Writing Across the Curriculum (WAC) was established in response to recommendations in a 1985 university self-study that writing instruction be strengthened and supported at Loyola. The program was launched in 1987; Katherine Adams was hired as director, and a computer-based writing center was opened in Room 100, Bobet Hall. Melanie McKay became director in 1994; Robert Bell joined the staff as Assistant Director in 2002.

From the beginning, WAC has supported writing by providing tutorial services for students and consultations of various kinds with faculty.

Tutoring
Tutoring services are anchored in the WAC Writing Center and are conducted by peer tutors who help writers with critical thinking, drafting, revising, and editing. WAC tutors are trained in a semester-long, one-credit course (English 491) in which they learn the conventions and formats of writing in different disciplines as well as strategies for tutoring fellow undergraduates. Tutoring has always been available on a drop-in basis, 12 hours Monday - Thursday and shorter hours Friday, Saturday, and Sunday. Over the years, tutorials have been offered in additional locations, such as a satellite center in the Communications Building, in the residence halls, and at the reference desk in the Monroe Library. Tutorials have also been conducted for distance learners, by phone during the 1990s and online in recent years. Since 2004, Handouts and tutorials have been available through the WAC Online Writing Lab (“OWL”) (http://www.loyno.edu/wac/owl) 24 hours per day.

In 1998-99, WAC Writing Fellows program was instituted to honor outstanding writers and recruit them to work as WAC tutors. Nominations for Fellows are solicited from all faculty, writing samples submitted and evaluated by the WAC Advisory Committee, interviews conducted, and students selected for these awards. Through this program, we have recruited some of Loyola’s top students, including many from the university honors program.

In Spring 2007, the WAC Undergraduate Teaching Assistant program was established. The program provides a group of hand-picked writing tutors assigned to work with single classes throughout the semester. TAs are trained through the regular training practicum and work with the faculty member to whom they are assigned on development of writing assignments, classroom support, and out-of-class tutoring. Eight TAs worked in Spring 07. We hope to expand the program soon.
Faculty Support
WAC also supports writing via faculty development that focuses on the use of writing as a learning tool across the disciplines. **From the late 1980s to the mid-90s, this support primarily occurred via one-on-one consultations**—professors interested in incorporating writing instruction into their courses met with the WAC director to design assignments and assessment instruments. By the mid-1990s, WAC was supporting these faculty efforts by scheduling tutoring for entire classes, particularly on research paper assignments. Faculty have been encouraged to assign these longer papers in segments so that students can meet with tutors to construct their papers section-by-section.

In 1997, when WAC opened the first Internet-accessible computer center on campus, they sponsored a series of **“Teaching with Technology” workshops** to help faculty adapt their teaching of writing and research to the new technologies. These workshops were offered for two years, after which library faculty assumed these duties.

In more recent years, WAC has expanded faculty support:

- **In 2003-03, WAC collaborated with the Psychology Department** on a program, funded by a grant from the Louisiana State Board of Regents, to **integrate writing-to-learn assignments into first-year psychology courses structured as learning communities.** The grant paid for peer writing assistants to work with students in the courses. The grant provided funds to bring in an expert on learner-centered instruction to help faculty re-tool course syllabi and to train student writing assistants. The program continues to date; faculty use an iterative, semester-long writing assignment to help students reflect on their goals as Loyola students and psychology majors. Peer assistants offer tutorial support, and WAC faculty team-teach the learning community portion of the course.

- **In 2003-04 WAC coordinated a course linkage supported by the Program for Instructional Effectiveness Support (PIES).** Again, the goal was to incorporate writing instruction into a non-English department course and pair that course with a first-year English common curriculum (T125) on a common topic. Accordingly a history T122 was linked with an English T125 around the topic of “Empire.” Readings in the English course were grounded in the topic, and those in the history course revolved around this theme. Writing assignments using primary sources were a centerpiece of the history course. Two writing tutors were assigned to the linkage to offer focused help to students with the linked assignments.

- **In 2004-05, WAC began offering a workshop on “best practices” in writing instruction for participants in the PIES seminar.** Participants worked on assignment design, syllabus construction, and creation of evaluation rubrics for writing in their courses. After the seminar, they met one-on-one with the WAC director to continue refining this work. This WAC workshop has been institutionalized into the PIES seminar, which, after a post-Katrina hiatus, is expected to resume.
In the same year, WAC faculty were asked to deliver a condensed version of this writing workshop at the New Faculty Orientation. They did so for two years; again, Katrina intervened, but they are working on a more extensive new faculty orientation in writing instruction for the future.

In 2004-05, WAC supported a proposal for a Living / Learning Community involving linked common curriculum courses in history and English tied to a one-hour freshman seminar incorporating instruction in Loyola’s Jesuit identity as well as input from Student Affairs personnel. A special section of English T125, “New Orleans Texts and Contexts” was linked with a common curriculum course, History X194, “New Orleans Culture and Community.” Students co-enrolled in the courses, lived in the residence halls together, and participated in the one-hour seminar. Joint writing assignments were designed to help students synthesize the material from both courses. The courses were taught in Fall 2004; Katrina prevented offering the course in fall 2005, but it was taught again Spring 2006 and 07. In Spring 07 an undergraduate teaching assistant from WAC was assigned to the linkage to help the students with writing.

In 2006-07, WAC collaborated with faculty in the School of Law to develop a pre-bar review course for Loyola Law students at risk of poor performance on that exam. Writing assignments were incorporated into each segment of the four-segment course; WAC faculty taught classes on grammar and style; and WAC faculty and senior tutors worked one-on-one with students in the course.

In 2006-07, WAC began developing a cross-college course, “Writing for the Music Industry” to be taught by English department faculty, supported by WAC teaching assistants, and restricted to students in the Music Industry Studies program. The course, being developed in collaboration with Conrad N. Hilton Eminent Scholar in Music Industry Studies, John Snyder, will be offered spring 08.

WAC faculty continue to offer guest lectures in courses across the disciplines to supplement consultations with faculty on assignments and classroom “best practices.”

II. Findings and Recommendations of Previous Program Review

In the previous program review, conducted Spring 2001, findings included the following:

• A major strength of the program is the expertise of its faculty/professional staff;
• The services and programs offered are consistent with best WAC practices across the country;
• The writing center, though small, is well-equipped for tutoring and teaching writing (28 Dell workstations, electronic classroom with overhead projector and screen);
• Tutoring services are easily accessible, both in terms of place and time;
• Services and programs are effectively publicized;
• High levels of student and faculty satisfaction with services indicate effective operations;
• While the director’s salary is adequate, the assistant director’s salary is unusually low.
Recommendations for improvement and future growth included the following:

- **That WAC develop a plan to make skilled English as a Second Language (ESL) tutoring available to all Loyola students.**
  - **Actions taken:** Funds for skilled ESL tutors were briefly made available in 2003–04. These funds only covered two semesters of staffing. In 2006-07, however, Mary Waguespack, a member of the English department faculty and formerly senior tutor in the English Writing Lab, was moved to our center when that facility closed. She has served most effectively as an ESL tutor in addition to her other responsibilities.

- **That WAC develop a plan to support the university’s Freshman Year Experience initiative.**
  - **Actions taken:** Progress in this area has been substantial, as the brief history above outlines. WAC has been at the center of planning and executing the programs developed under PIES, all focused thus far on FYE. The WAC director has worked with faculty to develop projects with significant writing components and has been a key part of the PIES training seminar. Both the WAC director and assistant director have developed and offered such programs of their own. WAC has offered direct support via both faculty consultation and student tutoring to courses adopting the first-year Common Reader. Moreover, most of the new writing TAs have been assigned to first-year courses with writing components.

- **That WAC develop a system for electronic writing tutoring better to serve Loyola’s distance learners in OCLP, LIMEX, and other distance learning programs to be developed.**
  - **Actions taken:** All distance tutoring—which used to be conducted via phone conferences—has been converted to online tutorials, using a combination of email, Microsoft word, Starboard tablets, and Blackboard. To help familiarize our tutors with ways to support online courses, WAC will this summer assign writing TAs to a number of newly developed online courses. They will use the technologies listed above to deliver tutorials to students, and they will help us train tutors returning in Fall 07 in these methods.

- **That WAC develop and implement a plan to offer writing tutoring at various locations in the Library and the residence halls.**
  - **Actions taken:** After the last program review, tutoring stations were set up in both of these locations. Residence hall tutoring was unsuccessful. So few students sought help in that location that it was deemed a waste of resources. Tutoring in the library has been far more successful. For several years, a WAC tutor has staffed the Reference Desk several hours per week, and demand for these services has been healthy. To expand these services WAC is now negotiating with the library to create a satellite writing center on the first or second floor where we can place more tutors.
III. Description of the Support Program

1. Mission Statement and Goals

Mission Statement: 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. Because of its centrality to critical thinking and decision-making, writing helps further the university’s mission of preparing students “to lead meaningful lives with and for others; to pursue truth, wisdom, and virtue; and to work for a more just world.”

Goals: WAC has articulated several ongoing goals by which to fulfill this mission:

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

   Goal 2: To offer easily accessible peer tutoring that helps Loyola students improve the quality of their writing.

