful. Additionally, suggestion from other classmates were effective as well.
- Yes. I prefer to discuss face to face. I can change my writing immediately.
6) What suggestions would you make to improve the usefulness of writing groups in the future?
- Later development may consider weekends to be part of the days for meeting. The time I applied join the writing group, other meetings as a PhD student hadn't been arranged with my supervisor and the research team. I think meeting on weekends would help and cover more students.
- Keep it going.
- Fewer people in a group will be great.
- To select the member according to their grade, because students in different grades have different respect from the group.
- To open up more sessions.
- If it is possible better to make it before the beginning of class or winter and summer the student communicate with the tutor. Because, for the student like me having three other course and giving time for study more this one is not going together. If it is start early as possible as for the first month the I practice more and get a lot from the class. I try my best but if it is more when free from other burden I may give more than 4 hour a day and improve more.
- I somehow feel it should be more oriented towards an output of one solid paper.

7) What specific topics do you think should be covered next time we offer writing groups?
- Spend more time on the structural and organizational issues of the essay.
- Writing in passive voice and supporting materials.
- Would like to have discussion where facilitator can teach how to put idea together and write on paper to convert into useful article.
- This course should have a sequel...the next one should be set up as a writing retreat course so that some solid piece of work should come out of this engagement.

8) Did the format of the writing groups (2 hours/week, lecture + practice + feedback on individual writing) work for you? Why or why not? Do you have specific suggestions?
- The practices were silly and too easy for a grad student. It had more to do with comprehension than writing. I would have had more time for my own writing.
- The format was great because it provided an opportunity to have an all rounded tutoring.
- Worked perfectly for my busy graduate schedule.
- It works well for me. Although the face-to-face part ends up being shorter than I'd like because we spend a lot of time discussing.
- I think is a great format, because we had the time to work on our own work, but at the same time learning about English language rules. There is always something to learn from the other students, how to use vocabulary, make yourself understanding.
- May be having some flash cards or games related to writing. Having some prizes can encourage and motivate students to do really good in practice tests.
- This format worked for grammatical exercises but I think it needs more planning to make it an activity geared towards writing a paper as an out of this writing workshop.
- It worked for me because I had enough time to learn useful information, apply it to the practice (in exercises) and then also work on my own writing and ask for help when needed.
9) Overall, have you noticed an improvement in your writing knowledge and skills? Why or why not? Please explain.
- Yes I have improved my writing skills. For example the last chapter of my thesis I wrote after attending to classes had few corrections by my advisor.
- I am more aware of issues pertaining to my writing but I can't say my skills have improved.
- Yes. I feel like I write more concisely and grammatically correct now.
- Yes, my feedback from my Professors are very encouraging
- As I said, I improved very much. Particularly in the structure of sentence and paragraphs.
- Yes. With the help of writing of group I improved 0.5 grade in the writing section of IELTS test. Also, I feel more confident in writing.
- yes, because I get a time to practice with appropriate rule.
- Exactly, I have noticed a shift in my writing. I am now confident and aware of 'what is required' as academic writing is concerned.
- There is an improvement in my writing, in particular, the session helped me to pay attention to basis writing rules, styles and common mistakes.
- Grammatically, yes I have become more conscious of some of the common mistakes that I would commit in my writing.

Conclusion:

The 252 applications we received reflected an urgent need for this type of support. Mid-term feedback allowed the four tutors to slightly modify their focus and teaching style, if necessary—for example, one tutor allowed students to choose what topics they wanted to cover during the next class, which seemed nice, but some shy students complained that their topics were never chosen. Another instructor gave plenty of time to students to discuss what they wanted to discuss, in class, but some students explained that they preferred a more structured approach.

Based on this experience, we recommend to 1) select participants currently working on their theses/dissertations; 2) create smaller group (6 or 7 participants only) so that more feedback can be given on their writing; 3) create a “syllabus” in consultation with students at the beginning of the term instead of imposing a list of topics to be covered during the teaching portion of the writing groups; and 4) continue with this model and class format (in collaboration with specific departments and/or Faculties, if possible) and offer more sections of these very successful writing groups.

The C4W would like to thank you for your support.
APPENDIX R—Long Night Against Procrastination Report

LNAP REPORT  
November 19-20, 2015  
Dr. Lucie Moussu, Director, Centre for Writers

A QUICK WORD ABOUT PROCRASTINATION:

- Research shows that procrastination comes from (self-)expectations that are too high, self-doubts, fear of failure, evaluation threat, etc.
- Procrastination affects grades, self-esteem, mental health, and general well-being, and produces more stress and illnesses.
- According to research, 70-95% of students procrastinate (depending on the study).
- Active procrastinators prefer time pressure, are able to complete tasks well, and have adaptive coping styles.
- Passive procrastinators postpone tasks, are rarely able to do well, use time in an unproductive manner, and are unable to act in a timely/effective manner.

