Annual Report, Centre for Writers
Yan (Belinda) Wang, Dr. Lucie Moussu, Justin Tiedemann
June 2020
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1. INTRODUCTION

A. The Centre for Writers at a Glance

The Centre for Writers (C4W) is a free, one-on-one tutoring service available to all students, faculty, alumni, and staff members at the University of Alberta. We offer support for every level of proficiency, for all disciplines, and have resources to assist ESL/EAL writing concerns. The C4W aims to assist every writer at any stage of the writing process.

The word “clients” is used in this report to encompass all the students, faculty, alumni, and staff members who take advantage of the services the C4W offers.

B. Notes About the Year

- Dr. Moussu went on sabbatical leave for the winter term, and Yan (Belinda) Wang became the Interim Director in Dr. Moussu’s absence.
- The COVID-19 pandemic affected many of the operations of the C4W in Winter 2020. One-on-one appointments were moved to online only on March 17, workshops were cancelled, and Guided Writing Instruction Groups (GWIGs) and Class Group Tutoring (CGT) were moved online.
- Writing Studies (WRS) 301/603 was once again offered in Fall 2019. Dr. Moussu had 9 undergraduate and 9 graduate students. In Winter 2020, 6 undergraduate and 6 graduate students were hired as tutors from the WRS 301/603 course.
- The C4W furniture was moved around to a new configuration between the fall and winter terms to reduce noise and improve the tutoring experience.
- Nineteen different workshops were offered in Fall 2019, and 14 were offered in Winter 2020 (3 were cancelled due to the COVID-19 pandemic).
- The C4W ran 12 GWIGs this year: 1 in the spring/summer, 7 in the fall, and 4 in the winter. For the first time, a GWIG for an international undergraduate student group in the Faculty of Kinesiology, Sport, and Recreation was held.
- Figures 1.1 to 1.3 show the tutoring reservations by standing, faculty, and first language.

![Reservations by Standing](image)

Figure 1.1: Tutoring Reservations by Standing
C. Highlights and Notable Numbers

- Over the past four years, four faculties have been consistent in making the most reservations for tutoring appointments: Arts; Science; Agricultural, Life & Environmental Sciences (ALES); and Engineering.
- This year, the number of Chinese/Mandarin/Cantonese-speaking clients (37%) continued to surpass the number of native English-speaking clients (34%).
- The C4W had a lower number of reservations and clients than previous years, as a reduced number of tutors and a tighter budget has led to a decrease in the amount of available appointments this year.
- As many as 358 clients attended C4W workshops in the fall, and 103 clients attended C4W workshops in the winter. A total of 461 clients attended workshops this year.
- Class Group Tutoring was very successful this year, with 3 tutors supporting 5 courses in the fall and 3 tutors supporting 5 courses in the winter.
• More than 17 Extension courses were served by online tutoring this year, resulting in 72 online tutoring hours. During the COVID-19 pandemic, many non-Extension courses were served asynchronously as well.
• C4W tutors made 23 in-class presentations this year, reaching 825 students.
• In the 2019–2020 academic year, 78% of clients using the drop-in list received same-day tutoring, and 18% of clients using the online waiting list received same-day tutoring.
• During the COVID-19 pandemic, the C4W moved appointments online. 437 online appointments were held between March 17 and April 8, and 16 additional asynchronous appointments were offered.
• When clients were asked if they were happy with the online tutoring service that was put into place because of the COVID-19 pandemic, 86% were very happy, 13% were somewhat happy, and only 1 client was not happy.
• Tutors felt well-supported by the C4W staff during the COVID-19 pandemic, but some were disappointed by the support provided by the University of Alberta as a whole.
2. STAFF

A. C4W Leadership Team

Dr. Lucie Moussu has been the Director of the C4W since July 2009. Dr. Moussu is a tenured Associate Professor in the Department of English & Film Studies in the Faculty of Arts. She is also an Adjunct Associate Professor in the Department of Educational Psychology (Faculty of Education) and in the Faculty of Extension. She teaches WRS 301/603: Writing Centre Theory and Pedagogy and WRS 605: Issues in Second Language Writing, among other courses. Dr. Moussu was scheduled to be on sabbatical leave from January 1, 2020 until June 30, 2020. This sabbatical was cancelled, however, on April 14, 2020 in light of the COVID-19 pandemic and postponed until January 1, 2022.

Yan (Belinda) Wang was the Interim Director of the C4W during the Winter 2020 term while Dr. Moussu was on sabbatical. Belinda is a PhD candidate in Comparative Literature in the Department of Modern Languages & Cultural Studies. She has been working as a peer tutor at the C4W since Winter 2018. She also teaches CHINA 402: Advanced Chinese II. Belinda holds a Master’s degree in English Translation and Interpreting (2012) and a Bachelor's degree in English (2010). Before attending the University of Alberta, she worked as a translator at the Chinese Institute of Certified Public Accountants under the Ministry of Finance of China.

Justin Tiedemann has been the Program Coordinator of the C4W since March 18, 2019. Justin is a former tutor at the Augustana campus (2016–2018) and was recommended for the position of Program Coordinator by the Director of the Augustana Writing Centre, Dr. Craig Peterson. A University of Alberta alumnus, Justin graduated with a Bachelor of Arts in English from the Augustana Campus in May 2018. Justin also completed a Bachelor of Science in Computer Engineering Technologies from DeVry Institute of Technology in 2006.

Stephen Kuntz, Associate Director of the Academic Success Centre, was the supervisor of Justin Tiedemann, program coordinator of the C4W, in Winter 2020 while Dr. Moussu was on sabbatical. He has directed Writing Resources at the University of Alberta since 2006. Prior to that he taught English for Academic Purposes and ESL classes for the English Language Program and the first year Literature/Writing course in the English Department. In addition to offering writing seminars to undergraduate and graduate students and running an editing service, he teaches plagiarism awareness and academic–cultural transition and offers one-on-one writing consultations.

Dr. Wendy Doughty, the Assistant Dean of Student Success, DoS Office, was the Administrative Director of the C4W until November 2019. She is an alumna of the University of Alberta (MEd and PhD) and has taught as a seasonal instructor in three different faculties since 1994. She has worked on the DoS Portfolio for the past eight years, including as Director of the Fresh Start Program and as Director of the Student Success Centre. She has extensive experience working with students who face challenges and barriers in achieving their academic goals.

2. STAFF
B. C4W Tutors

i) Tutor Recruitment

Tutors comprise the core staff of the C4W. The C4W continues with the process initiated in 2010 for the recruitment of potential tutors.

