This report is for the use of the Office of the Dean only. It is due at the end of December.

1. Name of Unit

Writing Across the Curriculum

2. Academic Responsibilities of the Unit (e.g. contributions to the FY Seminars, Common Curriculum, program for majors/minors, contributions to interdisciplinary minors/majors, living learning communities, lecture series, conferences, symposia) Approximate number of courses taught per semester. Approximate number of FTE students taught per semester. Average number of students per course.

Writing Across the Curriculum maintains a writing center for peer writing tutoring as well as computer-based writing and research. The department also offers assistance to all faculty in developing writing assignments, writing assessments, and writing projects. WAC works closely with the English Department to support its first-year common curriculum courses, T122 & T125. The mission of Writing Across the Curriculum is to foster consensus that writing is integral to a liberal arts education at Loyola and to support the use of writing as a learning tool in all disciplines.

3. Numbers of full-time tenured, tenure track, full-time extraordinary, and part-time faculty. Faculty on leaves/sabbaticals/with course reductions. Reasons for the course reductions. Extent to which part-time faculty are teaching introductory courses.

Robert Bell, Director (6 credit reduction as Director)

Nancy Rowe, Assistant Director (usually teaches adjunct in department, in addition to her duties as assistant director)

Mary Waguespack, Faculty Writing Consultant (3 credit reduction as Faculty Writing Consultant)

4. Description of mentoring process for new faculty. N/A

5. How is teaching assessed? How does the department do merit review? How well does the college merit review process work for the department?

Teaching is reviewed through the English Department; Director reviews Assistant Director as per job description and previous annual reviews.

6. General Statement describing strategic planning in the department, including list of priority faculty hires and needs for the next five years

Because WAC maintains a small staff, the staff meets regularly and maintains close communication about the operational effectiveness of the tutoring center and the classroom
presentations that we provide for faculty and students. Depending upon changes to the common curriculum and the first-year seminars, we may need additional student assistant monies and professional staff.

7. Staffing needs of the Department, including student assistants and work study students

Our current staff includes full-time, Director; full-time Assistant Director; part-time, Faculty Writing Consultant. Additionally, we have 10 student assistants and 14 work-study and 1 intern. Currently, our staffing needs are being met.

8. Space needs of the Department

At present satisfactory, which includes WAC placing a tutor at the Library reference desk.

9. Operating Budget: list of expenditures and needs

2008-2009 Operating Pool: $7,500  Student Assistants $16,000
2009-2010 Operating Pool: $7,500  Student Assistants $20,000
Our current budget is sufficient.

10. Library/Technology/professional development support needs

None additionally needed at present time.

11. Description of how goals and assessments are determined. To what extent are goals being met?

1. To promote the use of writing in all classes through interdisciplinary faculty forums, class lectures, and consultation on writing in the disciplines.

   WAC made a renewed effort to work with more faculty who utilize writing in their classes and to encourage more faculty to utilize writing as a mode of learning. To this end, Robert Bell presented a workshop to new faculty entitled “Designing Effective Writing Assignments,” as well as a two day workshop for all faculty entitled “Improving Student Writing.”

   Also, WAC presented workshops, created specialized writing guides, and worked with professors on writing assignments, and provided teaching assistants for Communications, Business, English, History, Music Industry, Physics, Political Science, Psychology, Religion, Sociology, and Theatre Arts.

   Just in the fall of 2009, WAC served students from 98 different professors across the university.

2. To offer easily accessible peer tutoring that helps Loyola students improve the quality of their writing.
Due to budget limitations in the Spring of 2009, WAC had to reduce its hours of operation, closing on weekdays at 7pm instead of 9pm and discontinuing our library presence. Our increased budget for the 2009/10 academic year allowed WAC to expand its hours, once again serving students until 9pm and has reinstated our library services.

Usage data:

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<th>Student Visits</th>
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<td>Fall 08-Spring 09</td>
<td>1,716</td>
<td>1,242</td>
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<td>Fall 09</td>
<td>1,069</td>
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Survey Results:

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<th>Spring 09</th>
<th>Fall 09</th>
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<td>Quality of tutoring</td>
<td>79% ex or vg</td>
<td>84% ex or vg</td>
</tr>
<tr>
<td>Provides relevant info</td>
<td>89%</td>
<td>92%</td>
</tr>
<tr>
<td>Recommend WAC</td>
<td>95%</td>
<td>100%</td>
</tr>
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</table>

3. To maintain and operate computer centers and classrooms consistent with up-to-date writing and research technologies.

   WAC classroom reservations Fall 08 through Fall 09 totaled 205. The computers are maintained by Information Technology.