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

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

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

These goals have governed the WAC program since its beginning. They were developed by WAC administrative faculty and staff in consultation with the WAC Advisory Committee. While these goals have remained constant over time, changing objectives reflect WAC’s evolving programs and activities.

Assessment Mechanisms. The direct assessment measures described in the next section (“Program Effectiveness”) allow WAC to evaluate progress toward our goals as well as to assess objectives/outcomes.

Evaluation: How does the support program advance the college’s and university’s programs?

Such evaluation is anecdotal at present. WAC needs to develop and implement a campus-wide student/faculty survey to obtain data on this question.

2. Program Effectiveness

Critical Elements of the Program: These elements are implicit in the narrative for Section I: History of the Program. They are twofold: student support via peer tutoring and faculty support
through consultations, curricular development, orientation (for new faculty), and training in “best practices” in writing instruction across the curriculum. Section I details the ways these elements have been deployed over the last twenty years.

Support for the Learning Mission of the College’s or University’s Academic Programs:

WAC’s tutoring services advance the university’s learning mission by helping students from all schools and colleges deepen their thinking in the disciplines by working on writing assignments. WAC’s consultation and development services support the university’s learning mission by helping faculty design writing assignments that require deepened exploration of subject matter as well as incremental mastery of writing skills. Faculty support activities have been summarized in Section I. Over the past twenty years, WAC has worked with faculty from every school and college as well as most departments within them.

Assessments:
Each year, WAC logs over 1,000 tutorials (some of this number represents repeat visits) to students and serves over 3,000 (same) in classes in the electronic classroom. The numbers, covering the past six years, are representative of the scope of student use (as well as the increased demand for services since Assistant Director Robert Bell was hired).

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Tutorials</th>
<th>% Change from Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000 – 2001</td>
<td>582</td>
<td></td>
</tr>
<tr>
<td>2001 – 2002</td>
<td>794</td>
<td>36%</td>
</tr>
<tr>
<td>2002 - 2003</td>
<td>1,186</td>
<td>49%</td>
</tr>
<tr>
<td>2003 - 2004</td>
<td>1,689</td>
<td>42%</td>
</tr>
<tr>
<td>2004 – 2005</td>
<td>1,886</td>
<td>12%</td>
</tr>
<tr>
<td>Katrina Spr I and II</td>
<td>542</td>
<td>-71%</td>
</tr>
<tr>
<td>2006 – 2007 (thru Mar 31)</td>
<td>1,282</td>
<td>125%</td>
</tr>
</tbody>
</table>

These students come from nearly every discipline within the university. Visits in 2006-07 were from students in
- Business (Management, Finance)
- Chemistry
- Communications (Print Journalism, Public Relations)
- Criminal Justice
- Drama
- English
- History
- Law
- LIM (Loyola Institute of Ministry)
- Math and Computer Science
These numbers in themselves do not constitute adequate measures of tutorial effectiveness. To measure such effectiveness, WAC has articulated the learning outcomes expected from tutorials and assesses achievement of these outcomes using a self-report student surveys, tutor evaluations, faculty surveys, and pre- and post-test assessments of sample papers.

**Learning Outcomes**

1. **Goal:** WAC’s drop-in peer tutoring will help Loyola students identify their strengths and weaknesses as writers.
   
   **Outcomes:** By working with WAC tutors, students will learn to
   
   a. identify which parts of the writing process (pre-writing, drafting, revising, editing) present challenges to them.
   b. evaluate the drafts of their papers for revision.
   c. recognize and correct major grammatical errors.
   d. apply what they’ve learned to future writing assignments.
   e. gain confidence in their ability to handle college-level writing tasks.

   **Assessments:** Self-assessments by student writers
   Assessments by WAC tutors

2. **Goal:** WAC’s drop-in peer tutoring will help Loyola students improve their writing.
   
   **Outcomes:** By working with WAC tutors students will learn to
   
   a. develop the necessary skills to plan and execute writing assignments.
   b. formulate thesis statements that respond appropriately to the assignment and articulate a defensible position.
   c. organize their ideas clearly and effectively.
   d. develop their ideas using factual evidence, illustrative examples, citations to authority, analogies, and other supporting devices.
   e. write paragraphs with substantive topic sentences, unified focus, adequate detail, and logical organization.

   **Assessments:** Self-assessments by student writers
   Assessments by WAC tutors
   Faculty surveys on student writing

3. **Goal:** WAC instructional support to classes will help students learn to apply effective writing strategies to writing assignments in the disciplines

   **Outcomes:**
a. students will learn to focus their papers using the assignment guidelines provided.
b. students will learn to improve their papers through revision using writing guidelines and/or by working with WAC tutors.
c. students will improve their ability to use the documentation systems appropriate to the discipline.
d. students will learn to prepare appropriate written support materials for oral presentations.
e. students will learn the basics of rhetorically effective website design.

Assessments: Self-assessments by student writers
Assessments by WAC tutors
Faculty surveys on student writing
Portfolio analysis
Pre- and Post- course assessments of sample papers

Data from the Spring 2007 Student User Survey indicate that

- 83% of student users worked with tutors on revising and editing
- 26% worked on thesis statements more consistent with the instructor’s assignment
- 41% worked on thesis statements that articulated a stronger position
- 60% said the session helped them develop their ideas more effectively via factual evidence, illustrative examples, and adequate detail
- 37% said the session helped them strengthen their paragraphs through improved logical organization
- 21% said the session helped them strengthen their paragraphs through improved transitions
- 94% said that the session helped them learn more about sentence structure and style, comma use, grammatical correctness, and other mechanical issues
- 91% rated the quality of tutoring excellent or very good
- 87% said the tutor gave them information they could use in future assignments
- 97% said they would recommend the WAC Center to others

Full survey data for 2006 – 07 are found in Appendix I.

Assessments are utilized according to the following schedule (see Appendix II for Assessment Instruments):

After Each Writing Center Visit

1. Student User Surveys: After each tutorial in the writing center, students complete a survey evaluating the type and quality of the help he or she received. Surveys are completed online; results go automatically into a database for use in planning.
2. **Tutorial Session Summary:** After each tutorial in the writing center, WAC tutors complete a report explaining the purpose of the tutoring session and the problems addressed. Tutors evaluate the participation of the writer and the progress made during the session. Surveys are completed on line; results go automatically into a database for use in planning.

*Each Semester*

3. **Faculty Surveys:** Each semester, surveys are sent to faculty who have
   a. sent students to the writing center for help;
   b. had WAC tutors assigned to their classes for special projects;
   c. had WAC staff lecture on writing, prepare handouts for writing assignments, and/or provide full-class tutoring on assignments.
   d. had WAC teaching assistants assigned to their classes.

Faculty are asked to evaluate the helpfulness of WAC’s tutoring and/or classroom support services on line; results go automatically into a database for use in planning. Narrative feedback is retained for review.

*Semester Basis (Various)*

4. **Portfolio Analysis:** For special projects, WAC conducts random-sample analyses of student portfolios to help faculty determine whether writing instruction and support to classes produced improvement in student writing. WAC staff and tutors use holistic scoring instruments to evaluate the writing samples. Results go back to faculty teaching the courses to aid in curriculum planning.

5. **Pre- and Post-course Assessments of Sample Papers.** For special projects, WAC coordinates extra-departmental evaluation of pre- and post-samples of student writing to determine whether writing instruction and support to classes produced improvement in student writing. Qualified evaluators are hired to conduct holistic scoring of student papers written at the beginning and end of the semester. Results go to faculty teaching the course, to the WAC director, and to the budgetary head responsible for approving the project.

**Use of Assessment Data to Modify the Program:** WAC incorporates data from the Student User and Faculty Surveys into planning for the WAC Training Practicum each year. For example, faculty surveys usually address the importance of WAC’s help with their students’ thesis statements and essay organization. WAC uses that information to plan units in the tutor training course that focus especially on these concerns. Having received focused training, the tutors then offer students help with these issues, which tends to improve thesis statements and general organization even further.
3. Qualifications of Director

WAC Director Melanie McKay has her Ph.D. in English and is an associate professor in the English department. She teaches critical writing, rhetoric, critical theory, creative writing, and literature and has published books, articles, and reviews in these fields. Her books include a “writing across the curriculum” textbook series on professional writing and communication for accountants and a rhetorical study of women’s representation in the national news. Her articles range from literary analyses and cultural critiques to studies on pedagogy. Dr. McKay speaks frequently at national conferences on rhetoric, pedagogy, and writing across the curriculum issues (See attached CV).

Dr. McKay brings substantial administrative experience to her work in WAC. As assistant dean and director of urban education centers in New Orleans and Miami, Florida, she worked closely with faculty on curriculum development for credit and non-credit programs in the liberal arts and business. She was also responsible for faculty training, new program development, marketing, budget development and fundraising. She has drawn on this experience to build WAC programs, secure grant funding, and collaborate with faculty and administrators throughout the university to help WAC fulfill its mission.

Dr. McKay has played a leadership role in the writing/literary community of New Orleans, having served on the Board of Directors and for three years as Vice President for Programming of the Tennessee Williams/New Orleans literary festival. In the latter capacity, she has brought internationally known writers to the city, invited Loyola professors to participate on panel discussions and lead “master classes,” arranged for writers such as Pulitzer Prize winner Michael Cunningham to read and speak at the university, and made it possible for many Loyola students to attend and work at the Festival. (CV in Appendix III).