All applicants who have not taken WRS 301/603 are required to interview with Dr. Moussu and/or take two tests. If applicants with previous writing centre or tutoring experience successfully pass the tests and/or interview, they are hired. If applicants do not pass the tests and/or interview, they are advised to take WRS 301/603 or go through individualized tutor training. If applicants pass the tests but do not have sufficient writing centre/tutoring experience, they are asked to take or audit WRS 301/603. While taking or auditing the course, they may be permitted to start working as paid tutors. The course provides tutoring experience and helps students acquire a variety of skills and understandings associated with the theories and best practices of writing centres (see Appendix A for the C4W’s Tutoring Guiding Principles). Furthermore, the course helps students gain insights into their own writing practice.

Table 2.1 below shows the number of WRS 301 and 603 students taking the course and the number of those students hired afterwards.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Winter 2017</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRS 301 students: Hired for the following term</td>
<td>19:9</td>
<td>12:6</td>
<td>17:10</td>
<td>12:11</td>
<td>4:3</td>
<td>18:16</td>
<td>16:12*</td>
<td>N/A**</td>
<td>9:6</td>
</tr>
<tr>
<td>WRS 603 students: Hired for the following term</td>
<td>9:4</td>
<td>7:6</td>
<td>7:4</td>
<td>1:1</td>
<td>5:3</td>
<td>3:1</td>
<td>N/A*</td>
<td>N/A**</td>
<td>9:6</td>
</tr>
</tbody>
</table>

* WRS 603 was cancelled in Fall 2017. Therefore, the two graduate students who wanted to work as tutors had to register in WRS 301 and did not receive graduate credit.
** Both WRS 301 and WRS 603 were cancelled in Fall 2018.

In Fall 2018, the Office of Interdisciplinary Studies (OIS) cancelled WRS 301 and WRS 603. Fortunately, in Fall 2019, Dr. Moussu was able to offer WRS 301 and WRS 603 again.

ii) Salaries and Contracts

Both new graduate and undergraduate tutors are paid bi-weekly, on an hourly basis. Tutors are also required and paid to attend at least three staff pedagogical meetings per term (see Appendix B for staff meeting minutes).

In the 2019–2020 academic year, tutors were paid based on the previously approved DoS tutors scale, found in Table 2.2 below.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Haven't completed a Bachelor's Degree</td>
<td>$18.07/hour</td>
</tr>
<tr>
<td>Completed Bachelor’s Degree relative to the subject matter</td>
<td>$25-$29/hour</td>
</tr>
<tr>
<td>Completed Bachelor’s Degree with teaching experience</td>
<td>$30-$34/hour</td>
</tr>
<tr>
<td>Completed Master’s Degree</td>
<td>$35-$39/hour</td>
</tr>
</tbody>
</table>
Completed Master's Degree with teaching experience $40/hour

As of Winter 2020, in light of the changing budget landscape within the province, the DoS HR team working with the Dean of Students and Associate Dean reviewed tutor salaries and approved new hourly rates for DoS portfolio tutors. The new salary scale (found in Table 2.3 below) will be used for Spring/Summer 2020 hires and the 2020–2021 academic year. Except undergraduate tutors, all other tutors will be paid less than what they used to be. Moreover, the new scale no longer factors in a tutor's prior teaching experience.

**Table 2.3: DoS Portfolio Tutor Hourly Rates (2020–2021)**

<table>
<thead>
<tr>
<th>Status</th>
<th>Hourly Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haven't completed a Bachelor's Degree</td>
<td>$18.07/hour</td>
</tr>
<tr>
<td>Completed Bachelor's Degree</td>
<td>$25/hour</td>
</tr>
<tr>
<td>Completed Master's Degree</td>
<td>$30/hour</td>
</tr>
<tr>
<td>ABD (in a PhD program, All but Dissertation)</td>
<td>$35/hour</td>
</tr>
</tbody>
</table>

Table 2.4 below compares the status and number of C4W tutors hired every fall and winter term during the last five years.

**Table 2.4: Summary of Tutors and Their Status per Term (2015–2020)**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad (paid)</td>
<td>18</td>
<td>20</td>
<td>18</td>
<td>31</td>
<td>12</td>
<td>18</td>
<td>16</td>
<td>15</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>BP tutors (paid)</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Writing group tutors</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Graduate (paid)</td>
<td>16</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>7</td>
<td>9</td>
<td>10</td>
<td>8</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>WRS 301 students</td>
<td>12</td>
<td>4</td>
<td>21</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0**</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>WRS 603 students</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0**</td>
<td>0**</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

* Since Fall 2017, BP tutors are no longer trained and supervised by the C4W.
** Neither WRS 301 nor WRS 603 was offered in the 2018–2019 academic year.

**iii) Tutor Demographics: Academic Programs**

During the 2019–2020 academic year, tutors working at the C4W were from the following programs/departments (number of tutors in that program/department in parentheses):

**Table 2.5: Summary of Paid Tutors’ Programs of Study**

<table>
<thead>
<tr>
<th>Fall 2019: total of 30 paid tutors</th>
<th>Winter 2020: total of 28 paid tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td><strong>Graduate</strong></td>
</tr>
<tr>
<td>Arts—Comparative Literature/sociology (1)</td>
<td>(MSc) Biological Sciences (2)</td>
</tr>
<tr>
<td>Arts—English/Drama (1)</td>
<td>(PhD) Comparative Literature (1)</td>
</tr>
<tr>
<td>Arts—German (1)</td>
<td>(MSc) Chemical Engineering (1)</td>
</tr>
<tr>
<td>Arts—Philosophy (1)</td>
<td>(PhD) Earth Science (1)</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td><strong>Undergraduate</strong></td>
</tr>
<tr>
<td>(PhD) Anthropology (1)</td>
<td>Arts—Comparative Literature/sociology (1)</td>
</tr>
<tr>
<td>(PhD) Comparative Literature (2)</td>
<td>Arts—English (2)</td>
</tr>
<tr>
<td>(PhD) Earth Science (2)</td>
<td>Arts—English/Drama (1)</td>
</tr>
<tr>
<td>(PhD) Earth Science (2)</td>
<td>Arts—German (2)</td>
</tr>
</tbody>
</table>
### C. The Tutors’ Experience

Writing centres do not only benefit the clients. It is important to remember that they also provide valuable employment, as well as academic and professional development for the peer writing tutors. The C4W working environment provides tutors with a practical opportunity to develop and demonstrate professional skills related to customer service and best writing practices and to work in a team-oriented office setting. The C4W is thus a place where clients receive writing support and also a place that provides tutors with opportunities to grow as students, academics, and professionals.

The C4W continues to follow the practices set out in the Guiding Principles for the Centre for Writers, published in 2011 (see Appendix A) to maintain the expectations and standards of the C4W. The guide is a useful reference for the tutors when they run into unfamiliar or awkward situations with clients.

#### i) The C4W Work Environment

While tutoring has academic benefits and relevance for the tutors, the C4W working environment also provides them with a practical opportunity to develop and demonstrate professional skills related to customer service and allows them to work in a team-oriented office setting. The tutors are not only assessed on their tutoring abilities but also on their reliability, professionalism, professional development activities, and attendance for shifts and staff meetings.