WHAT IS THE LONG NIGHT AGAINST PROCRASTINATION?

The LNAP is like one big writing group, where students will help students with their writing, share effective learning tips and strategies, and encourage healthy studying habits. Staff and faculty members from across the university will support these students by providing writing-
related workshops and other activities such as yoga, discussions with a psychologist, library tips, time management strategies, etc.

- In 2010, in Germany, some students went to a writing centre and complained that it was never open at times when they were able to work on their papers (for example during the night). Those complaints resulted in the first Long Night Against Procrastination event.
- Today, a number of writing centres in Canada, the United States, Germany, and several other countries around the world, hold “LNAPs” every year.
- We do not want to encourage procrastination, but we know that some students will procrastinate; procrastination is human nature; so we are providing students with holistic strategies and techniques to aid them in reducing their stress levels and increasing their efficacy, however and whenever they choose to do their work.
- For example, we want to show students that it is smart to work in groups, to get regular feedback on their work, to eat healthy food, to take regular breaks, to think about something else for a period of time to give some their brain some rest, to move, to be with supportive friends, etc.
- Also, some people work better at night or have no choice but to work at night (students who work, have families, etc.).
- Writing is too often associated with lonely suffering. We provide a supportive and collaborative environment that allows students to feel like they belong to a community of writers.
- In our university contexts, the “fun” and collaborative aspect of writing too often gets lost under the burden of assignments, exams, deadlines, and the pressure of grades.
OUR GOALS:

- To help students whose schedules (family, work, classes) do not permit them to visit writing support centres during the day.
- To send the message to NOT procrastinate with final papers until the end of the semester but to start thinking about final papers early, to start brainstorming with a tutor, to start writing, and to get some more feedback from a tutor after a few of hours.
- To decrease the stress students will most likely feel at the end of the semester when all their papers are due at the same time.
- To teach and promote healthy habits and strategies to study more effectively through fun and educational activities and workshops.
- To provide a supportive, creative, and relaxed teaching/learning environment.
- To give international students the opportunity to see that native speakers also use writing centres and also sometimes struggle with their writing.
- To give tutors/staff from different campuses and units the opportunity to meet and work together.
- To allow writing centre directors to come together and bring a common vision to life.
- To find sponsors who support writing centre work and can be allies and collaborators.
- To create an image that makes writing centers attractive to students and desirable for universities.
- To raise awareness of the important work of writing centres.
- To foster a community of writers (collaboration, support, exchange of strategies, raises confidence and self-esteem, better understanding of academic writing, etc.).
- In short: to help participants become better writers and see that it’s more fun to write when they can do it with great support, delicious food, and friends, whatever time of the day or night it might be.

HOW DID WE PROMOTE THE EVENT?

- Memo to Deans of all Faculties
- C4W website
- Banners (large and small)
- Posters
- Facebook and Twitter
- Emails (department of English and Film Studies)
- Buttons
- T-shirts
- Arts Facebook
- Arts Communication Team
- Student groups newsletters
To the question “how have you heard about the LNAP?” participants responded the following (participants might have heard about the event from multiple sources):

<table>
<thead>
<tr>
<th>Source</th>
<th>%</th>
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<tbody>
<tr>
<td>Word of mouth/friends/teacher/classmate/librarian</td>
<td>49%</td>
</tr>
<tr>
<td>Social media/email/newsletter</td>
<td>41%</td>
</tr>
<tr>
<td>Ads/posters/banners/signs/TV screens</td>
<td>26%</td>
</tr>
<tr>
<td>The Student Union/club/association/fraternity/GSA/CAPS</td>
<td>15%</td>
</tr>
<tr>
<td>Centre for Writers/La Centrale/Student Success Centre</td>
<td>3%</td>
</tr>
</tbody>
</table>

**WORKSHOPS AND ACTIVITIES:**

*November 19, 2015:*
8:00pm-8:30pm: Grand opening and Rapid Fire Theatre show -- Rutherford Atrium
8:35pm-9:00pm: "Spending too much time trolling the web?": Katherine Koch -- Rutherford South, 2-05A
9:00pm-12:00am: "Come relax, unwind, and chat, with the Peer Support Centre" -- Rutherford South, 2-01B
9:00pm-10:00pm: "How graduate students can screw up their writing: Prose and practice": Kevin Haggerty -- Rutherford South, 2-05B
9:00pm-12:00am: Stress therapy dogs -- Rutherford North
10:00pm-11:00pm: "Staying on track: Managing your graduate writing project": Rob Desjardins -- Rutherford South, 2-05A
10:00pm-11:00pm: "It takes two to tango: Argentine Tango for beginners": Silvia Sgaramella and Domenico Manocchio -- Rutherford South, Henderson Hall
10:00pm-11:00pm: Health webinar: Secrets to exam success -- online and in Rutherford South, 2-03
11:00pm-12:00am: "Points of clarity: Editing your thesis so your supervisor won't bust a head gasket": Michael Lahey & Debby Waldman -- Rutherford South, 2-05A
11:00pm-12:00am: "Building a resilient, anti-procrastination mindset": Jason Murray -- Rutherford South, 2-05B