4. Qualifications of Staff

Assistant Director

WAC Assistant Director Robert Bell has his M.F.A. in Creative Writing from the University of New Orleans and frequently teaches critical writing and literature on an adjunct basis in the English department. Robert’s conference presentations have focused on writing center administration and tutor training and psychoanalytic literary theory; his publications include a textbook The Handbook for Reading & Writing About Literature (See attached CV).

Robert’s graduate work in the social sciences and grounding in statistics have given him the expertise to design and monitor comprehensive assessment systems for the writing center. In preparation for SACS, Robert created new student and faculty surveys as well as data loops to provide continuous feedback throughout the year. His expertise with computers has allowed him to revamp and manage the WAC website as well as take over daily management of the Writing Center workstations and Electronic Classroom (formerly done by Lab Manager Avia Morgan Alonzo, who was reassigned after Katrina).
A Loyola graduate and former WAC tutor, Robert brings a deep understanding of the writing and tutoring process to bear upon his work as well as a creative management style that inspires excellence in WAC’s tutors. Robert’s creativity, energy, and ability to manage multiple projects are responsible for the extraordinary growth of the writing center since his arrival in 2002.

**Faculty Writing Consultant**

The WAC Faculty Writing Consultant, Mary Waguespack, holds the M.A. degree in English from Boston University. A long-time instructor in the English department, Mary teaches first-year, developmental, and English-as-Second-Language composition courses. Mary was formerly Senior Tutor in the department’s writing lab. Mary joined the WAC staff in 2006 when that facility closed.

Mary brings extensive classroom and writing center expertise to her work as Writing Consultant. Widely acknowledged to be one of the university’s top teachers of first-year composition, Mary has over twenty years’ experience teaching writing. She also draws upon her ten years’ experience with the English writing Lab training peer tutors to help students in English A100, A105 (composition for ESL students) T122, and T125 and other English courses. Mary has worked extensively with the department’s freshman English committee on curriculum, placement, grading standards and textbook selection for courses. (CV in Appendix III).

5. **Resource Utilization**

Facilities

WAC’s facilities are on the first floor of Bobet Hall at the center of campus near the Office of Service Learning and the Foreign Language Lab. This central location offers easy access and high visibility.

The writing center in room 100 Bobet Hall contains a small tutoring space and an electronic classroom with overhead projection for teaching. The electronic classroom is in high demand from faculty in the English department and those in other departments needing a computerized space in which to teach writing.

Computer workstations are leased through Information Technology; hardware and software are updated every three years. Information Technology also provides a small annual supplement to the WAC operating budget for paper and toner cartridges.

The tutoring space is inadequate for the number of student users. With two tutoring tables and six computer workstations, the tutoring room is crowded and noisy. WAC alleviates some of this crowding by assigning tutors to a station at the reference desk in the library. On particularly busy days, tutors work with students in the hall or go take them to the library to work. The WAC director reports that she is negotiating with the Dean of the Library to have a satellite center built out in the Monroe Library to accommodate tutoring demands.
The rest of the facilities are office space: Bobet 115 is the director’s office. The assistant director and faculty writing consultant occupy offices that open into the writing center itself. A small storage room, which also opens into the center, houses files, fax machine, server, and supplies.

**Budget:** In addition to salaries for director, assistant director, and faculty writing consultant, WAC has a small operating budget. Although the budget has been flat for a number of years, it has been adequate to sustain the program.

Funds for student assistants are budgeted separately from operating costs, and these funds are inadequate for the number of tutors needed. Over the last three years, these funds have come closer to meeting the needs: in 2004-05 the allocation rose from $7,000 to $10,000; the Katrina semester, the allocation returned to $7,000; in 2006-07, however, the allocation climbed to $14,400. It was the increase that allowed WAC to implement the new teaching assistant program. WAC is seeking an additional $5,000 for 2007-08 to accommodate the escalating demand for tutoring services.

**6. Future Plans:** WAC conducts planning on an ongoing basis through a strategic plan based on the program’s core goals. As objectives are achieved, these outcomes are reported, and new objectives developed. The current strategic plan with the most recently updated outcomes is found in Appendix IV.

*The Program Review committee wants to emphasize that all future planning must be conducted in the light of the impacts on the university of hurricane Katrina. Staff and faculty cuts, staff, faculty, and administrative turnover, uncertainties over enrollment and budget, and university restructuring make it impossible to predict whether new objectives can be achieved and if so, how long that process may required.*

Having said that, the committee has suggested several new directions and specific objectives that WAC should consider incorporating into its strategic plan:

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

**Objective 1.** Develop a real writing-intensive curriculum program at Loyola by working with the appropriate administrators on a plan to reduce class sizes and provide faculty incentives for developing writing-intensive courses.

**Objective 2.** Work with faculty to develop “writing-in-the-disciplines” courses such as “Writing in the Natural Sciences” for students in Biological Sciences, Physics, and Chemistry.

**Objective 3:** Work with the College of Business as it develops its new Communications Center.
Objective 4: Help faculty developing on-line courses to devise writing assignments and exercises appropriate to this course format. (To include courses in ongoing on-line programs such as the nursing graduate program, and courses formerly offered through city college).

Objective 5: To participate in review of Loyola’s Common Curriculum to assess where writing is being taught and to help integrate writing into courses where it is not being taught. To strengthen our presence and gain a larger voice in the review process with the goal of promoting writing more widely throughout the revised Common Curriculum.

Objective 6: To work with the Faculty Development Committee of the QEP upon request; to create “best practices” workshops on incorporating writing into course syllabi and using writing as a learning tool.

Goal 2: To offer easily accessible peer tutoring that helps Loyola students improve the quality of their writing.

Objective 1: Assess the tutoring support needs of part-time adult students.

Objective 2: Improve our methods of obtaining faculty evaluations of our services and the ways in which tutoring support helped their students.

Objective 3: Recruit and train tutors to work with new undergraduate on-line courses and ongoing distance learning programs.

Objective 4: Recruit and train graduate-level tutors to work with on-line graduate programs (such as the graduate Nursing Program).

Objective 5: Enhance assessment of tutoring programs by improving faculty evaluation instruments.

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

Objective 1: Expand the undergraduate teaching assistant program through increased funding, tutor recruitment, and training of tutors and faculty participating in the program.

Objective 2: Pursue funding to provide stipends for faculty participating in WAC “best practices” workshops.

Over the summer, WAC faculty and staff will add these objectives, recommended by the program committee to the updated Strategic Plan, which they will modify according to recent assessment data and new programmatic initiatives across the university.
IV. Director’s Report: Evaluate the level of staff productivity and contributions to the support program (since the last program review).

Assistant Director, Robert Bell

Robert was not on our staff at the time of the last program review (2001). He was hired in 2002. Since that time, Robert has not only provided exemplary service, but he has also taken on increasing and extremely heavy responsibilities in the last two years. He has distinguished himself in the performance of these and his regular duties as an extraordinary member of our staff.

As Assistant Director of WAC, Robert is responsible for daily administration of the WAC writing center, which involves supervision of writing tutors, monitoring of tutoring sessions and tutor feedback, class lectures on writing, documentation, and plagiarism in departments across the university.

Our previous assistant director was not successful in tutor supervision, and I worried, after her departure, that morale would be hard to restore. As soon as Robert was hired, he won the admiration and respect of our tutors through his knowledge of rhetoric and creative writing, his friendliness coupled with appropriate discipline, his sense of humor, and his remarkable interpersonal skills. The WAC writing center is now a place to which students flock to improve their papers and tutors spend their free time talking with Robert and one another about their own writing.

Robert’s skill and enthusiasm for team-building is also responsible for his success at the writing center. He has built a bulletin board where our tutors express themselves in ways that relate directly to other students. During his first year on staff, he established an intramural WAC field hockey team, in which the tutors participated with gusto. He designed and had produced “uniform” t-shirts, led a cheering section at each game, and, when they won their first season, created keepsake rewards that the tutors prized. He has continued this team building by creating WAC t-shirts every year as well as awards each semester for outstanding tutoring.

Tutor recruitment is a large part of Robert’s job as well, and each year that he’s been here, we’ve seen a steep rise in the quality of our tutors. Robert is a shrewd judge of people, who has almost without exception recruited tutors with superior writing skills as well as disciplined work habits. As the quality of our tutoring has risen, so have the visits to our center by Loyola students. In his first year here, our number of tutorials increased 36% over the previous year; in his second, they increased 49% over the previous increase; in his third, the increase was 42%. The percentage change from academic year 2000-2001 has been 224% while our tutoring staff has remained at the same levels.

Another reason that our tutoring has increased so dramatically is that Robert has handled publicity with creativity and enthusiasm. He has improved our WAC brochures and WAC newsletter; created humorous and visually memorable flyers advertising our services and posted them all over campus. He has created a dynamite Power Point presentation that runs continuously at our table during open houses and campus fairs.
Robert has used his computer skills to enhance our website. He has also created an “on-line writing center” (OWL) which answers questions for students and provides exercises and writing samples on-line. He created a database to collect and synthesize assessment data, which has allowed us to upgrade our entire assessment process. This upgrade was essential to the reporting we had to do for our SACS accreditation. The system has given us one-touch access to all of our assessment information, which in turn has made my job of writing numerous assessment reports far easier.