Staff meetings are held regularly, and each tutor must attend at least three per term. Staff meetings are a good opportunity to share information and engage in collaborative discussions.

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2. STAFF
about such topics as tutoring strategies, problem-solving, advertising, and promotional materials design (see Appendix B for the staff meeting minutes).

The physical layout of the C4W was changed between the fall and winter terms this year, leading to an improved tutoring experience for both tutors and clients. This included a more open concept with an unimpeded hallway and less noise between cubicles when tutoring was taking place.

At the end of each term (the end of each tutor’s contract), the C4W hosts a potluck supper for tutors and staff. These events provide the opportunity for everyone to debrief at the end of the term and socialize. On April 8, 2020, a virtual end-of-term potluck was held instead due to the COVID-19 pandemic. Tutors and staff prepared their own food and snacks.

ii) Tutor Academic Activities

Throughout the years, Dr. Moussu has always encouraged her WRS 301/603 students and tutors to conduct research projects in the C4W and to read writing centre literature (the C4W receives regular copies of *WLN: A Journal of Writing Center Scholarship* and *The Writing Center Journal*). In the past, she has also encouraged her tutors to send proposals to writing centre conferences such as the Canadian Writing Centres’ Association (CWCA), the International Writing Centers’ Association (IWCA), and the National Conference on Peer Tutoring in Writing (NCPTW). This year, Dr. Moussu was Chair of the IWCA’s 2020 annual conference, which was to take place in Vancouver, BC in October 2020. She planned to involve her students and tutors in this large project, but, sadly, the conference was cancelled due to the COVID-19 pandemic and postponed until October 2022.

This year, tutors’ academic activities included the following:

- Emily worked in the inner city with Alberta Avenue Community League and Westwood Community League as a community coordinator and completed an internship with them through the Serving Communities Internship Program (SCiP).
- Erin was awarded the Department of Biological Sciences Graduate Fellowship and presented a poster at the 100th annual American Geophysical Union conference. She will be defending her master’s thesis on Tuesday, June 2 after which she will be starting a new position as a research assistant at the Woods Hole Research Centre.
- Maryam won a Louise McKinney Post-Secondary Scholarship for academic achievement. She graduated with distinction in June 2020. She presented at the Festival for Undergraduate Research and Creative Activities (FURCA) on “The Opioid Crisis and Street Communities in Edmonton: A Qualitative Study of Precarity and Harm Reduction.”
- Julia won a Universiade ‘83 scholarship for superior academic achievement and excellence in Fine Arts.
- Karrel published the first chapter of his dissertation about ancient atmospheric oxygen in the journal *Nature Geoscience*, which was a major splash that led him to do a few radio and newspaper interviews.
- Sijini has completed her MSc in Systematics and Evolution and published a paper from her thesis. She has joined the University of Texas at Austin, USA in August 2019 as a Paleontology PhD student. She was awarded the Outstanding Student Research Award from the Paleontological Society and the Graduate Student Research Grant from the Geological Society of America (GSA). She has also received a travel grant from the GSA to attend the International Geological Congress in Delhi, India.
Spencer received a University of Alberta Graduate Fellowship, a Graduate Teaching Award from FGSR, and became a founding member of the Science Graduate Student Associations’ Council.

Stenette co-authored a book chapter for the “Qimmeq” which is the culmination of a four-year research project about Greenland Sled Dogs, headed by the Universities of Copenhagen and Greenland. She is working as a 2020 Engage North Intern for Beaver First Nation, where she is assisting on projects related to community capacity-building and food security. She attended the Canadian Anthropology Society and American Anthropological Association (AAA-CASCA) Joint Conference in November 2019 and was set to present a research paper at the Canadian Anthropology Society (CASCA) 2020 conference prior to its cancellation due to the COVID-19 pandemic. She was the President of the Association of Graduate Anthropology Students for 2019/20 and is the Co-editor in Chief of Compass: The Anthropology Student Journal. Finally, she has been the recipient of multiple travel grants that will take her up to the Arctic for research once the dust settles on the pandemic.

Throughout the academic year, Dr. Moussu also helped several of the tutors with reference letters, conference proposals, and grant applications.

D. Financial Information

This year’s C4W total expenditures were approximately $267,000. The following is a summary of expenditures for 2019–2020. The majority of the C4W’s expenditures come in the form of tutors’ salaries.

- 57% on graduate and undergraduate tutor salaries (including salaries for attending DoS orientations/workshops)
  - 85% graduate salaries
  - 15% undergraduate salaries
- 22% on support staff's salaries and interim help
- 10% on benefits for all staff
- 2% on office supplies, printing, advertising, registration, and miscellanea
- 9% on Academic Director's stipend

Total Funding for FY 2019–2020
- Non-Mandatory Instructional Fees (NMIF) Funding: $220,793
- Writing groups: $53,705
- UofA+: $3,530
3. C4W SERVICES AND USE

A. Reservation Details

The C4W schedule displays several different kinds of appointments:

- **Advance bookings** are half-hour appointments for clients who booked a specific time in advance via the online schedule. When the online schedule is full, students may join the online waiting list.
- **No-shows** are appointments booked in advance that the client did not attend and failed to cancel.
- **Walk-in or drop-in appointments** are clients who did not book a specific appointment ahead of time but came directly to the C4W hoping for an open appointment. They often received an appointment in the event of a no-show.
- **Placeholders** are time slots where tutors are working on other activities for the C4W, such as covering reception, doing a class presentation, or promoting the C4W at an event.
- **Express tutoring** appointments are the unscheduled appointments held at the front desk by the designated tutor looking after reception. Typically, these appointments are brief and address only one or two specific questions. Express tutoring appointments do not appear on the online schedule and are counted separately from booked and drop-in appointments.

During the **Spring 2019** term (May 6–June 12):
- the C4W was open 12.5 hours per week, Monday through Thursday
- there was an average of 45 appointments available per week
- **an average of 84% of those appointments were booked** (16% not booked)
- of these booked appointments, 90% were advance bookings, 10% were drop-ins, and no placeholders
- there was an average of 4 no-shows per week, but many were filled by drop-in appointments.

During the **Summer 2019** term (July 9–August 14):
- the C4W was open 12 hours per week, Tuesday through Thursday
- there was an average of 47 appointments available per week
- **an average of 89% of those appointments were booked** (11% not booked)
- of these booked appointments, 88% were advance bookings, 12% were drop-ins, and no placeholders
- there was an average of 5 no-shows per week, but many were filled by drop-in appointments.