MIDNIGHT: INTERNATIONAL DINNER -- Rutherford South, 2-09, Carrel Room

November 20, 2015:
12:00am-1:30am: Stress therapy dogs -- Rutherford North
1:00am-7:00am: "Come relax, unwind, and chat, with the Peer Support Centre" -- Rutherford South, 2-01B
1:00am-2:00am: "So you know English, eh?" Bart Lambrecht -- Rutherford South, 2-05A
1:00am-2:00am: West Coast swing dancing: Nadia Ady -- Rutherford South, Henderson Room
2:00am-2:30am: Ghost tour: Join Safewalk on a 30-minute tour of the creepier parts of campus -- meet in Rutherford Atrium by 1:55am
2:00am-3:00am: "From writing blocks to starting blocks: Getting into the swim on that paper you’ve been putting off": Betsy Sargent -- Rutherford South, 2-05A
3:00am-4:00am: "Français oral et français écrit: How one can help improve the other": Anne-José Villeneuve-- Rutherford South, 2-05A
3:00am-4:00am: From procrastination to creation: Painting sun catchers with Anna Chilewska -- Rutherford South, 2-01B
3:00am-4:00am: "Top secret writing secrets: What nobody told you but you really gotta know!" Christina Grant -- Rutherford South, 2-05B
4:00am-4:20am: Speed walk: A quick 20-minute walk to keep you awake and get you ready for the home stretch -- meet in Rutherford Atrium by 3:55am
4:00am-5:00am: "Goal Setting: Progress not procrastination": Jason Murray -- Rutherford South, 2-05A
5:00am-6:00am: "Améliorer son français écrit? Trop facile!": Thao Tran-Minh -- Rutherford South, 2-05A
5:30am-6:00am: "Kill the fluffy kittens, kill, kill' -- On the art of close editing": Ted Bishop -- Rutherford South, 2-05B
6:00am-7:00am: "Expressing your inner rock star -- Tips for being an engaging public speaker”:
Wendy Doughty -- Rutherford South, 2-05A
6:30am-8:00am: Stress therapy dogs -- Rutherford North
7:00am: SURVIVORS' BREAKFAST -- Rutherford South, 2-09, Carrel Room
8:00am: THE END

ONE-ON-ONE TUTORING:

November 19, 2015
9:00pm-12:00am: general tutoring, Centre for Writers tutors
9:00pm-11:00pm: rapid resume review: Peer Educators, University of Alberta Career Centre
9:00pm-10:00pm: Graduate student tutoring: Rob Desjardins, Student Success Centre
9:00pm-11:00pm: Science tutoring: Indra Roy
9:00pm-11:00pm: Graduate student tutoring: Michael Lahey and Debby Waldman, Student Success Centre
9:00pm-12:00am: En français--French tutoring: Sophie Meunier, Sarah-Jeanne Bélec, Germain Richard, Emelie El-Hage, Cecilia Rosette Adou, and René Beauparlant, Campus Saint Jean
9:00pm-12:00am: Mental health tutoring: Counselling and Clinical Services
9:00pm-12:00am: En français--French and English tutoring: Marianne Krajicek
10:00pm-12:00am: Writing Studies 101 tutoring (including Bridging Program): Christina Grant
10:00pm-12:00am: Science tutoring: Nathan Bird
10:00pm-12:00am: Science tutoring: Sonya Widen and Caroline Cheng
10:00pm-12:00am: English-classes tutoring: Nicole Brandsma
11:00pm-12:00am: Graduate student tutoring: Rob Desjardins, Student Success Centre

November 20, 2015
12:00am-7:00am: general tutoring, Centre for Writers tutors
1:00am-2:00am: Writing Studies 101 tutoring (including Bridging Program): Christina Grant
1:00am-2:00am: En français--French and English tutoring: Marianne Krajicek
1:00am-7:00am: En français--French tutoring: Cecilia Rosette Adou, Campus Saint Jean
2:00am-3:00am: Writing Studies 101 tutoring (including Bridging Program): Anna Chlewska
4:00am-7:00am: "Stop dreaming those ideas and let them see the light of day! Essay writing strategies that turn ideas into words on the page": Dorothy Woodman
6:00am-8:00am: Mental health tutoring: Counselling and Clinical Services
8:00am: THE END

