SJSU | WRITING CENTER

Annual Report
2017-2018

Written by
Michelle Hager

Contributions by
Maria Judnick and Richard Struck

Design by
Megumi Kamikawa

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Overview and Mission
The San José State University Writing Center opened in 2007 and is a unit of the College of Humanities and Arts. We offer a variety of resources to help students become better writers, and all our services are funded by student fees. We assist students of all levels, from all disciplines, and during any part of the writing process.

Our mission is to enhance the writing skills of SJSU students, so they can communicate clearly in any setting (informal, academic, or professional). We accomplish this goal through creating original writing resources, offering workshops, and conducting tutoring sessions.

We are committed to treating students, their questions, and their assignments with respect. We recognize that every student is unique and that every assignment is different. Writing tutors will make their best attempt to work with students to improve their writing.

In 2017-2018, we experienced significant growth in a variety of forms. We doubled the number of writing tutors we employ, doubled the size of our physical space, and diversified our services. We are growing to better serve the needs of a population of over 30,000 students.

- In fall 2018, **course-embedded tutors** (Writing Fellows) transitioned into the Writing Center from the Writing Across the Curriculum (WAC) program.
- In spring 2018, we opened a **new location** on the second floor in the Dr. Martin Luther King Jr. Library; as a result of having two locations, we were able to offer **drop-in tutoring sessions** for the first time in our history (in addition to regularly scheduled sessions). We now offer scheduled appointments in our library location and drop-in sessions in our Clark Hall office.
- Our Coordinator of Digital Initiatives researched and pilot tested **online tutoring** while also growing readership of our Writing Center blog, *The Write Attitude*.
- The Writing Center expanded **agreements with units across campus** to embed tutors at the college or department level, with a particular focus on supporting graduate students. In 2017-2018, we had tutors doing extra work in the College of Education, the College of Applied Sciences and Arts, the iSchool, the Master's in Taxation (MST) program, and the Mechanical and Aerospace Engineering Departments.
- In late spring 2018, we hired a full-time **Coordinator of Multilingual Writing Support Services**, who will help develop and expand our services for both graduate students and multilingual learners.

This annual report provides details about the work we engaged in during 2017-2018. The document progresses from the work we do at the Writing Center, to the additional activities we participate in on campus, to the activities we participate in beyond campus. The report ends with a listing of our personnel and their accomplishments in the last year and an appendix that offers full reports and selections from publications and conference presentations.

Writing Center Expectations and Procedures
To support our mission, we created a comprehensive list of expectations and procedures. These policies help us create the most productive learning environment possible so we can better assist our tutees. The following information is posted both on our website and in the Writing Center.

Our Expectations
Please review the following expectations, all of which support our mission and further your continued learning. We reserve the right to end or cancel your appointment if these expectations are not met.

1. Eligibility: You must be currently registered and enrolled at SJSU to use Writing Center services.

2. Preparedness: You must be prepared for tutoring by bringing specific writing-related questions as well as all necessary materials, including a hard copy of the paper, prompts, outlines, or research. If you have already worked on an essay with a tutor, bring a new copy of your revised draft to your next session, demonstrating that you have attempted to apply what you have learned. Please bring printouts of all materials--for pedagogical reasons, tutors prefer not to work off electronic devices.

3. Distraction-Free Environment: The Writing Center is a distraction-free environment. Cell phones should be put away during tutoring sessions. Food and drink are not permitted (except bottled water). Please do not bring any guests with you to your appointment (including children). During your session, be engaged in the process and be respectful of your peers and all Writing Center employees.

4. Lateness: As a part of our distraction-free environment, the Writing Center does not tolerate lateness. If you are more than five minutes late for a tutoring session, you will be marked as a no-show for that appointment, and the tutor you were scheduled to work with will move on to another task. If you arrive late for a workshop, you will not be admitted into the workshop room.

5. Frequency of Appointments: You can schedule one 30-minute tutoring appointment per day, with a maximum of two appointments made in advance per week. Hour-long appointments are available only if you are a graduate-level student or if you have accommodations for extended tutoring time from the AEC. If you cannot make your scheduled appointment, you must cancel before the appointment is scheduled to begin. If you miss two appointments without cancelling in advance, you will be blocked from the online scheduling system. You will then be limited to drop-in only sessions for the rest of the semester. We offer drop-in tutoring on a first-come, first-served basis at our location in Clark Hall 126. However, drop-in sessions cannot be made in advance and may not always be available, especially during peak hours.

Our Procedures
1. The Writing Center is not an editing or proofreading service. Writing tutors will not write your papers for you or perform line-by-line editing. You cannot leave a paper to be corrected by a tutor. You must be present and prepared to learn.

2. Writing tutors will not discuss a grade you have received or anticipate a grade you may receive. Professors assign grades—not Writing Center tutors. Tutors also will not offer commentary on a professor's written feedback.

3. Writing tutors have the right to refuse to work on a paper that is due the same day or multiple papers during one tutoring session. The goal of the Writing Center is to help you learn writing skills. It will be difficult for you to learn concepts and make meaningful revisions to your work when you are rushing to do more or to meet an imminent deadline. Writing is a process!

4. The Writing Center services are supplemental to in-class instruction. We will still adhere to our mission even if you are visiting the Writing Center for the sole purpose of receiving extra credit or fulfilling a class assignment. Writing tutors will not act as peer reviewers to make up work that you missed in class.

5. Group essays, projects, or assignments will be handled at the discretion of the writing tutor. All of our regular expectations and procedures still apply.

6. Please visit the Accessible Education Center (AEC) if you need accommodations. Once you have your accommodation letter, bring a copy to the Writing Center and give it to our Administrative Coordinator.

Student Learning Outcomes
Students who use the Writing Center will

- improve their written communication skills in university classes and in the professional world.
- understand that writing is a complex process.
- engage in critical thinking.
- critique drafts of their writing assignments.
- understand grammatical concepts.
- develop ideas to support a focused thesis statement.
- cite sources appropriately (both in-text and in end citations).
- understand rhetorical strategies.
- gain confidence in their writing abilities.
- create outlines to organize complex ideas.
- develop and maintain a writing style that is appropriate to academic audiences.
- write clearly and concisely.

Hiring and Training Tutors

We have high standards of professionalism for our tutors, and they receive extensive training (equivalent to at least 10 hours) before they begin working with students. The following information about the hiring/training process is posted on the jobs page of our website (http://sjsu.edu/writingcenter/jobs).

Required Qualifications

To be a writing tutor, you must

- be a currently enrolled student at SJSU with a "clear" academic standing.
- have a minimum overall GPA of 3.2.
- have completed a first-year writing course (e.g., English 1A) with a grade of "B" or higher.
- have excellent writing, reading, and critical thinking skills.
- have excellent interpersonal and communication skills.

Please note that to be a tutor embedded in an upper-division course, you must have also completed 100W with a grade of "B" or higher (or be currently enrolled in 100W and earning a "B" or higher).

Hiring Process

To be hired, you must complete the following steps (in order):

- submit a complete application (online).
- participate in an oral interview with the Writing Center Director.
- complete a pedagogy test in which you will demonstrate your knowledge of the writing process and your ability to explain concepts related to style, grammar, organization, essay structure, and content development.
- participate in a tutoring session as a student, bringing in a piece of your own writing.

Training Process

Once you have finished the hiring process, your **paid training** will begin. Complete the following steps (in order):

- observe a minimum of three tutoring sessions by experienced writing tutors.
- discuss best practices with an experienced tutor.
- participate in a one-hour trial run for a mock tutoring session.
- conduct a minimum of four mock tutoring sessions with experienced writing tutors (two focusing on grammar and two focusing on content), following the Writing Center format for tutoring and writing follow-up e-mails to instructors after each session.
- upon conditional hiring, be shadowed and evaluated by experienced writing tutors for three tutoring sessions.

You will not be considered an official Writing Center tutor until all training requirements have been met. If the training requirements cannot be met, you will only be paid for the training that you completed.

Training then continues for all employees at two-hour staff meetings that occur on the first Friday of each month during the academic year. Each staff meeting involves extensive discussion about tutoring scenarios, role-playing sessions, and training from other on-campus units. (e.g., The Accessible Education Center Director conducts training about working with students who have disabilities; representatives from the Career Center discuss best practices for writing cover letters and résumés; the Writing Across the Curriculum Director leads activities about genre theory.) Tutors also receive continued verbal and written feedback through observations of workshops and tutoring sessions that are done by experienced tutors and/or the Writing Center Director.

In the future, we plan to offer optional specializations for our tutors as we move into offering different types of tutoring. For example, a tutor will be given the option to receive additional training and specialize in online tutoring or embedded tutoring. We are also moving toward a certification training program for working with graduate-level writers.

TUTORING

1,847 Tutoring Clients

4,215 Tutoring Sessions

Average Satisfaction Ratings between 96% and 99%

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Tutoring Overview
Tutors are available to conduct both one-on-one and small-group tutoring sessions. Most sessions are 30 minutes in length; students registered with the AEC and Master's students working on their theses can request one-hour appointments. At the end of each session, tutors write client reports in our online database (the WCOnline), and tutors also send follow-up emails about the session to the student's instructor (with the student's explicit approval). Samples of these follow-up emails—along with representative samples of the responses they elicit from faculty—are included in the Campus Communications section of this report.

The WCOnline scheduling system is used by students to register and schedule appointments. Students self-report data at the time of registration. This data includes major, ethnicity, and first language, among other information. When scheduling appointments, students report area(s) of their writing that require improvement and identify the type of writing they'd like to work on with the tutor. Tutors use the self-reported appointment information to prepare for tutoring sessions.

We deploy our tutors in a few different ways. Tutors choose the capacity in which they'd like to work each semester. The following information is posted for applicants on our website.

> **Writing Center Tutors**
> Tutors on our regular schedule in the Writing Center work with writers of all levels and disciplines on a variety of assignments and projects, such as essays, theses, proposals, lab reports, research papers, and job search correspondence. They also maintain tutoring records, communicate with SJSU faculty, participate in outreach activities, develop and present workshops, participate in training activities for new applicants, and create original resources for the Writing Center every semester.
>
> **Course-Embedded Tutors**
> Writing tutors can also choose to be embedded in the classroom, working with writing-intensive courses (e.g., 100W) all across campus, providing supplemental instruction to students both in class and outside of class in small workshops and one on one. Course-embedded tutors work five hours per week for each class they support, and they work on a flexible schedule agreed upon in advance with the instructor they're paired with.
>
> **Department-Embedded Tutors for Graduate Programs**
> Lastly, writing tutors can choose to be embedded in a college or department and work with their graduate students. This work is similar to being a course-embedded tutor except the tutor supports graduate students throughout a college or department (instead of in one specific class). Currently, we have tutors supporting graduate students in the College of Education, the iSchool, the Master's in Taxation (MST) program, the Mechanical Engineering Department, and the Aerospace Engineering Department.

Appointment and Drop-in Systems
Students can schedule up to two appointments in advance per week; they can receive additional assistance (if desired) through drop-in tutoring sessions, which we began offering in spring 2018.

Students may modify and/or cancel appointments up to one minute before their scheduled tutoring session. The Writing Center exercises a strict lateness and absence policy; if a student is a "no-show" for two appointments without cancelling or notifying the Center in advance, he or she will no longer be able to schedule appointments for the remainder of the semester. During the fall 2017 semester, these students could be placed on a waitlist for an appointment. If a student failed to arrive for their appointment at the beginning of their scheduled time or if there was a last-minute cancellation, a waitlisted student was given the appointment. A drop-in system was implemented in spring 2018 to replace the waitlist system. Drop-in tutoring now occurs at our Clark Hall location while scheduled appointments are held in our new area on the second floor of the MLK Library. Drop-in tutoring sessions are primarily intended for students who have quick questions or do not require extensive assistance, and they can be 15 to 30 minutes in length.

Client Use of the Writing Center

The Writing Center's reporting period spanned June 1, 2017 to May 31, 2018. The Writing Center served a total student population of 33,000 students within the reporting year. Students under the service of the Writing Center were designated with the title *Writing Tutor*; tutors met with **1,847 distinct students** and conducted a total of **4,215 appointments** during the reporting period. In the following data samples, data was analyzed within each individual schedule.

Figure 1. Tutoring History				
Reporting Period	**Appointments**	**Clients**	**Appointments per Client**	**Historical Average**
2007	1,641	673	2.44	2.44
2007-2008	5,306	1,590	3.34	2.89
2008-2009	2,834	1,403	2.02	2.60
2009-2010	4,071	985	4.13	2.98
2010-2011	4,670	1,141	4.09	3.20
2011-2012	4,215	1,210	3.48	3.25
2012-2013	4,026	1,203	3.35	3.26
2013-2014	4,249	1,498	2.84	3.21
2014-2015	3,599	1,262	2.85	3.17
2015-2016	4,002	1,499	2.67	3.12
2016-2017	3,252	1,288	2.52	3.07
2017-2018	4,215	1,847	2.28	3.00
Total	**46,080**	**15,599**		
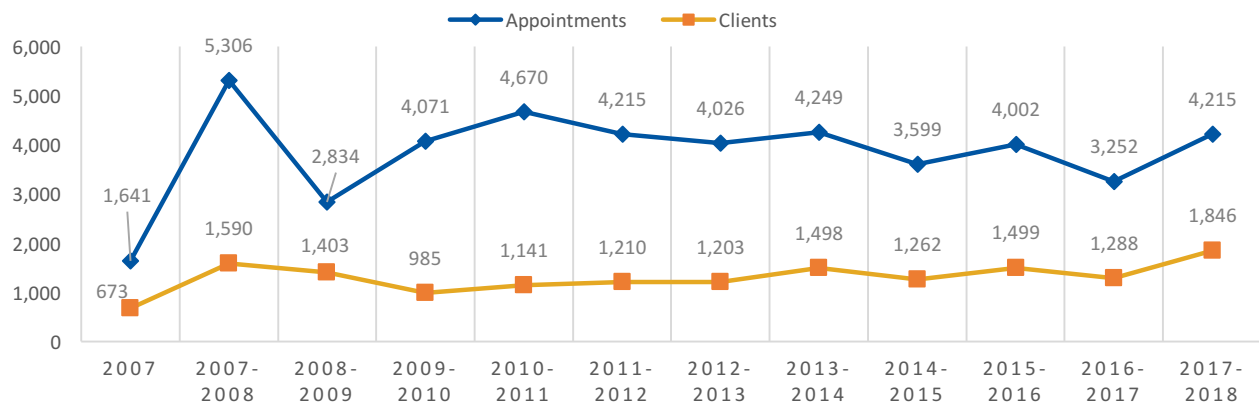
Figure 2. Writing Center historical appointment and client records. The number of appointments is compared against the number of clients served by the Writing Center.
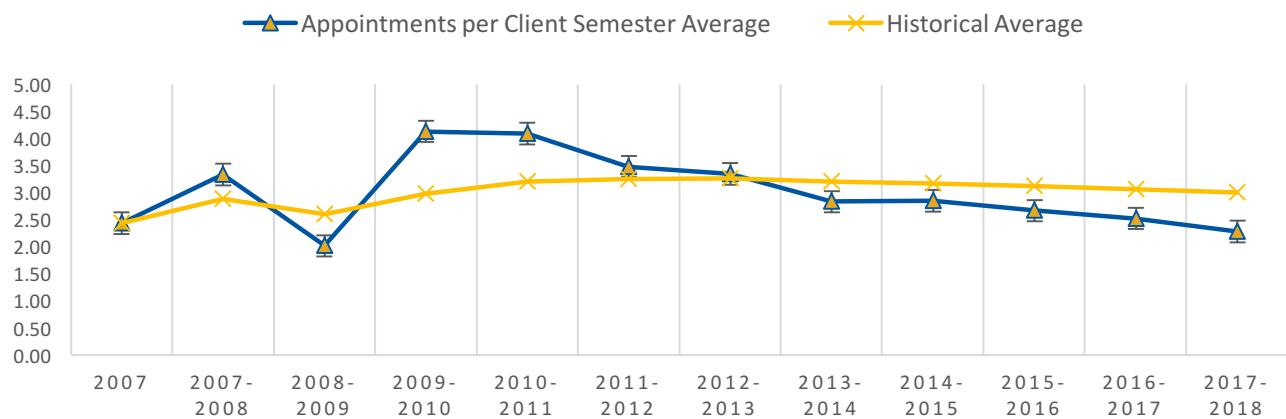
Figure 3. Writing Center historical appointment and client figures. Average by semester is compared to the cumulative historical average of the Writing Center.

Every semester, we track utilization statistics to assess how much of our tutors' total available work time on the regular schedule is being used. Most semesters (with the exception of summer), our utilization rates remain above 90%, and that trend held steady in 2017-2018.

Figure 4. Hour Utilization - Appointments			
Semester	Used Hours	Available Hours	Utilization Rate
Summer	262	499	52.51%
Fall	1824.5	1976.5	92.31%
Spring	1185	1316	90.05%
Total	3271.5	3791.5	86.29%

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As we pilot tested drop-in tutoring in spring 2018, our tutors' time was not being fully utilized at the beginning of the semester. However, as we did more marketing and communications about our new drop-in services, the utilization rates rose steadily to 50.08% by the end of the term. We also tracked the most popular times for drop-in tutoring, and with this data, we will adjust our drop-in hours accordingly in future semesters.

Figure 4.5. Hour Utilization – Drop-In			
Semester	Used Hours	Available Hours	Utilization
Spring	480.75	960	50.08%
Total	480.75	960	50.08%

Clients and Appointments by Gender

At the time of registration, clients self-report their gender. In the 2017-2018 period, students were able to select three options: *male, female,* and *decline to state.* Clients who self-reported as *female* account for 56.99% (2402/4215) of appointments held by the Writing Center and 57.28% (1058/1847) of distinct clients served by the Writing Center. For future reporting periods, we are adding non-binary and transgender options.

Figure 5. Appointments and Clients by Gender				
	Appointments	Clients	% of Appointments	% of Clients
Male	1801	783	42.73%	42.39%
Female	2402	1058	56.99%	57.28%
Decline to State	12	6	0.28%	0.32%
Total	4215	1847	100.00%	100.00%

Client Ethnicity Data

At the time of registration, clients self-report their ethnicity. Previously established categories of ethnicity were used in the 2017-2018 reporting period. Established categories were *African-American, Asian-American, Decline to State, Hispanic, White/Caucasian,* and *Two or More Ethnicities*. Clients who did not identify as any of the previously outlined categories and classified as international students at San José State University also had the option of reporting as *International Student.* This category was not broken-down by ethnicity of the client. As a result, only for the usage of this data and measurements, *International Student* is defined as a distinct ethnic category. Clients were also permitted to select one or more ethnicities at the time of registration. Ethnicity data currently presented is only reported for appointments held on the *Summer 2017 Tutoring, Fall 2017 Tutoring,* and *Spring 2018 Tutoring Appointments* calendars.

During the reporting period, clients who self-reported as *Asian-American* represented the largest ethnicity group of all appointments, as well as the highest ethnicity group of all clients served by the Writing Center. Furthermore, this group had the highest appointment-to-client average.

Figure 6. Appointments and Clients by Ethnicity, by Semester										
Ethnicity	**Summer**		**Fall**		**Spring**		**AY 2017 – 2018**		
	Appointments	**Clients**	**Appointments**	**Clients**	**Appointments**	**Clients**	**Appointments**	**Clients**	**Average**
African-American	14	4	69	42	55	25	138	71	1.94
Asian-American	85	27	733	348	485	178	1303	553	2.36
Decline to State	15	8	178	77	90	47	283	132	2.14
Hispanic	16	11	360	226	214	139	590	376	1.57
White/Caucasian	17	9	202	119	132	79	351	207	1.70
Two or More Ethnicities	0	0	90	46	45	26	135	72	1.88
International Student	**40**	**21**	**384**	**159**	**190**	**93**	**614**	**273**	**2.24**
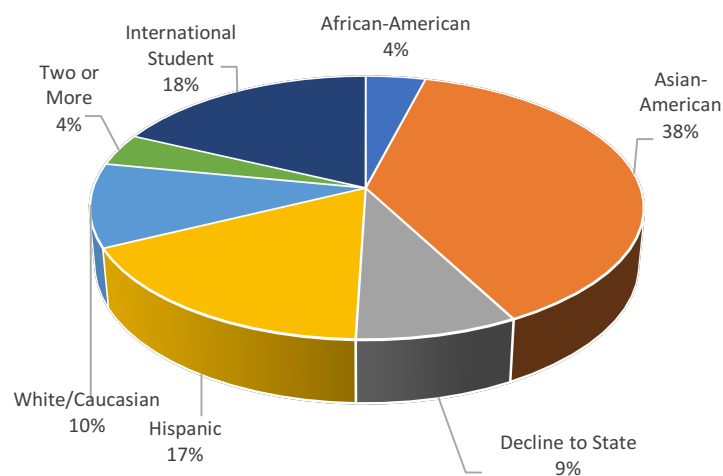
Figure 7. Appointments by ethnicity in 2017-2018.
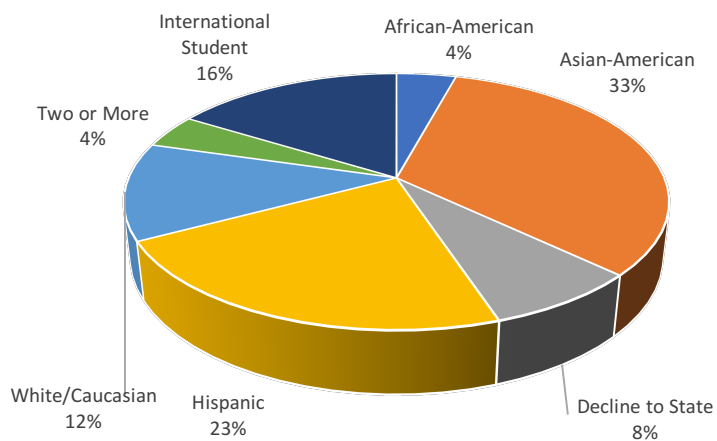
Figure 8. Clients by ethnicity in 2017-2018.
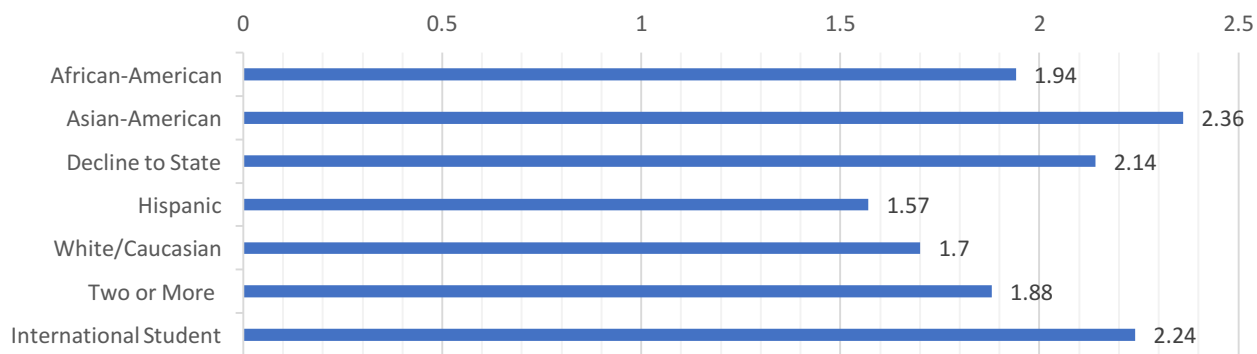
Figure 9. Appointment-client ethnicity and international student averages.

Clients and Appointments by Self-Reported First Language

At the time of registration, students self-report their first language, or home language. Languages were chosen from a checkbox selection of languages, the list of which consisted of major languages collected from the previous reporting year's data. This list highlights the languages with the highest values in number of appointments and in number of clients listed first (in descending order).

