



Kathleen Jones White Writing Center Summer 2022 - Spring 2023 Annual Report

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Executive Summary

The Kathleen Jones White Writing Center (JWWC) recognizes the critical importance of writing and literacy skills to IUP students' academic, professional, social, and personal lives. As such, we are committed to student success, retention, and writing development through offering one-on-one tutorials, whole-class workshops, writing resources, a comfortable place to write, and broader initiatives. The following are our major initiatives and accomplishments for Summer 2022-Spring 2023.

Total student support: The JWWC had **7,745** contacts with students, including tutorials, workshops, boot camps, graduate writing groups, and orientations.

- **Tutorials:** We offered **3,930 tutorials** (1,824 undergraduate and 2,106 graduate) during Summer 2022 – Spring 2023) with 997 first-time visitors.
- **Workshops:** We offered **151 campus workshops** to approximately 2,387 campus participants through our Wednesday Workshop series, faculty-requested class workshops, and our Business Writing Credential workshops.
 - We developed seven new workshops to support Business writing, STEM writing, USOAR, Undergraduate Research, and Cybersecurity (PC4A),
- **Dissertation and Thesis Writing Boot Camps:** Due to Dr. Driscoll's Spring 2023 sabbatical, we offered only one boot camp in Fall 2023, which was attended by **101 graduate students**. Our pre-post assessment reveals that boot camps *significantly* impact writing confidence, focus, time management, knowing how to proceed, progress towards thesis/dissertation completion, and reduction of procrastination.
- **Graduate Writing Groups:** We offered 15 graduate writing groups attended by **134 graduate students**. Our pre-post assessment reveals that groups *significantly* impact graduate writers' progress in the following areas: focus, planning, writing productivity, writing, and goal setting.
 - *International Recognition of GWGs:* In 2022, an article on our innovative GWGs was published in the flagship journal of writing centers, *Writing Center Journal* by the WC team that developed the groups: Wenqi Cui (Ph.D. 2023), Jing Zhang (Ph.D., 2021), and Dr. Dana Driscoll (Director).
- **Graduate Editing Service. 658 students** were served through the Graduate Editing Service which supports thesis and dissertation writers with editing and iThenticate services.
- **Business Writing Credential:** 21 students completed their Business Writing Credential and 125 students attended 10 workshops across the course of this AY.
- **Orientation Workshops and Presentations:** Through Welcome Week workshops, we offered workshops to 235 new first-year students, providing retention-focused support.

Additional services, events, and achievements for this academic year include the following:

- **Learning Commons Open House:** The JWWC along with learning commons campus partners hosted an open house for approximately 500 IUP campus members.
- **Retention Efforts:** As an ongoing part of IUPs Next Generation planning, we continue to offer multiple modalities, evening and weekend hours, and training in retention to support students' sense of belonging and help-seeking behavior.

- **Supporting PC4A NSF Cybersecurity and Big Ideas Teagle Foundation Grants:** JWWC is a campus partner for PC4Q and the Big Ideas grants, offering dedicated workshops, training for our tutors, materials development, and overall support.
- **Undergraduate Research Support for Scholars' Forum:** The JWWC offered six workshops, offered Scholars' forum awards, and supported the event this AY.
- **Scaffolded Writing Tutorials for International Students:** We continued our innovated research in developing structured tutoring support for international students, spearheaded by visiting scholar Dr. Osman Ozdemir.
- **Tutor Education in Diversity and Student Success:** Our tutors receive key training in tutoring for retention and student success, tutoring international students, in promoting anti-racism and supporting diverse students, and more.
- **Research in the Writing Center:** The JWWC continues to be a global leader in producing research on writing centers. Dr. Driscoll offers global leadership in writing centers, including offering five international invited workshops and three international keynotes. JWWC tutors published three articles and offered five conference presentations. We also hosted an international visiting scholar from Turkey, Dr. Osman Ozdemir.
- **Tutor Professional Preparation:** Tutors who work with us for at least two semesters earn their international tutoring certification: 11 tutors earned their certification and four earned their Master Certification each year (100% of our current staff now has their certification with 80% having their master certification). Tutors gain professional job preparation in interpersonal skills, supporting diverse learners, teaching skills, professional presentation skills, writing skills, and research skills.

Key 2023-2024 Writing Center Initiatives

Our plans for 2023-2024 are as follows:

- **Build connections and collaborations with IUP's new student success initiative.** We will continue to expand our learning commons partnerships and look forward to working closely with IUP's new student success initiative including developing shared programming, supporting navigators, and collaborating on assessments.
- **Engage in a robust assessment of our tutoring services.** We will continue our two-year robust assessment of our services to ensure the highest quality support for all writers across campus.
- **Enhance diversity and inclusion efforts.** We will continue to develop specialized training in anti-racism and diversity, hire diverse tutors, create welcoming spaces on campus for all students, and support/develop other campus wide initiatives.
- **Expanding international student access to scaffolded tutorials.** After two years of development, we will be releasing our research-supported scaffolded tutorials to the international student community.
- **Seek additional grant funding for student success.** Along with learning commons partners, we plan on engaging in grant seeking efforts to support ongoing and new initiatives.

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Letter from the Director

One of the things that I love most about my work as the Director of the Jones White Writing Center is getting to know our students. First-year students who are new to IUP, our regular clients who visit us often, our graduate students working on advanced research, our international students, and our dedicated student tutors are just a few of the different student groups that come through the doors of the writing center every day. With our move in Fall 2023 to our new location in the IUP Libraries in Stabley 203, we have become centrally located in the heart of IUP's campus community, which has allowed us to reach even more students and more effectively enact our mission. In fact, to all of these groups, we work to make the writing center feel like home.

Speaking of our move, the 2022-2023 academic year has been one for the record books! Our tutors and students love the new space and this year, have done so much to make our new writing center home. These include initiatives like our new sensory station to support neurodiverse learners, our expanded business writing workshops, our support for the PCA4 and Teagle foundation grants, and our involvement with the Learning Commons—all described in this annual report.



Figure 1: Our new space in Stabley 203

But with the close of each academic year, we also say goodbye to a number of our graduating tutors. The experience of working in the writing center obviously offers IUP students not only key professional development experience in writing, teaching, interpersonal communication, experience with diverse individuals. But just as importantly, it also gives them a sense of “home.” Even after they graduate, they know they will always be welcome in the JWWC. We’ve shared some of their stories in this report, including in Appendix F.

Our new space has opened up a wealth of new energy, enthusiasm, and ideas for the coming year. Thank you for supporting our commitment to IUP students and the work we do.

Sincerely,

Dr. Dana Lynn Driscoll
Director, Jones White Writing Center
Professor of English, Composition and Applied Linguistics Graduate Programs

Writing Center Usage: Tutorials

One-on-one tutoring and conversations about writing are at the heart of what we do in the JWWC. We offer tutorials on all kinds of writing at any stage of the process, offering feedback, support, and encouragement. We help with brainstorming topic ideas, adding in-text citations, focusing and organizing ideas, and making ideas flow smoothly. We support all student writers on campus including first-year writers, LSE students, international and multilingual, developmental, disciplinary, and graduate. The following offers our yearly summary for the tutorials we conducted.

Tutorial Category		Total for AY*	
		#	%
Total Tutorials		3,930	100.00%
Tutorials by College (Non-LSE)	<i>Health & Human Services</i>	726	18.5%
	<i>Arts and Humanities</i>	858	21.8%
	<i>Natural Sciences and Mathematics</i>	452	11.5%
	<i>University College</i>	107	2.7%
	<i>Eberly College of Business</i>	563	14.3%
	<i>Education and Communications</i>	730	18.6%
LSE Tutorials		496	12.6%
Graduate Tutorials		2,106	53.6%
Undergraduate Tutorials		1,824	46.4%
First Time Visitors	<i>Yes</i>	997	25.4%
	<i>No</i>	2,933	74.6%

Table 1: Writing Center Tutorial Usage. *Please note that for our annual report, the Academic Year (AY) is Summer 2022, Fall 2022, and Spring 2023.

We also note that while we had a substantial downturn in the number of tutorials we offered during the pandemic years (1,894 tutorials in 2020-2021 and 3,337 in 2022-2023) both our tutorials and workshops have rebounded back to their pre-pandemic numbers (tutorials: 3,390 and 150 workshop requests).

Feedback on JWWC Tutorials

We engage in ongoing assessment of our tutorials with students. This includes collecting post-session feedback on all of our sessions (as well as regular professional development and observations of our tutors). Here is some of the feedback we received this year from students about our tutorials:

- “[TUTOR] was professional, proficient, and incredibly helpful!”
- “9.9 out of 10 the best writing center help ever!”
- “I was given incredible advice and insight, and I may have the perfect paper now.”
- “I love working with [TUTOR]! She is so helpful in giving a reader's perspective!”

Writing Center Usage: Workshops

The JWWC provides tutor and director-led writing workshops for courses at IUP based on specific requests from the faculty. These workshops reach a broad population of students at IUP and serve to support faculty’s writing-related instruction. Workshops can be offered for any course, discipline, or level (first-year writer, undergraduate, Masters, Ph.D.).

During the 2022-2023 AY the JWWC conducted 151 full class and Wednesday Workshops which reached approximately 2,387 IUP students.

- Summer 2022 - six workshops serving approximately 47 students
- Fall 2022 - 86 workshops serving approximately 1,720 students
- Spring 2023 - 81 workshops serving approximately 1,620 students

Workshop assessment and training of tutors to lead workshops is part of the ongoing efforts of the JWWC. Students who attended these workshops provided overwhelmingly positive feedback. Some comments students provided are listed below.

- “[TUTOR] really helped to grow my knowledge on APA formatting.”
- “Very informative and helpful - thank you!”
- “This was so helpful and I now feel much more confident in my writing abilities.”
- “I love workshops with [TUTOR]! He takes his time and makes sure we all understand the workshop materials.”

New Workshop Development in AY 2022-2023

The JWWC has an ongoing commitment to IUP’s Next Gen areas of focus and continues to develop new workshops to meet the needs of our community to complement our existing selection of 45+ undergraduate and graduate workshops. This year, we focused to develop new workshops for two campus partners: the Undergraduate Research

Office and USOAR summer program supporting and Big Ideas / Teagle Grant foundation program:

- Developing your Resume and CV (USOAR, Undergraduate research series)
- Writing for Publication for Undergraduate Students (USOAR, Undergraduate research series)
- Writing your Personal Statement (USOAR, Undergraduate research series)
- Introduction to the Writing Center for Big Ideas Students (Big Ideas, Grant-Supported)
- Developing Your E-Portfolio (Big Ideas, Grant-Supported)
- Developing and Expanding Your History Assignment (Faculty requested workshop)
- Selling your Proposal (Business Writing Credential)

Campus-Wide Initiatives

In order to support student success, retention, and ongoing research efforts of all students, the Jones White Writing Center engages in a number of campus-wide initiatives. These initiatives allow us to meet students where they are and support student success at all levels.

Learning Commons

With the move of the Jones White Writing Center to Stabley Library 203 in Fall 2023, we joined the IUP's Learning Commons. Our partners in this initiative include the IUP Libraries, the Career and Professional Development Center, the University College, the STEAMshop, and the Center for Teaching Excellence. We are very excited to partner with these units to develop shared programming, resources, and methods to reach students.