In addition to all this hard work, Robert has made contributions far beyond even his usual ones in the past year. During my sabbatical, spring 2005, Robert served as acting director of WAC. In this capacity, he added my regular duties to his: he taught our tutor training workshops, served as liaison with the Council of Chairs, served on an ad hoc committee for writing-intensive instruction. He worked with the assistant provost on campus-wide assessment for SACS; he worked with the Dean’s office on PIES, and he assisted faculty in the development of writing assignments and evaluations.

Since Katrina, our lab manager Avia Alonzo has been reassigned and I’ve been teaching an overload. Robert has taken on even further duties. He handles lab maintenance and scheduling of our electronic classroom. He has also provided great service to the Dean’s office by assisting with the updating and evaluation of student transcripts which have not only been backlogged because of the hurricane but which require evaluation of transfer credit on an unprecedented scale.

Robert handles all of this work with a relaxed, pleasant demeanor. He is never ruffled or impatient. He is a steady, happy presence that we cannot do without at this trying time.

Robert’s contributions to WAC and to Loyola have been extraordinary.

Faculty Writing Consultant: Mary Waguespack

My comments on Mary Waguespack are far more limited than those on Robert Bell because Mary only joined our staff in fall 2006. We were delighted to welcome her, based on her outstanding performance as senior tutor and coordinator of the English Writing Lab (EWL) for many years and her excellent reputation as a teacher of first-year composition. When the EWL closed and the students served there began coming to WAC for help, our workload increased dramatically; I don’t know how we would have handled this increase, give our already stretched resources, without Mary’s presence and help. She was able to advise and assist peer tutors working with students taking the freshman writing courses that the EWL had serviced heavily in previous years (English 100/105, 122, and 125). At Mary’s suggestion, WAC has continued the practice, begun in the EWL, of forwarding to English department professors the tutor reports of all students who visit the center to work on papers for their English classes.

Given Mary’s skill, knowledge, and experience, she was able to fill a gap that has troubled us: ESL tutoring and expert tutoring in grammar. We had funds to pay qualified ESL tutors so briefly that we never got that program off the ground. Mary’s experience teaching non-native
speakers in English composition courses, as well as her ESL tutoring in the EWL, allowed us to serve those who need it.

A similar problem has been our lack of a tutor with real expertise in grammar help. Although Robert and I possess this expertise, we do not ourselves tutor. And undergraduate peer tutors cannot be expected to have mastered all of the finer points of grammatical correctness. Therefore, students with serious grammar issues are referred to Mary for intensive help. Also, peer tutors frequently call upon Mary for guidance during tutoring sessions as needs arise, a circumstance that enhances both the training of the peer tutor and the assistance offered to the tutee. Again, these services are invaluable.

Mary has also assisted Robert with preparing and teaching the practicum for training peer tutors (English 491), helping especially with the class sessions devoted to grammar and style issues and to tutoring papers for the freshman writing courses.

Mary has also shared the responsibilities of class visits with me and Robert. She has gone to classes on request by instructors, and she has facilitated peer critique groups along with me and Robert in larger classes and learning communities.

V. Dean’s Questions. The dean did not submit questions, preferring that the committee pose these themselves. Answers to these questions have been formulated into the new objective listed in number 6.
### Count and Percent
WAC Student User Survey
September 27, 2006

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. In your session with the tutor, what parts of the writing process did you work on? (Check all that apply.)</strong></td>
<td></td>
</tr>
<tr>
<td>drafting</td>
<td>2</td>
</tr>
<tr>
<td>revising</td>
<td>8</td>
</tr>
<tr>
<td>editing</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Did your session help you write a thesis that (Check all that apply):</strong></td>
<td></td>
</tr>
<tr>
<td>responded more appropriately to the assignment</td>
<td>2</td>
</tr>
<tr>
<td>articulated a stronger position</td>
<td>3</td>
</tr>
<tr>
<td>not applicable</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Did your session help you develop your ideas more effectively using any of the following devices? (Check all that apply)</strong></td>
<td></td>
</tr>
<tr>
<td>factual evidence</td>
<td>3</td>
</tr>
<tr>
<td>illustrative examples</td>
<td>2</td>
</tr>
<tr>
<td>citations to authority</td>
<td>2</td>
</tr>
<tr>
<td>analogies</td>
<td>1</td>
</tr>
<tr>
<td>adequate detail</td>
<td>5</td>
</tr>
<tr>
<td>not applicable</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Did your session help you strengthen your paragraphs through stronger (Check all that apply.)</strong></td>
<td></td>
</tr>
</tbody>
</table>
topic sentences 2 15.38 %
unified focus 2 15.38 %
logical organization 3 23.08 %
transitions 4 30.77 %
not applicable 2 15.38 %

Total Responses 13 100 %

5. Did your session help you learn more about documentation using
MLA style 1 11.11 %
APA style 1 11.11 %
Not Applicable 6 66.67 %
Other 1 11.11 %

Total Responses 9 100 %

6. During the discussion of your paper, did you also learn about
(Check all that apply.)
sentence structure and style 3 17.65 %
comma use 5 29.41 %
grahmatical correctness 6 35.29 %
other mechanical issues 3 17.65 %

Total Responses 17 100 %

7. How would you rate the overall quality of tutoring?
excellent 5 55.56 %
very good 3 33.33 %
average 1 11.11 %

Total Responses 9 100 %

8. Do you feel that the tutor gave you information you can use when
completing other assignments in the future?
yes 8 88.89 %
no 1 11.11 %

Total Responses 9 100 %

9. Would you recommend the WAC Writing Center to others?
yes 9 100.00 %

Total Responses 9 100 %
### Count and Percent

**WAC Student User Survey**  
**October 25, 2006**

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

1. In your session with the tutor, what parts of the writing process did you work on? (Check all that apply.)

<table>
<thead>
<tr>
<th>Part of the Writing Process</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>prewriting</td>
<td>2</td>
<td>10.53%</td>
</tr>
<tr>
<td>drafting</td>
<td>6</td>
<td>31.58%</td>
</tr>
<tr>
<td>revising</td>
<td>16</td>
<td>84.21%</td>
</tr>
<tr>
<td>editing</td>
<td>16</td>
<td>84.21%</td>
</tr>
</tbody>
</table>

Total Responses: 40 100%

2. Did your session help you write a thesis that (Check all that apply):

<table>
<thead>
<tr>
<th>Help Provided</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>responded more appropriately to the assignment</td>
<td>7</td>
<td>36.84%</td>
</tr>
<tr>
<td>articulated a stronger position</td>
<td>8</td>
<td>42.11%</td>
</tr>
<tr>
<td>not applicable</td>
<td>8</td>
<td>42.11%</td>
</tr>
</tbody>
</table>

Total Responses: 23 100%

3. Did your session help you develop your ideas more effectively using any of the following devices? (Check all that apply)

<table>
<thead>
<tr>
<th>Device</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>factual evidence</td>
<td>7</td>
<td>36.84%</td>
</tr>
<tr>
<td>illustrative examples</td>
<td>6</td>
<td>31.58%</td>
</tr>
<tr>
<td>citations to authority</td>
<td>3</td>
<td>15.79%</td>
</tr>
<tr>
<td>analogies</td>
<td>2</td>
<td>10.53%</td>
</tr>
<tr>
<td>adequate detail</td>
<td>9</td>
<td>47.37%</td>
</tr>
<tr>
<td>not applicable</td>
<td>6</td>
<td>31.58%</td>
</tr>
</tbody>
</table>

Total Responses: 33 100%

4. Did your session help you strengthen your paragraphs through stronger (Check all that apply.)

<table>
<thead>
<tr>
<th>Device</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>topic sentences</td>
<td>6</td>
<td>31.58%</td>
</tr>
<tr>
<td>unified focus</td>
<td>5</td>
<td>26.32%</td>
</tr>
<tr>
<td>logical organization</td>
<td>9</td>
<td>47.37%</td>
</tr>
<tr>
<td>transitions</td>
<td>11</td>
<td>57.89%</td>
</tr>
<tr>
<td>not applicable</td>
<td>2</td>
<td>10.53%</td>
</tr>
</tbody>
</table>

Total Responses: 33 100%
5. Did your session help you learn more about documentation using
Respondents: 19

- MLA style 6 31.58%
- APA style 1 5.26%
- Not Applicable 10 52.63%
- Other 2 10.53%

Total Responses 19 100%

6. During the discussion of your paper, did you also learn about
Respondents: 19
(Check all that apply.)

- (Not Answered) 1 5.26%
- sentence structure and style 11 57.89%
- comma use 13 68.42%
- grammatical correctness 12 63.16%
- other mechanical issues 8 42.11%
- not applicable 1 5.26%

Total Responses 46 100%

7. How would you rate the overall quality of tutoring?
Respondents: 19

- excellent 13 68.42%
- very good 5 26.32%
- average 1 5.26%

Total Responses 19 100%

8. Do you feel that the tutor gave you information you can use when
Respondents: 19
completing other assignments in the future?