Figure 10. Language by Appointment	
Language	**Number of Appointments**
English	1597
Mandarin	520
Vietnamese	515
Spanish	460
Cantonese	265
Japanese	144
Farsi	63
Amharic	63
Panjabi	61
Korean	54
Other	473

Figure 11. Language by Client	
Language	**Clients by Language**
English	833
Spanish	237
Mandarin	189
Vietnamese	167
Cantonese	90
Korean	30
Japanese	28
Arabic	26
Tagalog	26
Farsi	25
Other	196

Language – Other (Breakdown)	
Arabic	52
Tagalog	49
Hindi	42
Gujarati	36
Bengali	24
Marathi	20
Tamil	19
Telugu	17
Russian	16

Language – Other (Breakdown)	
Hindi	23
Gujarati	20
Panjabi	16
Telugu	13
Marathi	12
Tamil	10
Amharic	8
Russian	7
Indonesian	6

Nepali	14		French	5
French	14		German	5
Indonesian	13		Kannada	5
German	13		Nepali	5
Myanmar	10		Portuguese	4
Thai	9		Thai	4
Portuguese	8		Bengali	3
Kannada	8		Bulgarian	3
Burmese	7		Hmong	3
Turkish	5		Burmese	2
Malayalam	5		Malayalam	2
Hmong	3		Myanmar	2
Bulgarian	3		Turkish	2
Urdu	2		Urdu	2
Tigrinya	1		Shanghainese	1
Shanghainese	1		Tigrinya	1
Grand Total	**4215**		**Grand Total**	**1847**
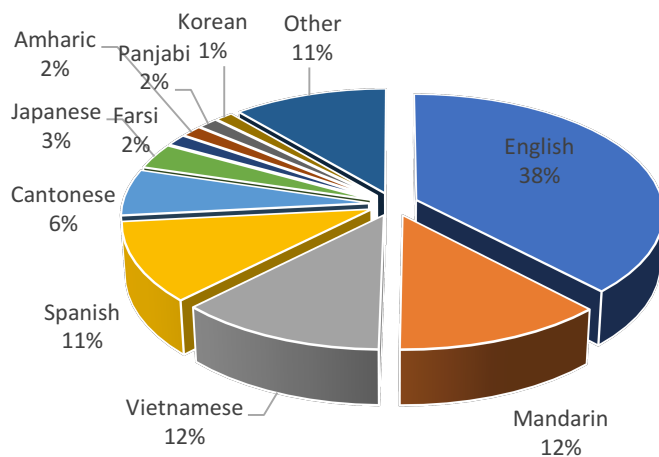
Figure 12. Writing Center appointments made during reporting period by first language of client.
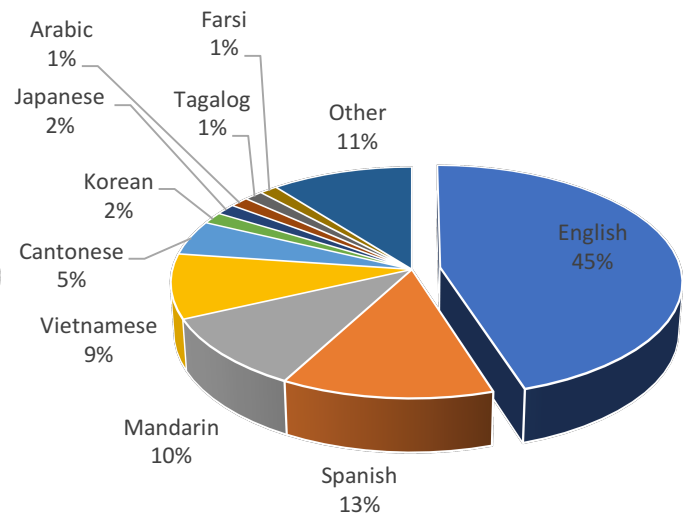
Figure 13. Writing Center clients served during reporting period according to self-reported first language of client.

Client Class Standing: Center Sessions

During registration, clients self-report their class standing at San José State University. In the reporting period, clients had the ability to choose from *Freshman (first year), Sophomore (second year), Junior (third year), Senior (fourth year), Graduate Student,* and *Faculty/Staff.* Figure 14 (below) represents the class standing of clients who visited the Writing Center either for scheduled appointments or drop-in tutoring sessions; clients who had appointments with embedded tutors are represented in a latter figure.

Figure 14: Appointment By Class Standing – Center Sessions						
Academic Standing	Summer 2017 Tutoring	Fall 2017 Tutoring	Spring 2018 Appointments	Spring 2018 Drop-In	% Of Total	Grand Total
Freshman	13	278	175	76	13.88%	542
Sophomore	2	147	75	37	6.68%	261
Junior	71	726	443	231	37.67%	1471
Senior	70	498	250	84	23.10%	902
Graduate Student	31	356	269	70	18.59%	726
Faculty/Staff		1	2		0.08%	3
Grand Total	187	2006	1214	498	100.00%	3905
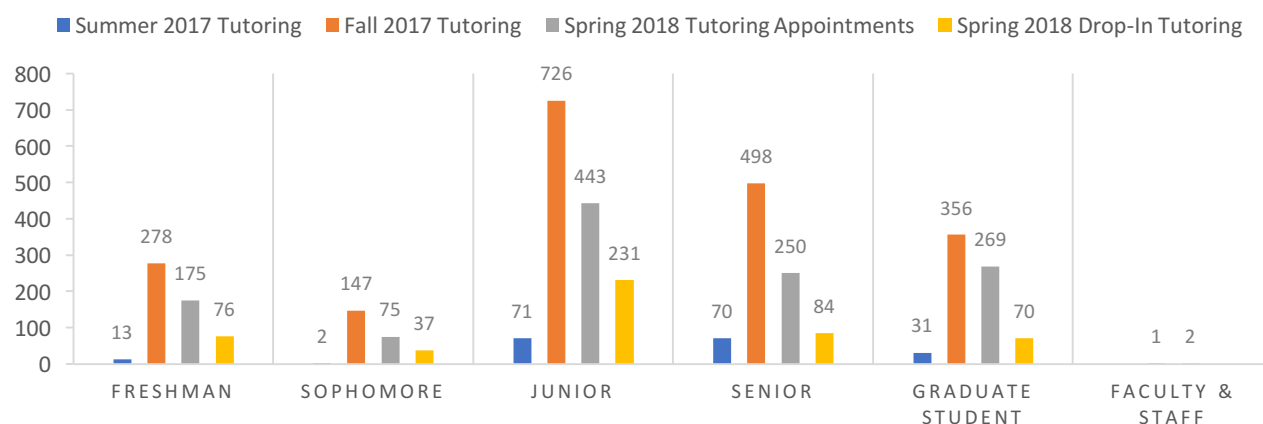
Figure 15. Breakdown of client class and semester.

During the full 2017-2018 reporting period, clients self-reporting as *Junior* accounted for more than a third of all appointments.

In all semesters in the reporting period, clients who reported as *Junior* were the largest body of clients that attended an appointment. This group was followed by clients who identified as *Senior* and then *Graduate Student*. These trends are consistent with data from previous years.
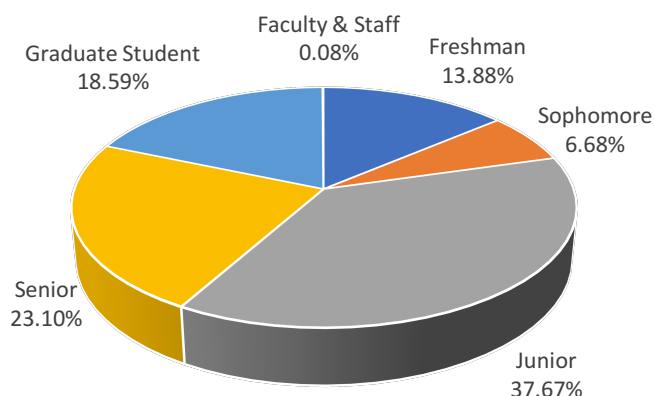
Figure 16. Total appointment breakdown by class for AY 2017-2018.

Client Class Standing: Embedded Tutoring

Figure 17 (below) shows the same class standing breakdown for all tutoring sessions conducted by embedded tutors. The vast majority of students who had appointments with embedded tutors identified as *Junior* or *Senior*, which is to be expected since most embedded tutors were placed in sections of 100W—the junior-level, discipline-specific writing course. Embedded tutors also worked with graduate students when they were embedded in a college or department.

Figure 17. Appointment by Class Standing – Embedded Tutoring			
Academic Standing	Fall 2017 Embedded	Spring 2018 Embedded	Grand Total
Freshman	4	3	7
Sophomore	17	7	24
Junior	68	58	126
Senior	54	26	80
Graduate Student	63	10	73
Faculty/Staff			0
Grand Total	206	104	310
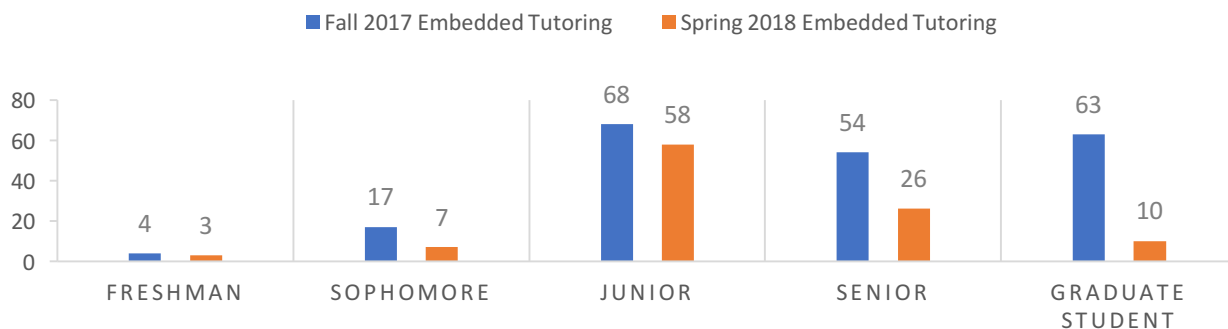
Figure 18. Total session breakdown by class for embedded tutoring for AY 2017-2018.
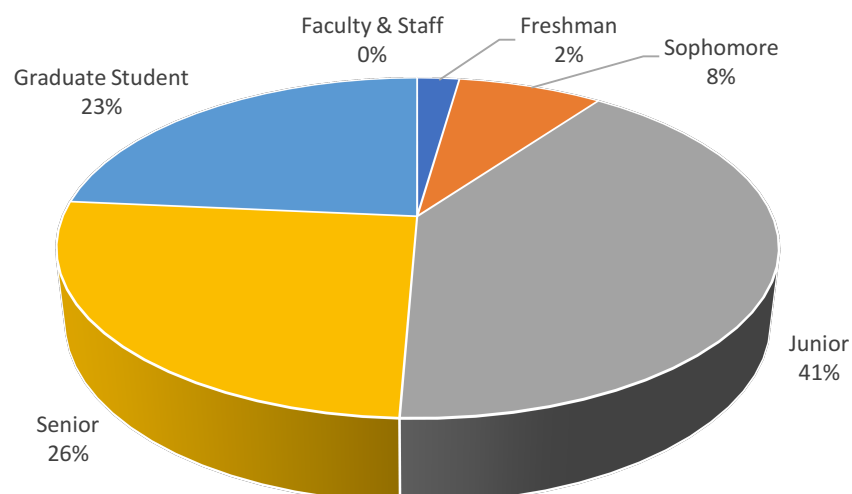
Figure 19. Total session breakdown by class for embedded tutoring for AY 2017-2018.

Appointments by College and Program

During the registration process, clients self-report their majors. In 2017-2018, entries were recorded via text box. For data analysis purposes, entries were categorized by the colleges that majors are assigned under in the San José State University system. The numbers represented in Figure 20 (below) do not include embedded tutoring sessions. Some students reported majors for some appointments that were unclassifiable due to several factors including misspellings and lack of specificity; these issues accounted for 0.7% (29/3905) of all appointments. To avoid this issue in the future, we will have students choose options from a drop-down menu.

Figure 20. Appointment Breakdown by College						
College	Summer 2017 Tutoring	Fall 2017 Tutoring	Spring 2018 Appointments	Spring 2018 Drop-In	Grand Total	% of Total
Applied Sciences and Arts	16	221	192	77	506	13.05%
Business	34	389	174	105	702	18.11%
Education	8	104	86	33	231	5.96%
Engineering	61	505	283	88	937	24.17%
Humanities and the Arts	30	199	165	48	442	11.40%
International and Extended Studies		3	2	1	6	0.15%
Science	10	208	103	39	360	9.29%
Social Science	19	279	168	85	551	14.22%
Undeclared		93	35	13	141	3.64%
Grand Total	**178**	**2001**	**1208**	**489**	**3876**	
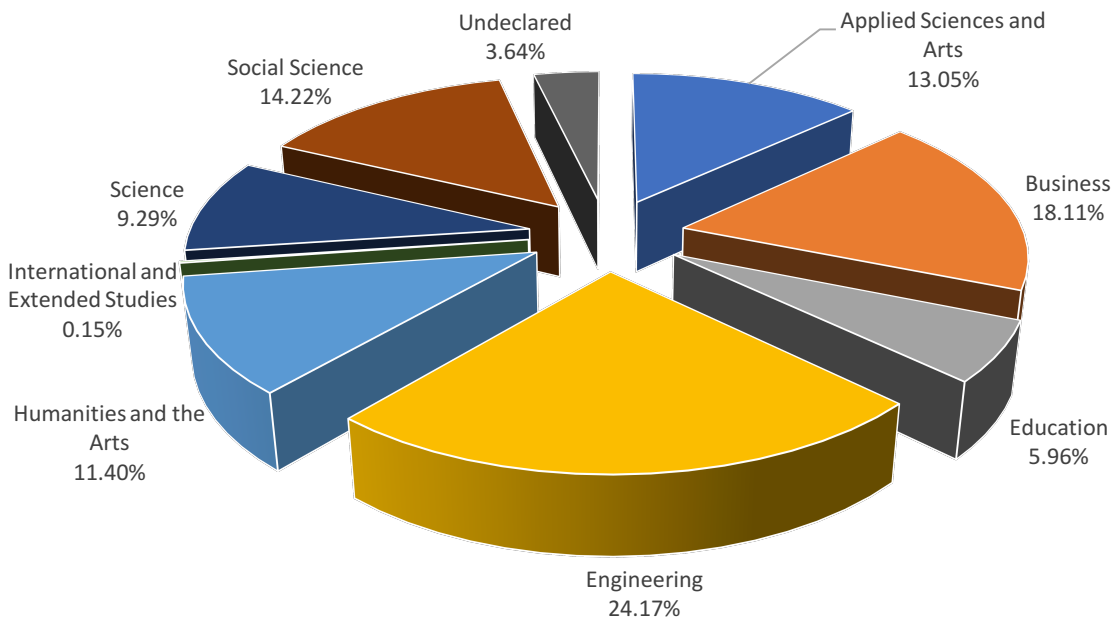
Figure 21. AY 2017-2018 appointment breakdown by client majors.

The Writing Center worked with students the most frequently from the College of Engineering and the College of Business, which is in line with the work we have done in previous years. Significant work was also done with students from the College of Social Science, College of Applied Sciences and Arts, and College of Humanities and the Arts. One area of potential future growth would be to reach out to more students from the College of Science.

To further break down these statistics about the student population we are serving, Figure 22 on the next page shows appointments by specific departments and programs within each college.

Figure 22. Appointments by Department

College of Applied Sciences and Arts	
Advertising	19
Health Science and Recreation	211
Hospitality, Tourism, and Event Management	6
Journalism and Mass Communications	6
Justice Studies	125
Kinesiology	70
School of Information	3
Nursing	76
Nutrition, Food Science, and Packaging	77
Occupational Therapy	47
Social Work	64
Total	**704**

College of Education	
Child and Adolescent Development	89
Communicative Disorders and Sciences	8
Counselor Education	77
Educational Leadership	5
Elementary Education	9
Secondary Education	0
Special Education	26
Total	**214**

College of Humanities and the Arts	
Art and Art History	69
Design	93
English and Comparative Literature	52
Humanities	52
Liberal Studies	20
Linguistics and Language Development	47
Music and Dance	16
Philosophy	4
TV, Radio, Film and Theatre	4
World Languages and Literatures	39
Total	**396**

College of Social Science	
African-American Studies	3
Anthropology	4
Communication Studies	57
Economics	103
Environmental Studies	120
Geography and Global Studies	3
Global Studies	7
History	24
Mexican-American Studies	0
Political Science	12
Psychology	140
Sociology and Interdisciplinary Social Sciences	75
Urban and Regional Planning	7
Total	**555**

College of Business	
Accounting & Finance	317
Information Systems and Technology	88
Marketing and Decision Sciences	84
Management	88
Global Innovation and Leadership	68
Not Specified	91
Other	29
Total	**765**

College of Engineering	
Aerospace Engineering	165
Aviation & Technology	15
Biomedical, Chemical, and Materials	175
Civil and Environmental Engineering	68
Computer Engineering	82
Electrical Engineering	89
General	20
Industrial and Systems Engineering	53
Mechanical	161
Software	151
Total	**979**

College of Science	
Biological Sciences	64
Chemistry	30
Computer Science	59
Geology	2
Mathematics & Statistics	80
Meteorology and Climate Science	2
Physics and Astronomy	2
Total	**239**

Undeclared	**102**

Tutoring Session Evaluations

At the end of each tutoring session, tutees are asked to complete a voluntary four-question survey evaluating their experience. The first three questions cover the client's satisfaction with the tutoring session, the usefulness of the session, and the student's intent to return and/or recommend the Writing Center. Each response is recorded numerically on a 1 to 5 scale, with 5 being the best possible response. The fourth question asks for any additional, qualitative feedback the student would like to share. Clients completed the survey on a computer in the main lobby during the fall semester and on a floor-mounted iPad during the spring semester.

Tutors are given a comprehensive report of their raw scores and averages monthly, which are also kept on file. The Writing Center Director utilizes these reports to monitor student feedback and note possible areas for additional tutor training, allowing the Writing Center to offer the highest possible level of service.

During the 2017-2018 academic year reporting period, 79% (3,325/4,215) of appointments had an evaluation submitted.
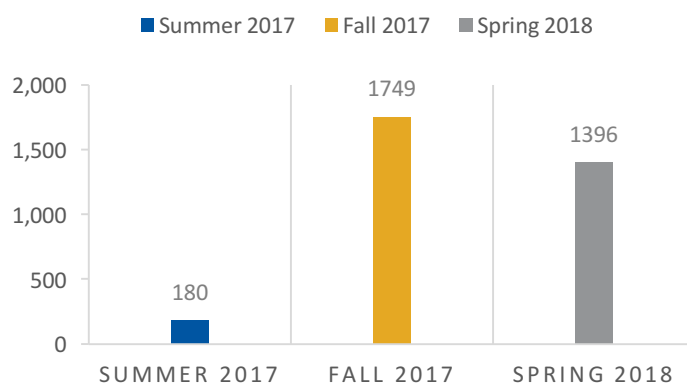

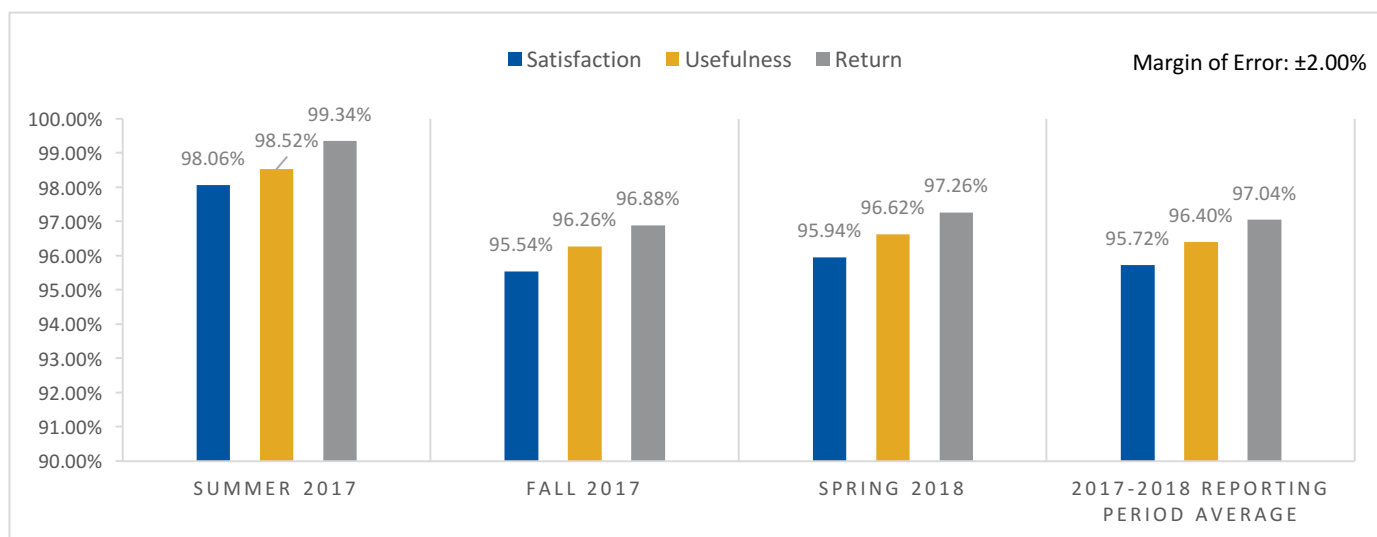*Figure 23. Number of responses by semester.*

Figure 24. Tutoring session evaluations outlined across all reporting sections of the 2017-2018 academic year. Evaluations were recorded on criteria of overall satisfaction, usefulness, and willingness to return for another appointment at the Writing Center. The margin of error of all measured criteria was rounded to 2%.

Client Return Averages

During the 2017-2018 reporting period, averages of client return rates were measured (i.e., how often clients returned for additional tutoring sessions). In this measurement of client and appointment averages, each distinct schedule will be examined within each schedule itself.

Figure 25. Clients/Appointments			
Schedule	Clients	Appointments	Appointments per Client
Summer 2017 Appointments	81	187	2.40
Fall 2017 Appointments	1024	2006	1.97
Fall 2017 Embedded Tutoring	118	206	1.75
Spring 2018 Appointments	591	1214	2.05
Spring 2018 Drop-In	339	498	1.47
Spring 2018 Embedded Tutoring	57	104	1.82
Reporting Period 2017 – 2018	2210	4215	1.91
Distinct Clients Over 2017 – 2018	1847		2.28

Due to this approach of measurement (by-schedule analysis), clients who attended an appointment at the Writing Center across multiple semesters during the reporting period are treated as distinctive clients. During the 2017-2018 reporting period, the average number of appointments per client was calculated to be 1.91. After consideration of an overlap of 16.4% (1847/2210) clients between all semesters, the number of appointments per client increases to 2.28 appointments per distinct client.

The 2017-2018 reporting period had the highest number of clients served among all areas reported at 1847 distinct clients (see Figure 25).

Client figures were also tabulated by frequency of appointments. Appointment frequency was aligned according to WCOnline measurement intervals. Clients were counted based on number of clients who scheduled one appointment, then followed by ranges of 2-5 appointments, 6-9, and 10 or more. Each distinct semester is examined within each semester itself.

Figure 26. Client Breakdown by Number of Appointments				
Appointments	Summer	Fall	Spring	2017-18
1	46	720	627	1393
2-5	25	349	274	648
6-9	9	38	32	79
10+	0	21	16	37
Total	80	1128	949	2157
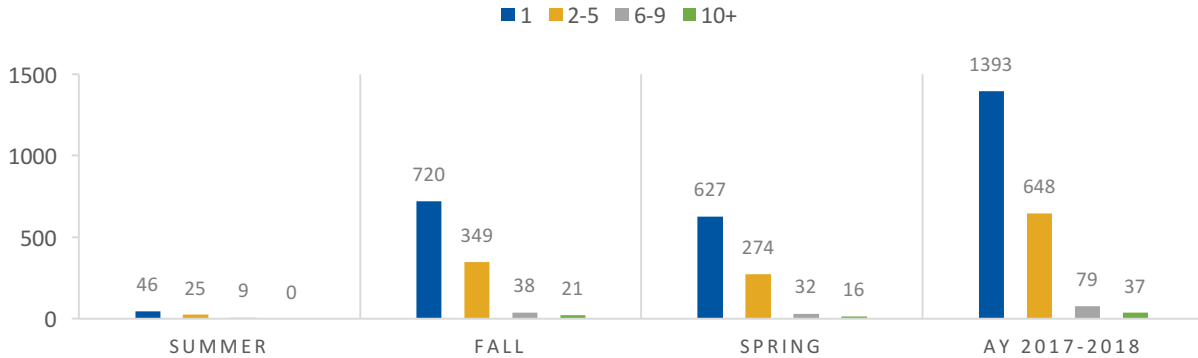
Figure 27. Distribution of Clients by Number of Appointments.