Our ***Learning Commons Open House*** took place on September 14th from 11am-1pm was attended by approximately 500 campus community members. Our open house featured activities, giveaways, and prizes for each unit as well as an interactive self-guided tour of our new spaces. We estimated approximately 500 campus attendees for our open house this year. Individuals from the campus community who visited the JWWC received stickers, magnets, and had an opportunity to contribute to our collaborative storyboards.

Fall 2023 and beyond: Learning Commons partners have plans for two events for the Fall 2023: a Welcome Week Learning Commons walkthrough (August 24th, 2023) focused on incoming first-year students and the Fall Fest (September 13th) focused on all undergraduate and graduate students. We have also already begun working with our new partners as part of IUP's Student Success initiative in Summer 2023.

Welcome Week, Orientations, and Outreach

The Jones White Writing Center has an ongoing and increasing presence at Welcome Week and orientations for specialized groups on campus. In Summer 2022, we offered the following workshops during welcome week:

- Writing Your Way into College (three workshops serving approximately 60 students)
- Meet and Expert College Student (three workshops serving approximately 60 students)
- Welcome Week Scavenger hunt (one day event serving approximately 100 students)

Additionally, we offered brief overviews of our services at the international student orientation (approximately 20 students) and for the Counseling and Supervision doctoral program (15 students).

Veteran Support Initiative

In an effort to better assist underserved populations on our campus, the Kathleen Jones-White Writing Center has implemented a veteran's outreach initiative. Veterans are supported on campus already through the Military Resource Center, but with the unique vernacular, value system, and perspective military-affiliated students, many of them non-traditional, bring to collegiate writing, it became clear a more tailored form of outreach by the oldest Writing Center in the world was not just necessary, but imperative. In 2022-2023 we:

- Met with the Veterans Affairs office to outline needs of veterans and military personnel on campus
- Developed a resource sheet for the Veterans affairs office
- Developed orientation materials for Summer 2023

Fall 2023 and beyond: Starting with the 2023-2024 academic year, PhD Candidate and Veterans Service Coordinator Haleigh Hayes will plan and facilitate Writing Center outreach to veterans and military-affiliated students at opening orientations for undergraduates.

International Student Initiatives

International students represent a core constituency of writing center users, particularly among our repeat users. The JWWC has a long-established specialization in working with international students, supporting multilingual writers (MLWs), and leading the field of Writing Centers in developing and enacting research-focused practices for international students. Many of our initiatives described under "undergraduate student support" and "graduate student support" also provide direct support to International

Students (such as our Graduate Editing Service, Graduate Writing Groups, Tutoring, and Dissertation/Thesis writing Boot Camps).

Structured One-on-One Tutorials: Development and Assessment

While first language (L1) speakers in English-speaking countries often have instruction in these areas throughout their primary and secondary education, MLWs may not become exposed to academic English conventions until studying abroad at English medium universities, including at IUP. We have found that graduate students in particular do not have access to any writing instruction and are expected to already know how to use sources effectively. Thus, MLWs often need additional help, help that is not offered in their disciplinary coursework. In order to address these needs, we recognized that we would need additional support beyond our current services.

A needs-assessment survey in late 2020 outlined at least four key issues international students struggle the most when navigating writing conventions in US-based institutions, including source use, source synthesis and avoiding plagiarism. Thus, in Spring 2022, we developed a set of tutorials to provide extra support for multilingual writers in honing their writing skills in the areas of tone, word-choice, and synthesis and source integration. We pretested these tutorials in Spring 2022, revised them in Summer 2022, and designed a formal research study in Fall 2022.

This year, in coordination with Dr. Osman Ozdemir (our visiting scholar from Turkey, see page 31), we worked on systematically studying the impact of our structured one-on-one tutorials in source synthesis with international students (IUP IRB #22-127-IUP). Our three-tutorial intervention included collecting a pre-interview and pre-writing sample, three tutorials on source synthesis, source integration, and appropriate source use, and a post-interview and post-writing sample. With the help of the Office of International Education, we recruited five advanced international students (junior undergraduate, MA, or Ph.D. student) who indicated on a pre-survey that they were “uncomfortable” or “very uncomfortable” with source use and source synthesis.

Results from analyzing our pre-test ($M = 11.40$, $SD = 4.037$) and post-test ($M = 22.00$, $SD = 3.317$) essays indicate that the tutoring intervention was very effective, significantly improving international students’ source use and synthesis skills, $t(4) = -7.375$, $p = .002$. In fact, our participants’ writing quality increased in all areas from the pre-test to the post-test, including in the areas of: paraphrasing, source use, source synthesis, organization, and argument from sources. Despite the similarity of the two tasks and instructions, in our pre-tests, only one of five participants included a references page and only two used any in-text references. Further, despite having the same amount of time for both tests, participants wrote less overall ($M = 284.8$) and spent less time. In our post-test, all five participants used multiple in-text references, all five used a reference page, and all wrote more words ($M = 471.8$ words).

Fall 2023 and beyond: Now that we have conducted robust assessment, we will be offering these tutorials as small group workshops and individual tutorials in the Fall 2023 term and we will have an international specialist in Multilingual writing, Dalia Mahmoud, overseeing their implementation. International students will have an opportunity to sign up for workshops, led by one of our multilingual writing specialist tutors, and have an opportunity to practice with individual tutors in between workshop sessions.

Other International Student Initiatives

Tutor Training: We continue to offer regular training for our staff to emphasize the unique needs of International Students. This year our topics included: common writing challenges for multilingual writers, working with international graduate students' needs, tutoring diverse students and supporting diverse perspectives, anti-racism training, tutoring and Chat GPT, and assisting students in avoiding patchwriting and plagiarism.

Workshops: We offered a number of workshops that were targeted towards international graduate students, including our new workshop "American Academic Conventions for International Writers."

Strategic hiring of international tutors: We work hard to make sure that international students and multilingual writers are well represented in our tutoring staff to ensure that international students are welcome.

We thank the Office of International Education for their ongoing support for writing center tutorials and workshops.

Sensory Stations and Supporting Neurodiverse Students

The JWWC has a commitment to supporting neurodiverse students in the writing center, and this year, three of our tutors developed a new initiative to support neurodiverse individuals in the campus community. Neurodivergent is an umbrella term that is associated with those with Autism Spectrum Disorder, ADHD, Tic Disorders, Dyslexia, Dyscalculia, Dyspraxia, as well as mental illnesses. We have many self-identified neurodivergent students at IUP that we serve in the JWWC. In an attempt to better serve and support students who identify as neurodivergent, the writing center has recently introduced the "sensory station."

The sensory stations are multiple baskets of different sensory toys and calming activities including the following:

- **Fidget toys** are designed with neurodiversity in mind to help promote self-regulation. Fidgets became popular as classroom resources for young people with learning impediments; they now have a mainstream appeal. Their aim is to provide tactile stimulation that encourages an individual's mental concentration without creating distractions for others.

- **Calming activities** like coloring books and are designed to help users calm their mental state.

In designing the sensory stations, we were concerned with accessibility and safety/health. Fidget toys are helpful, but they can still carry some stigma and judgements from others. In an effort to promote accessibility and comfort, the baskets are positioned on tables within reach of students and tutors. Anticipating their use by multiple people throughout the semester, all of the items in the sensory baskets are easy to sanitize and hypo-allergenic (latex-free).

Since they have been introduced, observations in the JWWC have seen students respond very positively. The diversity of fidget types seems to appeal to a broad audience and the accessible positioning encourages causal play.

Fall 2023 and beyond: In the future, we plan to survey tutors and students regarding their thoughts and observations on the use of the baskets. We also plan on working with the Center for Health and Well Being to create a relaxation station in the Jones White Writing Center.

Cybersecurity PC4A Initiative (Grant Funded)

The Jones White Writing Center is a named partner for the PA Community College Consortium Cooperative Agreement (PC4A) grant project. As part of our involvement in PC4A, we are offering tutoring, workshops, and resources to six community colleges in the areas of cybersecurity and soft skills development. Thus, we offer support in three directions:

- Offering online writing tutorials to cybersecurity students from the six community colleges with tutors that have special training in the areas of cybersecurity, STEM, and computer science.
- Offering online workshops that cover a wide range of “soft skills” topics ranging from introduction to college writing to advanced research writing skills.
- Creating and offer writing resources that are tailored to cybersecurity students’ needs. As part of Year 1 of the grant, we have developed a range of writing handouts and recorded workshops on several writing skills. See the following link for a writing resources page developed by writing center tutors, and in collaboration with the Institute for Cybersecurity at IUP: [PC4A Soft Skills Enhancement page](#).

In order to ensure that our JWWC tutors are well prepared to work with students on various cybersecurity and Computer Science writing genres, we offered 10 hours of additional training to a group of our JWWC tutors to prepare them for this work. This included:

- 10 hours of training in Computer Science and Cybersecurity writing, which included information on common computer science genres, rhetorical challenges, and tutoring strategies.

- Each tutor who worked on the Cybersecurity grant also developed and updated at least two writing resources, either written handouts or recorded workshops.
- Tutors who completed the training were offered a “STEM Tutoring Certificate” and will form the core of our tutors for moving forward with supporting the Cybersecurity grant into Fall 2023 and beyond. This supports their own professional development and builds their knowledge.

We look forward to continuing to support these and STEM-based initiatives at IUP.

Business Writing Credential

Now in its second year, our Business Writing Credential continues to be a popular opportunity for all students to gain additional skills in the areas of business, professional, and technical writing. This year, 125 students attended our workshops, and 21 students completed their credential.

To earn the credential, students need to:

- Attend at least four of our Business Writing Workshops in one or two semesters.
- Visit with a tutor to work on their resume, cover letter, or other business-writing oriented document.

The coordinator of this credential, our Assistant Director (Doctoral student), developed three new workshops this academic year: Words that Work, Introduction to Technical and Professional Communications, and Selling your Proposal. These workshops were designed to be engaging and interactive for students to understand concepts and practice writing. We offer multiple opportunities to attend our workshops each semester. Students do not need to complete their credential in one semester but can take two semesters to earn the credential.

We offered five workshops in the Fall 2022 and five workshops in the Spring 2023 terms that counted towards the business writing credential. All students who complete the credential are offered a certificate of completion, which can be added to their CV or resume.



Figure 2: Eric Barker with his Business Writing Credential he earned in Spring 2023

Supporting Student Research at the IUP Scholars' Forum

In 2021, we began expanding our efforts to support undergraduate research at IUP. In 2021, JWWC established awards for participants of the Scholars Forum in the category of the poster session. The director of the JWWC serves on the Scholars' Forum committee and volunteers from the JWWC assist with judging and other Scholars Forum activities. We also provide workshop and tutorial support to students who are participating in the Scholar's Forum, including on proposal writing and writing poster presentations.

We also offer two awards, paid from the Kathleen Jones White Writing Center Endowment. These awards, awarded for poster presentations, include:

- *Undergraduate Student Writing Center Award* – The award recognizes an undergraduate student who demonstrates exemplary writing in their poster presentation. Judges will pay attention to students' writing in terms of well organized, clear, compelling and demonstrate a clear voice and style appropriate to the audience. Award amount: \$125
- *Graduate Student Writing Center Award* – The award is for one graduate student who shows outstanding writing skills in their poster presentation. The writing should be clear, concise, and well-organized. It should demonstrate a student's critical thinking process, novelty, and contributions to the field. Award amount: \$125

Our award winners in Spring 2023 were Sierra Leonard (G), Aminah Herbert (UG), and Alyssa Carne (UG).