During the **Fall 2019** term (September 9–December 6):
- the C4W was open for 12 weeks of tutoring
- during the first six weeks, the C4W was open an average of 25 hours per week, Monday through Thursday. During the last six weeks (after most of the tutors-in-training began tutoring and schedules were adjusted), the C4W was open an average of 35.5 hours per week, Monday through Friday.
- there was an average of 137 appointments available per week
- **an average of 92% of those appointments were booked** (8% not booked)
of these booked appointments, 76% were advance bookings, 11% were drop-ins, and 13% were placeholders.

there was an average of 15 no-shows per week, but many were filled by drop-in appointments.

During the Winter 2020 term (Pre-COVID-19: January 13–March 13 and Post-COVID-19: March 16–April 8):

- the C4W was open for 12 weeks of tutoring; the first 8 weeks occurred as normal, and the last 4 weeks (beginning on March 17) were carried out as online appointments only due to the COVID-19 pandemic.
- Pre-COVID-19 (January 13–March 13)
  - the C4W was open an average of 39 hours per week, Monday through Friday
  - there was an average of 184 appointments available per week
  - an average of 88% of those appointments were booked (12% not booked)
  - of these booked appointments, 72% were advance bookings, 11% were drop-ins, and 17% were placeholders. 4 online appointments were booked on March 13
  - there was an average of 16 no-shows per week, but many were filled by drop-in appointments.
- Post-COVID-19 (March 16–April 8)
  - the C4W was open an average of 35 hours per week, Monday through Friday
  - there was an average of 173 appointments available per week
  - an average of 72% of those appointments were booked (28% not booked)
  - of these booked appointments, 96% were advance bookings, 1% were drop-ins, and 3% were placeholders. 17 online appointments were booked on March 16 before the C4W moved to online appointments only.
  - there was an average of 27 no-shows per week, and no drop-in appointments were offered during this time.
  - 16 additional asynchronous online appointments were offered which allowed tutors to fill some of the time when they had no clients booked.

In general, the C4W’s busiest day was Tuesday, and the busiest time of the day was 1:00pm.

46% of this year’s clients attended more than one tutoring consultation.

In 2019–2020, clients typically worked on:

- essays (50%)
- theses/dissertations (10%)
- research reports (7%)
- resume/cover letters (6%)
- scholarship/grant applications (2%)
- lab/research reports (1%)
- other (24%)

The majority of tutoring consultations included work on:

- organization/structure (47%)
- focus/thesis (36%)
- concision (28%)
- development (26%)
- sentence structure (25%)
- brainstorming (21%)
- proofreading strategies (20%)
- citations (20%)
- purpose (20%)
- word choice (18%)

Table 3.1 below summarizes client reservation details for 2016–2020.

**Table 3.1: Client Reservation Details (2016–2020)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unique clients</td>
<td>259</td>
<td>1833</td>
<td>166</td>
<td>1344</td>
<td>192</td>
<td>1408</td>
<td>185</td>
<td>1197</td>
</tr>
<tr>
<td>Reservations</td>
<td>592</td>
<td>5070</td>
<td>426</td>
<td>3810</td>
<td>566</td>
<td>3725</td>
<td>476</td>
<td>2874</td>
</tr>
<tr>
<td>Walk-ins</td>
<td>51</td>
<td>460</td>
<td>37</td>
<td>596</td>
<td>118</td>
<td>656</td>
<td>54</td>
<td>338</td>
</tr>
<tr>
<td>Express tutoring</td>
<td>8</td>
<td>107</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>60</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>No-shows</td>
<td>82</td>
<td>681</td>
<td>67</td>
<td>681</td>
<td>109</td>
<td>501</td>
<td>51</td>
<td>414</td>
</tr>
<tr>
<td>Clients with 1 appt.</td>
<td>127</td>
<td>875</td>
<td>77</td>
<td>653</td>
<td>85</td>
<td>697</td>
<td>87</td>
<td>661</td>
</tr>
<tr>
<td>Clients with 2-9 appts.</td>
<td>130</td>
<td>889</td>
<td>80</td>
<td>634</td>
<td>98</td>
<td>667</td>
<td>92</td>
<td>498</td>
</tr>
<tr>
<td>Clients with 10 appts.</td>
<td>2</td>
<td>49</td>
<td>9</td>
<td>57</td>
<td>9</td>
<td>44</td>
<td>6</td>
<td>38</td>
</tr>
<tr>
<td><strong>Average total capacity</strong></td>
<td><strong>91%</strong></td>
<td><strong>97%</strong></td>
<td><strong>97%</strong></td>
<td><strong>91%</strong></td>
<td><strong>89%</strong></td>
<td><strong>91%</strong></td>
<td><strong>87%</strong></td>
<td><strong>85%</strong></td>
</tr>
<tr>
<td>ESL tutoring</td>
<td>N/A</td>
<td>266</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>BP tutoring</td>
<td>30</td>
<td>144</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Writing groups</td>
<td>N/A</td>
<td>110+</td>
<td>N/A</td>
<td>100+</td>
<td>60+</td>
<td>130+</td>
<td>10+</td>
<td>110+</td>
</tr>
</tbody>
</table>

* Data disappeared or was not collected due to heavy turnaround of administration.

Figure 3.1 below shows the increases and decreases in unique clients and total reservations over the past four years. In the 2017–2018 academic year, fewer reservations were made due to the C4W opening later and finishing earlier in both the fall and winter terms. In 2018–2019, fewer reservations were made due to a reduced number of tutors, because WRS 301 was not offered. Interestingly, the number of unique clients remained fairly consistent, but the reduced number of reservations highlights an observation of many of our clients that the C4W needs more available hours for appointments.

This year, 2019–2020, the total number of reservations further decreased from the previous year. The fall term did not experience a huge decrease. In fact, there was an increase due to more tutors being available. The C4W was also open fewer weeks due to budget cutbacks. In fall and winter of last year, the C4W was open during reading week, and in Winter 2019, the C4W opened a week earlier and closed a week later. Budget cutbacks this year also affected the total number of tutoring hours per week.

Due to the COVID-19 outbreak at the end of Winter 2020, the C4W was hugely impacted by the sudden transition to remote delivery of courses throughout the University of Alberta community. Students in general were overwhelmed with the changes and impacts on their lives. Many courses altered their assessments, which resulted in less demand for C4W services. Students were not familiar with the process of making online appointments, were not comfortable with online tutoring, and had other difficulties such as technical issues, and time zone problems that prevented them from continuing to receive our services.
B. Client Details

The tables and figures below highlight the areas of information the C4W tracks about its users: reservations by standing, reservations by faculty, reservations by first/home language, and reservations from the waiting and drop-in lists.

i) Reservations by Standing

Undergraduates form the highest percentage of users of the C4W during the fall and winter terms, while usage of the C4W in the spring and summer terms is generally split more evenly between undergraduate and graduate students.