Appointments by Course Classification

During the reporting period, students self-reported the classes for which they were visiting the Writing Center.

First-year writing courses were defined as the following courses offered by San José State University (SJSU): English 1A, English 1B, English 1AF, English 1AS, or English 2. General lower-division courses were defined as classes offered by SJSU with class numbers between 2 and 99 (excluding English 2). English 100A and Linguistics and Language Development (LLD) 100A were measured as a distinctive category. All departmental 100W courses were categorized as a distinct category. General upper-division courses were defined as classes offered by SJSU with class numbers between 101 and 199. Graduate courses were defined as courses with class numbers 200 and over. Test preparation was defined as preparation for the Writing Skills Test (WST) or exams like the GRE. Professional development was defined as any appointment involving work on a resume, cover letter, application, or any other business document *not* completed for a class.

Of 4,215 sessions conducted during the reporting period, 4,070 appointments contained a response that allowed for sorting into a category of measurement. Of all self-reported responses, 3% (145/4215) did not include a course number and were, as a result, non-categorical.

Figure 28. Appointments by Course Classification				
Course Classification	Summer	Fall	Spring	Total
First-Year Writing	3	170	103	276
General Lower-Division	20	177	168	365
English/LLD 100A	68	164	223	455
100W	23	498	520	1041
General Upper-Division	32	573	399	1004
Graduate	21	253	290	564
Test Preparation	12	15	29	56
Professional Development	15	160	134	309
	194	2,010	1,866	4,070
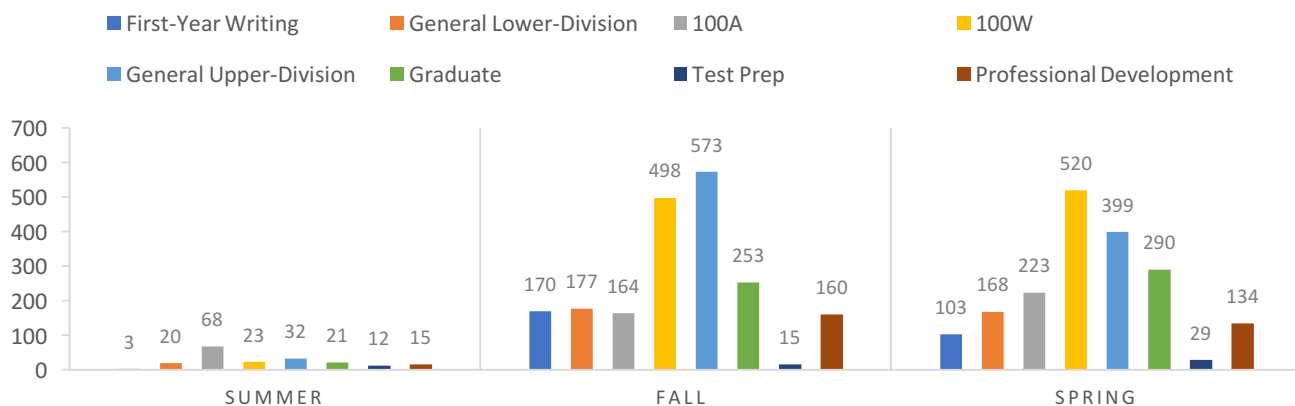
Figure 29. Appointments by Type, by Semester.

Appointments by Writing Process Stage

Appointments were categorized based on the major stages of the writing process. These stages were outlined as *planning/pre-writing, drafting, revising/polishing*, and *other (non-categorized)*. Responses were collected as a required question, from which clients selected the relevant stage that was applicable to them from a drop-down menu.

Non-categorized is defined as any self-reported information reported as "other" or left blank due to system/administrative error.

The majority of all appointments held were in the latter stages of the writing process, characterized in this evaluation as *revising/polishing*. As we have discovered in previous years, however, students tend to work with course-embedded tutors earlier in the writing process (when compared to statistics from tutoring appointments conducted with tutors on the regular Writing Center schedule).

Figure 30. Appointments by Writing Process Stage				
	Summer 2017	**Fall 2017**	**Spring 2018**	**Total**
Planning/Pre-Writing	21	249	160	430
Drafting	62	488	358	908
Revising/Polishing	101	1361	1221	2683
Non-Categorized	3	114	77	194
TOTAL	**187**	**2212**	**1816**	**4215**

Figure 31. Appointments by Writing Process Stage.

WORKSHOPS
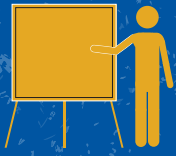
37 Regularly Scheduled Workshops

16 In-Class Workshops

Average Satisfaction Ratings between 94% and 95%

SJSU | WRITING CENTER

Workshop Overview

Every semester, the Writing Center offers workshops—one-hour, interactive lessons on various writing topics. These workshops are presented in seminar fashion for up to 15 students who either sign up for the workshops in our WCOnline system or show up the day of the workshop to see if any seats are available. The workshop topics reflect our goal to assist students during all phases of the writing process—from first thought to final draft. Workshops are conducted by Writing Center faculty and staff, with each tutor conducting at least one workshop every term and each faculty member conducting at least four workshops every semester. Information about the workshop schedule and workshop topics are posted on our website.

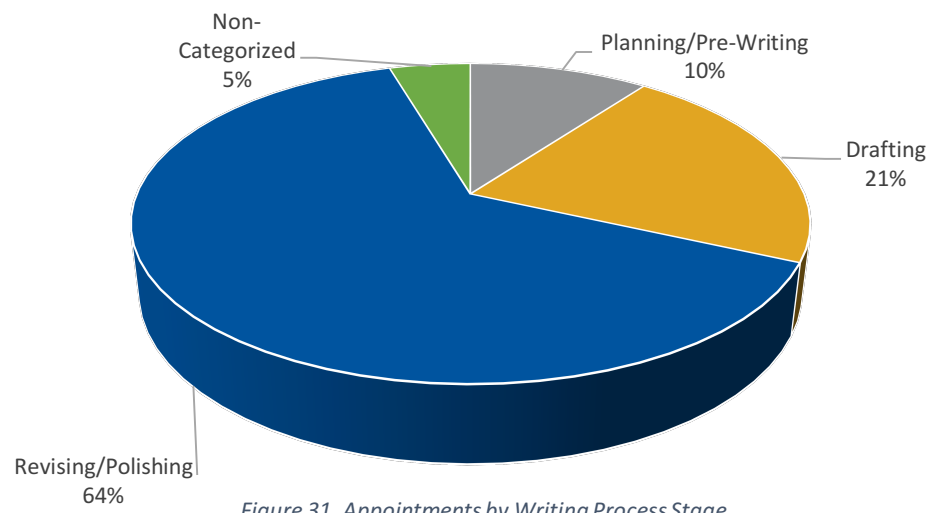In addition to our regularly scheduled workshops, we also conduct workshops in the classroom at the request of an instructor. Any faculty member can fill out our online workshop request form, and we will then do our best to accommodate that request.

At the end of each workshop, attendees are asked to complete an online evaluation form, the results of which are presented in this report. For in-class workshops, we also collect an evaluation response from the instructor.

Workshop Offerings and Attendance

During the 2017-2018 reporting period, 16 workshops were offered a total of 37 times on the regular schedule.

Figure 32. Regularly Scheduled Workshop Totals			
Workshop	Fall	Spring	Total Presented
Basic APA Style	1	2	3
Body Paragraphs	2	1	3
Common Grammar and Punctuation Errors	2	2	4
Deconstructing the Prompt	0	1	1
Essay Prompts and Time Management	1	2	3
Finding a Voice	1	1	2
How to Write a Killer Introduction	1	0	1
Muscle Verbs for Good Writing	1	1	2
Paraphrasing	1	1	2
Reflecting on Your Progress: Creating an ePortfolio	1	0	1
Revising for Clarity: Subjects and Their Verbs	1	1	2
Selecting and Integrating Source Material	2	0	2
Transitions for Coherence	1	0	1
Trimming the Fat: Writing Concisely and Avoiding Wordiness	3	2	5
Writing a Job Query Letter/Email	1	2	3
Writing for Your Audience	1	1	2
AY 2017-2018 Totals	20	17	37

During the reporting period, all regular workshops had an average attendance rate of 65.36% based on the number of students who registered in advance to attend (183/280). One workshop, "Writing a Job Query Letter/Email," was cancelled in spring 2018 due to no enrollment. Two workshops, "Selecting and Integrating Source Material" in fall 2017 and "Reflecting on Your Progress: Creating an ePortfolio" in spring 2018, were cancelled due to facilitator illness, and no substitute could be found to conduct the workshop. The workshop "Deconstructing the Prompt" was developed in fall 2017 by a graduate-level tutor, and it was conducted for the first time in spring 2018.

Figure 33. Registration and Attendance by Regular Workshop							
Workshop Title	Registered			Attended			Average Attendance Rate
	Fall	Spring	Total	Fall	Spring	Total	
Basic APA Style	15	6	21	11	4	15	66.67%
Body Paragraphs	16	5	21	12	3	15	52.38%
Common Grammar and Punctuation Errors	24	14	38	19	8	27	60.53%
Deconstructing the Prompt	0	7	7	0	4	4	57.14%
Essay Prompts and Time Management	13	17	30	7	14	21	60.00%
Finding a Voice	7	2	9	5	2	7	66.67%
How to Write a Killer Introduction	13	12	25	6	0	6	60.00%
Muscle Verbs for Good Writing	12	6	18	8	3	11	44.44%
Paraphrasing	9	6	15	4	3	7	46.67%
Reflecting on Your Progress: Creating an ePortfolio	4	0	4	5	0	5	50.00%
Revising for Clarity: Subjects and Their Verbs	13	4	17	12	4	16	82.35%
Selecting and Integrating Source Material	7	5	12	2	0	2	33.33%
Transitions for Coherence	7	0	7	8	0	8	42.86%
Trimming the Fat: Writing Concisely and Avoiding Wordiness	25	10	35	20	6	26	57.14%
Writing a Job Query Letter/Email	9	0	9	5	1	6	66.67%
Writing for Your Audience	12	0	12	7	0	7	58.33%
AY 2017-2018 Totals	186	94	280	131	52	183	65.36%

Special Request (In-Class) Workshops

We conducted an additional 16 workshops in classes at the request of instructors across campus. These workshops were conducted in classes within departments such as Nutrition and Food Science, Women's Studies, and Education, among others.

Figure 34. Special Request (In-Class) Workshop Totals	
Workshop Title	Workshops Requested
Basic APA Style	7
Common Grammar and Punctuation Errors	1
Essay Prompts and Time Management	2
How to Write a Killer Introduction	1
Paraphrasing	1
Selecting and Integrating Source Material	3
Trimming the Fat: Writing Concisely and Avoiding Wordiness	1
AY 2017-2018 Total	16

Workshop Evaluations

At the conclusion of each workshop, a survey is taken in a similar style to Writing Center tutoring sessions. Each question is evaluated on a number scale, with 1 being *'strongly disagree'* and 5 being *'strongly agree.'*

Figures 35 and 36 (below) show evaluation statistics in 2017-2018 for our regularly scheduled Writing Center workshops; Figures 37 and 38 show evaluation statistics in 2017-2018 for the special request workshops that we conducted in classrooms.

Figure 35. Workshop Evaluations – Center Workshops		
Evaluation Criteria	Yearly Workshop Averages	Margin of Error
The facilitator covered the material sufficiently.	94.91%	3.78%
The facilitator presented the material clearly.	94.78%	3.86%
I learned something I can use right away.	94.78%	4.43%
I would recommend this workshop to others.	94.46%	4.35%
Total Average	94.68%	4.11%

Margin of Error: 3.78%   n=224
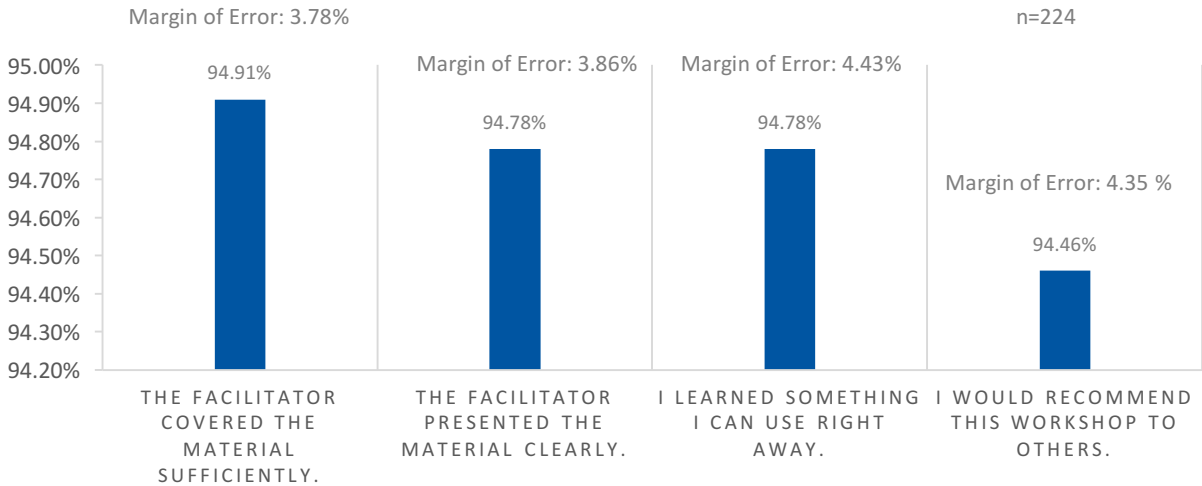
Figure 36. Yearly workshop feedback averages. The margin of error has been rounded to the nearest whole number.

Figure 37. Workshop Evaluations – In-Class Workshops		
Evaluation Criteria	Yearly Workshop Averages	Margin of Error
The facilitator covered the material sufficiently.	94.53%	9.16%
The facilitator presented the material clearly.	95.04%	8.97%
I learned something I can use right away.	92.65%	13.35%
I would recommend this workshop to others.	92.31%	13.73%
Total Average	93.63%	11.64%
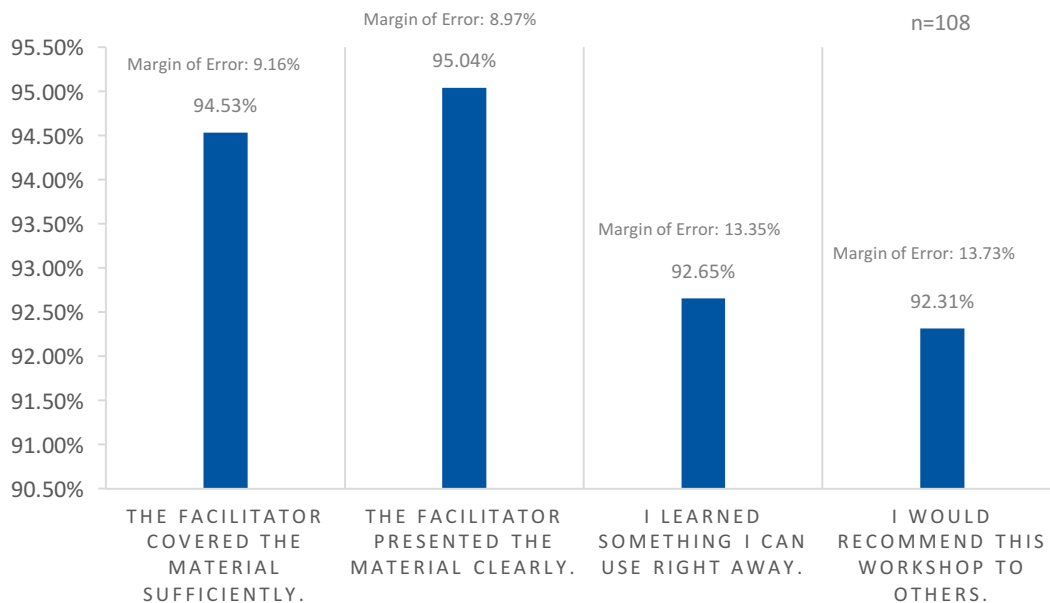
Figure 38. Yearly in-class workshop feedback averages.

29

CAMPUS COMMUNICATIONS

Follow-up Emails to Faculty

Faculty Feedback

SJSU | WRITING CENTER

Communications with Faculty

To further the mission of the Writing Center, we seek to engage faculty in discussions about the teaching of writing. At the conclusion of each tutoring session, with the client's permission, the tutor will send an email report about the session to the instructor, identifying the assignment discussed and issues addressed during the session.

In many cases, instructors' responses express appreciation for the individualized attention their students receive at the Writing Center. Sometimes the reply provides the tutor with feedback about the challenges that the student faces in his or her writing. Occasionally, instructors have questions about teaching writing and want to know more about the strategies we employ. In all cases, the email report heightens faculty awareness of how writing tutors and faculty can collaborate to improve student writing.

Model Emails

The following emails are samples of the follow-up messages to professors that are written by our tutors. This correspondence connects the Writing Center to the campus community and allows us to engage in a dialogue with instructors about the writing process. (Student names have been redacted for privacy.)

Sample Email #1

Dear Professor Kos,

My name is Ines Marjanovic, and I am a writing tutor at the SJSU Writing Center. I worked with your student ████████ from your URBP 101 course on August 9th. ████ has given me permission to contact you regarding her visit to the Writing Center.

Today, ████ and I worked on the content of her research paper on the urbanization of Dubai. She had some preliminary ideas, an introduction, and one body paragraph, but she had some trouble organizing both her introduction and conclusion, using APA formatting correctly for figures, and incorporating an exploratory thesis into her paper. We went over the funnel and inverted funnel method to help her organize her introduction and conclusion paragraphs, and ████ found those quite helpful. We also used the *APA Handbook* for help with figures, but we struggled to find ways to cite Google Maps, so ████ intends to do her own research. Overall, our session was productive, and ████ continues to put in a lot of effort into improving her writing.

We were able to cover all of ████'s concerns, and she expressed she will schedule another appointment in the future.

I am writing to inform you of this tutoring session. If you have any questions concerning the visit, please let me know.

Sincerely,
Ines Marjanovic
Writing Tutor
SJSU Writing Center
(408) 924-2308

Sample Email #2

Dear Professor Kataoka,

My name is Basil Thompson, and I am a writing tutor at the SJSU Writing Center. I worked with your student ████████████ from your Linguistics 21 course on April 2. ████████ has given me permission to contact you regarding his visit to the Writing Center.

████ brought his argumentative analysis essay for a 30-minute session focusing on clarity. He especially wanted to ensure that his points concerning logical fallacies were clear. We read through the second paragraph of his paper and worked to clarify places that could be confusing. For example, when his pronouns had unclear antecedents, we discussed the benefit of using the name of the noun instead. Also, we considered incorporating transition words at the beginning of his sentences to make the logical connections between them clear. Additionally, we covered some grammatical problems like subject-verb agreement and punctuation issues.

We got through the second paragraph of his analysis. I am writing to let you know of this tutoring session. If you have any questions concerning this visit, or would like me to cover any particular writing issues, please let me know.

Sincerely,
Basil Thompson
Writing Tutor
SJSU Writing Center
408-924-2308

Selected Faculty Responses to Follow-up Emails
We receive hundreds of messages every year in response to the follow-up emails that our tutors send to faculty. Some of these responses express appreciation for our tutors' work while others ask questions about our services. Others invite a dialogue about the teaching of writing and note how our services impact their instruction. The following emails are representative samples of the emails that we received from faculty in 2017-2018. (Student names have been redacted for privacy.)

Hello Ms. Lai -

Thank you for letting me know, and for all of the help you and the others at the Writing Center provide our department and all SJSU students. The faculty and students could not do it without your efforts!

Sincerely,
Kevin Roe
College of Applied Sciences and Arts

Thank you for your time and efforts on behalf of my student, Ajoy. I appreciate your assistance! You have given excellent advice that I have given as well, so I hope there will be time for her to come back in to work with you or one of your colleagues. Many thanks, and I wish you a successful semester.

Bonnie Hsia
College of Engineering

Hi Evin -

Many thanks. This is benefitting ████ dramatically. I have recommended that he does continue to book sessions. I am glad that he is enthusiastic--not surprised.

Best regards,
Josh Mackie
College of Engineering

Dear Holly,

Thank you for this information. It's good to know that ████ and other students in need can count on you for such attentive support.

Sincerely,
AJ Faas
College of Social Sciences

Hi Ines,

Thanks for getting in touch with me, and thanks for working with our students! The feedback is helpful, and I'm certain it will help this student turn in better quality work.

Enjoy the weekend,
Chris Cox
College of Social Sciences

Hello Ajah,

I really appreciate the great work you and other tutors in the writing center are doing. ████'s work improved noticeably after her visit. Wishing you all the best!

Thanks and regards,
Dennis Moradkhan
College of Humanities and the Arts

Hello Ines,

Thank you so much for helping ███! I have noticed quite an improvement in her writing recently. I have encouraged several other students to make appointments with the Writing Center. Hopefully, they will be coming to see you soon!

I very much appreciate the work you do.

Best,
Christina Peters
College of Engineering

Thanks for the email Mr. Brady! I really appreciate your helping ████ with his speech outline. He is a great student, and I am happy that he is using the resources on campus to help improve his skills.

Would you mind refreshing my memory by letting me know what the PIE and funnel methods are though? I have been out of school for a while now. =)

I appreciate what you do, and I hope that others follow ████'s lead.

Thanks again!
Felipe Ponce
College of Social Sciences

Hi Ines,

Thank you for letting me know about your session with ████. It sounds like your input is really going to help ████ get the most out of her outlining process. I'll look forward to seeing what kinds of changes she makes to her outline/paper.

Take care,
Shannon Bane
College of Social Sciences

Hi, Evin,

Thank you very much for all you do. Our students' success is only enhanced by the supports available across the university. Keep up the good work! Also, please feel free to keep me informed on ████'s progress.

Kindest Regards,
Jason A. Douglas
College of Social Sciences

Wonderful, thanks so much Megumi! So glad she is self advocating! I'm taking note of her challenges, we will address them as well.

I will remind other students as well.

Stephanie Wemusa
College of Engineering

Dear Jack,

Thank you for informing me about the tutoring session. It gives me much needed perspective to understand my student's work and his progress.

Sincerely,
Reiko Kataoka
College of Humanities and the Arts

Dear Megumi,

Thank you for the support you gave ▮▮▮▮ on her cover letter project for DSGN 100W. It is an important service you provide at the SJSU Student Writing Center. I look forward to reading the rewritten cover letter ▮▮▮▮ will be submitting tomorrow evening, and I will look forward to improvement in sentence structure and organization of text. Furthermore, I hope ▮▮▮▮ pays another visit, as you offered, to the SJSU Student Writing Center if she feels she needs it. Your support is much appreciated.

With warm regards,
John Loomis
College of Humanities and the Arts

Dear Jennifer,

Thank you for this detailed note on the work you've been doing with ▮▮▮▮.

I'm appreciative of the focused help he's been able to get from you and the Writing Center. It makes a considerable difference in regards to the assignment and his larger educational experience. I'm looking forward to reading the final version of his paper.

Thanks again!

Best,
Funie Hsu
College of Social Sciences

Dear Nicole,

Thank you for your email. I am so glad that ▮▮▮▮ took advantage of the wonderful tutors at the Writing Center! I just walked another of my students down to you all today–it is very convenient that my office is just upstairs in Clark Hall. I know that ▮▮▮▮ appreciated your time with her.