Undergraduate Writing and Research Support

Our undergraduate services focus on providing IUP students with a wide range of opportunities to deepen their knowledge of writing, hone their literacy skills, build research awareness, and transition their knowledge into professional settings. We begin with strong outreach efforts during Welcome Week, specialized orientations, as well as participating in the above university-wide initiatives. Our suite of services and tutoring is designed to support first-year students in developing an initial understanding of what "college writing" means and how to effective writing processes and recognize that the writing center is there to serve them throughout their time at IUP. As students' progress into their disciplinary writing, we offer advanced workshops, support undergraduate research, and also offer a business writing credential (described above).

Academically Underprepared Writer and Retention Initiatives

At IUP's Kathleen Jones White Writing Center, we conduct thousands of tutorials a year for students of all majors and levels. These tutorials not only help writers but also

retain students and contribute to student success. Nationally, writing center visits lead to higher retention and graduation rates. On average nationally, a student who visits a writing center is 2-7% more likely to be retained into their second year and achieve a 5-9% higher graduation rate in four to six years. The following are some of our initiatives for supporting academically underprepared writers, developmental writers, and retention.

In line with IUP's commitment to student success, our goal is to make our services accessible to all students and meet students where and when they need support.

- **Tutorials.** One-on-one tutorials support a wide range of at-risk writers at IUP. Our one-on-one tutoring allows students to get dedicated support, ask questions, and work with undergraduate peer tutors who are role models of successful student practices.
- **Face to face, asynchronous, and synchronous tutorials.** We have continued to offer both synchronous and asynchronous options for tutorials; additional training in asynchronous tutoring this year has helped our staff ensure that different modes of tutoring offer effective results.
- **Hours, locations, and scheduling.** To address the needs of a diverse student population, we offer online, evening, and weekend hours, the ability to schedule appointments in advance, and the ability to choose a student's preferred tutor.
- **Training in tutoring for retention.** Each year, the JWWC is committed to training our tutors in how to work with academically underprepared students, cultivate a sense of belonging, build their time management and planning skills, and improve their literacy skills—all core indicators for student retention. Our Spring 2023 training continued our ongoing focus on student success and retention, including information on working with veterans, non-traditional students, and students in our LSE writing program.
- **Training in working with diverse students.** Our Fall 2022 training also included material on at-risk populations and how to best meet students' needs including training in working with minority students and multilingual students.
- **Workshops and resources.** Many of our undergraduate workshops were designed to assist students with a successful transition to IUP, including our popular "Welcome to the Writing Center" workshop. This workshop introduces students not only to the Writing Center and services, but also provides key writing-related study skills and materials.

Undergraduate Research Support

A new initiative and partnership we developed this academic year was with the Office of Undergraduate Research. Through this partnership, we have developed new workshops, supported USOAR through three summer workshops in 2022, and continued to effectively support the IUP Scholars' Forum and participate in research week. We

developed three new workshops and hosted six workshops across the Summer 2022, Fall 2022, and Spring 2023 terms. These workshops included:

- Writing a Statement of Purpose for Grants (to support Academic Merit scholarships)–offered Fall and Spring
- Poster Presentations (to support the Scholars’ Forum and USOAR Summer program)
- Writing your Resume and CV (USOAR Summer program)
- Grant writing for Undergraduate Researchers (USOAR Summer program)

We look forward to continuing to support the expansion of undergraduate research at IUP.

Support for STEM and Big Ideas (Grant Funded)

The JWWC served as a partner on the recently awarded National Endowment for the Humanities - Teagle Foundation Grant (\$200,000) to offer humanities-based support to STEM learners. The Writing Center’s support focuses on providing tutoring and workshops for ARHU 122: Big Ideas 1: Ancient to Enlightenment and ARHU 123: Enlightenment to Present. Our work included:

- A dedicated 10-hour a week GA to serve as an ambassador tutor for the program
- Developed an introduction to the writing center workshop for Big Ideas courses
- Offering feedback on writing prompts and class activities
- Regular visits of the Big Ideas GA to ARHU 122 and 123 classes
- Working with all writing center tutors to prepare them to assist Big Ideas students
- Development of E-Portfolio Workshop

Support for Liberal Studies English

The Jones White Writing Center continues to support LSE English students through ENG 100, 101, and 202, as well as faculty teaching LSE courses. This year we offered the following support:

- 72 distinct workshops for ENG 100, 101, and 202 workshops including on APA and MLA format, genre theory, audience awareness, organizing your writing, communicating with professors, and more. These workshops allow us to reach over 60% of the first-year student population with our services.
- Extensive revisions of 15 of our most commonly requested workshops to address timeliness, interactivity, and active learning.
- With the support of the College of Arts and Humanities, we offered Winter 2022 tutoring to support LSE courses (typically, the JWWC is closed during the winter semester) to ensure that students taking winter courses have comparable support.
- Training for our tutors in working with LSE students to support writing development, writing transfer, student success, and retention for all first-year students as well as managing Chat GPT in tutoring.

- Dr. Driscoll continues to serve as a liaison for the LSE English committee, working to coordinate writing support across LSE courses.
- Dr. Bryna Siegel-Finer served as the Interim Writing Center Director in Spring 2023 while Dr. Driscoll was on sabbatical, offering additional training in LSE for tutors.

Our ongoing goal is to ensure that the writing center has direct contact with every LSE student in their first semester taking LSE courses.

Graduate Writing Support

We are in our fourth year of developing an extended support system for students who are completing a thesis or dissertation project. Since over 50% of attrition for our doctoral programs typically happens at the thesis and dissertation writing stage, developing ways to reach out to isolated graduate writers and provide them with ongoing support, tutorials, and instruction is an important part of our mission and one of our key supports for IUP's Next Gen initiative that emphasizes Doctoral Education and research support. The goal of our overall graduate writing support is to create a *research based, impactful, and comprehensive* suite of services to support graduate students while at IUP and strengthen research production.

Graduate Writing Groups

Graduate Writing Groups (GWGs) provide long-term support for students who are writing independently. Now in their third year, **GWGs served 134 graduate students in 20 programs**. GWGs are led by an advanced graduate tutor working on their own dissertation writing. The groups are composed of six to 10 students who meet via Zoom every two weeks; typically, six group meetings are conducted over 12 weeks in a semester. During 90 minutes of meeting time, group facilitators:

- Give short interactive presentations on key aspects of thesis/dissertation writing including goal setting, time management, self-editing strategies, revision, handling feedback, and work/life balance.
- Guide graduate writers to set writing goals and regularly check in with them to help them stay on track.
- Hold peer review workshops in which graduate writers receive detailed feedback from their peers and discuss revisions in depth.
- Provide graduate student writers the space to make progress on their thesis/dissertation writing during sessions without a peer review workshop.

With these unique features, we offer sustained writing support, accountability, and a supportive environment to help graduate writers make progress and stay positive in their dissertation/thesis journey.

International Recognition: Wenqi Cui (Ph.D. 2023), Jing Zhang (Ph.D. in 2021), and Dr. Dana Driscoll were the writing center team that developed the graduate writing groups. We have published an article on our groups and assessment data in our field’s top research journal:

Cui, W., Zhang, J. and Driscoll, D. L (2022). Graduate Writing Groups: Evidence-Based Practices for Advanced Graduate Writing Support. *Writing Center Journal*, 40(2), 85-102. DOI: <https://doi.org/10.7771/2832-9414.1017>

Usage and Demand: In the semesters of Summer 2022, Fall 2022, and Spring 2023, we ran 15 groups and served 134 graduate writers from 20 programs. The demand for our summer and fall groups were higher than the spring groups for the 2022-2023 academic year. Table 2 and 3 offer a breakdown of Graduate Writing Groups by semester and by program:

Semester	No. of Groups	No. of Students Served
Summer 2022	5	44
Fall 2022	5	50
Spring 2023	5	40
Total	15	134

Table 2: Students Served in GWGs by Term

Program	No. of Students Served	Percentage
Composition & Applied Linguistics (PhD)	40	29.90%
Literature and Criticism (PhD)	17	12.70%
Administration and Leadership Studies (PhD and DEd)	16	11.90%
Safety Sciences (PhD)	13	9.80%
Curriculum and Instruction (DEd)	7	5.20%

Counselor Education and Supervision (PhD)	6	4.50%
Media and Communications Studies (PhD)	6	4.50%
Business (PhD)	4	3.00%
School Psychology (MEd)	4	3.00%
Strategic Communications (MS)	3	2.20%
Nursing (PhD)	3	2.20%
Applied Archaeology (MS)	3	2.20%
Biology (MS)	3	2.20%
Communications Media and Instructional Technology (PhD)	2	1.50%
Clinical Psychology (PsyD)	2	1.50%
Master of Business Administration (MBA)	1	0.75%
Master of Fine Art (MFA)	1	0.75%
Health and Physical Education (MEd)	1	0.75%
Special Education (MEd)	1	0.75%
Total	134	100%

Table 3: GWG Usage by Program

Impact of Graduate Writing Group: We conduct formal assessment of our graduate writing on a rotating schedule (our last formal assessment was in the 2021-2022 AY, please see Appendix E). Assessment from our last two years indicates that graduate students who participate in our groups make significant progress in their dissertation/thesis writing in the following areas:

- Writing productivity
- Time management and goal setting
- Increased writing focus on dissertation/thesis writing
- Ability to more successfully navigate being block or stuck in their writing process
- Having a clear plan for writing
- Satisfaction with the writing process
- Being able to navigate feedback from directors and committee members

Participants in the groups have offered the following feedback about GWGs:

- “I loved how [the facilitator] let us vote if we wanted to do peer review or independent writing time. I was very happy to have the writing time as it allowed me to make a lot of progress on my dissertation. I would highly recommend GWGs use that strategy in the future so that people can choose what they need! This was my final GWG because I am getting ready to finish, and I cannot express how helpful this was in making progress on my dissertation. I am very thankful for the writing center and all the leaders of the groups.”
- “My favorite GWGs are the ones that (1) allow some time for unstructured socializing (aka venting) and (2) each week allow us to either peer review OR write, rather than there being set weeks for peer review. In the case of #2, the GWG leader was always ready to workshop if only one person wanted to workshop, and then whoever was workshopping went into a breakout room. It worked out great because sometimes I need feedback off the once a month or once per semester schedule.”
- “[The facilitator] was knowledgeable and supportive. I really found this workshop helpful.”
- “Thank you for the support in all the past semesters. It fueled my progress and I have completed my dissertation this semester. I appreciate you all.”

Dissertation and Thesis Writing Boot Camps

Fall 2023 marked our fifth Dissertation and Thesis Writing Boot camp. Due to Dr. Driscoll’s Spring 2023 sabbatical, we did not offer a boot camp but instead made all of the Fall 2022 boot camp materials available to graduate students in Spring 2023.

Our Boot Camps feature an ongoing series of workshops on dissertation and thesis writing strategies, a silent writing room where attendees can make direct writing progress, and ongoing tutorials during the event. Each boot camp offers a different array of workshops designed to support graduate students as they enter the various stages of writing their theses and dissertations.