4. To publicize effectively the services we offer to on- and off-campus students.

   Presented at Fall Orientation sessions for First-year and Transfer students.  
   Talked to classes about WAC services.  
   Produced and distributed WAC-branded promotional materials.  
   Provided free coffee for students who visit WAC on Fridays, Fall 2009.  
   Held an International Punctuation Day open house and grammar quiz competition, Spring 2009.  
   Held an open house and grammar quiz competition, Fall 2009

5. To reward and nurture outstanding writing as an essential feature of educational excellence at Loyola.

   Identified and honored WAC Writing Fellows, Spring 2009.

12. Summary of Achievements of faculty, staff and students

Staff Achievements Fall 2008-2009
Robert Bell, Director:
   a) Presented a paper, “The Militarized Woman in the Graphic Novel and Film: Gender Representation in the Iraqi War,” at the annual Conference on College Composition and Communication (CCCC), March 2009
   b) Co-authored, with Dale Hrebik, the paper, “Drilling for Meaning: There Will be Blood from Oil,” presented at the American Literature Association, May 2009
b) Attended the Institute for First-Year Seminar Leadership, April 2009

c) Presented a two day faculty workshop “Improving Student Writing,” February 2009

d) Attended the “Faculty Academy 2009,” for professor in the First-Year Seminar program

e) Taught in Loyola’s Paris Summer Abroad Program, May-June 2009

f) Created FY seminar “Protest and Pop Music,” which utilized service learning and blogs

g) Faculty advisor *Revisions*

h) Tech-savvy Soiree presentation “Fear of the Blogosphere?”

i) Directed the Loyola Writing Institute’s 2009 Summer Workshop for Young Writers, Summer 2009

j) Participated in the Zizek seminar and helped produce and distribute promotional materials for the public talk

Nancy Rowe, Assistant Director

a) Participated in the CCCC’s special session on writing centers, March 2009

b) Collaborated with Karoline Schleh, Diboll Gallery Director, to utilize the Writing Center as an alternative gallery space for Loyola art students, Spring 2009-present

c) Taught creative writing for the Loyola Writing Institute’s 2009 Summer Workshop for Young Writers, Summer 2009

d) Created a service learning project in collaboration with the New Orleans Mission, Fall 2009

e) Reader for the Dawson Gaillard Writing Contest (Fiction), Spring 2009.

Mary Waguespack, Faculty Writing Consultant

a) Created a Writing Guide for the College of Business’s Portfolio 100 course (reflective writing assignment on StrengthsQuest); subsequently presented for WAC to the PORT 100 class and oversaw two peer tutoring workshops for the assignment (along with WAC’s Director and peer tutors), Fall 2009.

b) Consulted with members of the College of Business faculty on their plans to integrate more writing instruction into the MBA program, Spring 2009.

c) Reader for the Dawson Gaillard Writing Contest (Non-Fiction category), Spring 2009.

**Student Achievements 2009**

**Maria Rossi**

a) Vice President of Student Government Association

b) Vice President of the Philosophy Club

c) Formation Coordinator for Compass

**Keaton Postler**

a) Co-Chair of Loyola Literacy, an adult literacy program sponsored by LUCAP

b) Inducted Phi Eta Sigma, the freshmen honor society, this semester

**Lesley Lucas**

a) Co-editor in chief of *Revisions*, Loyola's student-run literary journal

b) President of Sigma Tau Delta, international English Honors Society

c) Director of Featured Readers for 1718

d) Director of the Awakening Retreat

e) Loyola winner for the AWP Journals in Creative Non-Fiction
Nate Thacker
   a) Editor of Reader Response, Fall 2008-Spring 2009
   b) Coordinated student philosophy conference
   c) Editor in Chief, Elenchos, undergraduate philosophy journal, 2009

13. Special programming/projects/events

Helped the College of Business develop the writing assignment for their pilot Portfolio 100 course (a reflective writing assignment on StrengthsQuest); subsequently presented to the PORT 100 class and conducted two peer tutoring workshops, Fall 2009.

Director has worked with the Faculty Academy and with Faculty Development presenting workshop concerning various aspects of writing and classroom

Please attach most recently updated departmental by-laws. Please also attach a plan for moving faculty to a 3-2 teaching load, if possible.

N/A