

**Center for Writing Excellence**  
**2016 - 2017 Academic Year Report**  
 Dr. Kathleen Richards

**Mission & Programs**

The UNA Center for Writing Excellence has three primary missions: 1) to provide UNA students at all academic levels with instruction and resources for writing, reading, and writing-as-critical thinking skills development, 2) to provide UNA faculty with teaching resource support and professional development opportunities in Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID), and 3) to provide any other writing needs to the UNA community.

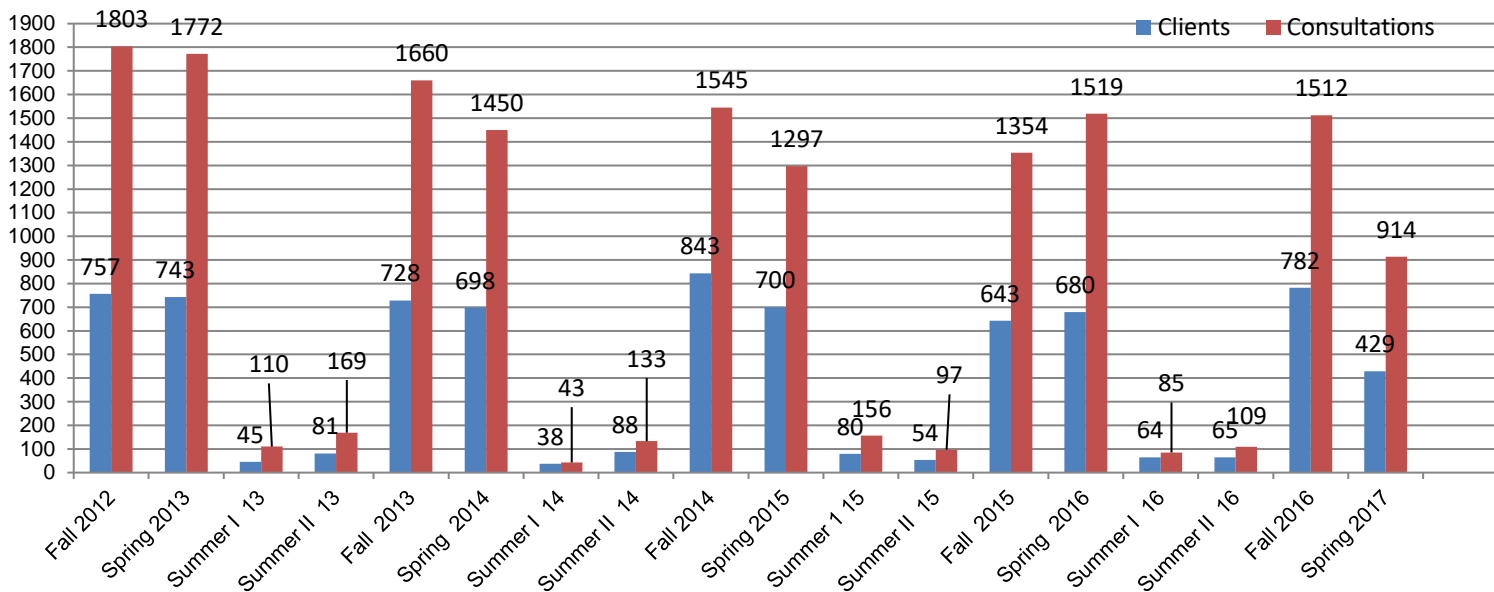
The above missions are accomplished through a collection of programs categorized into two areas:

1. University Writing Center
  - a. Individual and Group Consultations, conducted face-to-face or online
  - b. Classroom Presentations and Workshops
2. Faculty Professional Development
  - a. Individual, Group, Departmental, College, or University-level Presentations and Workshops
  - b. Faculty Writing Retreats

**University Writing Center**

The primary activity of the Center for Writing Excellence (CWE) is to conduct writing consultations: one-to-one or group interactions between a consultant and a client or clients, conducted in the center or online. Clients may, and often do, participate in multiple consultations throughout a semester, year, or across years.