Boot camps run from 11-4pm on a Saturday via Zoom, which allows us to reach most of our graduate student population (including those who are summer-only, distance education, have left IUP to write their dissertation, or work 9-5 jobs). We are considering switching our boot camps to Sunday afternoons to address Saturday-only classes that are offered by some Doctoral programs.

Campus partnerships: Our goal is to make the Boot Camps a comprehensive resource for students at the thesis and dissertation stage. We continue to work to build partnerships with all campus units that have graduate-facing research and writing support including the

IUP Libraries, Thesis and Dissertation Office, and Applied Research Lab. All partners were represented at our Fall 2023 boot camp.

Boot Camp Attendance and Assessment: Our Fall 2023 boot camp was attended by **101 graduate students**. 90% of attendees were Ph.D. students while 10% were MA students. In terms of where students are in their programs, 84% of students choose to attend our boot camps early in their writing process, with 49% being in coursework and 35% writing their first few chapters. Thus, we are providing an excellent “bridge” point for Doctoral students as they transition from their coursework to their dissertation writing. The programs that students came from are described in Table 4 below.

Program	Percent
Administration and Leadership (DE.d.)	4%
Administration and Leadership (Ph.D)	5%
Applied Archaeology (M.A.)	1%
Business Administration (MBA)	1%
Business (Ph.D.)	7%
Clinical Psychology (Ph.D.)	2%
Counselor Education and Supervision (Ph.D.)	14%
Criminology (M.A.)	2%
Curriculum and Instruction (De.D)	13%
Composition and Applied Linguistics (Ph.D.)	18%
Health and Human Services (MS)	3%
Literature and Criticism	8%
Media and Communications (Ph.D.)	3%
Nursing (Ph.D.)	5%
Safety Sciences (Ph.D.)	1%
Safety Science	6%
School Psychology (Ph.D.)	4%
Sport Science	1%

Program	Percent
Other	2%

Table 4: Programs served by boot camps

Assessment of Boot Camps

We conducted a robust assessment of our boot camps during the 2021-2022 AY (see Appendix E for our overall writing center assessment schedule) and discovered that pre-post responses indicate that participants significantly improved in six areas: writing confidence, focus, time management, knowledge of what to do when writing, progress towards completion, and reduction of procrastination. All participants who took our post-survey (N=13) indicated our workshops were very helpful or helpful.

This year's participants offered the following feedback on our post-boot camp survey:

- "I enjoyed the flexibility of attending various sessions or "rooms" and being able to ask questions."
- "I appreciated the EndNote presentation. True, it's not a component of a dissertation but it's a tool to assist us in the process. Understanding better how to utilize the resource is very helpful now during courses and obviously in the future."
- "Each session was held in a different style, which was great because that kept me engaged. I might have liked see some visuals for the session about research to help me follow along, but in the end, I loved that session anyway and it made me rethink my approach to research."
- "I loved how invested the organizers and presenters were in running the boot camp and I also loved how informative the workshops were. I got the feeling that everybody genuinely cares about us students. I was a bit skeptical about having to be on Zoom from 11 am to 4 pm, but the time passed so fast! I left with a sense of renewal, and I was inspired to write and do well in my program."
- "The presented information was timely and relevant. The visuals were also helpful in processing the information."

Graduate Editing Service

This year, we supported **658** graduate students through our Graduate Editing Service (GES). Our GES offers graduate students an opportunity to have their thesis or dissertation professionally edited, a value-added savings of approximately \$750. Our Graduate Editors are advanced graduate students, many of whom have direct experience working in the IUP Thesis and Dissertation office. They assist graduate students with copyediting, dissertation formatting. Additionally, our tutors can run the thesis or

dissertation through iThenticate, IUP’s plagiarism checking software; this is the same software that the IUP Thesis and Dissertation office uses to check manuscripts prior to graduation. The goal of the service is to provide equal access to copyediting, provide dedicated assistance with formatting and iThenticate, and ensure that students can deposit and successfully graduate on time. Our emphasis is on “instructional editing” which allows us to edit student work while also offering a learning experience.

College of Arts & Humanities	348 (52.9%)
College of Education & Communications:	122 (18.5%)
Eberly College of Business and Information Technology	66 (10%)
College of Health & Human Services:	78 (11.9%)
Kopchick College of Natural Sciences & Mathematics	44 (6.7%)

Table 5: Total GES usage by College

Initiatives for 2022-2023: Graduate Research and Writing Credential

In continuing to develop our campus partnerships and provide comprehensive graduate student support, JWWC is taking the lead in developing a new credential: *The Graduate Research and Writing Credential*. During Fall 2022, we met with campus partners to develop the credential; it will be released in Fall 2023 to all graduate students. This credential is modeled after our existing business writing credential. A credential is a value-added educational experience that, at completion, can be added to a student’s CV or resume. Our new credential will include a set of linked educational experiences that include:

- Participation in any JWWC graduate-level service: tutoring, workshops, boot camp, and graduate writing groups
- Consultations and graduate-level workshops from the IUP Libraries
- Consultations and workshops from the Applied Research Lab
- Workshops from the Research Institute

Our new credential will fill a need for graduate students to demonstrate increased competency in writing and research. It will also help IUP address its strategic plan of creating increased supports for graduate students by specifically providing more professionalization opportunities to students outside of coursework. It also offers a more consistent educational experience for students across all graduate programs.

Staffing and Tutor Professional Development

The writing center has a director (Dr. Dana Driscoll, Professor of English), a Secretary (Ms. Dana Minser for Fall 2022-Spring 2023), and an Assistant Director (Mr Omar Yacoub, a graduate student in the Composition and Applied Linguistics Ph.D. program for Fall 2022-Spring 2023). In Fall 2022-Spring 2023 we had 26 tutors including seven undergraduate tutors, eight graduate tutors, five graduate editing service tutors, six graduate assistants, and two volunteers. Volunteer tutors are those who would like tutoring experience but are not eligible to work (such as those who are on a Fulbright scholarship).

The success of our tutorials, workshops, and other services depends in large part on the professional development provided to tutors. While tutors hired at the JWWC are all knowledgeable in writing and ready to support writers, tutors need the training to learn how to effectively work one-on-one, navigate a wide variety of genres and student needs, understand referral services, work with diverse writers and genres, and develop key tutoring competencies. At the JWWC, we recognize the importance of aligning with IUP's strategic mission, offering tutors evidence-based tutoring pedagogy and practices, and offering lifelong learning opportunities for our tutors so that they can take their writing center experience beyond college.

Our tutor education program is internationally certified through the Collegiate Learning and Reading Association's International Tutor Training program (certification granted in Summer 2020). Thus, all of our tutors have an opportunity to gain "Certified Tutor" and "Master Tutor" certifications that demonstrate their competency in tutoring and can be added to their resume/CV. The following describes this year's tutor education procedures:

Tutor Professional Development

We hold two four-hour staff training sessions at the beginning of the fall and spring semesters. Meetings include workshops and presentations by the director, assistant director, and experienced tutors on a variety of topics and offer collaborative activities for tutors to improve their skills.

Fall 2022 Staff Meeting Topics:

- New Tutor Training
 - Exploring our writing tutorials: F2F, online, and asynchronous tutoring
 - Responsibilities of tutors when on shift
 - Role-play activity of a writing center appointment
 - Exploring asynchronous feedback in tutorial sessions
- Training on best practices for workshop presentations

- Training on working with multilingual/international students
- Difficult Dialogues training
- Anti-racism and supporting diversity in the Writing Center

Spring 2023 Staff Meeting Topics:

- Training on working with non-traditional students
- Training on working with STEM writers
- Training on working with advanced writers
- Training on working on asynchronous appointments (e-tutoring)
- Tutoring in the age of ChatGPT and AI writing
- Standing up for yourself and others, a training workshop delivered by Green Dot at IUP

New Tutor Training: All new tutors have a two-hour orientation that takes place before our staff meeting where we offer basic instruction in tutoring in the Jones White Writing Center. In fall 2022 and spring 2023, new tutors met with our Assistant Director twice a month for the first half of the semester for additional training and support.

New Tutor Training Topics for 2021-2022

- Working with overwhelmed and anxious undergraduate and graduate students.
- Providing asynchronous feedback to writers
- Best practices on working with multilingual writers
- Best practices on working with beginner writers.
- Promoting writing knowledge transfer across contexts in the Writing Center.

Observations and Discussions of Tutoring: Observations form an important part of our tutor training. All of our tutors are regularly observed. The Director and the Assistant Director observe tutors' in-person, online, and e-tutoring appointments to ensure both tutors and students have an effective tutorial session. Such an observational practice ensures keeping our tutoring practices updated and responsive to students' needs. Observations are a low-stakes process where we provide formative feedback to tutors on their sessions.

Tutor projects. Most tutors are assigned specific projects to work on over the course of the semester that help improve their knowledge of writing and that support the ongoing efforts of the writing center. These projects include: updating workshops, doing research on varied topics, recording videos, keeping up with our social media presence, assisting with National Day on Writing events, and more. Here are some of the projects that they completed this year:

- Sensory station
- STEM Writing resources and materials
- Working with non-traditional students workshop

- Working with advanced writers workshop
- Veterans resource sheet

International CRLA Tutoring Certification

All tutors are required to complete their tutoring certification through CRLA by the end of their second semester tutoring with us. Tutors may also choose to complete their Master Tutoring Certification, which is optional. The following are the qualifications for this certification:

Certified Tutor (CRLA Level 1): To qualify for Level 1, tutors should have a minimum of 25 tutoring hours. They must complete 10 hours of training: 1. Being educated on various topics through staff meetings/additional online training 2. Two observations of others' tutoring 3. One observation and discussion of your own tutoring practice. Finally, tutors must conduct their own observation of one of their appointments and meet with the Assistant Director/Director to discuss this observation and their own writing goals.

For Fall 2022 and spring 2023, 10 tutors received Level 1 certification.

Master Tutor (CRLA Level 2): For Level 2, tutors must complete an additional 10 hours of staff meetings and additional online training. They also have to create and work on a writing center research project that will take them around three to five hours to complete. They have to complete another observation of one of their appointments and meet with the Assistant Director/Director to discuss their research projects and observations.

During the fall semester 2022 and spring semester 2023, four tutors completed Level 2 certification.

Tutor Preparation for Future Careers

In addition to providing high quality student support for all students on campus, the writing center is a critical site of training and professional development for IUP students. Undergraduate and Graduate tutors who work at the JWWC have the following professional development opportunities:

- **Internationally recognized tutoring certification.** Tutors who work with us at least two semesters have the ability to receive an internationally recognized tutoring certification (CRLA International Tutor Certification and Master Tutor Certification), which is a clear job-related credential. This year, a total of 10 tutors completed Level 1 and 4 finished both Levels 1 and 2.
- **Interpersonal skills.** Tutors develop a range of interpersonal skills including communication, listening, reading and writing, and supporting learners' needs.
- **Experience with diverse individuals.** Tutors work with a wide range of diverse students and receive training in how to engage in effective cross-cultural

communication skills, a key workplace credential. Our tutors lead workshops, small groups, and work one-on-one with students from different cultures, with different first languages, and that represent different socioeconomic and sociocultural groups.