Thank you,
Debra Hunter
College of Science

Thanks, Mr. Thompson.

I'm glad ▮▮▮▮ sought and received what sounds as though it was very comprehensive assistance in a brief period of time! His paper is due at 5 pm this evening; I'm now looking forward to reading it and seeing how he's applied all aspects of his learning. :) Well done, ▮▮▮▮, and thanks, Mr. Thompson!

Thank you and best,
Louise Buckingham
College of Applied Sciences and Arts

Thank you very much Megumi. This is why SJSU is so special, because of people such as you.

Janet Giddings
College of Humanities and the Arts

Thank you for the update, Basil. ▮▮▮▮ is a terrific student who struggles with writing so I appreciate your attention to her.

Best,
Allison Briceno
College of Education

Hi Sydney,

Thanks for this report. I had never heard of a paraphrase generator—thank you for steering ██████ away from this ill-begotten thing.

Cheers,
Randy Stross
College of Business

Hi,

Thank you for the information. I'm glad you're open this summer. Do you have more information on "reverse outlining"? Thanks.

Regards,
Annette Nellen
College of Business

Dear Jack,

Thank you so much for helping ████. He's a good student and really working hard to do well. I am very pleased that he came to see you and that you were able to help him! I'm looking forward to reading his paper.

Thank you for keeping me informed.

Johanna Movassat
College of Humanities and the Arts

Dear Evin,

Thank you for letting me know—and more importantly thank you for your work with ████. She is a very smart, motivated student who is just intimidated by this format, and I'm encouraging her to take advantage of as much support as she can.

Very best,

Liz Linden
College of Humanities and the Arts

Hi Nicky,

Thanks so much for helping ████. I know she is putting in tremendous effort and that it's especially hard for her in terms of vocabulary. Thanks for helping her, and I look forward to seeing her progress. You are also helping me tremendously helping with many of the mechanical difficulties.

Isabelle Pafford
College of Humanities and the Arts

Thank you, Luke.

I hope more of our graduate students take advantage of your services. Have a great day.

Patricia D. López
College of Education

WRITING RESOURCES

12 New Handouts, Videos, and Workshops

ELL Conversation Groups

Articles for Publication and Conference Presentations

Posters and Marketing Materials

SJSU | WRITING CENTER

Writing Resources Overview
Every semester writing tutors create original resources to support the Writing Center mission of helping students improve their writing. These projects go through a formal proposal process—in which the tutors must justify the need for the resource they'd like to create—and multiple revisions throughout the course of the semester. In years past, the resources we created were limited to our Homegrown Handouts, but they have been expanded to include posters, videos, blog posts, new programmatic offerings, research projects for conferences or publication, and other resources (e.g., flashcards or informational bookmarks). In the future, we will have even more options, including a marketing team and a team focused on planning and conducting on-campus pop-up events.

Homegrown Handouts
During our years of operation, tutors at the SJSU Writing Center have created over 100 Homegrown Handouts—original writing resources that are posted on the Writing Center website (http://www.sjsu.edu/writingcenter/handouts) and used in the tutoring lab.

A template format is used for these handouts, and tutors are guided through the process of creating a handout by the Writing Center Director. This process involves doing research, justifying the need for the new resource, submitting a formal proposal, and creating and revising multiple drafts. In creating these handouts, tutors learn pedagogical concepts such as scaffolding and modelling while also making resources that are used by faculty and students on campus and at other schools and universities.

The handouts have a substantial reach—people from across the country and beyond have contacted the Writing Center to indicate that they use the handouts in classroom instruction, during private tutoring sessions, and for personal enrichment. We have received messages from teachers who are using our handouts in countries such as Afghanistan, Thailand, Indonesia, and South Korea. Our handouts are also being used by publishers (with our permission), such as in the Pearson Online and Blended Learning program.

Writing tutors created the following new handouts during the 2017-2018 academic year.

- "Advanced Subject-Verb Agreement," by Ajoy Thamattoor
- "AP Style Frontloading for Concise Writing," by My-Tam Hoang
- "Conclusions," by Luke Coulter
- "Infinitives," by Evin de Leon Sanchez
- "It's All Relative (Clauses)," by Daniel Tafoya
- "Omission/Ellipsis of Words," by Ajoy Thamattoor
- "Prepositions: 'Of,' 'At,' and 'For,'" by Megumi Kamikawa

Videos
Writing tutors also created videos for the Writing Center YouTube channel
(https://www.youtube.com/user/SJSUWritingCenter) during the 2017-2018 academic year. The
videos go through the same vigorous revision process as all resource projects.

- "How to Write a Killer Introduction," by Luke Coulter
- "Presenting and Delivering Presentations," by Kerri Jensen
- "Subject-Verb Agreement," by Michelle White
- "Whip Your Writing into Shape," by Christina Cantero

Videos range from interviews with on-campus experts (Dr. Mark Thompson in "Presenting and
Delivering Presentations") to shortened video versions of our existing workshops.

The Write Attitude: The Official Blog of the SJSU Writing Center
In fall 2017, all course-embedded tutors conducted discipline-specific writing interviews with
their faculty partners (which were then published on the blog). This series of posts was titled,
"Better Know a Department." Two additional tutors conducted this same type of interview in
spring 2018, so the blog series continued throughout the year. Readership of our blog grew
exponentially in 2017-2018, with many tutors contributing to its success. More details about the
blog are provided by the Coordinator of Digital Initiatives, Maria Judnick, in the Online Presence
section of this report.

Research and New Programming
When tutors propose semester projects, they can choose to create new programmatic offerings
for the Writing Center or engage in research that results in publications and/or conference
presentations.

- Ariel Andrew wrote an article that was published in *The Peer Review*: "Who Do We
  Think We Are, Anyway?: Writing Tutor Identity Formation through Storytelling." The
  full text of this article is included in the appendix of this report.
- Ariel Andrew, Brooke Blankenship, and Jenn Hambly (along with Coordinator of
  Digitial Intiatives, Maria Judnick) presented their work at the Northern California
  Writing Centers Association (NCWCA) Conference: "Movin' on Up: Assessing
  Challenges and Opportunities during Major Growth at the SJSU Writing Center." They
  were subsequently invited to publish their work in the *NCWCA Newsletter*.
- Jenn Hambly created and conducted a new Writing Center workshop specifically for
  multilingual learners: "Deconstructing the Prompt."
- Nicky Lai worked on a year-long project to launch ELL Conversation Groups. In the fall,
  Nicky conducted research about this type of conversation group—both in the literature
  and in practical applications at other writing centers. The report she produced led to the
  creation of multiple plans for various group sessions; in spring 2018, she held the
  following five sessions with the assistance of other tutors as facilitators:

- o "Getting to Know You"
- o "Casual vs. Formal English"
- o "Idioms"
- o "Writing Resumes and Interviewing for a Job"
- o "University Life and Summer Plans"

Nicky's work will be continued and developed in the future by our new Coordinator of Multilingual Writing Support Services, Amy Russo.

Posters and Marketing Materials

Writing tutors created a variety of other resources to be used in the Writing Center and beyond. These materials go through the same revision process as all resource projects.

- Jack Brady created a comprehensive brochure about Writing Center services.
- Holly Michaelsen created a bookmark to be used as a quick reference in the Writing Center with tips about writing introductions and conclusions.
- Holly Michaelsen created a formal fact sheet about Writing Center services.
- Ajah Yee transformed our in-house poster regarding policies and procedures into two more concise, visually appealing posters.
- Enya Gomez revised posters for sandwich boards in both of our locations. These boards help ensure that students are aware of the services we offer at each location.
- Megumi Kamikawa revised our in-house poster about the structure of body paragraphs; she also worked as our Canva expert and created multiple fliers for the Writing Center.
- Daniel Tafoya created a poster about the parts of speech and how they function within sentences.

Goals for 2018-2019

As a unit, we will continue to produce a variety of materials to assist both SJSU students and those who use our resources beyond campus. To ensure that the projects are manageable at the administrative level with a much larger team of tutors, we plan to split tutors into four distinct teams for their semester projects: marketing, traditional resources (e.g., handouts and videos), pop-up event planning, and social media/blog work. The tutors will formally propose their ideas/projects; they can change teams every term, or they can keep working in the same arena—it will be their choice.

ONLINE PRESENCE

660 Minutes of Trials for Online Tutoring Pilot

14 Support Documents for Online Tutoring Pilot

1,814 Followers on Social Media

105 Blog Entries Written and 24,000+ Blog Views

10,145 Views of Writing Center YouTube Videos

SJSU | WRITING CENTER

Online Tutoring Pilot
In fall 2017, the Writing Center Coordinator of Digital Initiatives, Maria Judnick, conducted research to prepare for an internal test of online tutoring in spring 2018. For more information on her research, see the detailed report in the Appendix (Appendix Document #5). In spring 2018, the testing for our online tutoring pilot program began. The Coordinator of Digital Initiatives worked with Masako Kamato, a writing tutor, for 2-4 hours each week. Every Friday afternoon, they entered data, scheduled tests (including assigning mock tutor and mock tutee roles), and wrote support document handouts for the pilot.

In addition to the spring tests, two additional users of online tutoring programs were interviewed: Mark Dowdy, a lecturer in the SJSU Department of English and Comparative Literature who also helps run online tutoring for USF's nursing program, and Megumi Kamikawa, a current tutor at the Writing Center who previously tutored in an online environment with the iSchool.

As we conducted the tests, we had 13 tutors and our Writing Center Administrative Coordinator, Richard Struck, participate in **19 trials, totaling 660 minutes**. (While we contacted over a dozen regular Writing Center clients, none of our tutees were available to participate in an extended internal pilot.) We tested on the following six areas: platform (Zoom, Google Hangouts, WCOnline); length of session (30, 45, 60); tech issues (e.g., audio and video failure); content / writing process needs (grammar, multilingual, etc.); undergraduate and graduate students (seven papers representing various clients); and technology usage (YouTube, laptop, desktop, tablet). All the trials were conducted in tutoring spaces. Our tutors were provided with headsets, university laptops/desktops and tablets, and resources in a special Google Drive folder.

After each mock session, we asked participating tutors to fill out a survey and offer specific notes so we could adjust our pilot testing according to their feedback. Many of our sessions were also recorded and uploaded to a private YouTube channel. At the end of the trials, the tutors completed a final survey, and we are using this data as we prepare for the fall 2018 university-wide pilot of online tutoring.

General Overview of Online Tutoring Pilot				
Total # of trials: 19 30-minute trials: 15 45-minute trials: 2 60-minute trials: 2 Total # of minutes: 660 (11 hours)	**Session types (with overlap):** Platform testing: 3 General tech skills: 3 No audio: 2 No video: 1 Content: 4 Grammar: 6 Graduate: 7 Undergraduate: 12	**Technology usage frequency:** iPad: 2 Laptop / desktop: 17	**Paper usage frequency:** Freshman #1: 2 Freshman #2: 1 Grammar paper: 5 Upper-division multilingual #1: 3 Upper-division multilingual #2: 4 ELL paper #3: 2 Grad paper: 2	**Video recordings: 10** March 9 March 12, #1 March 12, #2 March 14, #1 March 14, #2 April 4, #1 April 4, #2 April 5 April 6 April 9

Resources Created for Online Tutoring Pilot

Support for Tutors: 5 documents

- Expressions for Online Tutoring: This form offers suggested comments in teaching word choice, content/organization, citation, etc.
- Best Practices for Online Tutoring: A list of notes to keep in mind at different stages during the tutoring session.
- Mock Tutoring Procedure: An explanation of how a mock tutoring session should proceed. Includes instructions on creating and entering a Zoom meeting, the password to the Writing Center YouTube account for uploading recorded sessions, links to online tutoring resources, and a link to a survey to be completed after each session.
- Tech Cheat Sheet: The early cheat sheet created when we were testing different platforms. Includes instructions on how to use Zoom, Google Hangouts, and the meeting function built into WCOnline.
- Zoom Cheat Sheet: The revised cheat sheet created after we decided on using Zoom. Includes more detailed information on the various functions of the platform, including how to use the whiteboard features, screen-sharing, changing controls, etc.

Surveys and Evaluations: 4 documents

- Survey for Online Tutoring Pilot: The early survey from December 2017 surveying current Writing Center tutors for interest in participating in the online tutoring pilot program.
- Evaluation Form: The survey to be completed by the mock tutors/tutees after each mock tutoring session.
- Tutor Notes after Sessions: Notes from the mock tutor/tutees after each mock session. We asked them to give us information that they could not include in the survey.
- Impressions after Pilot Tutoring Tests: The final survey to be completed by the mock tutors/tutees at the end of the mock sessions.

In-Progress for Fall: 5 documents

- Frequently Asked Questions: A draft of an FAQ targeted towards tutees registering for online tutoring in the fall.
- Guide to Online Tutoring Sessions: A simplistic guide to accessing online tutoring sessions and using Zoom → will likely be consolidated with the Zoom Cheat Sheet.
- Fall Workshop Prep: A tentative list of information that would need to be covered should we decide to host workshops as a prerequisite for scheduling online tutoring sessions.
- Policies for Online Tutoring: A draft of various policies which would need to be implemented with the rollout of the online tutoring program. Topics that would need to be covered include policies on timeliness, privacy concerns, missed/dropped appointments, and tech issues.
- Zoom Cheat Sheet: A more detailed Zoom cheat sheet geared towards tutees in particular. It will include information on what to do when video/audio is poor and instructions on screen-sharing functions.

The following tables provide more details about the online tutoring trials that were conducted in spring 2018.

Platform-Testing Trials

Platform	Paper	Duration (minutes)	# of Trials
Zoom	Upper-division multilingual #1	30	1
Google Hangout	Upper-division multilingual #2	30	1
WC Online	Upper-division multilingual #2	30	1

Tutoring Trials

Issue	Mock tutee type	Paper	Machine	Duration (minutes)	# of Trials	Total # of trials for issue
Tech skills	Undergraduate	Freshman #2	Laptop	30	1	3
		Grammar paper	iPad	30	1	
		Upper-division multilingual #1	iPad	30	1	
No audio	Undergraduate	Freshman #1	Laptop	30	1	2
	Graduate	Upper-division multilingual #2	Laptop	30	1	
No video	Undergraduate	Freshman #1	Laptop	30	1	1

Content	Undergraduate	Upper-division multilingual #2	Laptop	30	1	4
	Graduate	Grad paper	Laptop	45	1	
				30	1	
		ELL paper #3	Laptop	60	1	
Grammar	Undergraduate	Grammar paper	Laptop	30	1	6
				60	1	
		ELL paper #3	Laptop	30	1	
	Graduate	Grammar paper	Laptop	45	1	
			Laptop	30	1	
		Upper-division multilingual #1	Laptop	30	1	

Social Media
The Facebook business page for the Writing Center has continued to grow successfully. There are **760 individual fans** of the Writing Center Facebook page; in addition, many other writing centers, universities, corporations, and local businesses have liked our page. The Writing Center Twitter page has also continued to grow. The page currently has **878 followers**. Both of these social media outlets give the Writing Center the valuable opportunity to publicize its services and to communicate with others in the SJSU community and beyond.

In the spring, we began posting regularly—five days per week—on our Instagram channel (@sjsuwc). We posted 89 times during spring 2018.

Based on the statistics below, we are already generating a strong following on Instagram:

- **176 followers**
- 1,222 likes
- 23 comments
- 362 views of our videos

Our Instagram platform was divided into several different types of posts:

- advertisements for our Writing Center and other on-campus events (includes short videos and flyers);
- photos of our tutors (includes announcements of new hires and highlights from meetings and/or conferences);
- grammar comics from the web;
- haikus about writing written and illustrated by our tutors;
- #TBT posts from our "Ask the Specialist" blog entries, all of which are written and illustrated by our tutors.
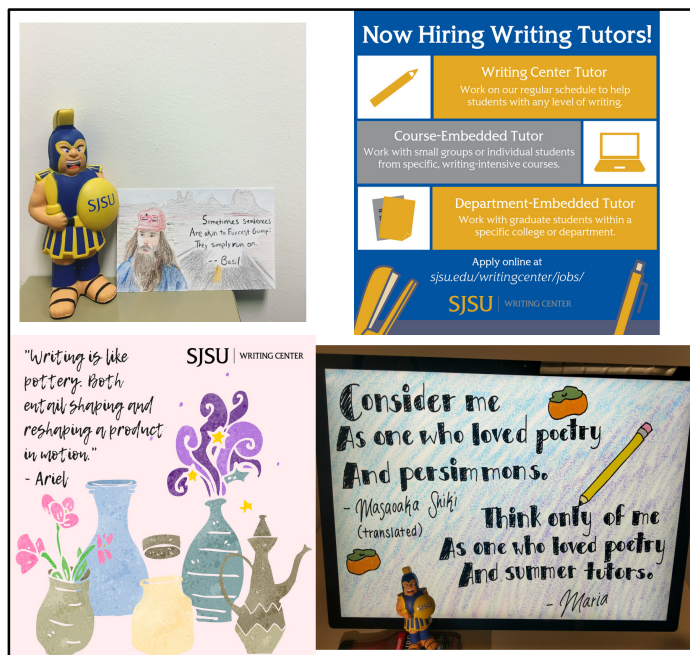
Many of our tutors and front desk staff enjoyed helping with our social media outreach efforts. Some representative samples of their work can be found in the above image.

The Write Attitude: The Official Blog of the SJSU Writing Center
In the spring 2016 semester, we launched *The Write Attitude: The Official Blog of the SJSU Writing Center* (https://sjsuwritingcenter.wordpress.com). All blog entries are written by student writing tutors or our Coordinator of Digital Initiatives, Maria Judnick.

We continued to expand rapidly this year. However, the purpose of the blog remained the same—to help SJSU students (and beyond) learn valuable information about the writing process through an informal, easy-to-access platform. Each month featured different types of entries about the writing process. Groups of our tutors answered questions related to tutoring and writing in a "roundblog" approach. Students interviewed faculty each month to learn more about different genres of writing and expectations for writers in various fields. Many tutors created short series of blog posts (1-3 entries) on various writing, grammar, and craft topics. We also offered general information about the Writing Center and other SJSU programs to entice more students to use our resources.

During the 2017-2018 school year, Maria Judnick, who serves as our blog Editor-in-Chief, oversaw three posts a week while classes were in session—for a total of **105 entries** since the start of June 2017. Graduate tutor Ines Marjanovic joined the official blog staff in fall 2017 in a new role as Assistant Editor for the school year. By spring 2018, Ines was submitting up to three entries monthly with a focus on short grammar-related topics. Ines also worked diligently to edit, format, and help schedule her fellow students' posts before each post was approved.

With the continued advertising of the blog through our social media channels and other outreach projects (e.g., the Testing Office's list of our relevant blog posts for the WST on their website), the blog generated over **24,000 views** during the school year. In contrast, the blog received a total of 6,095 hits by the conclusion of the 2016-2017 school year. Thus, with the **18,407 views this year**, the blog more than tripled in popularity. See the chart below for additional details.

School Year	Number of Posts	Number of Views
Spring 2016	27	2,201
2016-2017	59 posts (The blog moved to a three times per week posting schedule in spring 2017.)	3,894
2017-2018	105 entries	24,000+ (At time of publication, we are close to 26,000 views.)

These 105 entries were split amongst members of the Writing Center community:

Writer	Number of Posts
Maria Judnick, Editor-in-Chief	45 (Many of these entries were posted over breaks when tutors are not available.)
Ines Marjanovic, Assistant Editor	17
"Roundblog" (contributions by multiple tutors)	14
General Writing Center / SJSU News (written by blog staff)	12
Posts by Individual Tutors	17

The following table breaks down blog entries by month.

Month	Number of Blog Entries	Number of views
June 2017	**Total: 7** **Highlights:** CCCC@SJSU posts featuring our tutors and staff	742
July 2017	**Total: 6** **Highlights:** A two-part series by tutor Luke Coulter on voice	958
August 2017	**Total: 6** **Highlights:** "Roundblog" feature on back-to-school excitement and a look by Maria Judnick at reading in popular culture	588
September 2017	**Total: 11** **Highlights:** A three-part series by tutor Ariel Andrew on citations	1,551
October 2017	**Total: 12** **Highlights:** A two-part series by tutor Ines Marjanovic on "breaking out of the five-paragraph essay" and two posts by tutor Jack Brady on preparing for timed writing	1,723
November 2017	**Total: 11** **Highlights:** A two-part series by tutor Kerri Jensen on avoiding gender bias in writing and "The Write Thanks" post where our tutors thanked the teachers who influenced them	1,294
December 2017	**Total: 4** **Highlights:** A debunking of seven myths about finals week by Maria Judnick	780

January 2018	**Total: 8** **Highlights:** News of the Writing Center's expansion and quick tips from Maria Judnick on how to use autocorrect/online grammar programs effectively	1,558
February 2018	**Total: 9** **Highlights:** A new series "The Fix-It Police" (correction of grammatical errors found in everyday life)	2,477
March 2018	**Total: 9** **Highlights:** A post by Ines Marjanovic on grammar elitism and a "roundblog" post where the tutors shared the books they'd recommend over spring break	2,719
April 2018	**Total: 13** **Highlights:** A quick tip by Maria Judnick on becoming a more conscious writer, and three tutors who spoke at the NCWCA conference shared what they learned	2,617
May 2018	**Total: 9** **Highlights:** An advertising blog post on tutor Kerri Jensen's new YouTube video on "Preparing and Delivering Presentations," an advertising post on tutor Nicky Lai's ELL Conversation Groups at the Writing Center; and a final sharing of advice from the Writing Center's graduating tutors	1,400
Totals:	**105 posts**	18,407 views

Referenced in these highlights are three of our most popular blog series, all of which are new in 2017-2018:

- Our "Ask the Specialists" posts feature answers to short questions we ask tutors about writing during our monthly meetings.
- Our "Better Know a Department" posts feature interviews between tutors (typically, embedded tutors) and 100W professors; tutors are hoping to learn more about the genre and the professor's understanding of how writing is important in their discipline.
- Our "Fix-It Police" posts feature tutors correcting the grammar mistakes they notice in their daily lives.