The results are revealed in Figure 1.



**Figure 1: Total Number of Active Clients and Consultations over 4 Years**

The CWE continues to conduct over 2500 consultations each year. Even though the spring 2017 semester results look lower than previous semesters, there were more group consultations this semester due to NU 200W courses. The scheduling system, TutorTrac, only allows one person to create an appointment per visit. Therefore, each client who attends a group sessions is not counted in the above graph. Only the student who schedules the appointment is counted. Therefore, the actual client numbers are higher.

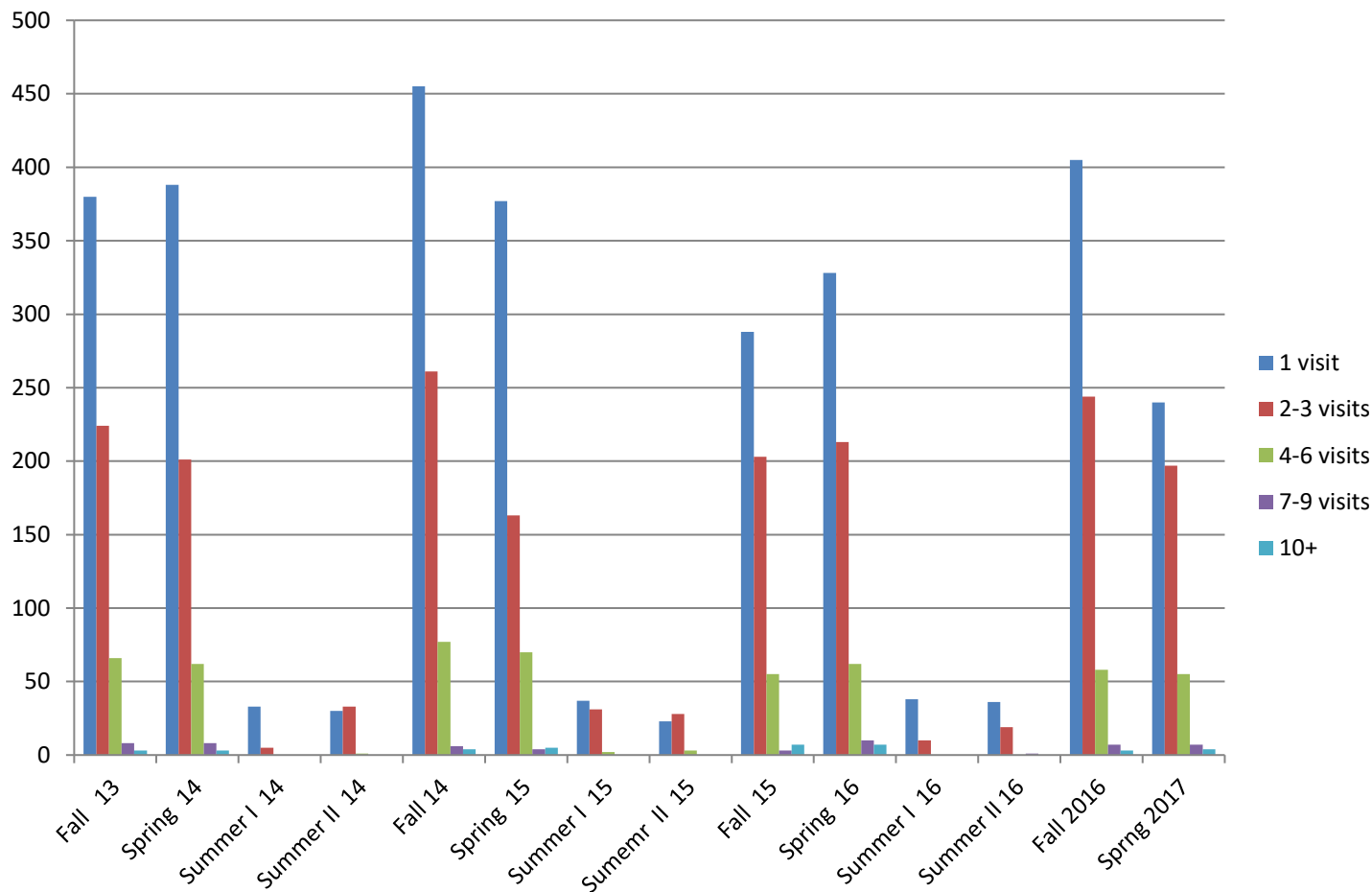


Figure 2: Clients by Number of Tutorial Visits

Figure 2. suggests that, given the current resources, clients(students) are continuing to utilize the CWE. This data also suggests that clients often return for assistance on numerous occasions. While the number of clients who visit one-time remains somewhat higher than repeat visitors, the number of multiple visits per client are increasing. **During the 2016-2017 year, there were several international students who visited the CWE more than 20 times.** This is an indicator that the CWE is making a positive impact, especially since the center advocates a three-visit policy among faculty who require or expect students to attend consultations. In fact, a large number of students who visit the CWE repeatedly are ELL (English language learners), English, history, and nursing students.

### Consultation Evaluations

Clients of the CWE have the option of providing an evaluation of their experience via a paper survey at the end of their consultation. These result in unusually high and overall positive evaluations. The evaluations are graded on a scale of 1 to 5: 1 Strongly Disagree – 5 Strongly Agree. The scores are generally 4.5-4.75 each semester.

### **Student Comments Regarding Writing Consultants and Consultations:**

EN 112 – “Great and very helpful!”; “Excellent experience”  
HI 102 – “Very helpful and understanding”  
EN 111 – “I enjoy coming here. Very helpful.”  
ED 292 – “Lots of help when preparing an important paper.”  
EN 211 – “[Consultant] did a wonderful job explaining the Works Cited page to me.”  
NU 200W – “Very helpful!”  
NU 406 – “[Writing Consultant] is amazing!”  
EEX 340 – “Amazing opportunity to submit papers with few errors.”