IMPORTANT NUMBERS, CHECK-IN FORM:

Total number of participants who checked in (approximately 100 students were already in the Rutherford Library when the event started and therefore never checked in): 511. Total number of participants who checked in during the 2014 LNAP event: 529.
### Campus:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>From the UofA North Campus</td>
<td>81%</td>
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<tr>
<td>From the Faculty of Extension</td>
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<tr>
<td>From MacEwan/SAIT/other</td>
<td>6%</td>
</tr>
<tr>
<td>From Campus Saint Jean</td>
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### First language:

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<td>English speakers</td>
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<td>Non-native English speakers</td>
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<td>French</td>
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### Status:

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<td>Faculty/staff members/teaching assistant</td>
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<tr>
<td>Volunteer</td>
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<tr>
<td>Other</td>
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### Faculties:

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<td>Science</td>
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<tr>
<td>Arts</td>
<td>25%</td>
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<tr>
<td>Engineering</td>
<td>13%</td>
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<tr>
<td>ALES</td>
<td>9%</td>
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<tr>
<td>Business</td>
<td>7%</td>
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<tr>
<td>Education</td>
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<tr>
<td>Extension</td>
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<td>Campus Saint Jean</td>
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<td>Other</td>
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<tr>
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<td>Medicine and Dentistry</td>
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<tr>
<td>Law</td>
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<tr>
<td>Native Studies</td>
<td>0.5%</td>
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<tr>
<td>Rehabilitation Medicine</td>
<td>0.5%</td>
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<tr>
<td>St. Stephen’s College</td>
<td>0.5%</td>
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<tr>
<td>Pharmacy and Pharmaceutical Sciences</td>
<td>0</td>
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<tr>
<td>Physical Education</td>
<td>0</td>
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<tr>
<td>Public Health</td>
<td>0</td>
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<tr>
<td>Augustana Campus</td>
<td>0</td>
</tr>
<tr>
<td>St. Joseph College</td>
<td>0</td>
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</table>
**IMPORTANT NUMBERS, FEEDBACK FORM:**

*Overall satisfaction (from 5=excellent to 1=poor):*

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
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<tbody>
<tr>
<td>One-on-one writing help</td>
<td>4.4</td>
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<tr>
<td>Workshops, activities, and other support</td>
<td>4.49</td>
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<tr>
<td>Volunteer support</td>
<td>4.5</td>
</tr>
<tr>
<td>International dinner</td>
<td>4.18</td>
</tr>
<tr>
<td>Snacks</td>
<td>3.95</td>
</tr>
<tr>
<td>Survivors’ breakfast</td>
<td>4.16</td>
</tr>
<tr>
<td>Usefulness of the event for multilingual/ international students</td>
<td>4.31</td>
</tr>
<tr>
<td>Usefulness of the event for undergraduate students</td>
<td>4.3</td>
</tr>
<tr>
<td>Usefulness of the event for graduate students</td>
<td>4.27</td>
</tr>
<tr>
<td>Venue and amenities</td>
<td>4.4</td>
</tr>
<tr>
<td>Timing of the event</td>
<td>4.33</td>
</tr>
<tr>
<td>Promotion of the event</td>
<td>3.95</td>
</tr>
<tr>
<td>General organization of the event</td>
<td>4.39</td>
</tr>
<tr>
<td>General atmosphere of the event</td>
<td>4.55</td>
</tr>
<tr>
<td>Relevance to your writing needs</td>
<td>4.3</td>
</tr>
<tr>
<td>Your overall satisfaction with the event</td>
<td>4.43</td>
</tr>
</tbody>
</table>
Average number of hours participants stayed at the event: 7 hours

PARTICIPANTS’ POSITIVE COMMENTS:

Thank you! Do this again please. This event is awesome! I hope there are several activities in this year. Got lots done! Thanks! Very good time. So fun - wish I had the stamina to stay all night. Thank you for the food; all the volunteers were super kind. Great energy for the volunteer. Keep it up! It was awesome! :) I think this event should be held more frequently, especially during exam time! It was great. Really liked the painting! Love it! Coming back. I go to this every year and it’s always a productive time! I enjoy this even a lot, it’s fun to study late with lots of people around, good atmosphere. Loved the dogs! Great job, but maybe not on a weekday. Thank you had a grand time! Just keep it going. I wish it was everyday during exam times. Great French attendance. Amazing!! Thank you for all the help! I loved the vegan Vietnamese food!!!! I learned a lot and had fun doing so. I'm anticipating the next one already. Another productive year! Loved activities such as dance to stimulate the people more. Good idea. Amazing!!!! Thank you!

