1. Description of major accomplishments within the College during the 2009-10 academic year. (e.g., faculty accomplishments, student successes, new programs, new initiatives, etc. that were implemented). Where applicable, note the connection between accomplishments and the Strategic Plan.

In line with the Strategic Plan of the University, 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. By its very nature, this mission promotes Jesuit values and the retention of students, ensuring their success.

WAC Accomplishments

In our attempt to enact the Strategic Plan, we are busy on campus with many new efforts for students. We partnered with the College of Business to create a two day writing workshop for their first-year students. Our tutors, along with staff, worked with about 150 business students to help them write a reflection on the Strengthsquest test and develop educational and professional goals. Additionally, we partnered with Thomas Foster from Counseling. We invited his students to our lab to discuss changes to APA formatting with our tutors, and our staff spoke to his class about our services and writing research papers. We continued to work with Caroline Schleh from Visual Arts to display student work. We have also worked with students from Sister Elizabeth Willems's religion courses, helping them better understand Chicago/Turabian formatting. For Willems's class, we developed special handouts to aid in their writing projects. These are just a few examples of our collaboration with students, professors and other departments in the university.

The 2009/2010 academic year was especially busy at the writing center. Below is a rundown of the center's activity.

Number of tutors:
Fall 23
Spring 22

Number of tutoring sessions:
Fall 873
Classroom usage:
Fall  56 classes used the electronic classroom
Spring/Summer  64 classes used the electronic classroom

Number of students who used the center (signed in):
Fall  1049
Spring  869

WAC visits to classrooms:
22 visits to various classrooms

In the Spring 2010, WAC conducted a random survey of users of the Writing Center. An astonishing 100% of respondants reported that "the tutor gave information you can use when completing other assignments in the future." Over 92% of students rate WAC services as good to excellent. Almost 85% reported that they would recommend the WAC Center to others. Although there is always room for improvement, these numbers show that WAC is performing at a high level of competency and quality.

Tutor Accomplishments
Many of our tutors accomplished great things this semester. Lesley Lucas directed 1718 and co-edited Revisions. She also received the Award of Excellence in Writing and the Outstanding Environmental Studies Student Award. This fall she will be teaching English in France. Nate Thacker edited the student philosophy journal and will begin the doctoral program at Penn State this fall. He also received the Dr. Julian N. Wasserman Literature Major Award, the Michele Saint Romain, M.D. Outstanding Student Award, the Rev. Guy Lemieux, SJ. Memorial Award for Excellence in Philosophy, and the Beneficia In Philosophiam Philosophy Service Award; Mia Farmer edited Reader’s Response and will begin the doctoral program at LSU. Emma LeBlanc was nominated by her professor and received the Writing Fellowship Award. Michelle Chatelain, our writing tutor for the sciences, received the American Institute of Chemists Foundation Student Award. Keaton Postler is the editor of the student historical journal.

Faculty/Staff Accomplishments
Robert Bell presented a paper at the annual Popular Culture Association/American Culture Association conference, “The ‘Great War’ Pictured: The Funnies Were Not So Funny?” He chaired a panel at the Society for the Study of Southern Literature conference held in New Orleans. He is the Fiction Editor for the New Orleans Review. He served on the First-year Reading Committee, and helped to write and design the Confederacy of Dunces’ Reader’s Guide. He helped construct and lead the Faculty Academy for first-year seminar professors. Bell taught three first year seminars, two of which were service learning. Along with Profs. Janelle Schwartz and Chris Schaberg, Bell developed the experimental year-long class entitled “Reading W/ The Digital Human” that employs the new electronic reader, the iPad. In November, he presented, with Janelle Schwartz, a talk on utilizing blogging to enhance critical thinking in the classroom for the Tech Savvy Soiree. He also Directed the Loyola Writing Institute’s Summer Workshop for High School Students. This summer, he Co-Directed, with Dr. Mary McCay, the
Ireland Summer Abroad Program. In February, Bell was interviewed by the Austrian Broadcast Company (radio) for a program on the history of protest music.