- yes 18 94.74%
- no 1 5.26%

Total Responses 19 100%

9. Would you recommend the WAC Writing Center to others?
Respondents: 19

- yes 19 100.00%

Total Responses 19 100%

Count and Percent
WAC Student User Survey
April 19, 2007

1. In your session with the tutor, what parts of the writing process did you work on? (Check all that apply.)
<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Answered</td>
<td>1</td>
</tr>
<tr>
<td>Prewriting</td>
<td>4</td>
</tr>
<tr>
<td>Drafting</td>
<td>5</td>
</tr>
<tr>
<td>Revising</td>
<td>22</td>
</tr>
<tr>
<td>Editing</td>
<td>27</td>
</tr>
<tr>
<td>Total Responses</td>
<td>59</td>
</tr>
</tbody>
</table>

2. Did your session help you write a thesis that (Check all that apply.):
<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Answered</td>
<td>1</td>
</tr>
<tr>
<td>Responded more appropriately to the assignment</td>
<td>10</td>
</tr>
<tr>
<td>Articulated a stronger position</td>
<td>16</td>
</tr>
<tr>
<td>Not applicable</td>
<td>12</td>
</tr>
<tr>
<td>Total Responses</td>
<td>39</td>
</tr>
</tbody>
</table>

3. Did your session help you develop your ideas more effectively using any of the following devices? (Check all that apply)
<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Answered</td>
<td>3</td>
</tr>
<tr>
<td>Factual evidence</td>
<td>7</td>
</tr>
<tr>
<td>Illustrative examples</td>
<td>10</td>
</tr>
<tr>
<td>Citations to authority</td>
<td>7</td>
</tr>
<tr>
<td>Analogies</td>
<td>3</td>
</tr>
<tr>
<td>Adequate detail</td>
<td>13</td>
</tr>
<tr>
<td>Not applicable</td>
<td>7</td>
</tr>
<tr>
<td>Total Responses</td>
<td>50</td>
</tr>
</tbody>
</table>

4. Did your session help you strengthen your paragraphs through stronger (Check all that apply.)
<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Answered</td>
<td>2</td>
</tr>
<tr>
<td>Topic sentences</td>
<td>9</td>
</tr>
<tr>
<td>Unified focus</td>
<td>9</td>
</tr>
<tr>
<td>Logical organization</td>
<td>21</td>
</tr>
<tr>
<td>Transitions</td>
<td>12</td>
</tr>
<tr>
<td>Not applicable</td>
<td>3</td>
</tr>
<tr>
<td>Total Responses</td>
<td>56</td>
</tr>
</tbody>
</table>
5. Did your session help you learn more about documentation using
(Not Answered)  2  6.25 %
MLA style  11  34.38 %
APA style  3  9.38 %
Not Applicable  16  50.00 %
Total Responses  32 100.00 %

6. During the discussion of your paper, did you also learn about
(Check all that apply.)
(Not Answered)  2  3.45 %
sentence structure and style  15  25.86 %
comma use  13  22.41 %
grammatical correctness  13  22.41 %
other mechanical issues  14  24.14 %
not applicable  1  1.72 %
Total Responses  58 100.00 %

7. How would you rate the overall quality of tutoring?
(Not Answered)  2  6.25 %
excellent  15  46.88 %
very good  14  43.75 %
average  1  3.13 %
Total Responses  32 100.00 %

8. Do you feel that the tutor gave you information you can use when
completing other assignments in the future?
(Not Answered)  2  6.25 %
yes  28  87.50 %
no  2  6.25 %
Total Responses  32 100.00 %

9. Would you recommend the WAC Writing Center to others?
(Not Answered)  1  3.13 %
yes  31  96.88 %
Total Responses  32 100.00 %

WAC Faculty Survey
Spring 2007

Subject: WAC and Your Classes
Dear Professor XXX,
During the Fall semester, we conducted XX tutoring sessions for students in your classes. As we are always trying to improve the services that we offer the students and faculty, we'd like you to provide some qualitative feedback concerning how WAC is helping your students.

1. Did you require (some/all of) your students to see WAC tutors?

2. Do you feel WAC helped those students who came into the Center?

3. How can WAC help you and your students in the future?

4. Additional comments?

Thank you for your time and help; if you have any questions, please let me know.

Sincerely,
Robert Bell
Assistant Director WAC

Faculty Response:

1) Yes. I did require all students to bring a rough draft to the WAC. Most students complied but not all -- the trip to WAC was worth 15 points on a 200 point scale so it was significant.

2) I definitely feel WAC helped those who took advantage of the services. I noticed an overall improvement in papers over past semesters. Specifically helpful was the visit you and Melanie made to class. I think your discussion about what a thesis is and how to create a thesis was immensely helpful for students. I was grateful because that seemed to help them in figuring out the difference between writing a research paper and just stringing a lot of information together. The peer review also helped students to turn in more polished papers. The process ensures that they get the rough draft done sooner and thus they are more apt to correct grammar, organization etc. I did have one or two students who felt that I and WAC were picking on them by requiring this -- I tried to assure them that all good writers also have readers -- I think it's a message we just need to keep pushing.

3) Help in the future -- Yes, as I mentioned to you, I will definitely be seeking WAC's help in a similar way for my Heresies and Heretics class. I'll have more info (assignment etc) to you soon on that -- so that we can set a date for a class visit etc.

Faculty Response:

1) Yes, I did indeed require my students to go to the WAC lab, and nearly all of them did.

2) My students told me that the tutoring really helped them with their papers. After
looking at various drafts of their essays, I definitely agreed. I'd say that my class average was a letter grade higher than it would've been without the WAC lab.

Faculty Response:

1) Did you require (some/all of) your students to see WAC tutors? For one essay about midway through the term, I required all students to see a WAC tutor. As a consequence of that requirement, I know that several became regular visitors. In the future, I would consider requiring a session for the very first essay so that my students could be acquainted with the benefits of WAC tutors early on.

2) Do you feel WAC helped those students who came into the Center? For the students who took their sessions seriously, the benefits were clearly noticeable in their writing.

3) How can WAC help you and your students in the future? In the fall especially I had a very high percentage of non-native speakers. I know that there are tutors with ESL experience, but it might be useful to have a tutor or tutors dedicated to ESL students with hours that could be separately advertised to our students.

In general, I think the tutors are doing fantastic work.

Faculty Response:

1) I send those students with poor writing skills to WAC or to Academic Resources for assistance.

2) WAC was very helpful with writing skills but seemed less familiar with APA format.

3) It would be very helpful if WAC counselors were more familiar with APA format.

4) Your tutors were obviously helpful as writing skills and clarity of communicating thoughts improved greatly. Thank you for your help.
APPENDIX II

Every student visiting the writing center for tutoring is sent an on-line evaluation to complete and return to us. The instrument evaluates the type and quality of the help the student received. The results are automatically entered into a database for use in planning.

Writing Across the Curriculum Student User Survey

Please complete the following survey so that we may assess our tutoring services and continue to improve them.

Name of tutor who helped you: _________________________

Name of the faculty member grading this assignment: _________________________

1. In your session with the tutor, what parts of the writing process did you work on?
   a) prewriting
   b) drafting
   c) revising
   d) editing
   e) N/A

2. Did your session help you write a thesis that
   a) responded more appropriately to the assignment
   b) articulated a stronger position
   c) N/A

3. Did your session help you develop your ideas more effectively using any of the following devices? (Check all that apply)
   a) factual evidence
   b) illustrative examples
   c) citations to authority
   d) analogies
   e) supporting devices
   f) adequate detail
   N/A

4. Did your session help you strengthen your paragraphs through stronger
   a) topic sentences
   b) unified focus
   c) logical organization
   N/A

5. Did your session help you learn more about documentation using
   a) MLA Style
   b) APA Style
   c) Other

6. Did your session help you improve
   a) sentence structure and style
   b) comma use
c) grammatical correctness

d) other mechanical issues

N/A

7. How would you rate the overall quality of tutoring?

a) excellent

b) very good

c) good

d) average

e) poor

8. Do you feel that the tutor gave you information you can use when completing other assignments in the future?

yes no

Would you recommend the WAC Writing Center to others?

Yes No

If you have any specific comments you feel would help improve the quality of our services, please write them below.
Tutor Surveys

After each tutoring session, WAC tutors complete a report explaining the purpose of the session and the problems addressed. Tutors evaluate the participation of the writer and the progress made during the session. Surveys are completed online; results are automatically entered into a database for use in planning.