Table 3.2: Reservations by Standing (UG = undergrads; GR = grads)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year UG</td>
<td>188</td>
<td>1977</td>
<td>88</td>
<td>1644</td>
<td>122</td>
<td>1723</td>
<td>75</td>
<td>1188</td>
</tr>
<tr>
<td>2nd year UG</td>
<td>72</td>
<td>806</td>
<td>47</td>
<td>645</td>
<td>62</td>
<td>499</td>
<td>51</td>
<td>426</td>
</tr>
<tr>
<td>3rd year UG</td>
<td>60</td>
<td>477</td>
<td>32</td>
<td>374</td>
<td>27</td>
<td>328</td>
<td>52</td>
<td>269</td>
</tr>
<tr>
<td>4th year UG</td>
<td>15</td>
<td>344</td>
<td>10</td>
<td>174</td>
<td>14</td>
<td>171</td>
<td>9</td>
<td>165</td>
</tr>
<tr>
<td>5th year UG</td>
<td>8</td>
<td>85</td>
<td>3</td>
<td>64</td>
<td>2</td>
<td>45</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Extension</td>
<td>11</td>
<td>112</td>
<td>24</td>
<td>170</td>
<td>18</td>
<td>208</td>
<td>15</td>
<td>73</td>
</tr>
<tr>
<td><strong>UG TOTAL:</strong></td>
<td><strong>354</strong></td>
<td><strong>3801</strong></td>
<td><strong>204</strong></td>
<td><strong>3071</strong></td>
<td><strong>245</strong></td>
<td><strong>2974</strong></td>
<td><strong>202</strong></td>
<td><strong>2134</strong></td>
</tr>
<tr>
<td>% UG</td>
<td>60.1%</td>
<td>76.5%</td>
<td>50.6%</td>
<td>82.6%</td>
<td>44.5%</td>
<td>83.1%</td>
<td>43.2%</td>
<td>76.6%</td>
</tr>
<tr>
<td>MA</td>
<td>108</td>
<td>516</td>
<td>82</td>
<td>286</td>
<td>137</td>
<td>321</td>
<td>102</td>
<td>335</td>
</tr>
<tr>
<td>PhD</td>
<td>99</td>
<td>306</td>
<td>98</td>
<td>280</td>
<td>141</td>
<td>221</td>
<td>134</td>
<td>211</td>
</tr>
<tr>
<td><strong>GR TOTAL:</strong></td>
<td><strong>207</strong></td>
<td><strong>822</strong></td>
<td><strong>180</strong></td>
<td><strong>566</strong></td>
<td><strong>278</strong></td>
<td><strong>542</strong></td>
<td><strong>236</strong></td>
<td><strong>546</strong></td>
</tr>
<tr>
<td>%GR</td>
<td>35.1%</td>
<td>16.5%</td>
<td>44.7%</td>
<td>15.2%</td>
<td>50.5%</td>
<td>15.1%</td>
<td>50.4%</td>
<td>19.6%</td>
</tr>
<tr>
<td>After Degree</td>
<td>8</td>
<td>92</td>
<td>17</td>
<td>72</td>
<td>13</td>
<td>53</td>
<td>7</td>
<td>60</td>
</tr>
<tr>
<td>Faculty</td>
<td>1</td>
<td>23</td>
<td>0</td>
<td>26</td>
<td>0</td>
<td>14</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Figure 3.1: Unique Clients and Total Reservations over Four Years
In the past few years, students from four faculties consistently used the C4W the most. The highest numbers of C4W clients by faculty is shown in Table 3.3 and Figure 3.2 below (starting with the top users).

### Table 3.3: Reservations by Faculty (2016-2020)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>30%</td>
<td>32%</td>
<td>27%</td>
<td>27%</td>
</tr>
<tr>
<td>Science</td>
<td>24%</td>
<td>22%</td>
<td>25%</td>
<td>23%</td>
</tr>
<tr>
<td>ALES</td>
<td>13%</td>
<td>11%</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>Engineering</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Open Studies</td>
<td>6%</td>
<td>5%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Education</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Nursing</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>8%</td>
<td>13%</td>
<td>12%</td>
<td>11%</td>
</tr>
</tbody>
</table>

**Figure 3.2: Reservations by Faculty (2016-2020)**

Table 3.4 shows the number of C4W clients this year that came from all faculties.
### Table 3.4: Reservations by Faculty

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ALES</td>
<td>46</td>
<td>648</td>
<td>33</td>
<td>441</td>
<td>47</td>
<td>412</td>
<td>35</td>
<td>377</td>
</tr>
<tr>
<td>Arts</td>
<td>176</td>
<td>1475</td>
<td>126</td>
<td>1210</td>
<td>130</td>
<td>1018</td>
<td>90</td>
<td>786</td>
</tr>
<tr>
<td>Augustana</td>
<td>2</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Business</td>
<td>11</td>
<td>147</td>
<td>16</td>
<td>107</td>
<td>24</td>
<td>90</td>
<td>9</td>
<td>83</td>
</tr>
<tr>
<td>Campus St.-Jean</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education</td>
<td>19</td>
<td>306</td>
<td>15</td>
<td>179</td>
<td>76</td>
<td>222</td>
<td>49</td>
<td>171</td>
</tr>
<tr>
<td>Engineering</td>
<td>118</td>
<td>402</td>
<td>42</td>
<td>337</td>
<td>101</td>
<td>262</td>
<td>137</td>
<td>223</td>
</tr>
<tr>
<td>Extension</td>
<td>3</td>
<td>52</td>
<td>21</td>
<td>125</td>
<td>5</td>
<td>151</td>
<td>10</td>
<td>84</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Library &amp; Info. Studies</td>
<td>10</td>
<td>36</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Medicine &amp; Dentistry</td>
<td>15</td>
<td>76</td>
<td>10</td>
<td>81</td>
<td>30</td>
<td>70</td>
<td>21</td>
<td>79</td>
</tr>
<tr>
<td>Native Studies</td>
<td>6</td>
<td>23</td>
<td>0</td>
<td>23</td>
<td>8</td>
<td>21</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Nursing</td>
<td>14</td>
<td>188</td>
<td>26</td>
<td>189</td>
<td>20</td>
<td>207</td>
<td>8</td>
<td>150</td>
</tr>
<tr>
<td>Open Studies</td>
<td>11</td>
<td>327</td>
<td>8</td>
<td>108</td>
<td>1</td>
<td>71</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>Pharmacy &amp; Ph. Sc.</td>
<td>1</td>
<td>16</td>
<td>1</td>
<td>15</td>
<td>1</td>
<td>23</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Kinesiology, Sport, &amp; Rec.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>87</td>
<td>7</td>
<td>67</td>
<td>4</td>
<td>57</td>
</tr>
<tr>
<td>Public Health</td>
<td>5</td>
<td>1</td>
<td>36</td>
<td>25</td>
<td>30</td>
<td>10</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Rehab Medicine</td>
<td>0</td>
<td>21</td>
<td>29</td>
<td>18</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Science</td>
<td>170</td>
<td>1140</td>
<td>96</td>
<td>829</td>
<td>84</td>
<td>982</td>
<td>86</td>
<td>675</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

iii) Reservations by First Language

The top three groups of languages spoken by C4W clients this year and last are shown in Table 3.5. As can be seen, the main difference is in the increased number of speakers of languages other than English and Chinese.