### **CWE Workshops**

Formatting and Writing Workshops continue to be a popular component of services offered by the CWE. The most popular requests continue to be writing center orientations, workshops in formatting (APA, CMS, MLA styles) and overviews of academic research papers. However, other workshops offered include avoiding plagiarism, structuring research and conference proposals, writing a literary analysis, and writing collaboratively. Table 1 reveals the workshops conducted by the CWE Assistant Director for fall 2016/spring 2017 semesters and the number of participants. Writing center orientations are conducted in the classrooms, particularly in EN 111/112 and First Year Experience.

Table 1. CWE Writing/Formatting Workshops, 2016-2017

	<b>Workshops</b>	<b>Fall '16</b>	<b>Spring '17</b>
<b>1</b>	American Psychological Association (APA)	31	90
<b>2</b>	Chicago Manual Style (CMS)	111	0
<b>3</b>	Modern Language Association (MLA)	0	34
<b>4</b>	Avoiding Plagiarism	1	2
<b>5</b>	Research/Conference Proposal	2	0
<b>6</b>	Collaborative Writing	0	42
<b>7</b>	Literary Analysis	0	0

Workshops are conducted both in The Commons at the University Success Center (USC) and in individual classrooms. Because the USC does not have a room available to conduct workshops containing more than 25 participants, some workshops must be conducted in classrooms across campus. These often include business, chemistry, history, and nursing classes.

The writing/formatting workshops are not needed every semester, but they are offered anyway. Some courses which require research writing differ from semester to semester.

Writing/formatting workshops are evaluated by paper surveys. At the end of each workshop, students are asked to fill out a quick 5 question survey with a comments section at the bottom. These surveys are used to assess the effectiveness of each writing workshop.

### **Professional Development Faculty Retreat**

The CWE partners with Collier library to offer a one-week writing and research retreat each May to assist with faculty/staff professional development. In conjunction with Collier Library and the Office of Academic Affairs, Dr. Kathleen Richards, CWE Assistant Director, along with Ms. Leigh Thompson and Mr. Derek Malone, Instructional Librarians, provide writing and research support during this professional development retreat.