PARTICIPANTS’ LESS POSITIVE COMMENTS:

Check in/out a bit messy at the start. More yoga and athletic activities. Better advertising, more focus on it maybe advertise earlier. Kitten therapy. I would recommend it be a week before
reading week. More puppies. Interview, job search strategies. Videogames/yoga. More hot water for tea. Better advertising for the types of tutoring available. Incentives. Could be on Friday. Have other faculty/TA's present as well. More coffee, cause it's hard to survive without that. One thing with Rutherford library is there is a limited amount of power outlets, this may affect the number of people wishing to do work with the laptops needing more battery. Start the supper earlier than midnight. People who serve food should know whether it's vegetarian or not. More explore writing workshops. Background music for some rooms! More science focused writing workshops + citing. Host during midterms or finals.

Participants willing to come back next year:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Yes</td>
<td>86%</td>
</tr>
<tr>
<td>No</td>
<td>2%</td>
</tr>
<tr>
<td>Maybe</td>
<td>12%</td>
</tr>
</tbody>
</table>

FEEDBACK FROM THE LEAD ORGANIZER:

This event was well attended, both this year and last year, and the overall feedback from participants was extremely positive both years, too. In addition, the generous funding that was offered from our sponsors ($9,300 in 2014, $15,000 in 2015) demonstrates that this event is perceived as being highly valued and essential to student success.
It was a real pleasure to organize this event and work with sponsors, students, volunteers, tutors, co-organizers, and other campus partners. However, the amount of work necessary to organize this event is enormous and too much for one person (a faculty member) to carry alone.

Here are some of the main planning duties:

- Network with all areas and levels of the university (Provost, Deans, Student Services, the Graduate Students Association, International Students Services, the Students’ Union, etc.) to find the necessary funds;
- Find a large but comfortable venue (with adequate check-in/out, tutoring, food, quiet study, workshop, and computer space);
- Network with other University of Alberta and Edmonton campuses (e.g., Campus Saint Jean) so that their students can participate, too;
- Recruit and train a volunteer coordinator; recruit and mentor more than 100 volunteers, manage them during the event;
- Recruit and train a volunteer in charge of the tutoring schedule; schedule more than 40 tutors and staff (teaching assistants and staff from different faculties, psychologists, librarians, stress therapy dogs, etc.);
- Find 20-30 presenters; organize and schedule workshops and activities that will take place every hour throughout the night (see above schedules);
- Work with designers and producers of promotional products to create and order promotional material (buttons, posters, social media, banners, t-shirts, etc.);
- Work with different campus units to distribute and post promotional material (SUTV, etc.);
- Get supplies (notebooks, plastic ware, signage, incentives, name tags, etc.);
- Create an event website and regularly update online information (volunteer recruitment, online registration, menus, schedule, etc.); promote the event on Twitter, Facebook, and other social media platforms; regularly remind our partners to promote the event on their social media platforms, too, before and during the event;
- Create check-in and feedback forms, proof of attendance form, programs, maps, name tags, schedules, and other necessary signage;
- Find and distribute thank-you notes and gifts to all volunteers and presenters;
- Coordinate with campus units to provide support throughout the night (Safewalk, Wellness Office, Peer Support Centre, International Students Association, garbage collection, etc.);
- Find and organize adequate international student groups, restaurants, and caterers for food (snacks, coffee, international dinner, survivors’ breakfast);
- Invite speakers and find entertainment for the opening ceremony;
- Work with the Office of Sustainability to create a sustainable event (order, pick up, and return recycling bins and reusable dishes, etc.);
- Ensure the safety of organizers and participants (hire campus security officers, get special
parking passes for the night, collect keys, organize safe transportation between campuses,
create an emergency plan, etc.);
- Work with the university’s communications office and the media (press release,
interview with CBC radio, campus newspaper, articles, video, etc.);
- Regularly verify the budget (money transfers, spending, etc.); pay tutors; pay vendors;
reconcile budget;
- Write a report to share with sponsors and other stakeholders.

It is hoped that in the future, our faithful sponsors and the university as a whole will recognize
the importance of this event and support it fully in order to provide adequate support in the
essential areas mentioned above.

SPONSORS AND PARTNERS:

The Office of the Provost
University of Alberta Libraries
University of Alberta International
The Faculty of Science
The Faculty of Graduate Studies and Research (FGSR)
The Students Union (SU)
The Faculty of Arts
The Office of the Dean of Students
The Healthy Campus Unit
Le centre d’écriture bilingue, Campus Saint Jean
The Faculty of Native Studies
The Faculty of Extension
The Faculty of Agricultural, Life and Environmental Sciences
The Student Success Centre
Writing Across the Curriculum
The Graduate Students’ Association (GSA)
The Faculty of Nursing
Safewalk
The International Students Association
Counselling and Clinical Services
Peer Educators, University of Alberta Career Centre
Chimo Animal-Assisted Wellness and Learning Society

THANK YOU TO:

All the participants
The sponsors
The volunteers
The tutors
The staff
The volunteer coordinator
The instructors
The walkers
The artists
The dancers
The presenters
Our partners
The visitors
The dogs and their owners
The enthusiastic supporters
The last-minute helpers
And everyone who believed in this crazy project!