### Table 3.5: Top Spoken Languages of C4W Clients

<table>
<thead>
<tr>
<th></th>
<th>2018/2019</th>
<th>2019/2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese/Mandarin/Cantonese (35%)</td>
<td>Chinese/Mandarin/Cantonese (37%)</td>
<td></td>
</tr>
<tr>
<td>English (32%)</td>
<td>English (34%)</td>
<td></td>
</tr>
<tr>
<td>Other non-English languages (33%)</td>
<td>Other non-English languages (29%)</td>
<td></td>
</tr>
</tbody>
</table>

This year also, the number of Chinese/Mandarin/Cantonese-speaking clients surpassed the number of English-speaking clients (which has decreased substantially from previous years) and of speakers of all other non-English languages.

Table 3.6 shows the details of all languages spoken by C4W clients this year.

### Table 3.6: Reservations by First Language

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>24</td>
<td>71</td>
<td>10</td>
<td>82</td>
<td>23</td>
<td>75</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>Bengali</td>
<td>2</td>
<td>73</td>
<td>6</td>
<td>35</td>
<td>2</td>
<td>34</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>Cantonese</td>
<td>6</td>
<td>159</td>
<td>22</td>
<td>122</td>
<td>9</td>
<td>83</td>
<td>5</td>
<td>54</td>
</tr>
</tbody>
</table>

3. C4W SERVICES AND USE
| Language   | Chinese | Filipino | French | German | Greek | Gujarati | Hebrew | Hindi | Hungarian | Indonesian | Italian | Japanese | Kazakh | Korean | Kurdish | Malay | Malayam | Mandarin | Mongolian | Nepali | Pashto | Persian | Polish | Portuguese | Punjabi | Romanian | Russian | Serbian | Sinhalese | Somali | Spanish | Swahili | Swedish | Tagalog | Tamil | Telugu | Thai | Tigrinya | Turkish | Twi | Ukrainian | Urdu | Yoruba | Vietnamese | Other |
|-----------|---------|----------|--------|--------|-------|----------|--------|-------|-----------|-----------|---------|----------|--------|--------|--------|-------|--------|----------|-----------|--------|-------|---------|--------|-----------|--------|---------|--------|-------|----------|-------|---------|--------|--------|---------|-------|----------|--------|-------|----------|-------|---------|----------|
|           | 247     | 1381     | 117    | 968    | 182   | 1076     | 180    | 872   | 106       | 2095      | 61      | 1437     | 92     | 1262   | 80     | 1046  |        |          |           |        |       |         |        |           |        |         |         |       |           |        |         |         |       |           |        |         |         |       |           |        |         |         |       |           |        |         |         |       |           |        |         |         |       |           |        |         |         |       |           |
Table 3.7 and Figure 3.3 below show that clients who do not speak English as their first language increasingly use the C4W. In the fall and winter terms, non-native English speakers usually compose a little over half of the C4W clients; in the spring and summer terms, this number increases substantially.

**Table 3.7: ESL Clients as Percentage of Total Clients**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of ESL Clients</td>
<td>82%</td>
<td>65%</td>
<td>83%</td>
<td>63%</td>
</tr>
</tbody>
</table>

**Figure 3.3: % of ESL Clients in Spring/Summer and Fall/Winter**

iv) Reservations from the Waiting and Drop-in Lists

The scheduling system used by the C4W (WConline) offers an online waiting list, meaning that clients can join the waiting list for any day within three weeks and receive an email if someone cancels an appointment on that day. This is especially useful for clients who want an appointment on a future date.

- In the Spring/Summer 2019 terms, an average of 10 clients were on the waiting list each day, and an average of 2 of those clients received help on that same day. A total of 400 clients used the waiting list, and 93 of those clients received help, resulting in an overall effectiveness of 23.3%.
- In Fall 2019, an average of 40 clients were on the waiting list each day, and an average of 6 of those clients received help on that same day. A total of 2133 clients used the waiting list, and 333 of those clients received help, resulting in an overall effectiveness of 15.6%.
In Winter 2020, an average of 10 clients were on the waiting list each day, and an average of 3 of those clients received help on that same day. A total of 603 clients used the waiting list, and 148 of those clients received help, resulting in an overall effectiveness of 24.5%.

Table 3.8 shows the effectiveness of the waiting list for each weekday for each term.

### Table 3.8: 2019–2020 Online Waiting List Effectiveness by Day

<table>
<thead>
<tr>
<th>Day</th>
<th>Average # of Clients on Waiting List</th>
<th>Average # of those Clients who Received Tutoring that Day</th>
<th>% Helped</th>
</tr>
</thead>
<tbody>
<tr>
<td>S/S 2019</td>
<td>Mondays 6</td>
<td>2</td>
<td>25.7%</td>
</tr>
<tr>
<td></td>
<td>Tuesdays 11</td>
<td>3</td>
<td>24.6%</td>
</tr>
<tr>
<td></td>
<td>Wednesdays 11</td>
<td>2</td>
<td>18.2%</td>
</tr>
<tr>
<td></td>
<td>Thursdays 11</td>
<td>3</td>
<td>27.1%</td>
</tr>
<tr>
<td></td>
<td>Fridays -</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>Mondays 43</td>
<td>7</td>
<td>15.6%</td>
</tr>
<tr>
<td></td>
<td>Tuesdays 40</td>
<td>8</td>
<td>18.6%</td>
</tr>
<tr>
<td></td>
<td>Wednesdays 40</td>
<td>7</td>
<td>17.8%</td>
</tr>
<tr>
<td></td>
<td>Thursdays 37</td>
<td>5</td>
<td>13.2%</td>
</tr>
<tr>
<td></td>
<td>Fridays 42</td>
<td>4</td>
<td>10.0%</td>
</tr>
<tr>
<td>Winter 2020</td>
<td>Mondays 8</td>
<td>2</td>
<td>26.3%</td>
</tr>
<tr>
<td></td>
<td>Tuesdays 8</td>
<td>2</td>
<td>27.8%</td>
</tr>
<tr>
<td></td>
<td>Wednesdays 11</td>
<td>3</td>
<td>23.5%</td>
</tr>
<tr>
<td></td>
<td>Thursdays 13</td>
<td>4</td>
<td>28.3%</td>
</tr>
<tr>
<td></td>
<td>Fridays 13</td>
<td>2</td>
<td>18.4%</td>
</tr>
</tbody>
</table>

The C4W also uses a paper drop-in sheet for same-day appointments. Clients can sign up on the drop-in sheet, and, if someone misses their appointment (by more than 5 minutes), the next person on the paper drop-in list gets to fill the remainder of the appointment. Clients who use the paper drop-in list are required to wait in the C4W in person in order to receive an appointment.