Each year, a call is sent via email across campus, announcing the faculty/staff writing retreat which is offered every third week of May. Due to limited funding, only 20 vacancies are available. Both the Collier Library and the CWE split the costs for this retreat. The expenses for this retreat include food and beverages for the entire week, including continental breakfast and boxed lunch. The idea of including food is so that the faculty/staff do not leave the retreat, in order to fully concentrate on their writing projects without distractions.

Table 2. Faculty Writing Retreat Participants, 2010-2017

	Name	Department	2010	2011	2012	2013	2014	2015	2016	2017
1	Alvarado-Brizuela, Alejandra	Foreign Language							X	
2	Austin, Linda	Nursing	X							
3	Barske, Carrie	History					X	X	X	
4	Bergeron, Peggy	Nursing							X	
5	Bibbee, Jeffery	History		X	X			X		X
6	Blankinship, Lisa Anne	Biology		X	X	X	X	X	X	X
7	Carrasco, Gabriela	Psychology	X	X						
8	Coleman-Reed, Freda	Social Work	X	X		X			X	
9	Crabtree, John	CIS	X			X				
10	Darby, Wendy A.	Nursing			X					
11	Davis, Ernestine	Nursing		X						
12	Duques, Matt	English						X	X	
13	Englett, Jill	HES					X			
14	Franklin, Sarah	History				X	X	X		
15	Goode, Jill	HES			X	X				
16	Greer, Mark	Mathematics							X	
17	Hall, Clarissa	Nursing								X
18	Harris, Felecia	Education		X				X		
19	Harkness, Zeynep	ESL								X
20	Hearn, James	Music Management	X							
21	Hodges, John	Social Work		X		X				
22	Hunt, Andrea	Sociology				X	X	X		X
23	Infanger, Scott	Foreign Languages				X	X	X	X	
24	Keys-Matthews, Lisa	Geography	X							
25	Kim, Nanhee	Art		X	X					
26	King, Michele (adjunct)	English	X	X						
27	Kingsbury, Pam	English	X							
28	Kinnamon, Eric (adjunct)	Business	X	X						
29	Kirch, Lisa	Art History	X	X	X	X	X			
30	Kirkman, Tera	Nursing	X	X	X			X		X
31	Lee, Dongh	Geography				X		X		
32	Lee, Marilyn (Chair)	Nursing	X	X	X					
33	Little, Amy (adjunct)	English						X		
34	Lott, Anna	English	X							
35	Maddox, Lamont	Education				X		X	X	
36	Mauriello, Nick	English		X						
37	McClellan, Eleanor	Music & Theatre		X						
38	McGee, John	Ed Tech	X							
39	Melvin, Stephen	English							X	
40	Mighty, Mario	Geography						X		
41	Mitchell, Jessica	Education							X	

42	Owens-Murphy, Katie	English						X	X
43	Padgett, Gary	Education			X	X			
44	Pangilinan, Jason	Film & Digital Media						X	
45	Paulk, Amber	HES		X	X	X	X		
46	Peterson, Lesley	English	X						
47	Purser, Chris	Political Science						X	X
48	Qiu, Chong	Chemistry			X	X			
49	Ray, Jeffrey M.	Biology		X					
50	Sim, Sunhui	Geography	X		X	X			
51	Simms, Jonathan	Library					X		
52	Simpson, Jill	Education		X					
53	Takeuchi, May	Sociology	X		X				
54	Thompson, Brian	Physics		X					
55	Underwood, Lynn	Nursing	X		X	X	X	X	X
56	Wardell, Brenna	English						X	X
57	Wells, Shannon	Placement	X						
58	Whitten, Leah	Education						X	
59	Williams, Laura	Nursing	X						
60	Williams, Yaschica	Criminal Justice		X	X	X	X	X	X
61	Winner, Tammy	English						X	
62	Zayac, Ryan M.	Psychology			X	X	X	X	X
63	Zhang, Paul	Computer Information	X						

### Comments by Participants:

*What did you like about the retreat?*

“Being in a confined quiet space to work with no distractions”

“Chunks of time that actually allow me to be productive”

“I look forward to the time to write”

“Dedicated time and space for working on writing projects. The lunches provided were also very nice. Having like-minded colleagues working alongside me to bounce ideas off of and encourage each other.”