Blog Series	Month	Entries
"Ask the Specialists"	June '17	The first feature on the best piece the tutors have ever written
	Sept. '17	"Tutoring is like…" (What's your tutoring metaphor?)
	Oct '17	How do you break out of writer's block?
	Nov '17	Which format do you prefer when reading: print, web, or both? Why?
	Feb '18	What do you wish you could change about your writing/writing process?
	March '18	What advice would you give to writers in your field?
	April '18	What music do you listen to when you write?
	May '18	"Writing is like…" (What's your writing metaphor?)
"Better Know a Department" (all interviews conducted by student tutors)	Oct '17	100W interview with Communications Studies Professor Ching Ching Tan
	Nov '17	100W interview with Environmental Studies Professor Shannon Bane
	Dec '17	100W interview with Humanities Professor Judith Georges
	Jan '18	100W interview with Sociology Professors Jason and Tracy DeHaan
	Feb '18	100W interview with Mechanical Engineering Professor John Lee
	March '18	100WB (Business) interview with Professor Laimin Lo
	April '18	100W interview with Humanities and English Professor Karen English
	May '18	Interview with new Coordinator of Multilingual Writing Support Services Amy Russo

"The Fix-It Police"	Feb '18	"Hairspray Hullabaloo," by Ines Marjanovic
	March '18	"Altering Apostrophes," by Luke Coulter
	April '18	"Grammar Changes Are Coming (to VTA)," by Ines Marjanovic
	May '18	"Apostrophes are Your Best Friend (a clip from the *Tonight Show*)," by Ines Marjanovic *and* "Symbols and Simplicity," by Ines Marjanovic

All these posts encouraged a greater response from our readers. Many of our entries received multiple likes, re-posts, and re-tweets. The "USMC SemperFi" blog, for instance, liked more than 13 of our individual posts. We also received 13 comments, including having two entries assigned for reading homework in English courses at LaGuardia Community College. Here are two sample comments and re-tweets from our followers:

One thought on "The Fix-It Police: Altering Apostrophes"

Wordpecker

Love your cats' apostrophes! Thanks for this, SJWC! Cj at JFKU's WC, aka JFKUWordpecker

★ Like

🕓 MARCH 2, 2018 AT 12:32 PM   ✎ EDIT   ↳ REPLY

⇄ WLN Retweeted

SJSU Writing Center @TheWCatSJSU ·28m

He Said/She Said: Avoiding Gender Bias Part 1
sjsuwritingcenter.wordpress.com/2017/11/15/he-…
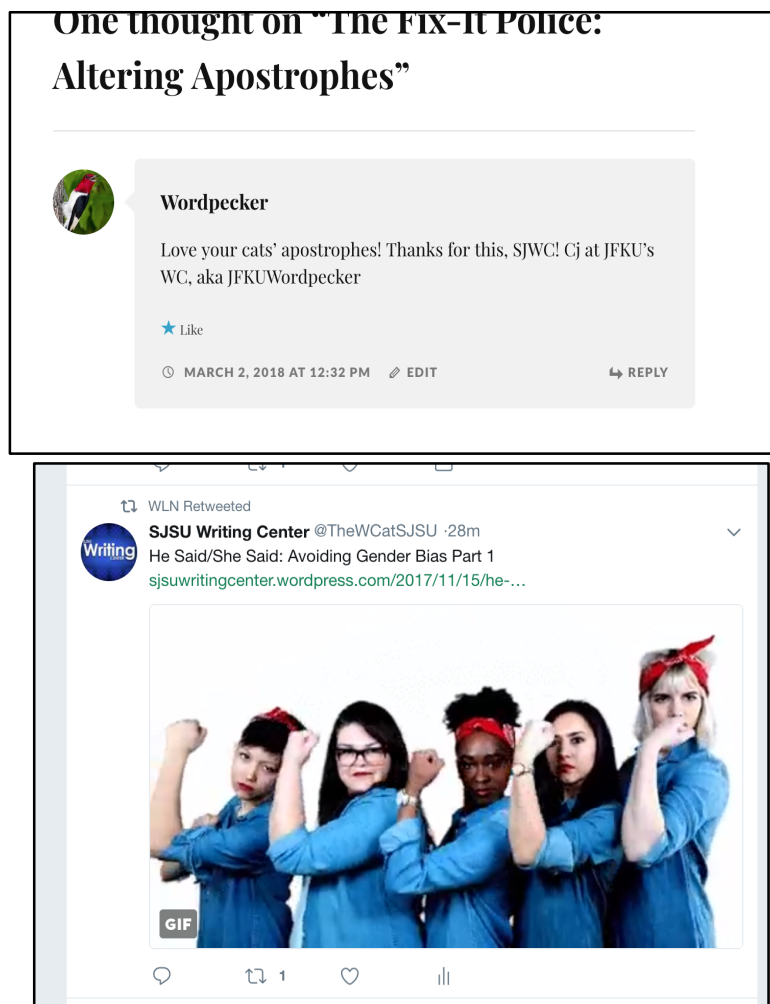
YouTube Videos
The Writing Center developed additional video resources in 2017-2018, and all these resources are available on our website and on our YouTube channel (https://www.youtube.com/user/SJSUWritingCenter).

While some of our videos offer additional information about the Writing Center and its operations, other videos function as virtual tutoring sessions. In future semesters, we plan to continue developing video resources. The following videos are currently available.

- "Creating an Arguable Thesis Statement," 1,270 views
- "How to Write a Killer Introduction," 37 views
- "How to Write Online Feedback," 594 views
- "Preparing and Delivering Presentations," 26 views
- "SJSU Writing Center Virtual House Call," 3,274 views
- "Sample Tutoring Sessions," 4,460 views
- "Understanding an Essay from a Reader's Perspective," 434 views
- "Whip Your Writing into Shape," 50 views

Some of our videos are created in response to an identified need; for example, eCampus asked us to develop a video resource about writing online feedback. Other videos are based on our workshops (e.g., "How to Write a Killer Introduction"), while others feature interviews with on-campus experts (e.g., "Preparing and Delivering Presentations").

Writing Center App
During the spring 2015 semester, a team of undergraduate students from the Department of Computer Science worked with Writing Center faculty and staff to create a Writing Center app. The app allows students to access Writing Center resources on their mobile devices.

With the app, students can easily log in to the WCOnline (our online reservation system) to create and manage tutoring appointments; see our location, both on campus and within Clark Hall; browse FAQs about our policies and procedures; contact the Writing Center or visit our social media pages using quick links; and access our handouts and other online writing resources. The app went through many stages of development, and it is now available for Android devices in the Google Play Store.

Goals for 2018-2019
In the upcoming year, we will be transitioning our blog into a new format in WordPress. We will also continue to develop our social media presence. Perhaps most significantly, we will be fully piloting online tutoring. Tutors will be trained to tutor in an online environment, and they will then be available for online appointments in Clark Hall 126 (where we have set up an online tutoring lab).

ON-CAMPUS COLLABORATIONS

Course-Embedded Tutors in 9 Disciplines

Partnerships with 6 Colleges/Departments

25 House Calls Conducted

23 Tabling Events

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Course-Embedded Tutors

In recent years, the director of the Writing Center, Michelle Hager, developed the course-embedded tutoring program (Writing Fellows) with the director of Writing Across the Curriculum, Dr. Tom Moriarty. Writing Fellows are course-embedded tutors who have provided writing support for students enrolled in 100W courses all across campus; starting in fall 2018, we are opening faculty applications to all instructors teaching writing-intensive courses. These faculty partners play a key role in expanding our services throughout the university.

The duties of a course-embedded tutor include
- meeting with faculty members regularly to develop and deliver both in-class and out-of-class writing support.
- working with students in class.
- meeting with students in small groups outside of class to facilitate discussion, peer review, and supplemental instruction sessions.
- meeting with students individually to provide feedback on projects in all stages of the writing process, from brainstorming and organizing ideas to drafting and revising.
- creating and presenting writing workshops, both in class and outside of class.
- writing client reports and tracking data for every tutoring session conducted.

The Writing Center director trains and supervises all course-embedded tutors, and now that they are officially part of the Writing Center, they go through the same hiring/training process as all other tutors. Course-embedded tutors were placed in the following courses in 2017-2018:

- Communication Studies 100W,
- English 100W,
- English 100WB,
- Engineering 100W,
- Environmental Studies 100W,
- Humanities 100W,
- Psychology 100W,
- Recreation 100W, and
- Sociology 100W.

College/Department Collaborations

The Writing Center has multiple agreements with units across campus in which tutors are embedded within a certain college or department specifically to assist their students (often at the graduate level). In 2017-2018, we embedded tutors in the following colleges or departments:

- Aerospace Engineering Department
- College of Applied Sciences and Arts
- College of Education
- Mechanical Engineering Department
- MS Taxation Program (from Lucas Graduate School of Business)
- School of Information (iSchool)

During the spring 2012 semester, the Writing Center and the MS Taxation program in the Lucas Graduate School of Business entered into an agreement to provide additional tutoring for MST students writing articles for *The Contemporary Tax Journal*, a semi-annual journal. Evin de Leon Sanchez, one of our writing tutors, worked with MST students in fall 2017. In spring 2018, the Lucas Graduate School of Business hired our Coordinator of Digital Initiatives, Maria Judnick, as a writing consultant for their college, and she assumed this role of working with MST students.

The SJSU School of Information (iSchool) hires one writing tutor every year to conduct online tutoring sessions with students in its online graduate program. The tutor works up to an additional five hours per week tutoring in the iSchool's web conferencing environment. This partnership provides an important opportunity for the Writing Center to provide tutoring services to students in the iSchool, who take only online classes and often live outside of the Bay Area. Writing tutor Megumi Kamikawa worked in this position in fall 2017, and Jack Brady assumed the role in spring 2018.

One of our writing tutors worked in the College of Education Success Center for 10 hours each week to assist their graduate students. Masako Kamoto served in this position in fall 2017; Daniel Tafoya assumed the position in spring 2018. Writing tutor Andrea Aloe worked with graduate-level students in the College of Applied Sciences and Arts in the fall 2017 semester. Lastly, writing tutor Aparna Mahalingam worked with graduate students in the Mechanical Engineering Department in fall 2017; in spring 2018, she expanded her services to include the Aerospace Engineering Department.

House Calls
The Writing Center offers in-class orientations to the campus community. These "house calls" inform students about Writing Center services. During these presentations, tutors explain what to expect from tutoring, how to schedule appointments, and how to prepare for appointments. Students are also given information about how to sign up for Writing Center workshops and where to find our online resources that are readily available for self-study. House calls are usually presented in the classroom; however, in some cases, faculty will bring their students to the Writing Center for a tour.

We conducted **25** house calls in 2017-2018, presenting to approximately **591** students. Our tutors talked to students enrolled in classes in the following disciplines: Business, Communication Studies, Creative Arts, Engineering, English and Comparative Literature, Geology, Linguistics and Language Development, Nutrition and Food Science, and Political Science. We also did a special house call for students in the Akbayan Student Organization.

Graduate Non-Resident Task Force
The Graduate Non-Resident Task Force, a sub-committee of the Non-Resident Task Force, was established in June 2016. The Writing Center Director, Michelle Hager, represents the writing program on this task force. The goal of the task force is to discuss and identify roadblocks for graduate international and non-resident students and then develop strategies to help them overcome those obstacles.

Tabling Events
In summer 2017, the Writing Center Director, Administrative Coordinator, and four tutors staffed tables at every frosh orientation session (16 in total), speaking with thousands of incoming freshman and their parents.

Throughout 2017-2018, Writing Center staff and faculty also worked tables at the following events hosted by various departments across campus:

- Graduate Student Resource Fair, August 2017;
- Get Connected Fair (hosted by Student Involvement), August 2017;
- SJSU Preview Day (as part of the Spartan East Side Promise program for prospective students from the East Side Union High School District), November 2017;
- Resource Fair for On-Campus Residents (in Campus Village), March 2018;
- Admitted Spartan Day for all in-coming students, April 2018;
- Global Discovery Day (hosted by ISSS and CIES), April 2018.

In May 2018, we had multiple tutors work at the Community Study Night con Pozole event, hosted by the Chicanx/Latinx Success Center. Writing tutors were available to assist students as they worked on their final essays and projects of the semester. Due to the success of this collaboration, we are hoping to partner with other units in the future so our tutors can be available during their study events.

Training Partners
A number of on-campus units provided additional training to Writing Center tutors at our monthly staff meetings. The Accessible Education Center (AEC) conducted a session to train tutors about working with students who have disabilities, and a consultant from the Career Center ran a workshop to update tutors about best practices for writing résumés and cover letters. Our library liaison, Toby Matoush, ran a "train the trainer" workshop for tutors about assisting students with research, and the Writing Across the Curriculum (WAC) Director, Tom Moriarty, provided tutors with information about genre theory and discipline-specific writing.

Goals for 2018-2019
During the next reporting period, we will continue the on-campus collaborations we have established. We will also expand our embedded tutoring offerings into additional (different) disciplines, participate in additional tabling events, and begin doing "pop-up events." In these pop-up events, writing and/or tutoring will happen at other places on campus.

RESEARCH PROJECTS AND EXTERNAL COLLABORATIONS

On-Going Research Projects

Conference Presentations

Publications

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On-going Research Projects
Michelle Hager, the Writing Center Director, and Maria Judnick, Coordinator of Digital
Initiatives, are working with Dr. Julia Bleakney, the Writing Center Director at Elon University,
on a project about writing center blogs. In 2016-2017, they conducted a survey that was
disseminated via the WCenter listserv and the International Writing Centers Association (IWCA)
member list; it was also posted in the Facebook group for writing center directors. The survey
gathered information about details such as blog authors, intended audience and purpose, and the
number and frequency of posts. They have finished their literature review and are creating text
for an HTML publication that will be submitted to *Kairos*.

Michelle Hager is also a principal investigator in the following research projects with the SJSU
Writing Across the Curriculum (WAC) Director, Dr. Tom Moriarty. The following information
about their current collaborative research projects is posted on the WAC website
(www.sjsu.edu/wac).

> **Comparing Utilization Patterns of Embedded Writing Fellows
> and Drop-In Writing Center Tutors**
> Principal Investigators: Michelle Hager, Pat Walls, and Tom Moriarty
> Using the data we are collecting from Writing Fellows and Writing Center tutors, we are
> examining the usage patterns of each. Our hypothesis is that students meet with Writing
> Fellows earlier in the writing process.
>
> **Writing Fellows in Stretch English Classes: An Empirical Study**
> Principal Investigators: Tom Moriarty and Michelle Hager
> Comparison between sections supported by Fellows and sections without Fellows, on a
> variety of survey measures and student writing samples.
>
> **Writing Fellows in Writing-Intensive Courses Outside the English Department:
> An Empirical Study**
> Principal Investigators: Michelle Hager and Tom Moriarty
> Comparison between sections supported by Fellows and sections without Fellows, on a
> variety of survey measures and student writing samples.

They have already presented some of this research at the Conference on College Composition
and Communication (CCCC), and they are currently working on turning their most recent
presentation into a publishable piece.

We hired our new Coordinator of Multilingual Writing Support Services, Amy Russo, in May
2018. She is also engaged in multiple research projects related to writing centers. She is currently
researching (1) support for Master's thesis writers, (2) the development of training modules for
tutors to help them work with multilingual students, (3) the creation of writing workshops for
STEM students (including topics such as abstracts and literature reviews), and (4) the
development of writing retreats for graduate-level students.

Conference on College Composition and Communication (CCCC)
In March 2018, the Writing Center Director, Michelle Hager, and the former Writing Center
Administrative Coordinator, Pat Walls, presented on the panel, "Transforming Writing Support:

An Empirical Study of Writing Fellows in Advanced, Discipline-Specific Writing Courses" at the Conference on College Composition and Communication (CCCC) in Kansas City, Missouri. The Writing Across the Curriculum Director, Dr. Tom Moriarty, was also involved in the research, panel proposal, and writing process, but he was unable to attend the conference. Their presentation outline is included in the appendix (Appendix Document #1).

The three also established the Writing Fellows Special Interest Group (SIG) at CCCC; in 2018, this SIG gave them the opportunity to discuss course-embedded tutoring with Writing Center directors from a number of other universities. Lastly, Michelle Hager attended a half-day workshop on creating, conducting, and assessing thesis boot camps for graduate students.

CCCC@SJSU
In June 2017, San José State University hosted one of the regional summer conferences hosted by the Conference on College Composition and Communication (CCCC). The Writing Center Director, Michelle Hager, served on the local arrangements committee and assisted in planning the conference. The director also facilitated the half-day workshop "Writing Centers as Unofficial Creative Spaces" with Denise Krane, the Writing Center Director from Santa Clara University, and Maria Judnick, Coordinator of Digital Initiatives at the SJSU Writing Center. The director's presentation notes and the handout from their workshop are included in the appendix (Appendix Document #2)

Northern California Writing Centers Association (NCWCA) Conference
In April 2018, graduate-level tutors Ariel Andrew, Brooke Blankenship, and Jenn Hambly, along with Coordinator of Digital Initiatives, Maria Judnick, presented their research at the Northern California Writing Centers Association (NCWCA) Conference. They presented on a panel entitled, "Movin' on Up: Assessing Challenges and Opportunities during Major Growth at the SJSU Writing Center." Their presentation was well attended, and subsequently, they were invited to turn their work into a publication for the *NCWCA Newsletter*. The draft of their article (which is still being revised) is included in the appendix (Appendix Document #3).

Young Rhetoricians' Conference (YRC)
In June 2017, Writing Center Director Michelle Hager collaborated with Huma Saleem and Sravani Banerjee, Writing Center Directors at Evergreen Valley College. They presented on a panel at the Young Rhetoricians' Conference (YRC) entitled "Using Feedback as a Tool for Improving and Promoting Writing Center Services." The notes for this presentation are included in the appendix (Appendix Document #4).

Online Tutoring Pilot Program Report
The Writing Center is in the process of pilot testing online tutoring. The Coordinator of Digitial Initiatives, Maria Judnick, compiled a report at the end of the fall 2017 semester about her extensive research; in the spring 2018 semester, she led hands-on testing of different online tutoring platforms (e.g., Zoom), and multiple tutors participated in mock online sessions. They then offered feedback that will inform our policies and procedures moving forward. Her full report is included in the appendix of this report (Appendix Document #5).

Writing Tutor Publication
Graduate-level tutor Ariel Andrew wrote an article for publication: "Who Do We Think We Are, Anyway?: Writing Tutor Identity Formation through Storytelling." This piece was published in *The Peer Review*, which is a peer-reviewed journal for writing center professionals. The full text of her article is included in the appendix of this report (Appendix Document #6).

PERSONNEL

👥   4 Faculty and Staff

👥   3 Student Assistants

👥   28 Writing Tutors

SJSU | WRITING CENTER

Michelle Hager
Director

- Oversaw all aspects of major Writing Center expansion
- Conducted multiple workshops for the Writing Center each semester, including "Essay Prompts and Time Management," "Muscle Verbs for Good Writing," and "Common Grammar and Punctuation Errors"
- Taught First-Year Writing courses in the Department of English and Comparative Literature
- Served on the SJSU Writing Requirements Committee, the English Department Composition Committee, the Graduate Non-Resident Task Force, the Local Arrangements Committee for CCCC@SJSU, and the Tutor Supervisor Council
- Participated in the English Department Teaching Cohort and continued to work as a reader for the WST
- Presented at the Conference on College Composition and Communication (CCCC), Young Rhetoricans' Conference (YRC), and CCCC@SJSU
- Co-chaired the Special Interest Group (SIG) for Writing Fellows at the Conference on College Composition and Communication
- Worked on multiple research projects with the SJSU WAC director and writing center directors from other universities
- Edited the Guides for Multilingual Student Writing

Richard Struck
Administrative Coordinator

- Worked as Writing Center Graduate Assistant in fall 2017 and Administrative Coordinator in spring 2018
- Assisted in streamlining existing processes and developing new initiatives, such as drop-in tutoring services, online tutoring, and the introduction of new technologies into Writing Center services and procedures
- Led first pilot group of WC Advertising and Marketing team
- Helped facilitate ELL Conversation Groups
- Served on the hiring committee for an academic advisor position
- Tabled at the "Aim for Pi" workshop, Admitted Spartan Day, and Global Discovery Day

Maria Judnick
Coordinator of Digital Initiatives

- Researched and implemented an online tutoring pilot program
- Expanded Writing Center social media presence on Instagram
- Continued to post three days a week on The Write Attitude blog for the Writing Center
- Conducted "Finding a Voice," "Writing for Your Audience," "Writing a Job Query Letter/Email," and "Creating an ePortfolio Reflection Essay" workshops
- Presented at the Northern California Writing Centers Association (NCWCA) Conference
- Continued to work on an article about Writing Center blogs
- Taught in the English Departments at SJSU and SCU
- Worked as a consultant for the Lucas Graduate School of Business in spring 2018
- Participated in the English Department Teaching Cohort and continued to work as a reader for the WST
- Led a WAC seminar in fall 2017 on eCampus resources
- Received a grant to study multimodal assignments in composition classes

Amy Russo
Coordinator of Multilingual Writing Support Services

- Hired at the Writing Center in May 2018
- Did data analysis and wrote "Fall 2013 - Summer 2017 Master's Thesis Report" in May 2017
- Designed and facilitated the summer 2017 Japanese and Teaching (JET) Program Teacher Training Workshop for the San Francisco Japanese Consulate
- Presented in October 2017 at California Language Teacher Associations Conference, October 2017 at the California TESOL Statewide (Teaching English to Speakers of Other Languages), and May 2018 at CA TESOL Northern Regional Conference
- Published a book review about a text that discussed multilingual learners in STEM disciplines in the CATESOL Journal in February 2017
- Co-published a piece in College and Research Libraries News in April 2017

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Student Assistants

Aya Abdelhadi

- BS student in Management Information Systems
- Will graduate in spring 2020
- Earned the Dean's Scholar designation
- Served on the Student Fairness Committee

Christian Cruz

- MPA (Master of Public Administration) student
- Will graduate in fall 2019

Alejandra Galindo

- BS student in Management Information Systems
- Will graduate in spring 2020
- Earned the Dean's Scholar designation
- Served on the Student Fairness Committee
- Was a member of Braven (club)

Writing Tutors

Andrea Aloe

- MA student in TESOL
- Graduated in December 2017
- Served as a college-embedded tutor working with graduate students in the College of Applied Sciences and Arts (CASA)

Ariel Andrew

- MFA student in Creative Writing
- Graduated in May 2018
- Earned a 4.0 GPA
- Presented at the Northern California Writing Centers Association (NCWCA) Conference
- Contributed to the Writing Center blog
- Published an article about Writing Center work in The Peer Review
- Conducted the "Selecting and Integrating Source Material" workshop
- Won the Rico-Ressman Creative Writing Award and Phelan Award for Graduate Short Story
- Taught English 1A in the Department of English and Comparative Literature

Brooke Blankenship

- MA student in Linguistics
- Will graduate in fall 2018
- Earned a 4.0 GPA
- Worked as a course-embedded tutor in ENGL 100W
- Presented at the Northern California Writing Centers Association (NCWCA) Conference
- Conducted in-class workshops on punctuation, MLA formatting, conclusions, and rough drafts
- Worked as a grading assistant for an English instructor teaching writing at Elmwood Correctional Facility (In-Custody Ed)

Jack Brady

- BA student in Animation/Illustration
- Will graduate in spring 2020
- Earned a 3.65 GPA
- Contributed to the blog and created a brochure for the Writing Center
- Served as a college-embedded tutor working with graduate students in the iSchool in spring 2018
- Conducted "Selecting and Integrating Source Materials," "Transitions for Coherence," "Writing a Killer Introduction," and "Body Paragraphs" workshops

Christina Cantero

- MA student in TESOL
- Will graduate in fall 2019
- Created the "Whip Your Writing into Shape" instructional video
- Conducted the "How to Write a Killer Introduction" workshop
- Tabled at Admitted Spartans Day

Luke Coulter

- BA student in English Education
- Graduated in May 2018
- Earned a 3.87 GPA
- Worked as a course-embedded tutor in COMM 100W, RECL 100W, and PSYCH 100W
- Assisted with Writing Center social media
- Contributed to the blog and created a video about introductions
- Conducted "Basic APA Style" and "How to Write a Killer Introduction" workshops
- Tabled for frosh orientation sessions
- Volunteered for the San Jose Area Writing Project
- Won the Catherine T. Urban scholarship

Evin de Leon Sanchez

- BA student in Music, with a concentration in Composition
- Will graduate in fall 2020
- Earned a 4.0 GPA in fall 2017
- Contributed to the blog and created a Homegrown Handout about infinitives
- Conducted "Body Paragraphs" and "Trimming the Fat" workshops

Enya Gomez

- BA student in Design, with a minor in French
- Will graduate in fall 2018
- Worked as a course-embedded tutor in COMM 100W
- Created new designs for Writing Center sandwich boards (marketing)
- Conducted in-class workshops on APA formatting and the Lanham Paramedic Method
- Participated in two gallery shows, tabled at the Bay Area Printers' Fair, and sold artwork with the Fresh Pressed Print Makers' Guild

Jenn Hambly

- MA student in Linguistics and TESOL
- Will graduate in spring 2019
- Earned a 4.0 GPA
- Created a new Writing Center workshop, "Deconstructing the Prompt"
- Presented at the Northern California Writing Centers Association (NCWCA) Conference
- Conducted "Trimming the Fat" and "Deconstructing the Prompt" workshops

My-Tam Hoang

- BA student in Child & Adolescent Development, with a minor in Elementary Education
- Will graduate in fall 2018
- Earned a 3.86 GPA
- Worked as a course-embedded tutor in ENGL 100WB (Business Writing)
- Contributed to the blog
- Earned Dean's Honor Roll designation
- Hosted the Spartan Invitational Ball as president of the SJSU Dancesport Team