- **Teaching skills.** Many undergraduate and graduate students interested in education find their time working in the JWWC invaluable as preparation for future teaching (see Driscoll and Harcourt (2012) and Driscoll (2015) for more on these topics¹).
- **Research and professional presentations.** Tutors who work in the JWWC have an opportunity to engage in ongoing research about writing, attend and present at professional conferences, and publish their work. Please see the “Research” section below for more information on this year’s research projects.
- **Assessment and administration.** Advanced graduate student tutors (Masters and Doctoral) who express interest can take on additional roles, such as coordinating our business workshop series, participating in our ongoing assessment initiatives, developing new initiatives, participating in writing our annual report, and learning about how to successfully administer a writing center. Many of our MA and Doctoral students end up using these experiences to successfully find jobs post-graduation.

In the Words of our Graduating Tutors

From Will Taylor, MA-TESOL, Graduated May 2023: “My time in the Writing Center has opened my eyes to numerous teaching strategies for both one-on-one interaction and group discussion. As I’m going into language teaching, these skills will prove to be invaluable. Language teaching will inherently involve teaching composition techniques, and my interactions with students here have shown me what some of the common issues undergraduate students have with writing and how to address them. Not only that, but I have picked up ideas for writing assignments and how to design assignment sheets that are clear to students. My work with graduate students has also helped me grow as a teacher-scholar; I have the opportunity to see how students from different fields and backgrounds conduct their research. On a more personal note, I have created a network of colleagues that have become some of my greatest friends. As I’m continuing my own research and writing, I know I can count on them to help me make my work the best it can be. They also make some of the D&D party members I’ve ever adventured with.”

¹ Driscoll, D. L., & Harcourt, S. (2012) Reflection, connection, and expectation: Transfer of learning in a peer tutoring course and beyond. *Writing Lab Newsletter*, 36(7-8), 1-6. Driscoll, D. L. (2015) Building connections and transferring knowledge: The benefits of a peer tutoring course beyond the writing center. *Writing Center Journal* 35.2

*From Omar Yacoub, Assistant Director 2022-2023 and Business Writing Credential Coordinator, 2021-2023: "The work I have done at the Writing Center has been very important to my long-term professional development. I have gained three major experiences, administration, tutoring and research. As an Assistant Director, I have earned administration and leadership skills through scheduling, staff meetings, tutor training, certification, annual reports, and weekly administrators' meeting. I started and administered the establishment of a new campus-wide initiative, Business Writing Credential, which empowered me as an administrator and strengthened my skills. I also developed my tutoring skills in working with graduate and undergraduate students from different majors through online, e-tutoring, and in-person appointments. In addition, the Writing Center supported my development as a researcher by funding my research projects and facilitating my data collection. I highly benefited from being mentored by the director, Dr. Dana Driscoll, who always gave me valuable feedback on my writing. We also co-authored a research article together that was published in *Written Communication*. All in all, I can say that the Writing Center has prepared me with several skills and experiences that I will most need after graduation."*

More feedback from graduating tutors is found in **Appendix F**.

Writing Center Research and International Outreach

As the oldest writing center in the world (at 52 years old), the JWWC has a longstanding international reputation as being a leader in research-supported best practices for writing center work, a reputation that was established with the leadership of Dr. Ben Rafoth (Director, 1987-2019) and continues with the current Director, Dr. Dana Lynn Driscoll (Director, 2019 - present) who is an internationally recognized writing center scholar.

The JWWC provides global leadership in developing research on best practices in writing centers and composition studies and in supporting the development of new writing centers. The following is a summary of this year's presentations, and publications on tutoring practices, writing centers, and on core constituent groups served by the JWWC. Donations to Writing Center Professional Development fund and the Kathleen Jones White Writing Center Endowment help support conference travel and fund research projects.

International Consultations by the Director in 2022-2023

Teaching Writing for Publication in STEM Disciplines, Czech Republic (2019-Present). Dr. Dana Driscoll has been engaged in a multi-year consultation project to work with VSB Technical University of Ostrava and the Czech Republic Academy of Arts and Sciences to support advanced instruction and tutorial support in writing for publication for STEM graduate students. Dana's visit to the Czech Republic in September 2022 involved offering four half-day workshops and a keynote address. Her work with the Czech Republic universities is ongoing and has resulted VSB Technical University of Ostrava's development of a Writing Support Center, opening in Fall 2023.



Figure 3: Dr. Driscoll offers a Keynote Address at the International English Language Conference in Dhaka, Bangladesh in November 2022

Proposal for New Writing Center at North South University, Bangladesh (2021-Present). Dr. Dana Driscoll has been working with Dr. Sukanto Roy (IUP English, Composition and Applied Linguistics Ph.D. 2019) to establish the first writing center in Bangladesh at North South University. This work has included drafting a proposal, engaging in preliminary research on the needs of student writers and faculty, and developing a tutoring course. The proposal is pending at of the time of this annual report.

International Keynotes by the Director

This year, Dr. Driscoll offered three international keynotes connected with her work in the Jones White Writing Center:

Driscoll, D. L. (8 Dec 2022, Keynote Speaker). International Conference on Linguistics: Linguistics for Humanity. Padjajaran University, Indonesia (virtual). "Exploring Key Aspects of Learning Development in English Language Teaching and Literacy."

Driscoll, D. L. (5 Nov 2022, Keynote Speaker). "Cultivating the Resilient Learner: Practices to Support Literacy Development in Times of Change." 45 minute keynote + Q&A session for International English Conference at North South University, Dhaka, Bangladesh.

Driscoll, D. L. (9 Sept 2022, Keynote Speaker). "Writing Your Way into Your Discipline: How Learning to Write Creates Professional Expertise." For Ph.D. Academy at the VSB Technical Institute of Ostrava, Czech Republic.

International Invited Workshops by the Director

This year, Dr. Driscoll was able to offer a range of international, invited workshops on writing centers, writing for publication, and advanced writing support. They are as follows:

Driscoll, D. L. (7 Dec 2022). International Conference in Linguistics: Linguistics for Humanity. Padjajaran University, Indonesia (virtual). "Writing or Publication in English Language Journals."

Driscoll, D. L. (4 Nov 2022). International English Conference at North South University, Dhaka, Bangladesh. "Writing Centers as Sites of Change: Starting, Staffing, and Running Your Writing Center."

Driscoll, D. L. (4 - 7 Sept 2022). VSB Technical Institute of Ostrava, Czech Republic. Half day workshops for STEM faculty:

- Supporting Writing to Learn in the Disciplines
- Developing and Supporting Meaningful Writing Assignments
- Teaching Disciplinary Writing: Offering Feedback, Supporting Revision and Engaging in Effective Assessment

Driscoll, D. L. (8 Sept 2022). VSB Technical Institute of Ostrava, Czech Republic.

- Half day workshop for Ph.D. students and faculty: "Strategies for Successful Writing Habits and Writing for Publication"

Visiting Scholar: Dr. Osman Ozdemir

The Jones White Writing Center was pleased to host Dr. Osman Ozdemir this academic year. Dr. Ozdemir is an Assistant Professor in the Turkish Language Department at Istanbul Sabahattin Zaim University in Istanbul, Turkey. He joined IUP in 2022-2023 as a Visiting Scholar hosted by the Department of English and the JWWC, where he sought to explore writing transfer, writing processes, and writing center pedagogy. He completed his undergraduate education in Balikesir University's Turkish Language Teaching Department, and holds an M.A. degree (2013) and Ph.D. degree (2017) from Gazi University, Institute of



Educational Sciences, Turkish Language Education Department. His research interests are writing education, integrating technology in writing, reading education, and higher-order thinking skills. Prior to joining IUP this year as a visiting scholar, Dr. Ozdemir published eight articles and three book chapters and has offered 13 international conference presentations.

During his time at IUP, Dr. Ozdemir worked on research on international student support, participated in our STEM tutoring initiative, tutored in the Writing Center, attended international conferences, and participated in a range of campus activities. He also offered multiple presentations to the IUP community on teaching languages in Turkey and served as a cultural ambassador.

Published Research Articles tied to Writing Center Practices and Constituents

Our tutors and director regularly seek to publish on best practices in writing centers, writing pedagogy, and writing more broadly. The following are publications from our center this year:

Cui, W., Zhang, J. and Driscoll, D. L. (2022). Graduate Writing Groups: Evidence-Based Practices for Advanced Graduate Writing Support. *Writing Center Journal*, 40(2), 85-102. DOI: <https://doi.org/10.7771/2832-9414.1017>

Driscoll, D. L. & Yacoub, O. (2022). Threshold Genres: A 10-year Exploration of a Medical Writer's Development and Social Apprenticeship through the Patient SOAP Note. *Written Communication*, Vol. 39(3) 370-39. DOI: <https://doi.org/10.1177/07410883221090436>

*Driscoll, D. L. & Zhang, J. (2022). Mapping long-term writing experiences: Operationalizing the Writing Development Model for the study of persons, processes, contexts, and time. *Composition Forum* 48.

<https://compositionforum.com/issue/48/mapping.php>

*This article won the 2022 Association for Writing Across the Curriculum and WAC Clearinghouse Best WAC Article or Chapter Focused on Research Award (a prestigious international award).

Presentations and Workshops by Tutors

Yim, Andrew. "Addressing Emotional Labor and Self-Care Work for Graduate Tutors." International Writing Center Association Annual Conference, Vancouver, British Columbia, Canada, 2022.

Moroz, Oksana. "First-year writing and the writing center: needs, challenges, solutions." International Writing Center Association Conference. Vancouver, British Columbia, Canada. October 2023.

Martins, Marillia and Omar Yacoub. "The Transnational Experiences of Four Tutors in One Writing Center." International Writing Center Association Conference. Vancouver, British Columbia, Canada. October 2023.

Yacoub, Omar. "Inclusive Practices for Fostering Transfer." Conference on College Composition and Communication. Chicago, IL. February 2023.

Completed Dissertation Research on Writing Centers and Writing Development

Cui, Wenqi. *Transfer across Media: Learning Transfer in Digitally Mediated Multimodal Writing in First-Year Composition*. Committee: Dr. Dana Driscoll (Chair), Dr. Gian Pagnucci and Dr. Matthew Vetter. May 3, 2023.

Alsherhi, Hind. *An Exploratory Case Study of the Writing Centers in Saudi Arabia*. Committee: Dr. Dana Driscoll (Chair), Dr. Gian Pagnucci, Dr. Michele Petrucci. November 10, 2022.

Appendices

Appendix A: Mission and Vision of the Jones White Writing Center

Since its establishment in 1971 by Prof. Lorrie J. Bright, known then as the Composition Clinic, the Kathleen Jones White Writing Center's mission has been to help students become better and more self-sufficient writers. The Writing Center was graciously endowed in 2015 and renamed the Kathleen Jones White Writing Center by the White family.

The Kathleen Jones White Writing Center recognizes the critical importance of writing and literacy skills to IUP students' academic, professional, social, and personal lives. As such, we are committed to student success through offering one-on-one tutorials, whole-class workshops, writing resources, a comfortable place to write, and broader initiatives. Learning to write is a life-long process, and writers of any level can benefit from collaboration and conversation about their work. We support IUP's mission through encouraging student success and student retention, preparing students for success in work and life, and providing innovative educational programming.

Our mission is reflected in our core practices and values.