During these retreats, the participants brainstorm and develop new project ideas; complete and submit conference proposals; and review, revise, and submit articles for publication. The following list includes publications from the participants who attended the faculty/staff writing retreats.

### Publications by UNA Faculty Who Utilized Time at the Retreat

Bibbee, Jeffrey. ‘William John Birkbeck’, *Oxford Dictionary of National Biography*, Oxford University Press, 2012.

Blankinship, L.A. (2012). Determination of the antibiotic resistance profile of student cell phones. *Journal of Microbiology & Biology Education*, 13(2), 425-yy. doi:10.1128.jmbe.v13i2.425

Blankinship, L.A., Cotton, B. L., & Gaston, J. L.. (2013). Survey of antibiotic resistance in cell phone and computer keyboard isolated bacteria. *BIOS*, 84(3), 165-172.

Blankinship, L.A., and Bullard-Burcham, K. (2015). Evaluation of three community based-hospitals for control and prevalence of *Clostridium difficile* infection. *BIOS*, 86(4), 193-200.

- Keeley, J., Afful, S. E., Stiegler-Balfour, J. J., Good, J. J., & Leder, S. (Eds.), *So you landed a job –What's next? Advice for early career psychologists from early career psychologists*. Retrieved from <http://teachpsych.org/ebooks/ecp2013/index.php>
- Kirch, M. H. (2013). Death on the Danube. In J. Davies (Ed.), *Aspects of violence in Renaissance Europe* (pp. 61-82). Abingdon, Oxon, UK: Ashgate.
- Kirkman, T. R. (2013). High fidelity simulation effectiveness in nursing students' transfer of learning. *International Journal of Nursing Education Scholarship*, 10(1), 1-6.
- Paulk, A., Dowd, D., Zayac, R., Eklund, A., & Kildare, C. (2014). The relationship of culture, geographic region, and gender on body image: A comparison of college students in the Southeast and Pacific Northwest regions of the United States. *Sociological Spectrum*, 34, 442-452.
- Paulk, A., & Zayac, R. M. (2013). Attachment style as a predictor of risky sexual behavior in adolescents. *Journal of Social Sciences*, 9, 42 – 47.
- Thompson, L., & Blankinship, L.A. (2015). Teaching information literacy skills to sophomore level biology majors. *Journal of Microbiology & Biology Education*, 16(1): 29-33. doi: [dx.doi.org/10.1128/jmbe.v16i1.818](https://doi.org/10.1128/jmbe.v16i1.818)
- Underwood, L.M., Williams, L.L., Lee, M.B., & Brunnert, K.A. (2013). Predicting baccalaureate nursing students' first semester outcomes: HESI admission assessment. *Journal of Professional Nursing Supplement*, 29(2), S38-S42. doi: [10.1016/j.profnurs.2012.07.003](https://doi.org/10.1016/j.profnurs.2012.07.003)
- Williams, Y.(2013). Review of the book *The Cycle of Juvenile Justice*, by T. J. Bernard and M.C. Kurlychek. *Journal of Criminal Justice Education*. doi:[10.1080/10511253.2012.759768](https://doi.org/10.1080/10511253.2012.759768).
- Zayac, R. M., & Paulk, A. (2014). Interteaching: Its effects on exams scores in a compressed schedule format. *Journal of the Scholarship of Teaching and Learning*, 14, 1-12.
- Zayac, R. M., Ratkos, T., Frieder, J., & Paulk, A. (2016). A comparison of active student responding modalities in a general psychology course. *Teaching of Psychology*, 43, 43-47.