Nancy Rowe chaired a panel at the Society for the Study of Southern Literature conference and attended the Southeastern Writing Center Association conference. She taught a course in creative non-fiction for local high school students for the Loyola Writing Institute Summer Workshop. For this program, she marketed to schools and the local community to recruit students. The course culminated in a publication of student works called *Good Bones*. In addition, she created a service-learning project for her T122 writing students, joining with the New Orleans Mission to help serve the homeless. This project inspired students to want to do more, and so they collected toiletries and even found a business willing to donate a large institutional-sized metal table for food preparation (this was on the Mission's wish list). Rowe also participated in this year's Daily Lenten Retreat and went on a silent retreat with other Loyola faculty/staff at the Jesuit Retreat Center in Grand Couteau. In the spring semester, Rowe began reading for the *New Orleans Review*.

Mary Waguespack attended the South Central Writing Centers annual conference (April 2010), where she gathered ideas on how WAC might enhance the learning opportunities for students in developmental writing courses. She served as a paid reviewer for Bedford/St. Martin’s Publishers on a revision of the developmental writing text *Real Essays with Readings* (3rd ed.) by Susan Anker. She also served as a reader for the English Department’s annual Dawson Gaillard Writing Awards, in the short expository category. In addition to presenting for WAC on various writing and research issues for classes in Religious Studies, Business, Management, Accounting, Theatre Arts, and Counseling, Mary created a Writing Guide for the College of Business’s Portfolio 100 course.

2. **Explain any obstacles/difficulties that were encountered in implementing the accomplishments described in #1. How were these obstacles overcome?**

Due to an increase in our student assistant budget, we did not have the usual staffing problems that we have experienced in past years. As busy as the Center has been, we were able to offer our full range of services for students and faculty.

3. **Describe plans for new initiatives/objectives during the 2010-11 academic year. Where applicable, note the connection between initiatives/objectives and the Strategic Plan.**

In coordination with the *Strategic Plan*, we seek for all of our initiatives to enhance “teaching, research, creative activities, and service.” We will also be continuing to work on enhancing Jesuit values, improving student retention, and enhancing the reputation and stature of the university by working with the following objectives:

1. To complete the revision of the WAC web page, including a section of WAC generated handouts.
2. To find a service-learning project that WAC is able to participate in. (Last year we looked at a couple, but they weren’t logistically feasible).

3. To identify faculty members for a reconstituted Faculty Advisory Board.

4. To further market our services to the student body.

5. To plan a gathering with other local university writing centers in order to share ideas and resources.

6. To offer in-house writing-related workshops throughout the course of the school year.

4. **Explain potential obstacles in accomplishing objectives shown in #3 for the 2010-11 year and indicate how they might be overcome.**

There are a few obstacles that we foresee in implementing number 2 and 6. One obstacle is creating a service-learning writing-related project that does not conflict with students’ busy schedules. We do not want to add additional stress to students’ lives, but we do want our tutors to benefit from participation and service in the greater New Orleans community. Last year, we tried to implement a plan where our tutors worked with students in local public schools. However, our tutors had difficulty finding transportation and finding time in their already booked schedules. This year we could pay for public transportation, though public transportation does take more time. The service-learning office has offered bikes to students who don’t have their own. We could also stick to schools within walking/biking distance. Additionally, students often struggled with juggling their school and work schedules. We might make service-learning tutoring mandatory for every incoming tutor; then, every student would know what they were signing up for up front. We could also spread the work out over more people and give each individual fewer required hours. For example, each student may complete 2 service-learning hours per week and 8 on-campus tutoring hours.

The second obstacle is creating writing workshops that will be well-attended. We hope to overcome this obstacle by collaborating with professors, creating convenient workshop times, and even offering students incentives to attend. We will talk to professors and find out about the nature of their writing assignments and when assignments are due. Then, we can tailor workshops to specific writing needs and market to these classes.

An additional potential obstacle that we see is staffing. At our present staffing level, Director, Assistant Director and part-time Faculty Consultant, we have about reached our maximum capacity for visiting classes and presenting specialized workshops. If demand on staff increases, we foresee requesting a full-time administrative assistant to handle the budgeting, payroll, etc. Before Katrina, WAC staff had reached a similar position and at the time the staff was Director, Assistant Director, and Administrative Assistant.