- In the Spring/Summer 2019 terms, an average of 2 clients were on the drop-in list each day, and an average of 1 of those clients received help on that same day. A total of 72 clients used the drop-in list, and 53 of those clients received help, resulting in an overall effectiveness of 73.6%.
- In Fall 2019, an average of 6 clients were on the drop-in list each day, and an average of 4 of those clients received help on that same day. A total of 299 clients used the drop-in list, and 212 of those clients received help, resulting in an overall effectiveness of 70.9%.
- In Winter 2020, an average of 3 clients were on the drop-in list each day, and an average of 3 of those clients received help on that same day. A total of 162 clients used the drop-in list, and 149 of those clients received help, resulting in an overall effectiveness of 92.0%. It should also be noted that the C4W moved to online appointments only for the last four weeks of this term, and no drop-in list was used during this time.

Table 3.9 shows the effectiveness of the drop-in list for each weekday.
Table 3.9: 2019–2020 Drop-in List Effectiveness by Day

<table>
<thead>
<tr>
<th>Day</th>
<th>Average # of Clients on Drop-in List</th>
<th>Average # of those Clients who Received Tutoring that Day</th>
<th>% Helped</th>
</tr>
</thead>
<tbody>
<tr>
<td>S/S 2019</td>
<td>Mondays 2</td>
<td>1</td>
<td>70.0%</td>
</tr>
<tr>
<td></td>
<td>Tuesdays 1</td>
<td>1</td>
<td>82.4%</td>
</tr>
<tr>
<td></td>
<td>Wednesdays 2</td>
<td>2</td>
<td>67.9%</td>
</tr>
<tr>
<td></td>
<td>Thursdays 2</td>
<td>1</td>
<td>76.5%</td>
</tr>
<tr>
<td></td>
<td>Fridays -</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>Mondays 7</td>
<td>4</td>
<td>62.7%</td>
</tr>
<tr>
<td></td>
<td>Tuesdays 6</td>
<td>4</td>
<td>72.1%</td>
</tr>
<tr>
<td></td>
<td>Wednesdays 6</td>
<td>5</td>
<td>83.6%</td>
</tr>
<tr>
<td></td>
<td>Thursdays 5</td>
<td>4</td>
<td>71.2%</td>
</tr>
<tr>
<td></td>
<td>Fridays 5</td>
<td>3</td>
<td>60.0%</td>
</tr>
<tr>
<td>Winter 2020</td>
<td>Mondays 4</td>
<td>4</td>
<td>94.0%</td>
</tr>
<tr>
<td></td>
<td>Tuesdays 2</td>
<td>2</td>
<td>82.1%</td>
</tr>
<tr>
<td></td>
<td>Wednesdays 3</td>
<td>2</td>
<td>93.3%</td>
</tr>
<tr>
<td></td>
<td>Thursdays 3</td>
<td>3</td>
<td>93.3%</td>
</tr>
<tr>
<td></td>
<td>Fridays 2</td>
<td>2</td>
<td>95.8%</td>
</tr>
</tbody>
</table>

As can be seen from Tables 3.8 and 3.9, clients who chose to use the drop-in list were substantially more likely to receive help than those who used the online waiting list.

A few times in the past, a dedicated drop-in tutor was used to meet the demand for drop-in appointments. The above statistics show that drop-ins had a high success rate of receiving help in Winter 2020 despite the lack of a dedicated drop-in tutor. However, using a dedicated drop-in tutor may again be considered in the future, especially during busy times such as midterms and finals.

C. Client Satisfaction

After each tutoring consultation, clients are asked to complete an anonymous feedback form (see Appendix C). This form gives clients an opportunity to indicate how they heard about the C4W and to rate their experience. It allows the C4W to see if the clients are receiving the information/experience that they expect and allows individual tutors to measure their performance.

Table 3.10 below shows how clients in 2019/2020 heard about the C4W. These numbers remain very similar from year to year.

Table 3.10: How did you hear about the C4W?

<table>
<thead>
<tr>
<th></th>
<th>S/S 2019</th>
<th>Fall 2019</th>
<th>Winter 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor/TA</td>
<td>32%</td>
<td>28%</td>
<td>29%</td>
</tr>
<tr>
<td>Word of Mouth (Peers)</td>
<td>22%</td>
<td>16%</td>
<td>15%</td>
</tr>
<tr>
<td>In-class Presentations</td>
<td>3%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Website/Internet</td>
<td>15%</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>Outside Signage/Posters</td>
<td>2%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Orientation</td>
<td>4%</td>
<td>9%</td>
<td>4%</td>
</tr>
</tbody>
</table>
The C4W would like to thank the many professors, instructors, and graduate teaching assistants who support the C4W and promote its services.

Table 3.11 below shows client satisfaction percentages per term. Overall client satisfaction is often higher in the winter term than in the fall, and it is quite high in the spring/summer terms, too.

Table 3.11: Client Satisfaction between 2017–2020

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation was very useful</td>
<td>94%</td>
<td>87%</td>
<td>91%</td>
<td>89%</td>
<td>84%</td>
<td>86%</td>
<td>92%</td>
<td>84%</td>
<td>88%</td>
</tr>
<tr>
<td>Tutor explained concepts very clearly</td>
<td>96%</td>
<td>90%</td>
<td>91%</td>
<td>88%</td>
<td>88%</td>
<td>87%</td>
<td>94%</td>
<td>88%</td>
<td>91%</td>
</tr>
<tr>
<td>Very likely to return</td>
<td>96%</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td>92%</td>
<td>90%</td>
<td>94%</td>
<td>90%</td>
<td>93%</td>
</tr>
<tr>
<td>Very likely to recommend</td>
<td>97%</td>
<td>92%</td>
<td>95%</td>
<td>94%</td>
<td>91%</td>
<td>91%</td>
<td>95%</td>
<td>90%</td>
<td>93%</td>
</tr>
<tr>
<td>Total # of feedback forms</td>
<td>306</td>
<td>996</td>
<td>1447</td>
<td>415</td>
<td>1593</td>
<td>1465</td>
<td>360</td>
<td>1137</td>
<td>1075</td>
</tr>
</tbody>
</table>

Clients also occasionally wrote comments on their feedback forms. Below are some of their positive comments and comments about things that could be improved.