One-on-one tutoring for all writers to support student success. Tutoring and conversations about writing are at the heart of what we do. We offer tutorials on all kinds of writing at any stage of the process, offering feedback, support, and encouragement. We help with brainstorming topic ideas, adding in-text citations, focusing and organizing ideas, and making ideas flow smoothly. We support all student writers on campus including international and multilingual, developmental, disciplinary, graduate, and first-year.

Supporting writers' processes and long-term learning. We recognize that effective writing requires knowledge of rhetorical situations (audience, context, purpose, genre) as well as effective engagement with a body of disciplinary knowledge. We also recognize that additional skills such as time management, goal setting, and emotional management are critical to writers' success. We seek to provide tutoring that supports both the immediate writing assignments, but also, tutor to support writing adjacent skills, cultivate long-term writing development and the transfer of writing skills to diverse contexts.

Access and equity for all students. The Writing Center is dedicated to creating a welcoming space and providing support to increase educational access for all students of all disciplines, backgrounds, and abilities. All tutors in the writing center are expected to understand and employ strategies for tutoring across cultural and linguistic differences, tutoring neurodiverse and differently abled students, understand ways of addressing racist language, and understand relationships between writing, language, and power.

Building writing knowledge and offering writing instruction. The Writing Center is dedicated to offering writing workshops and other initiatives to the campus community. Our workshops are tailored to meet the needs of specific courses and disciplines. At both the undergraduate and graduate level we offer initiatives to strengthen students writing processes, knowledge, and practices.

Research on Writing pedagogy and practices. The Writing Center has a 50-year history in producing research on writing, writing pedagogy, and writing centers. We encourage our graduate and undergraduate tutors to develop, present, and publish original research to support best practices in tutoring and build our research-supported best practices. We also serve as a site for research projects, theses, and dissertations focusing on writing and one-on-one interaction. Our graduates have gone on to publish books, direct writing centers, and support writing in a variety of contexts.

Community engagement. As part of IUP's mission of public service, we recognize the importance of supporting community literacy locally and globally. Thus, we engage in regular initiatives to reach our local and broader communities including offering free online resources and a local community writing center.

Tutor Professional development and long-term success. The Writing Center supports the ongoing professional development of tutors as part of IUP's mission to engage students as learners and leaders with strong interpersonal and communication skills.

Evidence-based practices. The writing center is committed to engaging in research-supported best practices for tutoring and writing instruction and the regular assessment of our practices. We train our tutors regularly based on research and also engage in regular assessment to ensure the efficacy of our practices. We are currently pursuing CRLA and the SWCA-CARE certifications for our work.

Appendix B: Wednesday Workshops and Dates

Jones White Writing Center: Wednesday Workshops for Fall 2022

All workshops take place 7-8pm on Wednesday Evenings. Workshops are offered Hybrid; come to Stabley 210 or attend via Zoom: <https://iupvideo.zoom.us/j/4675502666>

MLA Documentation – August 31st – 7-8pm

Level: Undergraduate/Graduate

This workshop introduces the MLA documentation style (8th edition), including how to quote and summarize from an original source. This hands-on workshop where students see examples and do exercises. Topics include citing within the text, using signal phrases, creating the Works Cited page, and documenting online sources.

APA Documentation – September 7th – 7-8pm

Level: Undergraduate/Graduate

In this workshop, students are introduced to the APA documentation style (7th edition), including how to quote and summarize from an original source. It's a hands-on workshop in which students see examples and do exercises on their computers. Topics include citing within the text, using signal phrases, creating the References page, and documenting online sources.

Resume Writing Workshop – September 14th – 7-8pm

Level: Undergraduate/Graduate - Business Writing Credential Workshop

This workshop introduces students to developing the content and designing an effective resume. We explore effective resume samples, how to frame experience to diverse audiences, and different content that goes in a resume. Students also can learn new features in MS Word that will make their resume distinctive. Students can get started on one during this workshop, or polish what they've already written.

Avoiding Plagiarism Workshop – September 21nd – 7-8pm

Level: Advanced Undergraduate/Graduate

This workshop introduces undergraduate and graduate writers how to avoid plagiarism in their writing, including through papers written in coursework and at the honors thesis, MA thesis, or dissertation stage. The workshop will cover cultural expectations, reading and citation strategies, managing large numbers of sources, and self-citation. We will also discuss iThenticate, which is used by the graduate school for submission of a thesis or dissertation.

Cover Letter Workshop – September 28th – 7-8pm

Level: Undergraduate/Graduate – Business Writing Credential Workshop

This workshop introduces students to writing an effective cover letter. After reviewing models of successful cover letters, we'll discuss the purpose of the cover letter, how to tailor a cover letter to fit a specific job, how to highlight relevant experiences. Students will get a chance to draft a cover letter for intended positions.

American Academic Conventions for International Students – October 5th – 7-8pm

Level: Undergraduate/Graduate International Student or Multilingual Writer

This workshop offers international students and multilingual writers insight and information about American academic conventions and strategies for successful writing in US institutions of higher education. The workshop will cover understanding writing assignments, rhetorical considerations of audience and organization, managing sources and source use, and common challenges that international and multilingual writers face.

Writing with Statistics: Data Visualization, Storytelling, and Persuasion – October 12th – 7-8pm

Level: Undergraduate/Graduate, Business Writing Credential

Twenty-first century workplace contexts require effective communication skills, and in the digital age, these skills include how to use statistics and numbers to tell stories to potential customers or the public. This workshop explores the importance of data visualization, shares strategies and suggestions for how to effectively and ethically present statistical data in both written and visual formats, and how to use these effectively for informative and persuasive purposes.

Writing for Publication for Graduate Researchers – October 19th – 7-8pm

Level: Graduate

This workshop, geared towards students who are looking to publish, will provide a comprehensive overview to the publication process. The workshop will discuss finding and selecting a target journal, building an argument with data or texts, understanding the concept of contributions to the field, handling peer review, and the submission process. We'll also explore the difference between writing in coursework and writing for publication.

Words that Work: Strategic Language for Professional Communication – October 26th – 7-8pm

Level: Undergraduate/Graduate, Business Writing Credential

A workshop based on the book *Words that Work: It's Not What You Say, It's What People Hear* by Frank Luntz. This workshop explores the principles of Words that Work including simplicity, brevity, credibility, novelty, and speaking in an aspirational tone and gives students a chance to practice each of the principles. The workshop concludes by exploring how the strategic choice of words can be an asset in professional communication.

Word Beyond the Basics – November 2nd – 7-8pm

Level: Undergraduate/Graduate, Business Writing Credential

Most people use only a fraction of the many useful features in MS Word. This workshop focuses on features that are easily overlooked or hard to find, such as renumbering pages, hanging indents, modifying internal margins, and inserting a table, chart, or table of contents. This workshop is particularly useful for graduate students who are preparing to format their thesis or dissertation.

Clarity and Conciseness in Business and Professional Writing – November 9th – 7-8pm

Level: Undergraduate/Graduate, Business Writing Credential

This workshop explores the critical importance of clarity and conciseness in a variety of writing contexts (including in academic and professional settings). Specifically, the workshop introduces students to the paramedic method, a method that can be used at the sentence and paragraph level to make writing more direct, active, and precise. We'll also explore purpose and audience-driven strategies for clarity and conciseness that can be used to reduce wordiness and provide clarity.

How to Complete Your Thesis or Dissertation Successfully – November 16th – 7-8pm

Level: Graduate

Description: This workshop offers graduate students strategies for successfully writing a thesis or dissertation, focusing in several areas: time management and handling feedback. The workshop offers research-supported strategies for time management, goal setting, and creating space for writing to help you successfully create time for writing. The workshop also covers how to manage feedback from your advisor and committee members and strategies for engaging in extensive revisions on your thesis or dissertation.

Jones White Writing Center: Wednesday Workshops for Spring 2023

All workshops take place 7-8pm on Wednesday Evenings. Workshops are offered Hybrid; come to Stabley 210 or attend via Zoom: <https://iupvideo.zoom.us/j/4675502666>

MLA Documentation – January 25th – 7-8pm

Level: Undergraduate/Graduate

This workshop introduces the MLA documentation style (8th edition), including how to quote and summarize from an original source. This hands-on workshop where students see examples and do exercises. Topics include citing within the text, using signal phrases, creating the Works Cited page, and documenting online sources.

APA Documentation – February 1st – 7-8pm

Level: Undergraduate/Graduate

In this workshop, students are introduced to the APA documentation style (7th edition), including how to quote and summarize from an original source. It's a hands-on workshop in which students see examples and do exercises on their computers. Topics include citing within the text, using signal phrases, creating the References page, and documenting online sources.

Words that Work: Strategic Language for Professional Communication – February 8th – 7-8pm

Level: Undergraduate/Graduate, Business Writing Credential Series

A workshop based on the book *Words that Work: It's Not What You Say, It's What People Hear* by Frank Luntz. This workshop explores the principles of Words that Work including simplicity, brevity, credibility, novelty, and speaking in an aspirational tone and gives students a chance to practice each of the principles. The workshop concludes by exploring how the strategic choice of words can be an asset in professional communication.

American Academic Conventions for International Students – February 15th – 7-8pm

Level: Undergraduate or Graduate International Student/ Multilingual Writer

This workshop offers international students and multilingual writers insight and information about American academic conventions and strategies for successful writing in US institutions of higher education. The workshop will cover understanding writing assignments, rhetorical considerations of audience and organization, managing sources and source use, and common challenges that international and multilingual writers face.

Resume Writing Workshop – February 22nd – 7-8pm

Level: Undergraduate/Graduate - Business Writing Credential Series

This workshop introduces students to developing the content and designing an effective resume. We explore effective resume samples, how to frame experience to diverse audiences, and different content that goes in a resume. Students also can learn new features in MS Word that will make their resume distinctive. Students can get started on one during this workshop, or polish what they've already written.

Cover Letter Workshop – March 1st – 7-8pm

Level: Undergraduate/Graduate, Business Writing Credential Series

This workshop introduces students to writing an effective cover letter. After reviewing models of successful cover letters, we'll discuss the purpose of the cover letter, how to tailor a cover letter to fit a specific job, how to highlight relevant experiences. Students will get a chance to draft a cover letter for intended positions.

Writing and Designing your Poster Presentation – March 8th – 7-8pm

Level: Undergraduate/Graduate, Scholars Forum

This workshop covers how to create professional poster presentations appropriate for conferences, including for IUP's Scholars' Forum. Students attending this workshop will learn how to plan, design, and write your poster presentation in the humanities, social sciences, sciences, business, or professional fields. This workshop covers software options, readability, scannability, and audience awareness to create effective poster presentations.

Introduction to Technical and Professional Writing – March 22nd – 7-8pm

Level: Undergraduate/Graduate, Business Writing Credential Series

This workshop introduces students to the nature of writing in and for the workplace. It helps students develop their writing skills to shape their professional communication. With practical examples and engaging activities, students learn different styles, structures, and organizations of professional and technical writing genres. During the workshop, students learn about multimodal and digital ways of composing in technical and professional contexts.

