Annual Report Outline (HNS): 2010

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 center for peer tutoring as well as computer-based writing and research. WAC 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, as well as classes in other disciplines. 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 that is done 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. As we have been experiencing growth, we foresee the need for additional administrative assistance.

With assistance from the Dean, we would like to reinstitute the WAC Advisory Committee, which has been inactive since Katrina.

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 9 student assistants, 14 work-study students and 2 interns. Currently, our staffing needs are being met; however, we foresee the need for an Administrative Assistant to help with budget, payroll, etc. This would free the Assistant Director to focus more on Center programming and personnel. This is a position that was lost after Katrina.

8. Space needs of the Department

In an ideal world, we would have a slightly larger room in which to tutor students. There have been times when we needed additional space to tutor and/or for students to wait.

9. Operating Budget: list of expenditures and needs

2009-2010 Operating Pool: $7,500  Student Assistants $20,000
2010-2011 Operating Pool: $7,500  Student Assistants $19,500
Our current budget expenditures are 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.

This past spring, Bell helped organize, lead and teach the Faculty Academy for professors teaching first-year seminars.

Also, WAC presented workshops, created specialized writing guides, worked with professors on writing assignments, and provided teaching assistants for English, History, and Sociology.

This year we offered a student workshop on Chicago/Turabian citation style. The workshop drew a capacity crowd to our classroom. These workshops will become regular features for WAC.

Just in the fall of 2009, WAC served students from 103 different professors across the university.
2. To offer easily accessible peer tutoring that helps Loyola students improve the quality of their writing.

WAC has been able re-instate its normal operating hours in the center as well as operate daily hours at the Monroe Library learning commons desk.

Usage data:

<table>
<thead>
<tr>
<th></th>
<th>Student Visits</th>
<th>Tutoring Sessions</th>
<th>Classroom Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 10 &amp; Summer 10</td>
<td>885</td>
<td>722</td>
<td>52</td>
</tr>
<tr>
<td>Fall 10</td>
<td>896</td>
<td>849</td>
<td>109</td>
</tr>
</tbody>
</table>

Survey Results:

<table>
<thead>
<tr>
<th></th>
<th>Spring 10</th>
<th>Fall 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of tutoring</td>
<td>77% vg-ex</td>
<td>76% vg-ex</td>
</tr>
<tr>
<td>Relevant information</td>
<td>100% (!)</td>
<td>88%</td>
</tr>
<tr>
<td>Recommend WAC</td>
<td>85%</td>
<td>92%</td>
</tr>
</tbody>
</table>

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

WAC classroom reservations Spring 10 through Fall 10 totaled 161. We have installed a Smart Board for faculty and student use. 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.
Produced and distributed WAC-branded writing guides through the center and online.
Updated web site, which now includes a feature to ask tutors questions in real time.
Provided free coffee for students who visit WAC on Friday.

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

Identified and honored WAC Writing Fellows, Spring 2010.

12. Summary of Achievements of faculty, staff and students

Staff Achievements Fall 2008-2009

Robert Bell, Director:


d) co-leader for the “Faculty Academy 2010,” for professors in the First-Year Seminar program

e) Fiction Editor, New Orleans Review

f) co-directed and taught in Loyola’s Ireland Summer Abroad Program, June-July 2010

g) faculty advisor Revisions

h) directed the Loyola Writing Institute’s 2010 Summer Workshop for Young Writers, Summer 2010

i) helped organize and publicize the Department of English’s “Week of the Writer,” 11/1—11/5

j) member: Faculty Senate

k) committee member: Center for Faculty Innovation Advisory Committee

l) reader for the Dawson Gaillard Writing Contest

Nancy Rowe, Assistant Director

a) attended South Central Writing Center Association Conference

b) collaborated on new WAC website content and design

c) organized, marketed and taught for the Loyola Writing Institute’s Summer Workshop for Young Writers

d) Associate Fiction Editor for the New Orleans Review and reader for the Walker Percy Short Fiction Award

e) reader for the Dawson Galliard Award for fiction

f) taught Intro to Creative Writing

g) currently collaborating with Upward Bound to have WAC tutors work with Upward Bound participants (Spring 2011)

h) member of the English Department’s Protocol Committee

Mary Waguespack, Faculty Writing Consultant

a) reviewed the text Real Essays with Readings (3rd ed.) by Susan Anker, for Bedford/St. Martin’s Publishers (pre-revision review). (March 2010)

b) reviewed the text Read, Reason, Write (9th ed.) by Dorothy U. Seyler, for McGraw-Hill Publishers (pre-revision review). (Oct. 2010)

c) attended the South Central Writing Centers 2010 annual conference (Lake Charles, L.A., April 2010).

d) reader for the Dawson Gaillard Writing Contest (Creative Non-Fiction Prose category).

e) taught one section of ENGL T122 in Loyola’s Summer Bridge program.
**Student Achievements 2010**

Theresa Bullington  
1) Member of Phi Beta Sigma

Holly Combs  
1) *Revisions* Art and Poetry Staff Fall 2009/Spring 2010  
2) Poems and 1 Painting published in the 2009/2010 edition of *Revisions*  
3) *Revisions* Film and Art Editor Fall 2010/Spring 2011  
4) *Reader's Response* Editor Fall 2010

Ashley Curtis  
1) writer, *Maroon*

Melodie George  
1) Intern for the Walker Percy Center for Writing Publishing  
2) Editor for the *Reader's Response*  
3) Intern with the *New Orleans Review*

Adam Gnuse  
1) creative writing mentor volunteers at Lusher Charter School

Sam Jannenga  
1) Co-director of *1718* (specifically, Director of Student Readers)  
2) member of *Ad Fontes.*  
3) staff, *Awakening*  
4) Pi Delta Phi (French honor society).

Emma Leblanc  
1) WAC Writing Fellow

Elise Madere  
1) Volunteered for Disciples Home Ministries rebuilding a church struck by Katrina

Keaton Postler  
1) Editor-in-Chief of *Reader’s Response*  
2) Sigma Tau Delta member  
3) teaching assistant  
4) *1718* member  
5) Co-chair Loyola Literacy program through LUCAP

(tutors who graduated in the Spring 2010)

Michelle Chatelain  
1) American Institute of Chemists Foundation Student Award
Mia Farmer
1) editor Reader’s Response
2) doctoral program, LSU

Lesley Lucas
1) Director, 1718
2) Award of Excellence in Writing
3) Outstanding Environmental Studies Student Award

Nate Thacker
1) Editor, Student Philosophy Journal
2) Dr. Julian N. Waserman Literature Major Award
3) Michele Saint Romain, M.D. Outstanding Student Award
4) Rev. Guy Lemieux, SJ Memorial Award for Excellence in Philosophy
5) Beneficia In Philosophiam Philosophy Award
6) doctoral program, Penn State

13. Special programming/projects/events

Director has worked with the Faculty Academy and with Faculty Development presenting workshops concerning various aspects of writing and classroom WAC assessment research project with Jennifer Shimek’s Engl-100

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