Tutoring Session Summary

Writer’s Full Name: ___________________________ [PLEASE PRINT CLEARLY]
Writer’s email: _____________________________ Date: ______________ Time: __________
Professor’s Name: ________________________ Class Name & Number: ___________________________
First Visit: Yes No Tutor: ____________________________

1) What part of the writing process did you and your tutee work on today?
   prewriting drafting revising editing n/a

2) Did you help the tutee by working on a thesis that
   a) responded more appropriately to the assignment
   b) articulated a stronger position
   c) n/a

3. Did your session deal with development of ideas using any of the following devices? (Check all that apply)
   a) factual evidence b) illustrative examples
   c) citations to authority d) analogies
   e) adequate detail f) N/A

4. In terms of paragraphing did you work on
   a) topic sentences
   b) unified focus
   c) logical organization
   d) transitions
   e) N/A

5. Did you address documentation issues using
   a) MLA
   b) APA
   c) Chicago
   d) Other: ____________________________
   e) N/A

6. In terms of sentence level issues did you work on
   a) Sentence structure and style
   b) Comma use
c) Grammatical Correctness
d) Other mechanical issues
e) N/A

7. Writer’s Involvement in the Session:

8. Tutor’s Analysis of the Session:

   Tutor: Make sure your name is filled in!!!!!!!!!!
APPENDIX III

Curriculum Vitae, WAC Faculty and Staff

MELANIE MCKAY

Office: Writing Across the Curriculum
Loyola University
New Orleans, Louisiana 70118
(504) 865-2199
mckay@loyno.edu

Home: 20 So. Court Villa Drive
Mandeville, LA 70471
985-845-4771
504-281-3002 (cell)
www.loyno.edu/~mckay

EDUCATION

Ph.D. English, Tulane University
Dissertation: "Spatial Form and Simultaneity in Nabokov's Fiction"
M.A. English, Tulane University
B.A. English, Tulane University

ADMINISTRATIVE EXPERIENCE:
Writing Program Administration

Director, Writing Across the Curriculum, Loyola University New Orleans, 1996 -- Interim Director, 1993-96; Faculty Writing Consultant, 1990 -- 1992.

Develop programs and strategies to support writing in the disciplines in all colleges and departments at the university. Assist faculty with design and assessment of writing assignments; offer workshops in teaching writing across the disciplines. Direct writing center and electronic classroom; select and train peer tutors; develop and direct assessment of learning outcomes. Develop and monitor budgets, oversee equipment maintenance and acquisition; supervise two professional staff and 25 student tutors per semester. Teach first-year and upper-level courses in English department.

General Administration

Assistant Dean, University of Miami School of Continuing Studies and Director, James L. Knight Conference Center, January 1988 - June 1989.
Assisted Dean of Continuing Studies with strategic planning, budget development, and marketing; directed programs and managed facilities at the university's conference center in the James L. Knight International Complex in downtown Miami; supervised divisions of conference services, professional development, microcomputer training, and contract education, self-supporting programs enrolling over 5,000 adults per year and generating revenues in excess of $2 million; directly supervised 25 full-time staff.

Assistant Dean, University of New Orleans Metropolitan College and Director, UNO Downtown Center, 1985 – 1988; Associate Director, Continuing Education, 1983 – 1985.

Established and administered the UNO Downtown Center, managed 20,000 square-foot educational facility, developed programs, planned and executed ad campaigns, worked with advisory boards, designed curricula, and taught writing courses; supervised the paralegal institute, the personal computer learning center, and the division of professional continuing education; responsible for revenue and expenditure budgets of $1.2 million and supervision of 16 full-time staff.

Teaching Experience

**Loyola University:**
Associate Professor, English Department, Loyola University New Orleans, 2000–. Tenured 2000.


Assistant Professor, English Department, Loyola University New Orleans, 1996–2000.

Extraordinary Assistant Professor, English Department, Loyola University New Orleans, 1990 – 1996.

**Courses Taught:**

- Practicum in Teaching Writing
- Creative Writing: Autobiography
- Writing from Sources
- Professional Writing
- Critical Thinking and Writing
- Freshman Seminar: New Orleans Texts and Contexts
- Writing Gender
- Great Figures: Nabokov
- Women’s Postmodernist Literature
- The Sixties Through Literature
- Detective Fiction
- Myth and Literature
Irish Myth and Literature
The Emerging Self

Courses Developed:

Writing Gender
Myth and Literature
Irish Myth and Literature
Detective Fiction
Great Figures: Nabokov
Freshman Seminar: New Orleans Texts and Contexts

Interdisciplinary and Innovative Teaching

- As Director of Writing Across the Curriculum, have taught writing in numerous courses from the following disciplines: Biological Sciences, Business, Chemistry, Drama and Speech, Education and Counseling, Law, Psychology, Religious Studies, Visual Arts. 1990 - 2007.

- Currently developing cross-college course, “Writing for the Music Industry” to prepare Music Industry Studies majors for real-world writing in the field: music reviews, liner notes, business proposals and the like. To be offered Fall 2007.

- Coordinated and team-taught special course, Louisiana Law Seminar, designed to help seniors in the School of Law perform better in Bar Review courses and on Bar Exam. Responsible for writing instruction and coordination of bi-weekly one-on-one tutorials. Initial offering, Spring 2007.


- Developed and taught “writing-to-learn” project in first-year Psychology courses and learning communities. Writing components incorporated into Introduction to Psychology, Social, Abnormal, and Developmental Psychology. Team taught one-hour learning community section; writing tutors assigned to the courses. 2002 --.

- Developed and coordinated course linkage for first-year students exploring theme of “empire.” Students were co-enrolled in English T25 and History T122, common assignments developed, and writing tutors assigned to the courses. 2002.

Tulane University:
Courses Taught:

Introduction to Fiction
Honors Freshman English
Advanced Composition
Women in Fiction

University of New Orleans:

Courses Taught:

Basic Composition
Introduction to Fiction
Introduction to Poetry and Drama
Survey of British Literature to 1660
Survey of British Literature after 1660

Other Teaching:


AWARDS & HONORS

Faculty Sabbatical, spring 2005.

Chosen as participant and awarded release time for faculty seminar, Program for Instructional Effectiveness Support (PIES), 2003.

Loyola Student Alumni Association Service Award, 1992.

Founding Director's Award, UNO Downtown Center, 1987.

Graduate Fellowship, Tulane University, 1974-78

Alpha Sigma Lambda Award for Academic Excellence, 1972

PUBLICATIONS
Books


Four-Part Modular Series on Professional Communication in Accounting:


Articles


Reviews


**EDITORIAL WORK**


Assistant Editor, *Contemporary Austrian Studies*, vol. 4. University of New Orleans - University of Innsbruck. 1995. Academic editing of articles by political scientists, historians, sociologists, economists, and other scholars from America and Central Europe. Over half of the articles translated from German.


**CONFERENCE PRESENTATIONS**

“Strengthening Internal and External Connections with Service Learning,” presentation at the Gulf South Summit on Service Learning, March 2004, New Orleans, LA.

“When Your Niche is Not Enough: Writing Back to the Center during Institutional Change,” presentation at the International Writing Centers Association and the National Conference on Peer Tutoring in Writing Joint Conference, October 2003, Hershey, PA.

“Reconfiguring the Place of the Writing Center in the Liberal Arts,” presentation at the 18th National Conference on Peer Tutoring in Writing, November 2001, Allentown, PA.

“A Feminist History of the Women’s Page,” presentation at the Biennial Feminism(s) and Rhetoric(s) Conference, October 2001, Decatur, IL.
“Women in Journalism: 1910,” presentation at the National Conference on College Composition and Communication (CCCC) Annual Meeting, March 2001, Denver, CO.

"A Web of Sense: WAC and the Web-Based Writing Center," presentation at the National Writing Across the Curriculum Conference, June 1999, Ithaca, NY.

"Grammar as Rhetoric: Teaching Writing to Law Students," presentation at the National Conference on College Composition and Communication (CCCC) Annual Meeting, March 1999, Atlanta, GA.

"Using Type Theory to Teach Collaborative Writing," presentation at the Association of Business Communication Annual Conference, November 1997, Washington, D.C.


"Teaching Real-World Writing in an Ivory Tower," presentation at the National Conference on College Composition and Communication (CCCC) March 1994, Nashville, TN.


"Marketing Off-Campus Credit Programs," one-day workshop for deans and directors at National Issues in Higher Education Conference, October 1989, New Orleans, LA.


"Building Successful Paralegal Programs," one-day workshop at National University Continuing Education Association - Region III Conference, October 1988, New Orleans, LA.


INTERNAL PRESENTATIONS AND WORKSHOPS

Invited Presentations


“Professional Communication and Correspondence,” presentation to Legal Writing students, fall 2001. Invitation of Loyola School of Law Placement Director.


"Writing-Intensive Curricula in Undergraduate Business Schools" presentation to faculty at the College of Business Administration, fall, 1996. Invitation of Chair, College of Business Writing Requirement Committee.

"Writing Personal Statements for Graduate and Professional School," presentation to the University Honors students, fall, 1996, and spring, 1997. Invitation of Director, University Honors Program.

“Personality Type, Writing Process, and Collaborative Writing,” presentation to management communications students, College of Business Administration, 1996 – 1997. Invitation of Department of Management.
“Designing Effective Writing Assignments,” workshop offered twice a year for faculty teaching writing in the disciplines.

“Working with WAC,” workshop for new faculty and faculty teaching writing-to-learn courses, 1996--.

“Grammar, Style, and Legal Writing,” workshop offered annually for Loyola City College pre-law program.

“Getting the Write Stuff,” workshop for first-year students during Freshman Focus Week, October 2003.