Avoiding Plagiarism Workshop – March 29th – 7-8pm

Level: Advanced Undergraduate/Graduate

This workshop introduces undergraduate and graduate writers how to avoid plagiarism in their writing, including through papers written in coursework and at the honors thesis, MA thesis, or dissertation stage. The workshop will cover cultural expectations, reading and citation strategies, managing large numbers of sources, and self-citation. We will also discuss iThenticate, which is used by the graduate school for submission of a thesis or dissertation.

Source Synthesis and Source Integration – April 5th – 7-8pm

Level: Undergraduate or Graduate

Across campus, one of the biggest challenges that students have is with integrating and synthesizing secondary sources. This workshop provides students with understanding of synthesis as a process of effective incorporation of sources with their own idea/words. It also provides interactive activities for students to engage in and practice creating conversation between the sources. The source integration part teaches students to introduce, integrate, contextualize, and cite source material successfully.

Selling your Proposal in Professional Settings – April 12th – 7-8pm

Level: Undergraduate/Graduate, Business Writing Credential Series

Proposals of ideas, new approaches, or new products are how you can make change. This workshop introduces students to how to write innovative short proposals to create change in their organizations and beyond. This workshop will discuss how to create short proposals in a business setting, how to pitch ideas and proposals to various audiences, and

how to sell your ideas to others. This hands-on workshop will include proposal pitching and practice.

Writing Personal Statements for Grants and Applications – April 18 – 3-4pm

Level: Undergraduate/Graduate

This workshop offers a thorough introduction to how to write a personal statement for a grant or application. The workshop covers the purpose of personal statements, their length, and major features. We explore how to capture the reader's interest and tell specific stories in the personal statement. This workshop also covers how to tailor your personal statement for a specific audience, including by matching your writing to the information provided by the grant agency or program you are applying to.

Completing Your Dissertation Successfully – April 19 – 7-8pm

Level: Graduate

This workshop offers graduate students strategies for successfully writing a thesis or dissertation, focusing in several areas: time management and handling feedback. The workshop offers research-supported strategies for time management, goal setting, and creating space for writing to help you successfully create time for writing. The workshop also covers how to manage feedback from your advisor and committee members and strategies for engaging in extensive revisions on your thesis or dissertation.

Appendix C: Business Writing Credential



Business Writing Credential The Jones White Writing Center

Each semester Writing Center offers a series of workshops in business, technical, and professional writing as well as specialist tutors on these topics. This year, we are offering a Credential² in Business Writing for any IUP student. To earn the credential, students need to:

- Attend at least 4 of our Business Writing Workshops in Spring 2022 or beyond
- Visit with a tutor to work on their resume, cover letter, or other business-writing oriented document (online or in person, schedule through My IUP→Academics→Schedule a writing tutorial)

We offer multiple opportunities to attend our workshops each semester. Students do not need to complete their credential in one semester but can take two semesters to earn the credential. For questions about the Business Writing Credential, please write to Omar Yacoub, Writing Center Business Writing Coordinator at dnvx@iup.edu.

Fall 2022 Workshops

All Workshops for Fall 2022 are in hybrid format. In-person attendees can come to the Writing Center (Stabley 210). Virtual attendees can use this link:

<https://iupvideo.zoom.us/j/4675502666>

Resume Writing Workshop – September 14th – 7-8pm

Level: Undergraduate/Graduate - Business Writing Series

This workshop introduces students to developing the content and designing an effective resume. We explore effective resume samples, how to frame experience to diverse audiences, and different content that goes in a resume. Students also can learn new features in MS Word that will make their resume distinctive. Students can get started on one during this workshop, or polish what they've already written.

Cover Letter Workshop – September 28th – 7-8pm

² A credential is a non-credit bearing co-curricular training at IUP. This is a new term that multiple units will use starting in Fall 2021.

Level: Undergraduate/Graduate – Business Writing Series

This workshop introduces students to writing an effective cover letter. After reviewing models of successful cover letters, we'll discuss the purpose of the cover letter, how to tailor a cover letter to fit a specific job, how to highlight relevant experiences. Students will get a chance to draft a cover letter for intended positions.

Writing with Statistics: Data Visualization, Storytelling, and Persuasion – October 12th – 7-8pm

Twenty-first century workplace contexts require effective communication skills, and in the digital age, these skills include how to use statistics and numbers to tell stories to potential customers or the public. This workshop explores the importance of data visualization, shares strategies and suggestions for how to effectively and ethically present statistical data in both written and visual formats, and how to use these effectively for informative and persuasive purposes.

Words that Work: Strategic Language for Professional Communication – October 26th – 7-8pm

A workshop based on the book *Words that Work: It's Not What You Say, It's What People Hear* by Frank Luntz. This workshop explores the principles of Words that Work including simplicity, brevity, credibility, novelty, and speaking in an aspirational tone and gives students a chance to practice each of the principles. The workshop concludes by exploring how the strategic choice of words can be an asset in professional communication.

Clarity and Conciseness in Business and Professional Writing – November 9th – 7-8pm

This workshop explores the critical importance of clarity and conciseness in the field of computer science. Specifically, the workshop introduces students to the paramedic method, a method that can be used at the sentence and paragraph level to make writing more direct, active, and precise. We'll also explore purpose and audience-driven strategies for clarity and conciseness that can be used to reduce wordiness and provide clarity.

Spring 2023 Workshops

All Workshops for Spring 2023 are in hybrid format. In-person attendees can come to the Writing Center (Stabley 210: Writing Center Workshop Room). Virtual attendees can use this link: <https://iupvideo.zoom.us/j/4675502666>

Words that Work: Strategic Language for Professional Communication – February 8th – 7-8pm

A workshop based on the book *Words that Work: It's Not What You Say, It's What People Hear* by Frank Luntz. This workshop explores the principles of Words that Work including simplicity, brevity, credibility, novelty, and speaking in an aspirational tone and gives students a chance to practice each of the principles. The workshop concludes by exploring how the strategic choice of words can be an asset in professional communication.

Resume Writing Workshop – February 22nd – 7-8pm

Level: Undergraduate/Graduate - Business Writing Series

This workshop introduces students to developing the content and designing an effective resume. We explore effective resume samples, how to frame experience to diverse audiences, and different content that goes in a resume. Students also can learn new features in MS Word that will make their resume distinctive. Students can get started on one during this workshop, or polish what they've already written.

Cover Letter Workshop – March 1st – 7-8pm

Level: Undergraduate/Graduate, Business Writing Credential Series

This workshop introduces students to writing an effective cover letter. After reviewing models of successful cover letters, we'll discuss the purpose of the cover letter, how to tailor a cover letter to fit a specific job, how to highlight relevant experiences. Students will get a chance to draft a cover letter for intended positions.

Introduction to Technical and Professional Writing – March 22nd – 7-8pm

This workshop introduces students to the nature of writing in and for the workplace. It helps students develop their writing skills to shape their professional communication. With practical examples and engaging activities, students learn different styles, structures, and organizations of professional and technical writing genres. During the workshop, students learn about multimodal and digital ways of composing in technical and professional contexts.

Selling your Proposal in Professional Settings – April 12th – 7-8pm

Level: Undergraduate/Graduate, Business Writing Credential Series

Proposals of ideas, new approaches, or new products are how you can make change. This workshop introduces students to how to write innovative short proposals to create change in their organizations and beyond. This workshop will discuss how to create short proposals in a business setting, how to pitch ideas and proposals to various audiences, and how to sell your ideas to others. This hands-on workshop will include proposal pitching and practice.

Appendix D: Dissertation Boot Camp Schedules

Full Schedule of Events

Dissertation and Thesis Writing Boot Camp
 Saturday, October 8, 2022 – 11:00 a.m.-4:00 p.m.
 Via Zoom
 All times in EDT

Time	Silent Writing Room	Presentations and Interactive Workshops	Tutoring and Consultations
11:00 - 11:10	Introduction to the Boot Camp (Encouraged for all attendees) In Workshop Room: https://iupvideo.zoom.us/j/9194357080		
11:10-11:50	Silent Writing	Crash Course in Key Strategies for Dissertation and Thesis Writing Success	T/D Consultations: 12:00-1:00 p.m.
12:00 - 12:50		Getting it all Organized with EndNote and other Note-Taking Apps	Library Consultations: 1:00-3:00 p.m.
1:00 – 1:50		Mastering Your Literature Review	Writing Center
2:00 – 2:50		Thinking about the Research Design Process: Logic & Alignment	Tutoring: 11:00 a.m. – 4:00 p.m.
3:00 – 3:50		Avoiding Plagiarism, Addressing Patchwriting, and Ethical Citation Practices for Thesis and Dissertation Writers	Applied Research Lab Consultations: 1:00-2:00 p.m. & 3:00-4:00 p.m.

All boot camp materials (workshops, schedule) can be found here:

<https://drive.google.com/drive/folders/1HIrrwo3ZJT1O93fAs07TW5pIxl0gtPVe?usp=sharing>

Schedule Details

You can shift between different activities during the boot camp and can also attend for all or part of the event.

Silent Writing Room (Open 11:00 a.m.-4:00 p.m.). Our Silent Writing room is open throughout the duration of our Boot Camp. This is a space where you can write in companionable silence with others. Turn off your video and audio and set aside time to write your thesis or dissertation in the quiet company of other writers.

URL: <https://iupvideo.zoom.us/j/8518317701>

Tutoring and Consultations (Open 11:00 a.m.-4:00 p.m.) in the Boot Camp Lounge.

We encourage Boot Camp participants to take advantage of our one-on-one tutorials and consultations which are available throughout the event. Here is our consultation schedule:

- 12:00-1:00 p.m. – Thesis/Dissertation Office. A staff member from the T/D office will be available for consultations.
- 1:00-3:00 p.m. – IUP Library. A librarian is available for questions on library references, source searching, databases, endnote, and much more.
- 11:00 a.m.-4:00 p.m. – Writing Center. Advanced graduate tutors from the Jones White Writing Center are available for tutorials, questions, and support.
- 1:00-2:00 p.m. & 3:00-4:00 p.m. – Applied Research Lab. ARL tutors are available to answer questions about research design, data analysis, Qualtrics, SPSS, or any other aspects of your research.

Tutorials can be requested in advance at w-center@iup.edu. Feel free to stop in our Lounge anytime during the boot camp and request a consultation or tutorial

URL: <https://iupvideo.zoom.us/j/4675502666>

Interactive Workshops and Presentations

Learn valuable writing and research skills through our advanced workshops.

All workshops take place at this URL:

Join from PC, Mac, iOS or Android: <https://iupvideo.zoom.us/j/9194357080>

11:00-11:50 a.m. – Presentation: Introduction and Crash Course in Key Strategies for Dissertation and Thesis Writing Success. *With Dr. Dana Driscoll, Professor of English and Director of the Jones White Writing Center.* Description: In this workshop we will first provide an overview of our boot camp and how it works. For the remainder of the workshop, we'll cover key strategies for dissertation and thesis writing success including, time management, avoiding,

common writing pitfalls, goal setting, cultivating positive writing dispositions, and how to make good progress with your work. This workshop is recommended for all Boot Camp participants.

12:00 – 12:50 p.m. – Presentation: Getting it all Organized with EndNote and other Note-Taking Apps. *With Dr. Theresa McDevitt, IUP Libraries.* Description: Finding information is just part of the research process. If you want to be successful, you have to get organized as well. In this workshop, we will discuss ways to organize your bibliographic material and take notes including how to get started with EndNote bibliographic software, import references from library databases and Google Scholar, store notes and files such as the pdfs of documents, and create bibliographies automatically. Alternative bibliographic management/note-taking apps will also be briefly discussed.