Please watch a video of the event (by Bruno Florin): https://youtu.be/3oVLRaXx-dY
Reimagining the all-nighter

Campuses across the country offer late-night writing support.

By SHAWNA WAGMAN | February 16, 2016

A tutor for U of A’s Centre for Writers works with a student during the university’s second Long Night Against Procrastination held last November. Photo: U of Alberta.

When Lucie Moussu, director of the University of Alberta’s Centre for Writers, hosted her school’s first Long Night Against Procrastination in 2014, she was blown away by the response. The all-night writing and studying event, held in the library, was designed to help students confront daunting deadlines with the support of one-on-one tutors, creative writing coaches and learning strategists. “I was stunned by the atmosphere,” says Dr. Moussu, who is also an associate professor in writing studies at the university. “You could feel the excitement—the tutors were busy all night.”

The writing centre initiative, borrowed from Germany where it originated in 2010, is catching on in North America. At least 16 universities across Canada coordinated the timing of the inaugural LNAP events in 2014. Since then, organizers at each university have taken a more customized approach, adjusting the dates and scope as required: OCAD University and Brandon University, for example, have chosen to run the LNAP once per semester from dusk to sunrise; the annual Trent University and Wilfrid Laurier University events wrap up at midnight. Western University put on a pizza party while U of A opted to organize a midnight buffet.

The second annual event at U of A, which started on Nov. 6, attracted more than 500 participants. Dr. Moussu scheduled non-stop stress-busting activities (pet therapy sessions, tango lessons, yoga) and
productivity-inspiring workshops (library tips, time-management strategies, the art of editing) along with peer and professional support services starting at 8 p.m. and continuing straight through until the catered “Survivor’s Breakfast” at 7 a.m. It was the culmination of eight months of planning, $15,000 in fundraising and the recruitment of 135 volunteers.

However, despite it being one of the proudest moments of her life, says Dr. Moussu, she’s unlikely to do it again. She recently discovered that several key administrators made the decision to no longer support the event. One associate dean criticized LNAP in an open letter for “teaching bad habits” and “encouraging students to binges-write.” She insists the opposite is true. “Writing is too often associated with lonely suffering,” wrote Dr. Moussu in her final report on the inaugural LNAP in 2014. “We want to teach and promote healthy habits. We want to provide a supportive, creative, innovative and relaxed environment for teaching and learning.”

Dr. Moussu says the communal twist on the traditional “all-nighter” was designed to showcase the work of writing centres, but also to cater to students whose personal schedules might not allow them to benefit from the centre’s support during the daytime. “It’s such a community-building event,” she says. “That should be really strongly encouraged.”
APPENDIX T—UofA+ Description of Workshop Content

- Participation will be strongly encouraged (e.g. pair work, etc.).
- Students will be given the opportunity to write at home (approximately 30 minutes per day).
- Instructors will give individual feedback on student writing.
- Examples and exercises will be tailored to individual classes (e.g. Engineering examples for the Engineering group, ALES examples for ALES students, etc.).
- All students will receive some instruction on how to write for English courses.
- Instruction will include (but will not be restricted to) the following topics:

  o Culture of writing
  o Writing in the disciplines
  o Types of essays and assignments
  o The writing process
  o Understanding assignment descriptions
  o Choosing and brainstorming a topic
  o Working on the main argument/thesis
  o Building an outline
  o Drafting
  o Introductions and conclusions
  o Self-editing strategies
  o Grammar
  o Research and using the library
  o Summarizing, paraphrasing, and quoting
  o Short answer essay exams
  o On campus resources

Learning Objectives/Outcomes:

By the end of the first week, students will have been exposed to the cultural expectations of North American academic writing, common discipline-specific writing genres, and the components of the writing process, from understanding an assignment description to producing a detailed outline. As well, tutors will have identified the various writing and researching supports available across campus.

The second week will build on the first, focusing on grammar, punctuation, self-editing processes, and different strategies for writing an in-class essay. By the end of the week, students will have drawn upon the previous hours of training to produce a draft of an in-class essay assignment.
APPENDIX U — Second Gateway Article

Centre for Writers to Remain Academic Unit for One More Year
Jamie Sarkonak, Jun 12, 2016

Arts Faculty Council has succeeded in calling university administration to halt moving the Centre for Writers’ (C4W) administration away from its current place in academics.