"Fostering Student Writing with Electronic Journals," workshop offered spring, 1999 as part of WAC’s “Teaching with Technology” series.


"Writing and Revising with Microsoft Word," workshop for Loyola students, fall, 1997.


"Top Ten Reasons to Use WAC Services," workshop for dorm residents, fall, 1996.

"Writing and Revising with the Mac," workshop offered for students each semester upon faculty request, 1993 – 1997.


"Writing in the Natural Sciences," faculty discussion program, April 1995.


"WAC and Distance Learners," program City College/outreach faculty, February 1994.
"Everything You Wanted to Know About Grammar (but were afraid to ask)" workshop for the Loyola Writing Institute, fall 1993.

SEMINARS AND CONSULTANCIES IN PROFESSIONAL AND TECHNICAL WRITING


Hibernia National Bank, New Orleans, Program Leader, 1994--2001. Presented training programs in writing and grammar to groups of bank employees, including customer service representatives, audit staff, accounting staff, loan officers, and others.

Ochsner Hospital, New Orleans, Program Leader, 2000. Presented training program in professional writing to health care administrators.


Total Community Action, New Orleans, Program Leader, 1997--1998. Presented programs in effective professional writing to social workers, program administrators, and audit staff.


Whitney Bank, New Orleans, Program Leader, 1997--1998. Presented training programs in business writing to groups of bank employees, including customer service representatives, audit staff, loan officers, and management trainees.

Marathon Oil, Laplace, LA, Program Leader, 1997. Presented training programs in technical writing to mid-level mechanical and chemical engineers.


Coopers & Lybrand, New York City, Writing Consultant, 1995. Conducted individual writing consultations with audit and tax partner in the International Division; document review, skill development in planning, drafting, and revising.

Price Waterhouse, St. Louis and New York City, Writing Consultant, 1995-96. Conducted individual writing consultations with director of Personal Financial Services Division; document review, skill development in planning, drafting, and revising. Training programs in professional writing for Personal Financial Services managers and partners.
U.S. Food and Drug Administration, New Orleans, Program Leader, 1994. Presented eight-hour program in technical writing to sixty field inspectors. The course focused on report writing, organization, and clarity.

Textron Marine and Land Systems, New Orleans, Program Leader, 1991 - 1993. Over the course of three years, presented seven 20-hour programs in business and technical writing to over 100 corporate employees ranging from shipyard workers to division directors.


Pellerin Milnor Corporation, New Orleans, Program Leader, November, 1992. Presented a three-day course in technical writing and editing on-site for technical publications staff.

UNO Division of Public Service Training, New Orleans, Retreat Facilitator, 1990 - 1992. Led two-day strategic planning retreats for staff working on training grants under Title XIX and Title III, JTPA and Blind Services. Facilitated development of goals, objectives, assessments and action plans.


Sheraton Hotel, New Orleans, Program Leader, April 1990. Presented two-day program in writing for the hospitality industry; covered sales letters and proposals, customer service correspondence, and internal communications.

Laitrim Corporation, Harahan, Program Leader, March 1990. Presented course in effective business writing for managers and directors; focused on correspondence, reports, and writing performance evaluations.

Exxon Corporation, New Orleans, Program Leader, March, 1981. Served as co-leader for three-day seminar in business writing.


OTHER PROFESSIONAL ACTIVITIES


**Vice President for Programming**, Board of Directors, Tennessee Williams/New Orleans Literary Festival, 1999 - 2002. Created literary program for the three-day festival and arranged master classes by nationally-known writers, editors and, agents for the French Quarter Literary Conference, held concurrently with the festival each March.


**Program Evaluator**, Louisiana Endowment for the Humanities, Writing Workshop with Pearl Cleage, fall, 1997.


**Program Consultant**, University of Miami School of Continuing Studies, 1986.

**GRANTS**

Recipient of $2,500 research and travel grant, Loyola University, spring 2005.


Author of the proposal and recipient, Program for Instructional Effectiveness Support (PIES) grant, College of Arts & Sciences. “Writing to Learn in History and English: An Interdisciplinary First-Year Program.” $5,000, spring 2003.

Author of the proposal and recipient, Louisiana Board of Regents grant. “From Learning Community to Learner-Centered Classroom: Freshman Enhancement Program in Psychology.”
$26,705, spring 2003.

Author of the proposal and faculty sponsor, College of Arts & Sciences/Biever Lecture Grant to bring Michael Cunningham (1999 Pulitzer-Prize winning author, *The Hours*) to Loyola. $1,900. 2001.

Author of the proposal and faculty sponsor, College of Arts & Sciences/Biever Lecture Grant to bring John Gregory Brown, (author, *Decorations in a Ruined Cemetery*) to Loyola. $500, 1998.

ACADEMIC SERVICE

Loyola University
For the University

Member, University Rank and Tenure Committee, 2006-2009

Member, University Planning Team, 2006-2009

Ex-Officio Member, Writing Across the Curriculum Advisory Committee, 1989—.

Associate Member, Women’s Studies Committee, 1994--.

Member, Faculty Planning Group on Teaching Excellence, 2002 – 2004.


Member, Student Retention Task Force, 1998-1999.

Member, Advisory Committee to University Senate on Teaching with Technology, 1997-1999.

Member, Academic Computing Services Advisory Committee, 1993 --1996.

Member, City College Core Curriculum Revision Committee, 1995.


Member, Search Committee, Director of Academic Computing, 1993-95.

For the College

Member, Council of Chairpersons, 1993 --.

Writing Instruction Consultant, Program for Instructional Effectiveness Support (PIES) Seminar,
Summer 2003–.

Chair, Elections Committee, College of Arts & Sciences, 2004 – 2006.

Creator and Editor, College of Arts & Sciences Newsletter, 2004.

Chair and Final Report Author, Ten-Year Review Committee for Drama and Speech Department, 1995.

**For the Department**

Advisor to English majors, 1993–.

Advisor to English minors, 1993–.

Member, Departmental Assessment Committee, 2004 – 2005.

Member, Administrative Committee, 2001 – 2002.

Member, Search Committee to Select A 19TH-Century Literature Professor, 2001 – 2002.

Chair, Teaching with Technology Committee, 1997 – 1998.

Member, English Composition Committee, 1992 – 1993.

Member, Freshman Composition Text Selection Committee, 1993.

Member, Composition 100 Text Selection Committee, 1991.

**IV. SERVICE TO THE COMMUNITY**


*Tennessee Williams/New Orleans Literary Festival.* Member, program committee, spring 1998; elected to Board of Directors, fall 1998; elected Vice-President for Programming, spring 1999.


*Parker Memorial Methodist Church.* Program Leader, spring 1994. "Women's Journeys: Dreams, Stories, Myths." Reading and discussion group.

*Eleanor McMain Magnet School.* Consultant, spring 1994. Worked with faculty on preparing high
school students in writing and research skills necessary for college work.

Southern Repertory Theatre, Advisory Board Member, 1990-94. Served on planning and publicity committees, directed the annual auction, wrote press releases and grant proposals.

Metropolitan Leadership Forum, Metropolitan Area Committee of New Orleans, Participant, 1986. Served with representatives of business, higher education, state and local government, and the professions on leadership forum for New Orleans and the River Region.
I. **EDUCATION**

University of New Orleans  
- Creative Writing Workshop, Master of Fine Arts  
  Thesis: *Living on Bardo Time* (novel)  
  August 1999 – May 2002

University of New Orleans  
- English Studies  
  August 1997 – May 1999

Tulane University  
- Sociology Studies  
  August 1989 – May 1992

Loyola University New Orleans  
- Bachelor of Arts in Communications,  
  Concentration in Public Relations  
  August 1986 – May 1989

III. **ADMINISTRATIVE EXPERIENCE**

IV. **Writing Across the Curriculum, Loyola University New Orleans**

**Assistant Director**  
- Assist faculty with design and assessment of writing assignments; offer workshops in teaching writing across the disciplines  
- Supervise student tutors; responsible for recruitment of student assistants and work-study positions; instruct tutors in pedagogical theory  
- Develop and direct assessment of learning outcomes  
- Develop and monitor budgets; direct writing center and electronic classroom; oversee equipment maintenance and acquisition  
  July 2002 – present

**Acting Director**  
- Developed programs and strategies to support writing in the disciplines in all colleges and departments at the university  
- Supervised professional staff  
- Served on Council of Chairs for College of Arts & Sciences  
  January 2005 – July 2005
Film Buff Institute, Loyola University New Orleans

**Acting Director**

- Schedule and manage campus-wide film screenings
- Supervise student assistants and work-study positions
- Complete biweekly and monthly payroll schedules
- Oversee and maintain screening rooms

**TEACHING EXPERIENCE**

Department of English, Loyola University New Orleans

**Instructor**

- ENGL T122 Critical Reading and Writing
- ENGL T125 The Emerging Self
- ENGL A349 20th Century American Fiction (Online) (Summer ’07)
- ENGL A491 Practicum in Teaching Writing
- PSYC 100 Learning Community (Writing Component)

Courses developed or in development:
- Emerging Social Self (Linked ENGL T125 and PSYC A240)
- Writing for the Music Industry
- Advanced Writing: Writing Politics