1:00 – 1:50 p.m. – Presentation: Mastering Your Literature Review. *With Dr. Dana Driscoll, Professor of English and Director of the Jones White Writing Center.* Description: In this workshop, we'll cover strategies for successfully developing your literature review, the purposes and goals of literature reviews, source synthesis, addressing entry points and gaps, structuring your review, and building arguments.

2:00 – 2:50 p.m. – Presentation: Thinking about the Research Design Process: Logic & Alignment. *With Dr. Paul Hawkins, Director of the Applied Research Lab and ARL Consultants.* In this workshop, the ARL will present a metacognitive perspective on the research design process. Students can expect to think about how they think about the research design process and come away with an understanding of how to logically align key research concepts throughout the design process.

3:00 – 3:50 p.m. – Presentation: Avoiding Plagiarism, Addressing Patchwriting, and Ethical Citation Practices for Thesis and Dissertation Writers. *With Mr. Omar Yacoub, Assistant Director of the Jones White Writing Center and Ph.D. Candidate in Composition and Applied Linguistics.* This workshop offers a thorough introduction to advanced citation practices, including avoiding patchwriting and plagiarism, addressing self-citation, and much more. The goal of this workshop is to improve your knowledge in common citation practice challenges that graduate students face so that you will be able to write and submit your work with confidence.

Appendix E: 5-Year Assessment Schedule for Jones White Writing Center Services

As the Jones White Writing Center offers a range of different programs, we engage in a rotational assessment of our programs. We have established the following schedules as part of our five-year assessment plan:

- AY 2021-2022: Dissertation and Thesis Writing Boot Camps, Graduate Writing Groups
- AY 2022-2023: International student supports and tutoring
- AY 2023-2024: Workshops and Tutoring Services
- AY 2024-2025: Graduate Editing Service and Business Writing Credential

Appendix F: Feedback from Graduating Tutors

Dr. Wenqi Cui, Writing Center Tutor, Graduate Writing Group Facilitator, and Graduate Editing Service Tutor for 5 years:

Working at Kathleen Jones White Writing Center for the past five years has been an invaluable experience that has significantly shaped and advanced my career goals and professional development as a composition instructor and scholar. My roles include developing and facilitating ongoing graduate writing groups, facilitating thesis/dissertation boot camps, developing new graduate-level workshops, and offering extensive graduate-level and undergraduate-level consultations.

Through working with students from diverse educational, disciplinary, and cultural backgrounds, I have gained a deep understanding of their unique writing needs, challenges, and strengths. The ability to assess students' needs, tailor instruction to their individual requirements, and provide constructive feedback has equipped me with a solid foundation for effectively teaching writing. In addition, leading writing groups has enhanced my ability to facilitate meaningful discussions, foster a collaborative and inclusive learning environment, and encourage critical thinking among students. These skills will undoubtedly contribute to my success as a writing instructor by helping students develop their writing skills and promote their writerly growth.

Moreover, my experiences at Kathleen Jones White Writing Center have enriched my scholarly pursuits and expanded my intellectual horizons. Working with diverse student populations has deepened my understanding of different research methodologies, subject knowledge, and writing conventions. This knowledge base will enable me to engage with a wide range of research topics and effectively communicate my ideas in a scholarly and professional manner. Further, from these working experiences, I have gained insights into the challenges and needs of student writers, which will inform my future research endeavors aiming to improve writing pedagogy and explore innovative approaches to teaching and tutoring writing.

Overall, working at Kathleen Jones White Writing Center has refined my professional skills, cultivated my passion for composition instruction, and enriched my scholarly pursuits. As I continue to pursue my professional and scholarly growth, Kathleen Jones White Writing Center will serve as a springboard for my future endeavors as a writing instructor and scholar, allowing me to make contributions to the field and make a positive impact on students.

Dr. Larry Sugisaki, Writing Center Tutor for 6 years:

When it comes to my time working in Indiana University of Pennsylvania's Kathleen Jones White Writing Center, my 6-years of tutoring experience has been crucial to my development as an effective instructor, academic, and tutor. One of the mantras I preach to

my students I have taught, as well as tutored is you never stop developing as a writer. For me, my experience in the writing center is a perfect reflection of that. During the first year in my doctoral program, I believed I was a pretty good writer before I received feedback from several of my professors on the first major writing assignments for their respective courses. I received very low scores, and it was an eye-opener to say the least. It became very apparent to my professors and I that I could benefit from consistent visits to the writing center. I began making several visits a week to the writing center and the change in my writing ability from the beginning to the end of the semester was a night and day difference. What made me continually visit the writing center was the encouraging, non-judgmental, and family atmosphere of the writing center and its tutors. The IUP writing center tutors have a unique ability to break down any insecurities that a writer like myself had about my/our writing ability and quickly build a relationship of trust, comfort, and helpfulness. It made me realize for myself that I too wasn't done developing as a writer just because I was a doctoral student in the Composition and Applied Linguistics. In turn, this realization made me instill in my students I taught in my ENGL 101 course, as well as the ones I tutored that your writing development doesn't end after one finishes a writing course or graduates from college, but you continually develop this skill all throughout one's life. When students realize that they don't have to put unnecessary pressure on themselves by thinking they have to "master" all the material we cover within a course or a tutoring session, I feel students feel less stressed and more receptive to learning what I have to teach.

The experience in the writing center means a lot to me because my experience as a tutor has shown me that my preferred learning/teaching style is not always the most beneficial, effective, and preferred learning style of the students I am teaching/tutoring. Thus, it's made me become more adaptive and mindful of my teaching/tutoring approaches and practices that I utilize with the students I work with. For this reason, before the start of every tutoring session, I would ask the student I work with whether they had a preferred teaching style that they would like me to use during the tutoring session (verbal, visual, kinesthetic) and this has translated to my own teaching practices as well, where I tend to limit my tutoring to no more than 15-minutes at a time and vary my teaching approaches to be more inclusive of student's preferred learning style.

When it comes to my future career as an English/composition instructor, working in the writing center has been invaluable in my preparation for this career. With my 6-years of writing center tutoring experience, as well as having taught first-year writing courses, I feel I am really well-suited for the role of teaching students in first-year writing courses because I've developed a keen eye for the specific writing issues that many students within these courses struggle with (attention to detail, clear and conciseness, proofreading, prewriting, APA/MLA citation, citing sources). Furthermore, due to the fact that I have worked with students on writing assignments across all departments, majors, and education levels, I've been able hone-in on the specific writing skills and knowledge that

need to be developed, learned, and emphasized within my first-year writing courses because of the direct transferability of these writing skills in and outside the field of composition, as well as the common writing struggles that seem to continue to carry over from first-year writing courses to students' upper level and major courses. It's because of this insight that during my own teaching, I often tend to spend an extended period of time developing and refining these writing skills with my students when I teach first-year writing and emphasizing to students to go through each stage of the writing process to alleviate some of these particular writing issues, even modeling to students sometimes on how to perform some of the tasks that make up a stage in the writing process (Ex. Prewriting, drafting, revising, proofreading).

Secondly, working at the writing center for so long has benefitted me when it comes to my future career because I've given workshop presentations on 20 different topics related to writing, including many of the writing issues and struggles that first-year writing and students outside the field of composition struggle with that includes (1) proofreading, (2) synthesis and source integration, (3) APA/MLA citation, (4) effective research practices, and (5) communicating with professors. For this reason, I'm very knowledgeable and well-suited to meet the needs of first-year writing students and provide them with knowledge, approaches, and tools to alleviate these issues, making their transition to the college environment and academic demands significantly more trouble-free and effortless. Third, working in the writing center has benefitted me in my future career in that it has shown me the type of rewarding service and collaboration opportunities I can provide and partake in at my current institution. At IUP, tutors would sign up for Wednesday Workshop opportunities where every month, writing center tutors would present a workshop on a given writing topic that was open to the entire campus community that students and faculty alike may find helpful and beneficial to them. Again, these may be workshops directly related to first-year writing or writing in general (APA/MLA citation, communicating with Professors, synthesis and source integration techniques, introduction to genre theory and rhetorical situation, etc.) or more general skills (Google Scholar, business writing, or Word beyond the basics). I would certainly like to continue this as part of my service at my new institution, considering they do not have a similar Wednesday Workshop campus event established as of yet. Furthermore, during my time as a writing center tutor at IUP, I had the opportunity of presenting a workshop (Business Writing: Resume & Cover Letter) at the Indiana Free Library that was open to the public and citizens of Indiana, Pennsylvania. I believe this was a good way to build relationships between Indiana University of Pennsylvania, the Kathleen Jones White Writing Center, and the community of Indiana, PA. I think this experience has benefitted me in that it has shown me another avenue in which I can further my service to my current institution by continuing to present workshops at the local library that would be of benefit to the citizens of Fayetteville, North Carolina (city of my current institution).

A fourth benefit for me from working in the writing center and how I see it benefitting me in my future career as an English/Composition instructor is it has developed my ability to adapt to teaching different populations of students. Before my time as a tutor in the writing center, I had teaching experiences of teaching intermediate level, adult immigrants and refugee students at Spokane Community College's Institute for Extended Learning, as well as teaching Japanese elementary school students in 1st-6th grade for 3-years in Japan. However, with my time in IUP's writing center as a tutor, I gained experience in working with a diverse array of students that included multilingual/second language learners, first-generation college students, students with disabilities, non-traditional students, and undergraduate to doctoral level students. Whereas some less experienced teachers may struggle to accommodate, meet the needs, or may feel uncomfortable with interacting with diverse student populations, through my years of experience in tutoring, my comfort level with working with a diverse array of students has increased. My experience working with diverse student populations, my utilization of the Universal Design of Learning framework, and inclusive teaching practices take into the account that diverse student populations are the norm, not the exception.

A fifth benefit for me when it comes to have worked in the writing center that I see as benefitting me in my future career is through the experience I gained in taking on a mentorship role amongst my co-workers. Again, due to the fact that more times than not, I was either one of or the most senior tutor on staff, my writing center directors entrusted me at times to take on many mentorship and leadership roles. I've given workshop presentations on 20 different topics related to writing so for that reason, I had been tasked in many instances with mentoring new incoming consultants to give workshops on a variety of topics. I am well aware from personal experience that public speaking and presenting may be uncomfortable and not everyone's strength, so I allowed new consultants to shadow or watch my workshops, as well as co-present with me. I also allowed for the same mentorship opportunities for new incoming consultants when it came to consultations with writers. I allowed them to shadow a few of my consultations, co-consult with me on a session, and even have me observe a few consultations and offer positive, as well as constructive feedback. How these experiences have informed my own leadership qualities and perspective is the awareness and understanding of how invaluable mentorship and a supportive work environment is for new teachers and tutors. I believe mentorship could benefit me in my future career because it is valuable for new teachers in providing them with (1) knowledge, insight, and guidance from individuals who have done and are still doing the job as an instructor at the current institution, (2) helps with raising their confidence and problem-solving abilities, (3) helps with developing their leadership skills, (4) helps with clarifying and setting smart, realistic goals as an instructor for the semester/year, and finally (5) helps with keeping instructors accountable for achieving their goals.