Kerri Jensen

- BA student in English, Professional and Technical Writing, with a minor in Humanities
- Graduated in May 2018
- Earned a 3.9 GPA
- Worked as a course-embedded tutor in PSYCH 100W
- Contributed to the blog and created a video about writing for presentations
- Conducted "Basic APA Style," "Paraphrasing," and "Writing a Job Query Letter" workshops
- Earned the Dean's Scholar designation and graduated summa cum laude
- Published an article on a professional blog
- Participated in the First-Year Writing Focus Group

Megumi Kamikawa

- BA student in English, Creative Writing, with a minor in Sociology
- Will graduate in spring 2020
- Served as a college-embedded tutor working with graduate students in the iSchool in fall 2017
- Created a Homegrown Handout about prepositions, posters for the Writing Center, Instagram posts, and marketing materials (e.g., new fliers)
- Conducted "Trimming the Fat" and "Body Paragraphs" workshops
- Served as Vice President of the SJSU Active Minds Chapter

Masako Kamoto

- MA student in TESOL
- Graduated in May 2018
- Earned a 3.74 GPA
- Served as a college-embedded tutor working with graduate students in the College of Education in fall 2017
- Worked as the graduate assistant for the online tutoring pilot program in spring 2018
- Was a member of the Japanese Students Society

Nicky Lai

- BS student in Kinesiology
- Graduated in May 2018
- Researched and developed ELL Conversation Groups as a year-long project
- Pilot tested five ELL Conversation Group meetings in spring 2018
- Conducted the "Basic APA Style" workshop
- Received the Dean's Scholarship from the SJSU Alumni Association
- Was a member of the Fresh Pressed Print Makers' Guild
- Taught English in Vietnam in summer 2017

Elaine Le

- BA student in Sociology, with a minor in Psychology
- Graduated in December 2017
- Contributed to the blog
- Worked as a course-embedded tutor in SOCI 100W

Aparna Mahalingam

- MS student in Electrical Engineering (MSEE), with a concentration in Computer Networking
- Graduated in May 2018
- Earned a 3.45 GPA
- Served as a department-embedded tutor working with graduate students in the departments of Mechanical Engineering and Aerospace Engineering
- Contributed to the blog
- Was a TA for ENGR 120 (Python Programming for the Behavioral & Social Sciences)
- Worked part-time as a Graduate Assistant for the SJSU Research Foundation (to help with the "Applied Computing for Behavioral and Social Sciences minor," funded by the National Science Foundation)

Chan Mangavalli

- MS student in Electrical Engineering
- Graduated in December 2017
- Worked as a course-embedded tutor in ENGR 100W, which consisted of students in a lab environment

Ines Marjanovic

- MA student in Communication Studies
- Earned a 4.0 GPA
- Worked as the Associate Editor for the Writing Center blog
- Wrote multiple blog posts, such as "Sprucing Up Your Personal Writing" and "Grammar Elitism: To Correct or Not to Correct"
- Conducted "Essay Prompts and Time Management," "Selecting and Integrating Source Materials," "Common Grammar and Punctuation Errors," and "Finding a Voice" workshops
- Earned the designation of Dean's Scholar
- Worked the Global Discovery Day tabling event

Holly Michaelsen

- BS student in Food Science, with a concentration in Dietetics
- Graduated in May 2018
- Earned a 3.74 GPA
- Contributed to the blog
- Created a new comprehensive information sheet for the Writing Center, following SJSU Marketing standards
- Conducted the "Writing for Clarity: Subjects and Their Verbs" workshop
- Received the California Academy of Nutrition and Dietetics Phyllis S. Howe Award
- Participated in the First-Year Writing Focus Group
- Served as the VP of Dietetics in the Nutrition and Food Science Club

Michael Muetzenberg

- BS student in Business Administration, with a concentration in Finance
- Earned a 3.83 GPA
- Earned the Dean's Scholar designation in spring 2018
- Was an inductee to Phi Kappa Phi and Beta Gamma Sigma
- Belonged to the Financial Management Association and Banking Investment Association

Heather Poparad

- BA student in Liberal Studies, Teacher Preparation
- Graduated in December 2017
- Earned a 3.69 GPA
- Worked as a course-embedded tutor in HUM 100W
- Created materials for other course-embedded tutors to use when offering in-class instruction
- Contributed to the blog
- Conducted in-class workshops on various grammar topics
- Earned the President's Scholar designation
- Helped develop the new liberal studies integrated teacher education program

Sydney Seelig

- BA student in English Education and Social Science Education
- Earned the Dean's Scholar designation
- Served as an officer in the Spartan Fencing Club

Daniel Tafoya

- BA student in English, Professional and Technical Writing
- Served as a college-embedded tutor working with graduate students in the College of Education in spring 2018
- Contributed to the blog
- Created a Homegrown Handout about relative clauses and a poster about parts of speech to display in the tutoring lab
- Conducted "Paraphrasing" and "Essay Prompts and Time Management" workshops
- Earned the Dean's Scholar designation
- Tabled at Frosh Orientation sessions in summer 2017

Ajoy Thamattoor

- MA student in Sociology
- Earned a 3.96 GPA
- Created Homegrown Handouts about ellipsis constructions and advanced subject-verb agreement
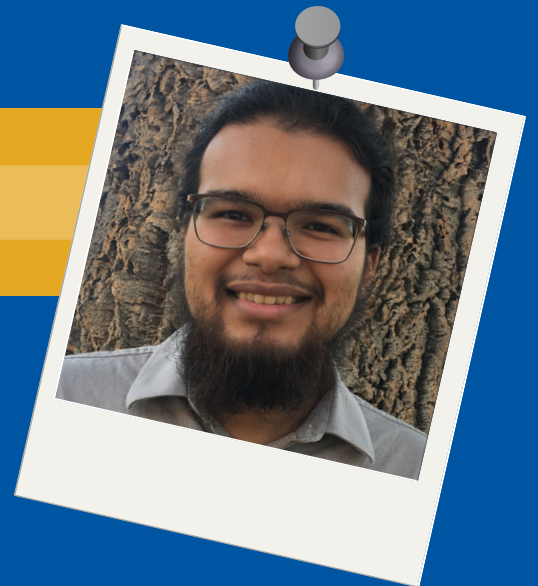- Conducted "Trimming the Fat" and "Basic APA Style" workshops

Basil (Roy) Thompson

- BA student in English, Professional and Technical Writing
- Earned a 3.74 GPA
- Contributed to the blog

Marcos Verbera

- BA student in Social Science, Preparation for Teaching
- Contributed to the blog
- Conducted the "Selecting and Integrating Source Materials" workshop

Michelle White

- BS student in Environmental Studies, with a minor in Sustainable Water Resources
- Earned a 4.0 GPA
- Worked as a course-embedded tutor in ENVS 100W
- Contributed to the blog
- Created an instructional video about subject-verb agreement
- Conducted in-class workshops about subject-verb agreement
- Earned the President's Scholar designation
- Was admitted into the Honor Society of Phi Kappa Phi
- Was awarded 2017 David J. Powers scholarship
- Served as a member of the Environmental Resource Center (student organization)

Ajah Yee

- BA student in English, with a minor in Journalism
- Earned a 3.4 GPA
- Worked as a course-embedded tutor in RECL 100W
- Created new informational posters
- Conducted "Paraphrasing," "Trimming the Fat," "Common Grammar and Punctuation Errors," and "Selecting and Integrating Source Materials" workshops
- Participated in the Black Women's Collective and the San Jose Area Writing Project
- Served as the newsletter editor and coordinator for the African American Community Service Agency

APPENDIX

Appendix Document #1
"Transforming Writing Support: An Empirical Study of Writing Fellows in Advanced, Discipline-Specific Writing Courses"
Session H.15 | Friday, March 16, 2018 | 12:30 PM–1:45 PM
CCCC | Kansas City. MO

Michelle Hager, Writing Center Director
Thomas Moriarty, WAC Director
Pat Walls, Former Writing Center Administrative Coordinator

1) Introductions (Led by Pat)
Begin by introducing ourselves, then asking everyone else to introduce themselves (unless we have a big crowd.) *(SLIDE #1)*

2) Background and Introduction to the Project (Tom)
Thank you so very much for coming to our session today. We appreciate it.

Like we said in our introductions, we are from San José State University, and we have been busy developing and growing a Writing Fellows program for almost four years now. We're very interested in the ways in which Writing Fellows are *different* from Writing Center tutors and specialists, and we've been working to articulate those differences in meaningful, empirical, and measurable ways.

As those of us who work with Writing Fellows and Writing Center tutors know, the main difference between the two is Writing Fellows are a form of *embedded* writing support, while Writing Center tutors are a form of *drop-in* writing support. Embedded, in the case of Writing Fellows, means Fellows are assigned to a particular course and work with the instructor in that course to offer workshops, one-on-one tutoring, and supplemental classroom instruction to the students enrolled in the course. Writing Center tutors, in contrast, are available to all students on campus, and any student is welcome to "drop in" and receive help with a project.

The goal of our ongoing research project is to measure and articulate the value – or value added – of embeddedness. To measure and articulate the ways in which Writing Fellows are *different* from Writing Center tutors. To measure and articulate the ways in which Writing Fellows programs and Writing Centers offer *different, but complementary*, forms of writing support to our students.

This research is valuable to program directors for two reasons. First, it helps us better understand the differences between these two programs and fully develop and realize the potential of each.

Second, it helps us argue for the value of Writing Fellows programs on campus, particularly with bean-counting administrators. Both Writing Fellows and Writing Center tutors add value to our writing programs, offering supplemental instruction and support that improves the quality of writing instruction on campus. But the work of Writing Center tutors is more easily quantifiable, at least in traditional terms, and oftentimes appears to be cheaper.

Our Writing Center is virtually gridlocked in terms of appointments, with Writing Center tutors booked for one-on-one tutoring sessions for over 90% of their paid work time. Writing Fellows, in contrast, have more breathing room, and devote about half of their paid work time to one-on-one tutoring sessions. (Beyond one-on-one sessions, both Writing Fellows and Writing Center tutors develop resources and offer workshops. Writing Fellows also attend class, participate in and help coordinate classroom activities, and make in-class presentations.)

According to simple administrator math, then, Fellows are about 40% less efficient than tutors, measured in terms of dollars paid versus students helped.

3) Overview of our Study (Michelle) (*SLIDES #2 - #4)*
(*SLIDE #2)* As we started our research, we focused on a few key research questions. We wanted to know if there were differences in how students in these junior-level, discipline-specific writing courses work with course-embedded Writing Fellows and tutors at the Writing Center. We specifically wanted to know if they work with these tutors during different phases of the writing process and if they work with the tutors on different things (e.g., grammar vs. content development). We also wanted to know more about the opinions of students and instructors in classes supported by Writing Fellows versus those that did not have course-embedded tutors.

(SLIDE #3) In 2016-2017, Writing Fellows were embedded in 16 sections of junior-level, discipline-specific writing courses (called 100W at San Jose State). Students are required to take this writing course in their discipline. Review the usage numbers, with specific emphasis on the relatively high number of students who used tutoring services. An unexpected finding from our study was that students in these courses with Writing Fellows were more likely to seek out tutoring services in general (from the WC, too).

(SLIDE #4) For this study, we conducted a quasi-experiment in which students and faculty in 20 sections of a junior-level writing-intensive courses all across the curriculum were surveyed at different points throughout the semester. Of the 20, eight sections were supported by Fellows while 12 sections were not. These courses are administered by the various departments across campus, and instructors are supported by the Writing Across the Curriculum program. All oversight of these courses lies with the departments that teach them, not the English department or the WAC program. (Review the table that lists departments with participating sections of 100W.) We collected usage data from Writing Fellows and Writing Center tutors, as well as opinion data from instructors and students in their classes.

4) Challenges and Limitations (Michelle) *(SLIDES #5 - #7)*
Review issues with data collection *(SLIDE #5),* 100W structural issues, with single courses serving students of multiple, disparate majors *(SLIDE #6),* and the scope of the study *(SLIDE #7).*

5) Writing Center Tutors vs. Fellows Usage Patterns and Data (Pat) *(SLIDES #8 - #14)*
The first two slides in this section present a general overview of university stats (to present the bigger picture). The slides progress into discussion of main points of comparison: average number of sessions, stage of the writing process, focus of the session, and types of assignments, all of which compare stats between Writing Center tutors and Writing Fellows.

6) Student and Faculty Opinions About Courses with Fellows vs. Courses Without (Tom) *(SLIDES #15 - #22)*
Our final comparison for you is student and faculty opinions from junior-level, discipline-specific writing courses that were supported by Writing Fellows and those that were not.

Students and faculty were surveyed three times over the course of the semester: in the first two weeks, right around midterm, and at the end of the semester – roughly, beginning, middle, and end of the course.

Here is what we found. *(SLIDES #15 - #22, Student and Faculty WF Feedback)*

7) Conclusions, Next Steps, and Open to Discussion (Michelle) *(SLIDES #23 - #24)*

Appendix Document #2
"Writing Centers as Unofficial Creative Spaces"

Michelle Hager, Writing Center Director
Maria Judnick, Coordinator of Digital Initiatives

At the San José State University Writing Center, all our student Writing Specialists create original resource projects each semester. When our university WC first opened in 2007, all tutors created a "Homegrown Handout" each semester. The handouts were very successful—being used by faculty and students on campus *and* by individuals at other schools and in other countries. (For example, we received messages from English instructors in Indonesia and the Republic of the Congo who were using our handouts.)

[DISPLAY HOMEGROWN HANDOUTS ON THE LAPTOP.]

As time went on, Writing Specialists continued to work on creating these resources. We had a set structure in place in which the former director reviewed multiple drafts of these handout projects throughout each term, guiding each Writing Specialist through the process, reinforcing pedagogical concepts like modelling and scaffolding. It was a valuable experience for our tutors. They had the opportunity to "publish" something at the end of each term, and they gained professional development experience and strengthened their pedagogical abilities. It was also our answer to dealing with tutor downtime—an issue experienced by many writing centers.

As time continued to go on, we perfected the process. We developed a template so all our handouts would look like a uniform set. We eventually had over 100 Homegrown Handouts. While they are excellent resources, they had started to seem rote. Tutors were struggling to think of new concepts to cover in a "homegrown" way.

A few years ago, we started to branch out—we decided to tap in to the skills and creativity of our tutors by having them create *one original writing resource* each semester—not one *handout*. We gave the tutors some general options about the resource medium: they could create a poster to hang in the tutoring lab if they had graphic design skills; they could create a video if they had video editing skills; they could create a game for the tutoring lab; and they could choose to create a standard handout. The options were open, and the decision was up to each tutor.

We also put a project proposal process in place. Writing Specialists had to submit a proposal, demonstrating that they had done research and identified the need for the project, before they generated any sort of draft. After the proposal was reviewed and discussed, the tutor then proceeded through the process of creating multiple drafts.

This shift allowed us to make the writing center a creative space for our writing tutors. They were given the choice about the resource medium they wanted to create, which gave them additional agency—they could create resources that ended up being even more valuable because they were more involved and invested in the process. As a bonus, it also allowed our tutors to develop their professional skills. Suddenly, our tutors were learning how to use InDesign, Photoshop, and Adobe Illustrator (though we certainly told them they didn't *have* to do this!).

[DISPLAY VIDEOS ON THE LAPTOP. PLAY A SNIPPET.]

[PASS AROUND SAMMY'S ARTICLE GAME.]
[DISPLAY JACK'S POSTER ON THE LAPTOP.]

In allowing tutors to choose the type of resource project they create every semester, we are giving them space to use their skills and creativity. They then are responsible for coming up with the ideas, doing the research, etc. The process is guided by WC faculty, but the tutors make the choices.

Within the last year, we also started a writing center blog, "The Write Attitude." The blog presented another option for tutors as they engaged in the creative process of creating their resource projects. Maria is going to talk about our blog in more detail.

[TURN OVER TO MARIA.]

Writing Centers as Unofficial Creative Spaces
CCCC@SJSU Workshop
June 10, 2017

Facilitators:
Michelle Hager, San José State University
Maria Judnick, San José State University
Denise Krane, Santa Clara University

1. How do you already use your writing center as a creative space (for staff, tutors, faculty, and/or tutees/students)?

2. How might you like to use your writing center as a creative space in the future?

3. What challenges and/or limitations does your writing center need to overcome to use space more creatively?

4. What impact do you most hope to achieve with these changes (e.g., increase usage or change image)?

Appendix Document #3
"Movin' on Up: Assessing Challenges and Opportunities during Major Growth at the SJSU Writing Center"

Ariel Andrew, Writing Tutor
Brooke Blankenship, Writing Tutor
Jenn Hambly, Writing Tutor
Maria Judnick, Coordinator of Digital Initiatives

(NOTE: This article for the *NCWCA Newsletter* is still being revised.)

Intro: During the 2017-2018 academic year, San José State University Writing Center has doubled its physical presence, tutoring staff, and tutoring services offered. Today, we will explore four affected areas of the SJSU Writing Center's on-going expansion on our diverse population: support for multilingual students, education of writing tutors, cross-campus relationships, and our digital presence, especially our new online tutoring pilot program.

Context: This semester, our center is for the first time holding drop-in sessions in our original location and scheduled appointments in a new space in the hybrid city-university library. During this period of concentrated change at the SJSU Writing Center, we considered tutors' professional development, support for multilingual students and cross-campus dynamics, and the changes encompassed within our online pilot program.

Digital Initiatives: We worked towards a three-fold goal in our digital growth this year: creating an Instagram social media following, strengthening our popular blog, and piloting an online tutoring program.

Starting in February 2018, we posted on our new Instagram account (@sjsuwc) five days a week. While we continue to use Facebook and Twitter to advertise our workshops, special events, blog, and other news, the Writing Center wanted to showcase our tutors on Instagram. Many tutors are involved in our social media projects writing haiku, reflecting back on old pieces of advice, or creating short "boomerang" videos. We currently have 171 followers and over 1,000 likes along with 20+ comments.

On our blog *The Write Attitude* we've continued to post three days a week while classes are in session--for a total of 105 entries since summer 2017. Each month featured groups of our tutors answering questions related to tutoring and writing for what we like to term a "roundblog" approach. Students also interviewed faculty each month to learn more about different genres of writing and expectations for writers in various fields. Many tutors also created short series of blog posts (1-3 entries) on various writing, grammar, and craft topics. Since we expanded our efforts, a graduate tutor was appointed Associate Editor in fall 2017 to help format and edit her fellow students' posts. Our Associate Editor also submitted up to three entries a month (with a focus on short grammar-related topics). For the 2017-2018 school year, we've received over 18,000 views on our blog.

Much of our Coordinator of Digital Initiatives staff member's time has been focused on the online tutorial pilot program. Fall 2017 was spent attending local workshops and conferences on online tutoring, researching best practices at other universities, and interviewing staff at other writing centers who participate in synchronous online tutoring programs. In spring 2018, the Writing Center hired a Graduate Assistant to aid in the internal pilot program. We ran over 11 hours of tests to help evaluate the best web platform, length of session, techniques for tutors with writers of varying skill levels, and problem-solving for technology issues. After approval of her final report, our Coordinator of Digital Initiatives will spend the summer creating the online tutoring policies and preparing for a university-wide implementation in fall 2018.

Support for Multilingual Writers: In addition to expanding our reach through online tutoring, we look forward to better addressing the specific needs of SJSU's multilingual students by creating new learning opportunities that foster their global language development. The majority of San Jose State University's over 30,000 students are multilingual, and for many, English is a second or additional language. We want to provide support for our student population in the four linguistic skills: reading, writing, speaking, and listening. To that end, we have begun to enlarge our purview in several directions.

The ELL conversation group pilot program developed by tutor Nicole Lai completed a successful first phase this spring, and we hope to continue to offer this program when the fall semester begins. Tutor Jenn Hambly presented the new workshop "Deconstructing the Prompt," which she developed specifically for multilingual writers, garnering positive feedback from attendees. We look forward to presenting more workshops geared toward empowering multilingual writers in upcoming semesters, as well. Instrumental in this endeavor will be our new full-time Coordinator of Multilingual Writing Support Services, Amy Russo, who is settling in to her new role. We eagerly anticipate Amy's contributions to our efforts in the future. Finally, tutor Jenn Hambly will be conducting research this fall into the effects of and best practices for tutoring multilingual writers in grammar, in order to ensure that SJSU's Writing Center is providing state-of-the-art assistance for tutees.

Serving the Campus Community:
Since our opening in 2007, our service to the campus community has grown to support every department and college at SJSU. Our partnership with two particular departments highlights our ability to extend our services even to students who do not attend classes on campus. The first, our partnership with the MS Taxation Program, began in 2012. SJSU's Graduate School of Business requested that one of our tutors spend one additional hour per week working with its graduate students. The other, our partnership with SJSU's Master's of Library Science program, began in 2015. This department requested similar services--lengthier sessions--yet they also required that these sessions occur in a web conferencing environment to support their online graduate students. The SJSU Writing Center was able to provide resources that would not otherwise have been as accessible to these student populations.

In 2015 our Writing Center also implemented an embedded tutoring program. Every semester several embedded tutors are assigned to work directly with 100W professors and their students, offering both parties personalized support. This program extends our campus influence in many ways. Professors now have more access to our tutors with scheduled opportunities for

collaboration. Students can now receive help from tutors who know all the specifics of their assignments. Aside from that assistance which is visible, our embedded tutoring program also allows our tutors to instill, in the words of an SJSU English professor, "that caring about reading and writing is not just for professors."

Tutors' Professional Development:
As our embedded tutoring program evolves and our physical presence on campus grows, we realize the need to adapt our infrastructure for tutors' professional development. We conducted an anonymous survey with Likert scale questions and optional qualitative feedback to ascertain what works and what could work better for our tutors' pedagogical education and community.

The noted successes were our mandatory staff-wide monthly meetings and the intensive hiring process, which includes a series of tests and mock tutoring sessions. When asked if the hybrid hiring/training process prepared tutors for the job, 66.7% selected "strongly agree" and 26.7% selected "agree." One respondent noted that the process, while stressful, prepared them better for tutoring than previous tutoring positions.

The opportunities for improvement included a diversification of tutor-to-tutor interactions on a daily basis, stronger community-building for embedded tutors, and tutoring observations by other tutors for the observer's education (rather than the observed tutor's evaluation). One respondent said they felt more "detached" since the expansion, because the tutoring staff was spread out. Another respondent mentioned that any weaknesses in community-building were not necessarily the product of the expansion but of their unique position as an embedded tutor rather than a center-based tutor.

Possible opportunities to capitalize on both our strengths and opportunities for improvement include implementing informal tutor-to-tutor observations of live sessions for the purpose of the observer's education rather than the observed tutor's evaluation.

Appendix Document #4
"Using Feedback as a Tool for Improving and Promoting Writing Center Services"

Michelle Hager, Writing Center Director

Introduction
[SLIDE #1—Intro] My name is Michelle Hager, and I'm the Writing Center Director at San Jose State University. SJSU is a large (30,000+ students) public institution, and we are a university writing center, meaning that we serve the entire campus community—students of all levels and from all disciplines. [SLIDE #2—Types of Programs] The Writing Center offers one-on-one and small-group tutoring (all of which is appointment based), a variety of writing workshops, and many online resources created by our student Writing Specialists (videos, handouts, blog posts). The WC has been operating for a little over 10 years.

In the last 2-3 years, I have been working with our WAC Director to develop a Writing Fellows program on campus. We have embedded writing tutors in upper-division, discipline-specific writing courses (called "100W" classes at SJSU). The Fellows program has been part of WAC structurally, but the program will be moving to the Writing Center next year.

I'm going to talk today about how we collect feedback in both programs, how we use the feedback, and how we're overcoming challenges.

PART ONE: Feedback Collected at the Writing Center
[SLIDE #3] The WC has a robust assessment system, and one of the main ways we have been able to prove our worth to administrators is by collecting feedback from all WC stakeholders—including student tutees, student employees, and faculty.