Writers across the university have one year to access the centre while it runs as an academic unit, rather than a student service. Arts Faculty Council had recommended that the university delay the move for one year, which Provost Steven Dew announced his agreement to at General Faculties Council on May 30. The next year will be used to consult with students and staff in the C4W and the wider university community, as initial consultations did not include the voices of the C4W’s director, staff, clients, and other stakeholders.

The university originally planned to change the C4W from an academic unit in the Faculty of Arts to a student service in the office of the Dean of Students by July 1. According to those in the C4W, removing its academic direction could substantially impact writing education at the University of Alberta, as the centre’s academic tutoring would no longer be guided by a professor specialized in writing centre theory.

Moving the C4W into student services would have also cost centre director Lucie Moussu her appointment. Moussu was told mid-April that her term as C4W would expire July 1, 2016 despite her academic term’s expiry date of July 2017. Moussu has since been reinstated as director for one year — she can now finish her academic term in the role she was originally hired for as C4W director and professor of WRS301: “Introduction to Writing Centre Theory and Practice.” “The C4W tutors and I are really grateful that we were granted a second chance to show everyone at the University of Alberta the many facets of the work we do,” Moussu wrote in an email.

Provost Dew said postponing the move will allow the university to “take the time to do it right.” In the next year, Dew said stakeholders such as the University Writing Committee, the C4W, the Centre for Teaching Learning, the Faculty of Arts and other faculties, the Students’ Union, and the Graduate Students’ Association will be involved in the consultation process. Details as to how the consultations will be carried out are still being decided by the university. “I just want to put in place an ecosystem that supports writing across the campus,” Dew said. “There is a number of components to that … the C4W is one part.”

The Provost and Faculty of Arts administrators saw the C4W’s move as a simple administrative change. Dew, as part of a response to a question posed at General Faculties Council on May 30, said the Dean of Students is the most appropriate unit for hosting C4W because it provides student support services and it’s accountable to all faculties.

Stuart Landon, Acting Vice-Dean of Arts, had also justified moving the C4W because it did not fit the Faculty of Arts’ mandate of teaching and research, arguing that the C4W did not offer for-
credit courses or produce research as a unit. But the Canadian Association for the Study in Discourse in Writing identifies writing centres as teaching units — learning happens when tutors are guided by a writing specialist.

Moussu and other professors furthered that the C4W does offer teaching, as it houses students completing practicums for credit in WRS301. Moussu also conducts research out of the C4W in the global field of writing centre study, which is used to guide writing centre practice in tutoring and improving ESL services.

The proposed move also contradicted a three-year study prior to the C4W’s formation that said the centre should be directed by an academic faculty member.

A website will be created in the upcoming term to gather feedback on the C4W’s move. In the meantime, Dew has said stakeholders can send feedback directly to him.

**Writing centre administrative moves part of a bigger trend**

Attempts to move university writing centres into student services with little consultation are happening more and more, according to Shareen Grogan, president of the International Writing Centers Association.

Changes such as the one proposed at the U of A show a misunderstanding in the pedagogy of running a writing centre, where expert directors consistently instruct writing centre tutors in practice, Grogan said. Tutors pass on this instruction knowledge of the writing process — more than just grammar and punctuation — to clients. Writing centre directors who are also faculty are able to collaborate more within the university, as they can sit on more academic committees to strengthen writing across the institution.

When Grogan’s writing centre at the National University in San Diego, California was moved into student services, administrators tried to move away from the model of tutoring students one-on-one to improve efficiency. She also saw less emphasis on the training of writing tutors, causing her to spend more time communicating with administrators about what made writing centres different from editing services.

“My cynical view is that it’s an educational fad,” Grogan said. “The drive to give students access to all the resources they need has been translated to simplifying the administrative structure. Doing that speaks to a misunderstanding about the different tutoring (types.)” Grogan’s concern for the C4W if it did not have an academic director would be the possibility of future writing tutoring focusing on basic edits rather than critical thinking.

Some writing centres have successfully moved into student services at other universities, but they face the challenge of appearing as a remedial centre for struggling writers, Grogan said. The assumption of writing centres only existing to help troubled students can turn potential users away, and is one of the risks with transitioning to a student service. Students may assume that services are only for remedial purposes.
“Some students don’t go to writing centres because they say, ‘Only stupid students go there,’” Grogan said. “They perceive it as somewhere to play catch-up … It might be harder for a writing centre director to communicate what we do if we’re put in a department where people do different things.”

The university’s proposed change would have involved removing Lucie Moussu from her position as director of the C4W, which makes the situation “a mystery” to Grogan, as Moussu is a published researcher in writing centre study and second language acquisition. The removal of Moussu’s C4W directorship would have marked a huge loss for the field, Grogan said. “It makes everyone (in writing centres) feel vulnerable that this could happen at their institution,” she added.