Loyola Writing Institute, Summer Workshop for Young Writers

**Co-founder/Instructor**

- Prose Poems and Flash Fiction

Department of English, University of New Orleans

**Instructor**

- ENGL 1157 English Composition

Sociology Department, Tulane University

**Teaching Assistant**

- SOCI 109 Social Problems
- SOCI 250 Organizational Behavior

**EDITORIAL EXPERIENCE**

Loyola University New Orleans

**Fiction Editor, New Orleans Review**

- Consult with Editor-in-Chief about final publication selections and thematic issues
- Read submissions and select approximately 25 for publication yearly
- Work with writers on editorial revisions
- Proof blue-line for final editing

**Associate Fiction Editor, New Orleans Review**

- Collaborated with fiction editor to select texts for publication
- Worked with writers on editorial revisions
University of New Orleans

**Associate Editor, Bayou** May 2001 – May 2002

- Coordinated with Editor-in-Chief all aspects of publication for new national literary journal
- Acted as liaison between Editor-in-Chief and editorial and production staff

**Editor-in-Chief, Ellipsis** June 2000 – May 2001

- Coordinated and supervised the publication of annual student literary journal
- Acted as liaison between administration and staff
- Oversaw all aspects of design, layout, and production, including securing funds and collaborating with printers, authors, and artists

**UNDERGRADUATE WRITING CENTER EXPERIENCE**
Loyola University New Orleans

**Writing Tutor, Writing Across The Curriculum** August 1987 - December 1988

- Tutored students in writing development and organizational skills
- Taught workshops on writing with computers
- Analyzed software packages for possible adoption by the center
- Prepared publicity materials
- Served as weekend supervisor

**CONFERENCE PRESENTATIONS**


- Bell, R & McKay, M. “When Your Niche is Not Enough: Writing Back to the Center During Institutional Change.” Presented at the International Writing Centers Association and the National Conference on Peer Tutoring in Writing Joint Conference, Hershey, PA, October 2003.

**PUBLICATIONS**


**WORKSHOPS AND CLASS LECTURES**

- “Cheap Tricks: Raymond Carver vs. Joyce Carol Oates” Fall 2006
  Presentation to creative writing students

- “Writing Effective Thesis Statements” Fall 2006
  Presentation to Religious Studies students

- “Research and Writing from Sources” Fall 2006
  Presentation to Political Science students

- “Cultivating a Culture of Academic Integrity” Spring 2005
  Workshop for faculty

- “Music of the Sixties” Summer 2004
Presentation to students in “The Sixties in Literature” course

• “Writing for the GRE” Presentation to prospective graduate students
  Spring 2003 – present

• “Writing for the LSAT” Presentation to prospective graduate students
  Spring 2003 – present

• “Plagiarism: Detection and Prevention” Presentation to various university departments
  various dates

V. AWARDS & AFFILIATIONS

• Grant Award, $6000, Program for Institutional Effectiveness Support (PIES), College of Arts & Sciences, Loyola University, co-author Dr. Elizabeth Hammer

• Staff Excellence Award Nominee, Loyola University

• Freshman English Award Nominee for Outstanding Teaching Assistant, University of New Orleans

• Teaching Assistantship, University of New Orleans English Department

• Teaching Assistantship, Tulane University Sociology Department

• Greater New Orleans Foundation Scholarship, University of New Orleans

• Dean's List, University of New Orleans

• Alpha Theta Epsilon (Honor Society, University of New Orleans Chapter)

• Dean's List, Loyola University

• Alpha Sigma Nu (National Jesuit Honor Society, Loyola University Chapter)

• Alpha Kappa Delta (International Sociology Honor Society, Loyola University Chapter)

• Recipient of Richard Frank Research Grant (Loyola University)

UNIVERSITY SERVICE

Loyola University New Orleans


• Judge, Dawson Gaillard Creative Writing Award Spring 2004 – present

• Member, Writing-Intensive Courses Committee 2004 – present

• Ex-Officio member, WAC Advisory Committee 2003 – present

University of New Orleans

• Judge, Tennessee Williams Literary Festival Spring 2000 – Spring 2002
  One-Act Play Contest

COMMUNITY SERVICE

• Organizer, Broadmoor Neighborhood Festival Spring 2006 & Fall 2006

• Member, Broadmoor Improvement Association 2005 – present

• ESL Instructor/Volunteer, Hispanic Apostolate February 2002 – August 2002

• Campaign worker August 1998 – November 1998
  William Quigley, Louisiana Supreme Court
MARY WAGUESPACK  
1123 General Pershing St.  
New Orleans, LA 70115  
504-891-4172

EDUCATION and DEGREES AWARDED:
May 1985  Master of Arts (English Literature), Boston University, Boston, Massachusetts  
Doctoral coursework, Boston University, Boston, Massachusetts
May 1982  Bachelor of Arts, *cum laude* (English Literature), Louisiana State University, Baton Rouge, Louisiana

ACADEMIC APPOINTMENTS AND EXPERIENCE:
2006-present  Lecturer/Assistant Professor, Department of English, Loyola University  
Courses:  Expository Writing (ENGL A100)  
Composition for International Students (ENGL A105)  
Critical Reading and Writing (ENGL T122)
2006-present  Faculty Writing Consultant, Writing Across the Curriculum, Loyola University  
Duties:  Provide specialized tutoring for students needing additional help with grammar and English-as-second-language issues; assist with training WAC peer tutors; co-teach the Practicum in Teaching Writing (ENGL A491); assist with WAC support for writing in courses across the curriculum; assist with general lab management.
1995-2006  Senior Tutor and Supervisor, English Writing Lab, Loyola University  
Duties:  Train and supervise peer tutors; provide specialized tutoring for composition students with special needs, including English-as-second-language students; general lab management.
1994-present  Instructor in the Summer Bridge Program, Loyola University (through the Office of Academic Enrichment/Academic Resource Center)  
Courses:  Fundamentals of Grammar (ENGL 095)  
Expository Writing (ENGL 100)  
Critical Reading and Writing (formerly Analysis of Argument) (ENGL T122)
1989-2006  Lecturer/Instructor, Department of English, Loyola University  
Courses:  Fundamentals of Grammar (ENGL A095)  
Expository Writing (ENGL A100)  
Critical Reading and Writing (formerly Analysis of Argument) (ENGL T122)  
The Emerging Self (ENGL T125)
1988  Offered a three year appointment as Lecturer, Department of English, Boston University (refused)
1986-88  Lecturer, Department of English, Boston University  
Courses:  Expository Composition (EN 104)  
Intermediate Composition (EN 201)
1983-85  Teaching Fellow, Department of English, Boston University  
Courses:  Expository Composition (EN 104)  
Literature and the Art of Film (EN 175)
1982-83  Graduate Scholarship, Department of English, Boston University
CONFERENCES AND WORKSHOPS:
1999 Conducted a workshop for Loyola faculty and students on creating web pages with Netscape Composer.
1999 Faculty Mentor for the "Crossing the Digital Divide: Teaching with Technology" workshop, Loyola University (August 21, 1999)
1997 Represented Loyola University at the Louisiana Association of College Composition Convention at USL in Lafayette, Louisiana.

PAID REVIEWS AND PRESENTATIONS:
2001 Presenter/Technology Consultant for Dr. Julian Wasserman’s Summer Teachers Institute course, “Making The Middle Ages Fun” (sponsored by the Louisiana Endowment for the Humanities).
2001-04 Reviewer for The Short Prose Reader, Tenth and Eleventh Editions (Mcgraw-Hill publishers)
2000 Collaborator on presentations and workshops on creating web pages with Netscape Composer given for faculty of Loyola and the New Orleans Public schools.

AWARDS AND RECOGNITION:
1996 Recognized by the Loyola University Association of Part-time Faculty for Outstanding Service to the University (May 3, 1996).
1994 Recognized by the Loyola University Student Alumni Association for Excellence in Education.
1994 Recognized as one of Loyola University's Top Five Most Effective Teachers in a poll sponsored by the Student Government Association.

DEPARTMENTAL SERVICE AND COMMITTEES:
1995-1998 Extraordinary Faculty Representative to the Administrative Committee
1990-present Composition committees and planning groups: ENGL 100 and 122 textbook selection; draft proposals for new composition courses; draft revisions for existing composition courses; draft and evaluate English Placement Test and placement procedures; evaluate ENGL 122 for yearly report; regular participation in monthly Composition Brown Bag meetings for planning, discussion, and evaluation of freshman writing program.
1993 Committee on the Status and Mission of Half-time Instructors
1991, 1995 Dawson-Gaillard Writing Awards Reader (expository writing)

UNIVERSITY SERVICE AND COMMITTEES:
2000-2001 Member of the Academic and Career Excellence Consortium (ACE) (representing the English Writing Lab)
1999 Member of the Academic Support Services Group for Loyola's Learning Communities.
1998-1999 General Studies Advisor
REFERENCES:
Professor Mary A. McCay
Chairperson, Department of English, Loyola University

Professor Kate Adams
Director of Composition, Department of English, Loyola University

Professor Richard E. Johnson
Former Director of Composition, Department of English, Loyola University

Sarah Mead Smith
Director, Academic Resource Center, Loyola University