- We gather feedback from students (tutees) after every tutoring session (a short satisfaction survey) in which they provide quantitative and qualitative feedback. We also gather this type of feedback from all students who attend our workshops.
- We gather feedback from our student employees (Writing Specialists) in the client reports that they complete (which are done within our WCOnline system). They provide a narrative summary of each tutoring session they conduct, but they also tell us the level to which they were satisfied with the session and felt as if they made progress (on a strongly agree to strongly disagree scale).
- Lastly, we gather feedback from faculty when they respond to the follow-up emails that our tutors send about tutoring sessions. With the student's permission, our Writing Specialists send follow-up messages to the students' instructors; these emails explain what was covered during the tutoring session. We receive many faculty responses to these messages. Some simply say "thank you," while others inquire more about our services, ask questions, or explain how they've used the information provided by the tutor to change their teaching practices.

All this feedback allows us to maintain the high quality of our services because we have a continuous loop of response from every group involved in WC operations. We can use the feedback to improve/develop tutor training, work with faculty, reconsider policies, etc.

Show examples of WC feedback. Show quantitative data stats (e.g., scores on satisfaction survey responses). [SLIDES #4-5]

Show examples of narrative feedback (qualitative data) from students, faculty, and Writing Specialists. [SLIDES #6-10. Note that SLIDES #8-10 include narratives from Writing Fellows AND WC Writing Specialists.]

PART TWO: Feedback Collected in the Writing Fellows Program
[SLIDE #11] I have worked with the WAC Director to develop assessment instruments for the Writing Fellows program. However, because the Fellows haven't been part of the Writing Center (officially), they haven't been part of the WCOnline program. Thus, data was collected through Qualtrics, and data collection questions were a bit different. No demographic data was collected.

One of our goals for next year is to incorporate the WFs into the WCOnline system and streamline data collection methods. **Specifically, the goal of the feedback we collected from Fellows was to determine if student and instructor opinions differed between courses supported by Fellows and those without Fellows.**

- We gather feedback from students in Fellowed and non-Fellowed classes in surveys administered at three points during the class (beginning, middle, and end).
- We gather feedback from our student employees (Writing Fellows) in the client reports that they complete (which are done through a Qualtrics survey).
- Lastly, we gather feedback from faculty teaching Fellowed and non-Fellowed classes in surveys administered at three points during the class (beginning, middle, and end).

Show results of WF surveys administered to students and faculty in Fellowed vs. non-Fellowed sections of the same class. [SLIDES #12-15]

Items to Emphasize in the Bar Graphs:
On slide #12 "What Is Your Experience with Writing?," emphasize that students in Fellowed courses started to see writing as being "easy" for them. The blue bar progressively went up from the start of the term to the end.

On slide #13 "What Is Your Attitude about Writing?," emphasize that students in Fellowed courses started to like writing as a higher rate as the semester progressed. The dislike number went down significantly, too.

On slide #14, "How is Your Progress in Class?," students strongly felt that they became better writers. The upward swing happened in all courses, but it happened at a higher rate in Fellowed classes.

On slide #15—faculty perceptions of their students improving—the faculty in Fellowed sections felt as if their students improved more substantially as writers.

[SLIDE #16]
Show results. The added value of Writing Fellows:
- Students in sections with Fellows have better attitudes about themselves as writers and believe they have improved more as writers.
- Faculty tend to see their students in similar ways, but faculty in sections with Fellows think their students improved significantly more.

Conclusions
[SLIDE #17]
Review the conclusions.
- Feedback should ideally be collected from all "stakeholders"—students who use center services, employees of the center, and faculty members across campus.
- Both qualitative and quantitative data are valuable.
- Feedback can be used to prove the value of program(s), to change and improve services, to train tutors, and to engage with faculty.

Q&A

Appendix Document #5
"Online Tutoring Pilot Program Report Summary"

Maria Judnick, Coordinator of Digital Initiatives

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Part I:
Background
(Summer / Fall 2017):

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A. Research on Best Practices:
There are many sources available for writing centers looking to add online tutoring components to their program. These articles, listserv discussions, books, and web-based resources offered many suggestions on choosing communication platforms, apps / technology, and establishing a scheduling system. Consulted sources were balanced between theoretical and practical approaches (see chart below). Since some of these specific software choices can become outdated quickly due to the rapid proliferation of newer / updated academic technology resources, more attention was given to the overview of online tutoring.

In conjunction with this preliminary research, the CCCC Regional Conference panel with Dr. Nels Olson and Dr. Jenae Cohn "Hacking Online Writing Courses, Tutoring, and Centers" at SJSU on Sat. June 9, 2017 provided useful information. (Nels Olson was also interviewed in Fall 2017 for further insights.)

Additionally, writing center websites across the country were also consulted to compare current policies. Most of the representative universities had previously participated in a "blog roundup" for SJSU's Writing Center Blog (thus, it was clear they already had an interest in offering web-based resources): https://sjsuwritingcenter.wordpress.com/university-writing-center-blogs/.

Consulted Sources	

Scholarly Research	Hewett, Beth L. *The Online Writing Conference: A Guide for Teachers and Tutors*. Boston: Bedford / St. Martin's, 2015. Print.
	
	Hewett, Beth. and Kevin DePew. *Foundational Practices of Online Writing Instruction* Anderson, South Carolina: Parlor Press, 2015. (ebook)
	
	Articles offered through the Online Writing Instruction Community:
	    http://www.owicommunity.org/articles-reports-and-other-resources.html
	    (includes a collection of slides from previous CCCC talks, articles from *WLN, Praxis,* and *The Writing Center Journal*)
	
	Articles offered through the Online Literacy and Writing Tutoring Network (OLWT which is GSOLE's (Global Society of Online Literacy Educators) IWCA-affiliate Working Group (International Writing Centers Association)):
	https://www.glosole.org/online-tutoring.html
	    This website granted access to:

	• The Bedford Bibliography of Research in Online Writing Instruction https://community.macmillan.com/docs/DOC-5039-the-bedford-bibliography-of-research-in-online-writing-instruction • The Online Writing Center Bibliography: https://www.glosole.org/uploads/7/8/2/4/78241786/online_writing_center_bibliography.pdf
Writing Center Director Forums	OLWT's listserv archives (see above for other resources available on the website) https://www.glosole.org/online-tutoring.html The WCenter Listserv archives: http://lyris.ttu.edu/read/?forum=wcenter&sb=1

Types of Online Tutoring Sessions:
These resources often highlighted considerations for **synchronous** and **asynchronous** tutoring sessions, the two forms of online sessions. (The definitions offered below are the author's own.)
- **Synchronous:** sessions occurring in real-time either using web-based video or phone calls with emailed / cloud or drive-shared papers (most of the time papers are examined using a shared screen method)
- **Asynchronous:** sessions not occurring in real-time. Tutors record short responses to tutees' questions and return written comments or simply email/ share typed comments.

While online tutoring sessions are popular with all students, Writing Centers have noted growth within the following populations of students who might not be physically present on campus each day:
- commuter students
- students with mobility concerns
- non-traditional students / older, returning students (particularly those with children and/or full-time employment)
- graduate students

Synchronous Overview:
Synchronous tutoring sessions are frequently offered at universities and colleges with in-person and hybrid courses. They help augment the face-to-face sessions already offered at these schools. Writing Centers usually see an uptick in synchronous sessions during lunch breaks or the early evening as a result of non-traditional students prizing these appointment times to discuss their papers. Older returning students prefer synchronous sessions as well since they offer the opportunity to ask follow-up questions as they occur in real-time during the tutoring period.

Synchronous Session Times and Training:
Many writing centers often begin by implementing synchronous sessions within their already scheduled hours. Some of the tutors do conduct their sessions outside of the Writing Center space, but some writing centers offer offices for tutors to conduct their online sessions.

Later, once synchronous sessions become popular, writing centers might also begin to allow tutors to offer some of these sessions during the writing center's off-hours, around their own

schedules. (Many of the directors emphasized it will be necessary to establish some rules if tutors need to borrow technology or other equipment from the Writing Center.)

Synchronous sessions are easier to train tutors in terms of best practices as the process is most similar to their previous training experience in the Writing Center. However, many of the directors and researchers agree that methodologies need to be adjusted for the online environment (for example – finding ways to share resources and encouraging students to take their own notes on the papers).

While some writing centers offer 5-15 minutes of extra time during these sessions (mostly to solve any technology-based questions), there were many different models offered in a perusal of online policies from selected writing centers. Some writing centers offers 45-minute time slots (30 minutes for the tutoring session and then 15 minutes for the tutor to add any additional comments, write up a report of the session, and/or email additional resources to the students). Some writing centers ask tutors to read and comment on the paper prior to the session and then discuss their commentary with the student during a session (for a total of 45-60 minute time slots).

Some universities have also implemented "online office hours" for tutors – essentially, a drop-in system where tutors can answer short questions via web cam or online chat for students. These sessions can be billed as ways to assist with formatting or citations questions.

Additional Synchronous Considerations:
Schools should prepare to help students with technology questions. Some Writing Centers require students to test their technology in person in the Writing Center before signing up for their first synchronous sessions while others immediately allow students to sign up for synchronous sessions. Many of the Writing Centers offer some form of "FAQ" or links to help for technology questions.

Beth Hewett (and other sources) suggest that it would be best to set up instructional software that students and staff of the Writing Center are already familiar with. Tutors will need to focus more on ways to adjust their "problem-centered" approach to a non-face-to-face session. Hewett also cautions against using *only* a text-based IM chat platform (rather than allowing audio and/or video) in this format:
- There is a potential to be writing about a different aspect or question than the one to which the other party is responding; in other words, person may be finished with one message thread and will move on before the other one is ready, requiring consciously use signals like "done" or "finished" to indicate completed messages.
- There are no graphics qualities in most chat platforms, which means that any drawing or pictorial working out of a concept or problem must be accomplished through a different medium and somehow shared. (*The Online Writing Conference* 45).

One compromise Hewett (and many other commentators) offers is a hybrid of both synchronous and asynchronous qualities: record the synchronous session (if done over a web-based service) to send as a link back to the student and provide written feedback / additional resources as well

(47). That way, students can replay the lessons and continually consider the suggestions as they work on further edits to the paper. Archiving recorded sessions for tutors to view during training can also help them develop different methods of feedback from more experienced peers.

Asynchronous Overview:
Only fully online universities appear to be solely offering asynchronous tutoring sessions (even those examples were pretty few and far between). Many online universities, including Western Governors University, use asynchronous meetings in conjunction with synchronous meetings.

Although traditional universities have begun to offer asynchronous sessions, they do not seem to be as widely implemented at this time. Dr. Olson notes in the earliest implementation of asynchronous tutoring at his university (essentially emailed papers with comments): "[E]mail consultation .... is the least effective format for clients who struggle to find the motivation to spend time with their writing or who lack the grit and resiliency to work independently to solve writing problems" (CCCC presentation). Thus, many schools prefer more of the so-called "YouTube model" – a screencast paper with comments along with audio narration about these comments. These sessions are private and emailed directly to the student. Some sessions appear to have expiration dates attached to the video, while others are available indefinitely via a private YouTube channel.

Asynchronous Session Times and Training:
Most schools seem to offer a timeline for asynchronous feedback. During the less busy times in the semester, students can receive feedback as quickly as 12-24 hours. During finals week or other busy periods in the term, students may need to wait several days for a response as tutors catch up on papers. Thus, students in this model are advised to schedule their time wisely and submit early.

Some schools set up appointment windows in which students submit their papers and await a response (there appears to be a limit to the number of papers allowed per day) while others implement a system of simply a first-come, first-served basis. Some schools require emailed papers only, others have set up a form for students to submit specific questions for the tutor to focus on during the draft, and still others ask students to audio record their questions for the tutor.

The research on the topic seems to agree that more extensive training is required for asynchronous sessions. From anecdotal evidence offered by Olson, it seems many asynchronous sessions are conducted more frequently by faculty / graduate tutors since the university wants to invest training in more long-term employees. The technology training for these sessions is also more extensive depending on the video platform used.

The tutor needs to consider best practices to offer feedback – they try to offer "patterns of errors" without becoming a proofreading service. (Models included using color coding, recording voice over notes on errors only, and/or only correcting the first error and then asking students to continue editing the paper themselves.) Tutors also need to focus on ways to make the oral feedback seem more like a conversation with discreet, specific suggestions for methods of revision. When done well, asynchronous sessions offer comprehensive feedback with some

visual cues for students to start to recognize their errors. The tutors themselves learn to become more precise and efficient in their commentary. These videos can inspire students to think more critically over a longer period of time about the commentary as well.

Again, the length of these videos can differ, but they typically appear to be between 10-30 minutes in length. The tutors themselves (especially as they transition into asynchronous tutoring) may take as long as 60 minutes to prepare for one response. Tutors also need to practice fluid responses and may require editing in the early stages of this process.

Assessment:
For SJSU's purposes, the **synchronous sessions** would be easier in terms of tutor training, more efficient to implement, and could already immediately benefit our students. In this case, while our students would potentially need to learn the basics of videoconferencing, SJSU has already adopted campus-wide software programs – both Google Hangouts and Zoom.

While asynchronous sessions do have potential to help students, it seems best to focus first on the synchronous tutoring since there is less extensive training involved. To anticipate future implementation of asynchronous sessions, the SJSU Writing Center could begin offering more resource projects focused on video or podcast-friendly recordings for writers.

B. Interviews and Tests:
In addition to the written research, two interviews were conducted for this project. Debbie Faires, the Director of Online Learning at SJSU's School of Information, and Dr. Nels Olson, the Course Mentor for Western Governors University's Writing Center, offered their insights into this project.

Debbie Faires Suggestions:
Since Debbie Faires works at SJSU and already offers online tutoring, she was able to conduct a mock Zoom session with Maria Judnick and Michelle Hager. Her suggestions were mostly practical:

- Offer Zoom sessions since every student already has a free login and there are some help guides already available.
- Let students opt in to the use of a camera at the start of a session, but require audio to be used so you can communicate verbally with the student. (Tutors should be emailing the links to set up the session as well.)
- Let the student guide the session in terms of sharing their screens. That way, students are still responsible for typing in their own ideas and concepts.
- Create easy to share slides / links on concepts that students struggle with frequently. A tutor can either send the slides to students at the end of a session or the tutor can share the screen with the student.
- Allow a few extra minutes at the start of a term for new students to familiarize themselves with the technology.

- Don't allow a student to logout of a session until they have filled out an evaluation – you can send the link in the chat feature.

Nels Olson Suggestions:
Nels Olson works full-time at the tutoring center at Western Governors University. While his student population is slightly older than SJSU's, many of the students' needs are similar to that of SJSU. Here are his suggestions:

- It's helpful to make the videos available after the session to a student. ELL students in particular will watch their sessions repeatedly to keep working on their errors.
- Allow 15 minutes of prep time for tutors in the beginning (That's the time they allow for their tutors to prep for asynchronous sessions. It will help tutors to think of strategies to help the session moving efficiently. Sometimes reading a paper fresh on a screen takes longer for a tutor to process during a live session.)
- Require students to have a "mini" appointment before their first session just to walk them through the technology.
- Have students email the paper before a session. That way, if the screen share isn't working, there is still a backup option that can be transferred into another program.
- Have a policy in place for repeated technology issues. (At WGU, they allow a 15 minute window for students to call back and resume their session.)
- Allow the tutor to use two monitors at a time – one screen has the paper and can be shared with the tutee. The other screen allows the tutor to pull up other resources and share them quickly with the tutee at the end of the session / screen share as needed.
- Use some of the session recordings in future training sessions. One thing tutors will struggle with at first (depending on the use of / lack of video) is the reduction of physical cues from the tutee if they are nervous, uncomfortable, etc.
- Consider starting small with the pilot. Offer synchronous sessions for a set group of classes, work with the instructors to think about the needs of the students and how to make sure the sessions are fully productive.

C. **Survey and Results:**
During the final SJSU Writing Center staff meeting of fall 2017, we conducted a short survey for our tutors and their interest in the project. Here are some of the relevant results. (For the main survey questions, please see the appendix.)

- 77.8% of our tutors considered themselves average to above average in their technology skills.
- 17 out of 18 tutors have experience using Skype while 12 have experience using Google Hangouts and 3 have used Zoom before.
- 8 of our tutors already have at least some experience with online tutoring.
- 55% of our tutors would like to see online tutoring training be optional. The next highest percentage (50%) would like to tutor f-2-f in their first semester and then choose whether to be trained for online tutoring sessions in their second semester working at the Writing Center.

- There is a large interest in helping with the pilot program – 13 students expressed a willingness to help.

**Part II:
Implementation:
Plan for Spring 2018:**

A. Pilot Models:
Pilot Questions to Explore:
As we begin our investigation into synchronous tutoring, the following questions reflect the areas that will be carefully considered:

- What data will be needed to help us decide on the best use of SJSU's technology? How can we ensure accurate and useful recording of said data?
- How can we ensure that the data also shows that we are meeting the high quality standards of our current writing center offerings?
- Can we also use this data to improve any current tutor training?
- How can we best train our tutors, staff, and students to feel comfortable in an exclusively online environment? How might that training differ for course-embedded tutors who might have more knowledge on the subject / assignments in the course?
- How can we best safeguard against technology issues or other concerns that arise through the pilot program?
- In what ways can we involve current tutees to ensure that their needs are being met?
- In what ways can we involve faculty to ensure that they will encourage students to try online tutoring in Fall 2018?
- What policies and procedures will be necessary for a university-wide implementation in Fall 2018?

Materials:
As we implement the pilot program in spring 2018, we'll need to utilize the following materials from SJSU:

- The current tutor office in Clark Hall 126 (this is where the tutor will log in for the mock sessions)
- The current tutoring room in Clark Hall 126 (this is where the tutee will log in for the mock sessions)
  - Since CDI Maria Judnick's office is located in Clark Hall, she will be able to observe (and troubleshoot) the mock sessions in real-time in addition to being able to later consult the recorded sessions. Since the Clark Hall location will be used for drop-in tutoring during Spring 2018, it provides the perfect opportunity to see how the synchronous session work with potentially some background noise.
    - We may also move the student being tutored into the tutoring space so we can see how distractions / noise may play into our sessions.
    - We can also experiment with using both the wifi and SJSU's network during the tutoring sessions.
- Three iPads (one for the tutee, potentially two for the tutor)

- Two monitors, 1 desktop computer (for the tutor)
- Two laptops (one for the tutor, one for the tutee)
    o While the writing center only utilizes Apple laptops, we will be asking willing tutors to provide their own laptops for some of the sessions to check any troubleshooting issues that may occur with older, newer, or different computer brands.
- Six headsets / microphones / webcams for tutors
    o As we go further into our mock tutoring sessions, we will investigate how many tutors can be offering online sessions in the same room before the noise level becomes too distracting.

Tentative Timeline of Pilot Program:
- **February** –
    o Meet with interested tutors and offer brief training / expectations
    o Schedule all models of mock tutoring sessions with SJSU tutors filling in roles of tutor / tutee
    o Create general models for sessions – varying length of sessions, types of sessions, types of assignments to work on, etc.
    o Create assessment forms for tutors to fill in after the sessions (see assessment section)
        ▪ tutors will assess the technology, script / guidelines for the sessions, the effectiveness of the session, and the effectiveness of the training
        ▪ CDI Maria Judnick will also be observing and assessing the different mock tutoring sessions
- **March** –
    o Conduct mock tutoring sessions with writing center tutors
    o Adjust session scenarios as appropriate depending on a quick evaluation of data received
- **April** –
    o More deeply assess the success of mock tutoring sessions
    o Re-do any sessions that require further finessing
    o Conduct live sessions with small pool of regular writing center tutees
    o Implement small roll-out program with course-embedded tutors in specific courses, comparing the effectiveness of online vs. face-to-face tutoring based on faculty member comments
- **May / Summer** –
    o Purchase needed supplies for the tutors in Fall 2018
    o Conduct final survey of participating tutors, students, and faculty after a discussion of our potential Fall 2018 program – are there any final ideas they'd like to suggest?
    o Write up technology guides and FAQ for scheduling website / program
    o Create internal policies for tutor training and external policies for student usage of online tutorial services
    o Prepare schedule and training for Fall 2018 (see future projects)

Considerations in the Pilot Tutoring Sessions:
Below are the aspects we'll be considering in our mock tutoring sessions (please note that this list may expand during meetings with the tutors and will be finalized during the month of February).

Mock Tutoring Session Scenarios	Tutor Training	Troubleshooting Guides / Policies
- Graduate sessions (longer sessions and thesis projects) - Students with AEC accommodations (longer sessions) - Specific session considerations for course-embedded tutors - Sessions with / without video, various technology issues (including poor sound quality, interruptions, etc) - ELL concerns - Formatting papers - Various genres of papers / concerns unique to their disciplines - Sessions for different parts of the writing process (from prewriting / outlining to final drafts) - Length of sessions – 30, 45 or 60 minutes (includes preparation time)	- Showing a tutee how to use the technology - Technology troubleshooting - Transposing tutoring skills online – how do we make sure it's not an entirely directive session? How do we keep the tutee engaged in their own improvement? Etc. - Sharing resources and integrating them fluidly into the session - Offering feedback – during the session both written and orally - Writing the session report	We'll examine the effectiveness of written / recorded directions for tutors and tutees in the following areas: - Scheduling / paper uploads - Log-in - Video / sound quality - Internet connection issues - Web browser updates and issues - Accessing archived video - Accessing final student survey for each tutoring session and additional resources from the tutor We'll also consider policies on late / missed appointments, extended hours, and drop-ins / "online office hours."

Here are the technologies we'll be investigating during these sessions:

Scheduling / pre-uploading papers	Video Conferencing / Chat	Video Archive	Computers
WC Online (Likely our choice for the scheduling since we already use the program and they have synchronous tutoring schedules already built into the program)	Zoom (already adopted by SJSU and free, sessions are able to be recorded, screen share is easily available)	Private YouTube channels (already in use by SJSU)	iPads (Since the writing center has already purchased iPads to use for the library center, we'll investigate the effectiveness of using tablets with headsets.)

Canvas (students already know the program and there are scheduling options available)	Google Hangouts (already adopted by SJSU and free, option would **not** allow for recording outside of pilot for this program)	Canvas (we would need to investigate options for privacy)	Laptops (we will experiment with tutors using their own laptops and those available at the writing center)
For both of these scheduling options we'll also be working closely with course-embedded tutors to investigate the best practices for their needs.	WC Online (since the already-adopted service has a built-in option for synchronous tutoring, we will investigate the usefulness)		Dual-monitor displays (Since Dr. Olson offered this idea as a best practice for his tutoring work, we will also implement this suggestion.)
Each of these programs will also be evaluated with their compatibility with the most current / popular web browsers – Mozilla Firefox, Chrome, Safari, etc.			

Evaluation and Assessment Data:

We'll be evaluating each step of the pilot process – the preliminary training / troubleshooting for tutors, the writing center tutor-tutee sessions, the sessions with regular student visitors to the writing center, and the work conducted by the course-embedded tutors (both students and faculty will be asked to evaluate these sessions).

Each mock tutoring synchronous session will be recorded for two purposes:
- To help in future training sessions for tutors interested in synchronous sessions
- To serve as backup for any questions / concerns on the evaluations

Each student, faculty, or staff involved in the pilot program will be asked to fill out a Google Forms evaluation sheet for each tutoring session. These questions will allow participants to respond to multiple-choice questions, rank their experience in the sessions, and to provide short responses. Each of the Google forms will take into consideration the different roles of the participants – whether a tutor, student, or faculty member so these perspectives can be taken into consideration. CDI Maria Judnick will also provide her own evaluation of each session using a Google Form. (Her form will have an additional note section so she can plan any needed changes.)

Since the pilot program will be systematically moving through different types of sessions, technology, etc. we'll have data available on each aspect of the process for final evaluations.

The data will then be evaluated at the end of March / early April for discrepancies or necessary follow-up questions.

B. Graduate Assistant:

Masako Kamato will be helping in spring 2018 as an assistant for this project. Masako is a current tutor at the Writing Center and already has experience tutoring online at SJSU. She will be helping to write the evaluations and troubleshooting guides. She will set her schedule at the Writing Center to correspond with CDI Maria Judnick so the tutors have their experiences represented in the pilot program. We anticipate her working three hours or more each week to assist in this process.