**Writing centres as teaching units**

“Recovered grammar cop” Allison Holland has worked in writing centres for almost 27 years — her past 19 have been spent directing the University of Arkansas at Little Rock’s (UALR) writing centre. Holland sees writing centre training necessary for good direction.

Directors need to monitor their student tutors to maintain a quality tutoring process and to provide assistance when specific situations in writing arise, which is often since writing concerns are often situational, Holland said. Some writing centres will even record tutoring sessions to help their tutors improve their instruction.

Writing centres tutor according to individuals’ needs and goals through the process of drafting, writing, editing, and finishing papers. A student might be looking for concrete edits, but the writing centre’s goal is to have educated the student in writing that will be used in future assignments and courses. Writing centres take a positive approach to tutoring, and have one of the biggest roles on campus in retaining students, Holland said. “If students don’t pick up anything in their freshman writing classes, no one else on campus will teach them how to do it,” Holland said.

Holland’s institution is home to around 13,000 undergraduates, 75 per cent of which are adult learners. While UALR’s writing centre works on a lot of technical writing for students, other clients including faculty come to the centre for guidance as well. At the U of A, one of the C4W’s biggest client demographic are second-language students, who are sometimes challenged in meeting academic standards in their coursework.

Students can go to their professors with concerns about assignments, but many professors intimidate students by focusing on errors when they mark coursework, Holland said. Writing centres provide an accessible, positive, extension of the feedback received in the classroom. Holland, once focused on spelling and grammar, looks instead to the content and ideas within a paper, which improves the writer in a more holistic way. “(Improvements) can’t be done in one visit, and it’s more than just taking a student’s paper and showing them errors,” Holland said. “There’s a much more involved process, and that’s why writing centres are critically important in our education.”
APPENDIX V — Guest Post in Work of Arts

Guest post: Writing Opens Many Doors--Centre for Writers director Lucie Moussu shares the joy of supporting students

by Lucie Moussu | November 14, 2015


As director of the Centre for Writers, I have the best job in the world: with my tutors, I get to provide support to students of all academic backgrounds (from English to Nursing, from Business to Biology) and of a wide range of skill levels, first languages, ages, cultures and abilities; we get to cheer writers who love to write and to encourage writers who struggle; we get to read lab reports, grant proposals, research papers, personal reflections, theses, application letters and a lot more; and we get to create and deliver workshops and class presentations, and meet students and instructors from across the university.

But this is just the tip of the iceberg. Few people realize what else is involved in writing centre work. First, I teach credit courses to undergraduate and graduate students — future tutors — and I love to see them fall in love with writing centre work. I see them improve as writers, develop as
mentors, grow as future professionals and learn communication skills that will serve them their whole lives. And through mentorship and collaborative work, I can give my tutors multiple professional development opportunities: publications, conference presentations, leadership opportunities, grants and award applications, teaching opportunities and much more.

Second, this rich environment provides me with countless opportunities to conduct small and large research projects. Conference presentations, publications and work with scholars from across the world have allowed me to become a leading expert in writing centre scholarship, pedagogy and administration, nationally and internationally. For example, a few years ago, I investigated students’ writing struggles and their revision process. Last year, I studied international students’ complex development as academic writers. This year, as chair of the Canadian Writing Centres Association, I am organizing our annual conference and seeking funding to invite as many writing centre tutors as possible from across Canada.

Third, I get to collaborate with other writing centre colleagues at the U of A — with Stephen Kuntz on North Campus, Sheena Wilson at Campus Saint-Jean and Craig Peterson at Augustana — and with programs that need tutors, like the Bridging Program sections of Writing Studies 101, a collaboration that was recognized with an international Certificate of Excellence for 2014-2015.

Finally, and most importantly, I get to be creative and to organize inspiring events. One year, I invited five of my tutors to a writing centre conference in Florida so they could talk about their own research projects and meet other tutors from across the world, and I was beaming with pride. Last year — and this year again (on November 19-20 in Rutherford Library) — I organized a gigantic event for all students, the U of A’s version of the international Long Night Against Procrastination, so that students could learn about healthy study habits, use services that might be difficult for them to access during regular business hours, participate in engaging activities, attend a multitude of workshops, get started on their final papers early, share healthy food, and belong — even if only for one night — to a supportive and exciting community of writers. Last year, over 600 students participated, and the event was supported by a total of 22 faculties, U of A Libraries, student groups and organizations, and university offices and programs.

Most people think of writing as a lonely and painful activity, but as you can see, writing can open the doors to wonderful teaching, mentoring, research and even administrative opportunities — and a lot of fun!