C. Future Projects:

   a. **Writing Center Training:** One of the goals of May / Summer 2018 is to write up a short document outlining the best practices for SJSU tutors in future training. Based on the amount of training needed, we'll assess the future training schedule for tutors (whether all tutors will be trained immediately / after a semester of working at the WC or whether tutors can opt into training). We'll also decide on the training necessary for tutees – should they be required to have a mock session? Do they need to have a f-2-f session first?
      i. In Summer 2018, we'd also like to begin to schedule instructors who have worked in online tutoring programs to speak to our tutors as they begin training.
      ii. We'd also like to begin to recruit additional tutors with experience in online synchronous tutoring to apply to the writing center.

   b. **Tutor Resource Projects:** While all of our tech support documents will likely not be available in multimodal form immediately in Fall 2018, it will be a goal to complete for future resource projects. Tutors will also be encouraged to find ways to support our synchronous tutoring sessions with their projects – for example: creating slides of commonly used resources to share after sessions. We would also potentially like to create specific resources for graduate students, A2 required courses, and students with AEC accommodations.

   c. **Additional Resources to Consider:** At the end of the pilot for synchronous tutoring sessions, we'll again look at other college's best practices to ensure that we've met / exceeded their standards. Should there be additional supplies or other resources that need to be purchased, we will consider that list in May 2018. We will also consider any tentative timelines for future asynchronous pilot programs, if appropriate.

D. Preliminary Implementation Plan for Fall 2018: By the end of Spring / early Summer 2018, CDI Maria Judnick will make available a short implementation plan for Fall 2018. This plan will include a tutoring training schedule along with the policies and selected technology for Fall 2018.
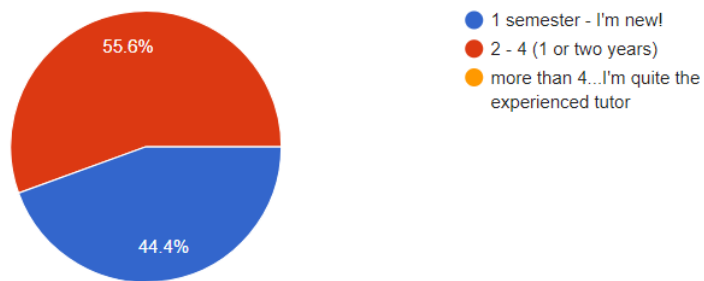
Appendix:

Please find the relevant questions for the winter 2017 survey for tutors on pages 12-15.

Question 1:

What's your experience in tutoring either here at SJSU or elsewhere (# of semesters)?

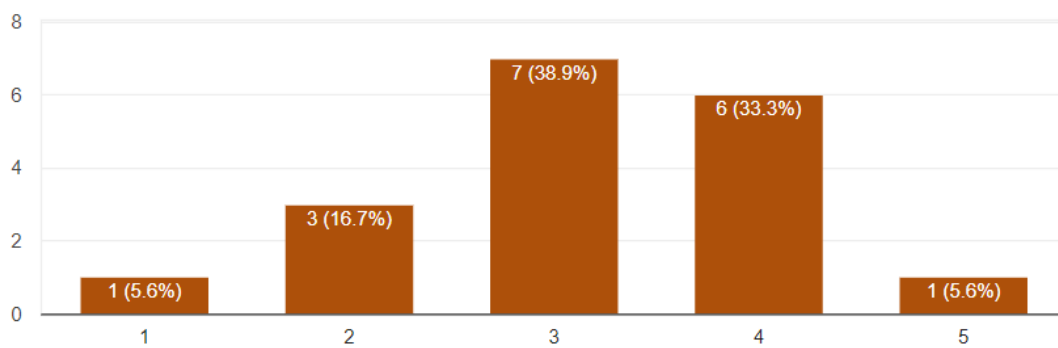18 responses

- 1 semester - I'm new!
- 2 - 4 (1 or two years)
- more than 4...I'm quite the experienced tutor

55.6%

44.4%

Question 2:

How would you rate your tech skills?

18 responses

1 (5.6%)   3 (16.7%)   7 (38.9%)   6 (33.3%)   1 (5.6%)

Question 3:

Are you good at offering tech support or explaining technology to people?

18 responses

● Yes. My friends and family come to me for help all the time.
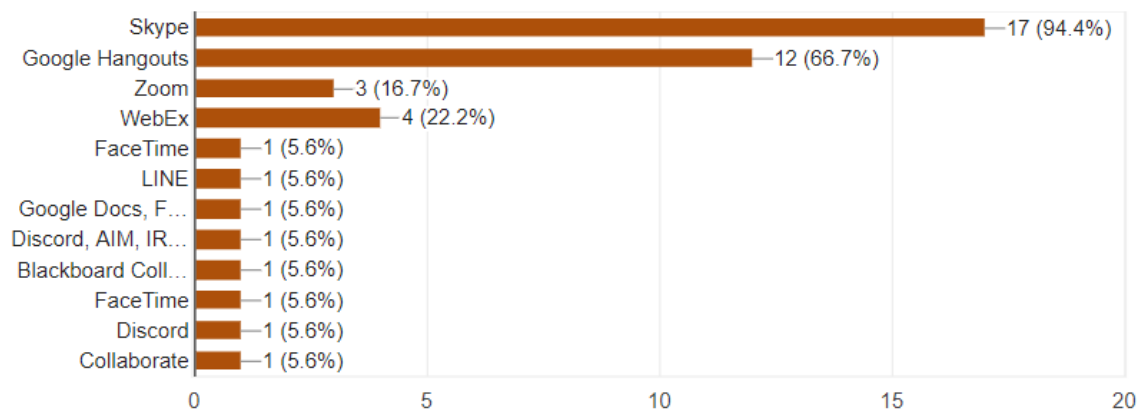● Maybe - depends on what it is
● No, that's not my strength.

72.2%
11.1%
16.7%
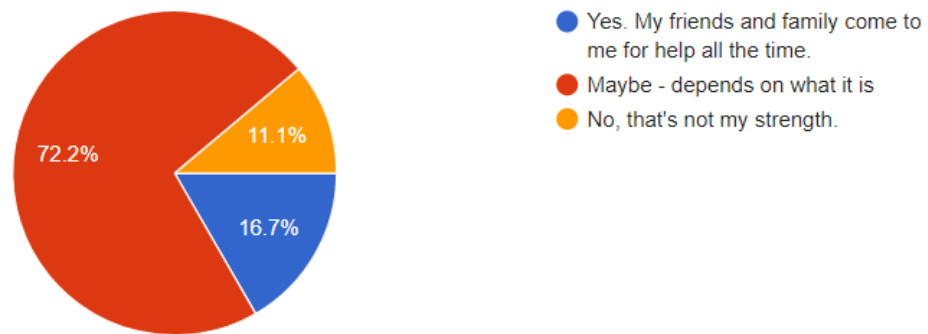
Question 4:

Which of the following telecommunications programs have you used before? (select all that apply)

18 responses

Skype — 17 (94.4%)
Google Hangouts — 12 (66.7%)
Zoom — 3 (16.7%)
WebEx — 4 (22.2%)
FaceTime — 1 (5.6%)
LINE — 1 (5.6%)
Google Docs, F… — 1 (5.6%)
Discord, AIM, IR… — 1 (5.6%)
Blackboard Coll… — 1 (5.6%)
FaceTime — 1 (5.6%)
Discord — 1 (5.6%)
Collaborate — 1 (5.6%)

Question 5:

What experience do you have with online academic programs? Check all that apply.

18 responses

I've taken an onl... — 15 (83.3%)
I've taken a hybr... — 6 (33.3%)
I've called into a...

I've taken a hybrid course - both online and in person.
Count: **6**

I've tutored or b... — 8 (44.4%)
I've talked to a li... — 3 (16.7%)
N/A — 1 (5.6%)

0.0   2.5   5.0   7.5   10.0   12.5   15.0
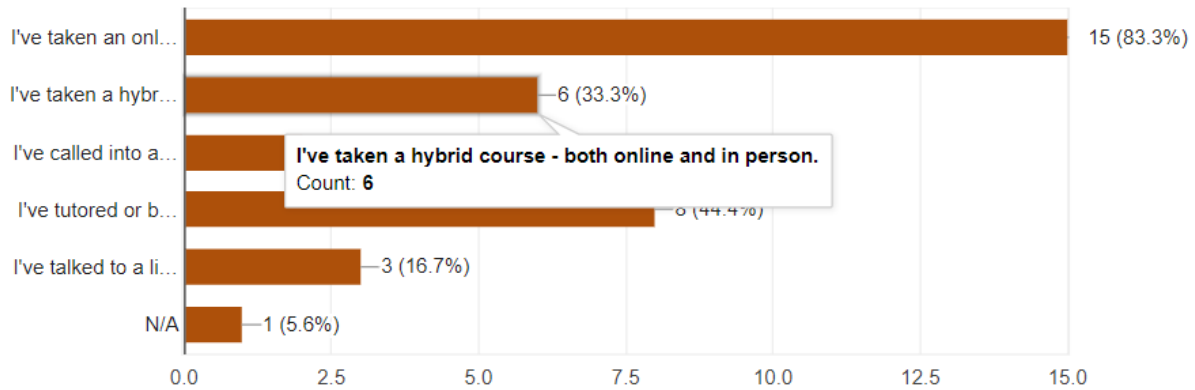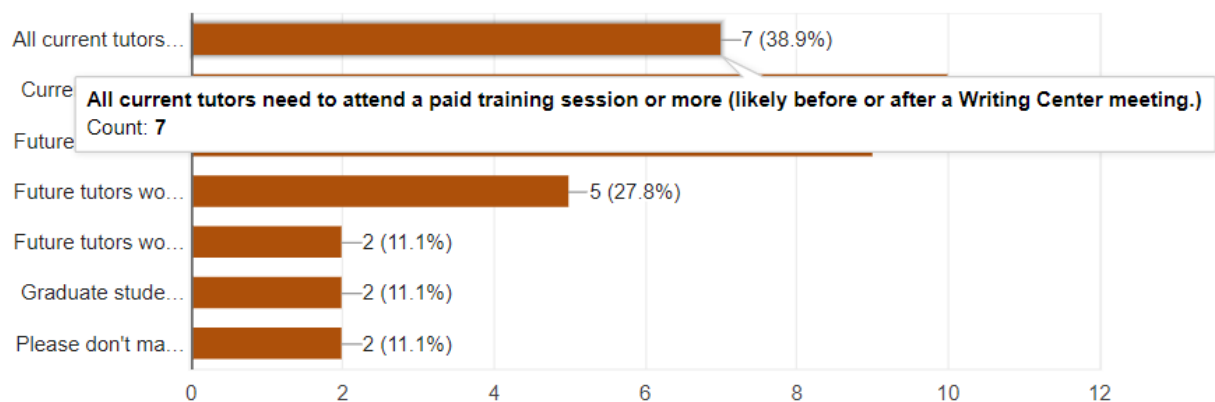
Question 6:

Which of the potential new training processes for online tutors appeals to you? You may select more than one option.

18 responses

All current tutors... — 7 (38.9%)
Curre

All current tutors need to attend a paid training session or more (likely before or after a Writing Center meeting.)
Count: **7**

Future
Future tutors wo... — 5 (27.8%)
Future tutors wo... — 2 (11.1%)
Graduate stude... — 2 (11.1%)
Please don't ma... — 2 (11.1%)

0   2   4   6   8   10   12
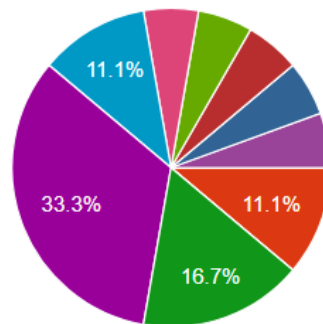
Question 7: (Some of the answers overlap as write-in options were allowed.)

Would you be interested in helping with the spring pilot program (approx. 1-2 hours per week as part of your paid work time)? These sessions would likely take place on Mondays, Wednesdays, and Fridays as our schedules permit.

18 responses

- Yes, but only if I could be the tutor.
- Yes, but only if I could be a "sample...
- Yes, I would love to help write some...
- Yes - I don't care what my role is! A...
- Maybe, if you need additional help.
- No, I won't have time to commit to t...
- No. I graduate this December.
- I'm graduating! Farewell, dear Writi...

△ 1/2 ▽

Appendix Document #6
"Who Do We Think We Are, Anyway?: Writing Tutor Identity Formation through Storytelling"

Ariel Andrew, Writing Tutor
Published in *The Peer Review*

Writing tutors develop their identities as educators not only through their interactions with the faculty and students they work with, but with each other. At San Jose State University's (SJSU) Writing Center, the tutors' lab has become a place in which tutors engage with their identities as peer educators through storytelling.

Conscious self-identification has happened in SJSU's Writing Center in a way that's much different than you might expect. During tutoring sessions, we're navigating the tricky boundaries of maintaining peership and asserting pedagogical practices. When we email professors and compile reports, we're navigating the sometimes trickier boundaries of maintaining peership with the student, authority as tutors, and helpfulness as colleagues to often older, more educated faculty. Rather than sitting around bemoaning our lonely status on the island of collaborative peer learning in composition, we developed ways to connect with each other. For example, we've started a post-it system of categorizing our individual personalities. We like to unwind by deciding who we are in the simplest metaphors possible. Our categories range from which fast food restaurant we are to which dinosaur best represents us to what our last meal would be if death were imminent. This activity of categorizing ourselves into un-serious identities grew into a wall of post-it notes. One of my favorite sample lists is which style of facial hair represents us. Mine is mutton chops. This penchant for playful, categorical self-identification represents a larger desire to self-identify, to compare each other, and thus to better belong as peer educators in writing centers. We develop and analyze our intersectional identities as writing tutors in both the tutors' lab and in our monthly meetings. These spaces serve as safe areas for telling our own stories to each other so that we might gain a richer, broader perspective for our development as educators.

For this essay, I have chosen a queer theory approach through which I will examine the stories I tell about my experiences as a writing center educator. I use the definition of queer presented by Charles E. Morris III and K.J. Rawson (2013), who define queer theory as "a broad critique of normativity along many different axes of identity, community, and power" (p. 75). Power dynamics in education often assume the educator as the power-holder and knowledge-giver, and the student as the knowledge-receiver. Along these lines, the educator's power, inherent in their title, seems to solidify their identity, while the student is still grappling with forming an identity as they gain knowledge. The very role of a writing tutor complicates these assumptions, because a tutor is often both a student and an educator. In the following stories, I will queer the way we tutors see ourselves and others within the roles of the university.

The writing tutors' office serves as the space for much of the genesis of instructional development. It is the space in which writing tutors establish joint values, differing strategies, and ongoing conversations about peer education. Here, we work on client reports after each session with a student. The reports are small stories of patterns of error, strategies that worked,

concepts that were explained, and impressions of student engagement. They're designed in part to help other tutors understand returning students' needs. The reports often spark informal dialogue in the office. While composing a report, a tutor will sometimes engage another tutor in conversation regarding a strategy or student discussed in the report. The conversations are particularly helpful for sessions that have more conflict potential than others.

For instance, a tutor who worked with a student unwilling to write on her own paper shared his experience with other tutors in the office while writing his client report. Other tutors who worked with the same student had similar experiences and expressed similar concerns that the student was trying to have tutors write on her behalf. We discussed other possibilities, too. Maybe the student was afraid to mess up in front of one of us. Perhaps writing was intensely private for her. The airing of these frustrations and confusions served not to demonize the student or gossip about her but to give the tutor support and understanding of larger practices as he formalized their interaction through a written report. He wasn't alone. He wasn't crazy. He was navigating the complicated lines between tutoring and editing, and he made himself vulnerable to others by admitting that he didn't know how to safely remain on the right side. What he found was that we were all struggling to remain tutors instead of editors, that it was an ongoing challenge, and that if it stopped being a challenge, it probably meant we'd failed. Through our shared struggle and vulnerability, we began to bond. We began to create an identity not founded in "us vs. them" but in "us vs. who we refuse to be" (i.e., sloppy tutors who skip the pedagogy and take pen to others' papers like a hacksaw).

This unity in vulnerability and acknowledgment of a shared challenge created a conscious space in which we could tell our stories to one another and develop a richer, more layered understanding of student behavior and the varied factors involved in tutor-student interactions. During our conversation, we queered our own understanding of policy-based tutor authority to better understand students like the one unwilling to write on her own paper. This space prevented isolated overcompensation of authority enactment and promoted curiosity and awareness about our own instructional practices.

During that interaction, one of the tutors could have affirmed normative power dynamics by subjugating either the seemingly unengaged student or the frustrated tutor under the "law of the land." We could have given the tutor advice or admonishment. However, engaging with our fellow tutor by sharing experiences was more than an act of commiseration–it was a method for resisting binary power dynamics by establishing community. Saying what something could be rather than what something should be opened our minds to possibilities not only for the student's identity as a writer, but the tutor's identity as an educator.

This story is not without its problems. A potential danger in client-based conversations among tutors can be a snowball effect of negativity at the student's expense. However, a space in which experiences are shared among colleagues is better than polite, silent, isolated tutor experiences devoid of communication and, therefore, growth. Maintaining an environment with honest yet still productive and compassionate attitudes towards students is possible through top-down leadership examples and behavior patterns from other tutors.

Conversations amongst tutors not only benefit attitudes and pedagogical strategies in tutor-tutee interactions, but they also improve tutor-professor interactions. Students can request that we send their professors emails about our tutoring sessions. The composition of this email, normally done alongside client reports, also happens in the tutors' office. Crafting our stories to professors gives us a unique opportunity to engage and explore our liminal identities as students who teach.

There are rare instances in which a professor attempts to give a tutor guidelines, personal preferences, or tasks for future sessions. I received an email from a professor who was clearly well-intentioned and involved in his student's development as a writer. He gave me a set of points to cover in future sessions with the student that were grounded in the subject matter of the course rather than writing. My identity was misunderstood as a graduate assistant for the class rather than an educator in a separate area of the university devoted specifically to writing instruction. I gently reminded the professor that these sessions are student-led and that we have no information but what the tutee brings us. This delicate boundary-setting invokes an authority via rejection–I am not the professor's student assistant. I am an educator in a different space, happy to coordinate but not available to subordinate my and the student's work.

This email exchange was borne of genuine misunderstanding, but the opportunity to resist an imposed identity was fruitful to question the positive identity I do claim as an educator. Bruffee (1984) believes the act of students teaching or peer tutoring will change how professors teach, as well, by challenging the power dynamics of knowledge. Bruffee (1998) argues that peer tutors "can help change the interests, goals, values, assumptions, and practices of teachers and students alike" (p. 95). As tutors operate in this liminal space within the makeshift binary of professor and student (knowledge-giver and knowledge-seeker), we have the opportunity to disrupt the binary, to shove our way into another identity dimension.

In other words, we don't simply put on our different hats as we leave the writing center and enter our classrooms; instead, we always maintain a collaborative identity in which we are both educators and students. We are not professor surrogates, and we are not glorified students. Both of these identities still play into the binary identity politics of faculty/student. Corresponding with professors via email uniquely emphasizes the boundaries of identity.

In another writing tutoring (though not writing center) experience, I never met other tutors. My work was often unexamined, even by myself, and I never pursued scholarship or other pedagogical development to become a better tutor. My tutoring practices were much less effective. I had fewer strategies for session management and mnemonic devices to give students. My treatment of tutor-student interactions was far less thoughtful, and the lack of resources and peer support set me back, even as a beginning tutor with initiative and desire to improve. The risk of conversations biased against students beats the risk of tutor isolation from colleagues and a collaborative professional environment.

The crucial difference between my tutoring experiences was not the preparedness of the students or the physical space provided by the university. The difference was simply that I was alone, that I had no other writing tutors to talk with, write with, or ways to develop a self-awareness of my own identity struggles as a student-educator.

In creating knowledge together as tutors, we also create identity together. This process, which Bruffee (1998) simply, yet adeptly, calls "learning," allows us to negate each other's assumptions and negotiate "collectively toward new paradigms of perception, thought, feeling, and expression; and by joining larger, more experienced communities of knowledgeable peers through assenting to those communities' interest, values, language, and paradigms of perception and thought" (p. 332). Tutor identities that may be internalized yet unexamined risk limiting or harming the tutor's contribution to composition studies and development as an educator. Without collectively examining assumptions and creating "new paradigms of perception," we may unwittingly bind ourselves as writing center tutors to stereotypes of surrogate professor, glorified master student, cheap labor, or other dismissive identities.

Denny (2010) draws attention to the "sideways" positions of writing centers within universities and writing center professionals within academic communities: "As contingent staff or untenured faculty, we fear real material consequences if we fail to conform or adapt to conventions of pedagogy and performance, or, more directly, if we fail to pass" (p. 115). According to Denny (2010), awareness of the power dynamics and shifting identities in academic discourse is just as critical to writing center professionals' effectiveness as the content we teach (pp. 120-121). Queer theory is important to keep this awareness fluid and flexible. Sure, the writing center is a nontraditional educational space compared to the lecture hall. However, valuing ourselves as inherently nontraditional stunts our ability to grow and adapt to the changing needs of students, and even risks blinding us to the ways in which we do occupy more "traditional" positions of power.

For this reason, tutors need to not only engage in our awareness of our shifting identities in composition education, but also the intersections of those identities with other identities we (as well as students) bring into the writing center. SJSU's Writing Center holds mandatory monthly meetings during the academic year. We all get together Friday afternoons, have lunch, and talk shop. Toward the end of our two-hour gathering, we tackle a larger topic, trying to educate ourselves in a deeper way than is possible with routine tutoring tasks.

Last year, we talked about intersecting identity-associated privilege and oppression. Fifteen tutors, gathered at tables of three, dipped slowly into conversations about race, sexuality, homeland, gender, and other aspects of social identity. We made ourselves vulnerable to each other, opening up about the intersectionality of our identities and the struggles and privileges we navigated every day. Our conversations were honest, thoughtful, and unexpectedly personal. We addressed the multiplicity of our socially constructed identities and how they affected our attitudes, ambitions, and relationships. Telling our stories of who we are made us more empathetic toward the intersectional identities of the students we tutor, but it also made us more empathetic toward one another and ourselves.

I talked about my gender and small physique. I told my stories about how these socially-constructed yet physically obvious identities sometimes gave me unusual challenges for establishing authority and expertise within my many roles in the university. I also talked about the privileges society gives me as a pale-skinned, cisgendered woman that I often fail to adequately examine in my tutor-tutee interactions. I felt as if I'd released a breath I didn't know I'd been holding. Instead, I inhaled the fresh air of acknowledging the difficulty of the roles we

navigate. I was given a unique opportunity to listen to my colleagues explain the difficulties of intersectional, marginalized identities, including those of race, sexual orientation, and immigrant experiences. I won't go into specifics out of respect for the safety of this storytelling space we created.

My emotional experience may verge on eye-rolling spirituality. So what? Being a part of academia is sometimes just trying to be a part of academia. Several institutional norms tell us which of our identities should be a priority. "You're student first," I've heard from well-meaning professors and policies that cap my employment hours. I know the intention is that I don't merely become a source of cheap labor for an educational machine. But this statement's implications differ from the reality of my identity navigation within the university; my roles are modular and interchangeable. I don't cross the Writing Center doorway and morph back into a student. I am a student who teaches. I am a person who learns in classrooms and learns in teaching situations and learns in coffee shops.

This may sound like a poorly-disguised case of semantics, but I believe that the way we picture tutors as people fitting into a single, modular role within the university is an oversimplification of the complicated identities we navigate and maintain both within and beyond our tutoring hours. Furthermore, imagining tutoring as role-based can stunt the professional and pedagogical development of peer educators.

Queering our understanding of imposed, internalized, stereotypical tutor identities through collaborative identity-formation can form a critical foundation of writing center tutor development. By resisting binary, role-based understandings of who we are and what we do, we can better negotiate a "new paradigm of perception" in how we see ourselves and how we self-identify. Speaking the unspoken and valuing storytelling communities makes us better learners and better teachers–identities that are better together than apart.

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