It is important to note that approximately 4% of the total feedback received asked for longer consultations, more tutors, or more appointments per week.

i) Positive Comments

- It's very good to know that C4W take drop-ins. I'll definitely take this chance. Thank you. :)
- Amazing service! Thank you. Love that [the tutor] made me think about things and did not just give me the answer!
- Very helpful to make sure you go in the right direction.
- Amazing place to gain confidence in academic writing.
- Perfect! Thank you for having expert tutors!
- This was my first time here & I loved it! I really think this way helpful in boosting my confidence in writing my paper.
- It's a great resource to have on campus! It is very useful and it helped improve my essay.
- Please continue this initiative.
- I really enjoyed the learning process with the instructor.
- Friendly staff, good at starting on time, great help
- I wanted to know a native speaker's idea about my proposals. I wanted to see if there is any Jargon in my writing format. The tutor helped me to find out about the flow of my proposal and gave me some useful suggestion to improve its readability.
- I think it's very useful for me to discuss some prompts with [the tutor]. She gives many advices to me, like how my research is related to my thesis statement. She is very helpful.
- It was an excellent experience. I came with a goal for my draft of my essay and [the tutor] was super helpful and gave me lots of tips to improve my writing!
- excellent resource to improve writings/essays! Love it! Would recommend it to anybody who needs help with their writing in any course they're taking.
- [The tutor] opened my brain. 11/10 would come again
- I like how [the tutor] is direct and no nonsense when it comes to critiques :)
- As usual, the tutors provided useful feedback and great advice on how to improve my paper. My last psychology paper that I checked with [a tutor] got 100%, so I will definitely come back to the Centre for Writers!
- fantastic experience, stepping out of my comfort zone to seek help was worth it!
- Tutor got me to think through issues/problems on my own, which gave me a clearer idea of what I wanted to do.
- [The tutor] was very helpful, kind and made me feel comfortable with talking about what I was trying to express in my writing. He helped me to strengthen my points and gave me ideas moving forward in my essay.
- These peoples are working for human welfare and that's why it makes me an inspiration to do something for human. Thank you, guys.
- I liked that it felt like we were working through it together. [The tutor] didn't pretend to have all the answers but would suggest strategies for us to discover how to improve the writing.
- I found the session extremely helpful. The tutor provided great advice that I'll be able to implement in my current and future papers. Thank you!
- It really make a huge help to my narrative paper! Tutor helps me solve my structure issues and How I can organize myself paper. I will come again! It is so helpful!!!
- I came in as a drop in and got in pretty quickly. It was very usefull. Thank you.
- This is my first visit to the Centre for Writers and I think it was very useful. I definitely understand my work better and what I am supposed to do for my paper. I will most likely come back again.
- This was my first time here and I was skeptical about the 30minute time frame but IT WAS VERY Helpful!!!
- I am glad I took the initiative to come in and get help. The first session by itself helped so much. I'll be visiting lots throughout this semester.
- I am amazed how quickly you adjusted your services with COVID-19. Your online tool works well and is efficient. In the future, would you consider the online tool in addition to the in person meetings?
- Super helpful didn't make me feel dumb, just that I needed a few changes.
- I really appreciate how quickly my paper was looked at. I have lots of time to polish it up now and am feeling much better about it overall. Thank you.
- Love it! Will recommend for anybody to come for essay writing help. Excellent resource for anyone who needs help at any stage of their writing. EXCELLENT! Gives very constructive feedback!
- I am found the alternative measures that the C4W has adopted during the COVID-19 pandemic very useful, and I am kind of surprised that they are better adapted to this situation than most of my professors.
- It was really helpful space to get my ideas gathered and make a strong essay
- gave very clear and practical advice. When she was uncertain if I understood, paused and would go over it again in a different way. Thanks!
Everybody was very nice and very helpful. It was a comfortable environment to have my assignment looked over.

ii) Things to Improve

- Tutor with similar background will be helpful in clarifying the concept.
- An option to send work before an appointment would be great!
- It was very general. There was nothing super specific or very helpful that could be used.
- When giving students things to improve in their essay give them examples either in their essay or about a made up topic to concrete their understanding.
- Helpful! But maybe speak somewhat more slowly to international students.
- The feedback is very vague and didn't help me improve my paper substantially
- I came here once last year but I was intimidated by the amount of people and the small space. I was ok though today. The two women who helped me were very friendly and put me at ease. I got feedback and feel more confident now. The receptionist was also a nice guy.
- There weren't many suggestions to improve on my writing today. We spent about half an hour just staring at the essay and time wasn't as well spent this session.
- seemed extremely nervous and unsure about the advice being given to me. spent more time addressing her own needs and concerns than my own. asked me my own thoughts on my paper rather than offering guidance. didn't get very much help at all.
- Did not have a lot to say and confused me about what to include in thesis - don't feel like I gained anything
- [The tutor] was helpful, but I'm not sure if he was listening very carefully to my explanation of my paper; he didn't quite seem to grasp what I told him about it, so his comments were a little skewed since his understanding of the paper wasn't quite accurate. However, he did his best and he's improving as a tutor.
- I would just suggest that the tutors keep better track of time in relation to what the student wants to cover.
- I just want the tutor to help me find grammar issues, but the tutor change the idea of my paper
- Maybe recruit some Economic/Social Studies/Political Science major students.
- Maybe it would be better to be able to send the piece and writers skim it quickly before the appointment & then we can go through the whole document more efficiently
- I didn't feel I got much constructive feedback. I kind of felt like I led the session.
- Wish there were more people who were in science relevant programs!

D. Workshops

Workshops were offered in both the fall and winter terms. Each regular workshop was offered twice, on different days of the same week, so as to accommodate as many interested clients as possible.

At the start of both terms, a joint workshop (Getting it WRITE from the Start: Academic Writing) between the C4W and the Academic Success Centre was offered by Dr. Moussu and Stephen Kuntz, introducing the services of both centres and making clients aware of several writing resources on campus. Belinda Wang filled in for Dr. Moussu as the C4W's Interim Director in Winter 2020.
The C4W also continued offering specialized workshops targeted to graduate and post-graduate students, based on the suggestions that were received during the Fall 2018 orientation event. These new workshops were offered only once each due to limited resources. Most were developed by Dr. Moussu, but a few graduate students also developed and delivered some workshops based on their interests and expertise (e.g., Science Writing). The Grad/Postdoc workshops are labelled as such on tables 3.12 and 3.13.

Due to the difficulty of obtaining and returning keys in the Student Union Building (SUB), the regular workshops were scheduled to take place in Assiniboia Hall, room 1-23, which belongs to the C4W. The Grad/Postdoc workshops were scheduled in SUB when possible, and the Program Coordinator, Justin, retrieved the keys before the workshop and returned them the following day. This continued in the winter term as well.

This year, tutors were once again encouraged to attend workshops with pay, since these workshops were considered training. Tutors took advantage of this opportunity to improve their skills and relate better to their clients. In Fall 2019, 45 of the 358 workshop attendees (12.6%) were grad/undergrad tutors or tutors-in-training. In Winter 2020, 15 of the 103 workshop attendees (14.6%) were grad/undergrad tutors.

i) Fall 2019 Workshops

Table 3.12 shows the workshops that the C4W offered in the Fall 2019 term, along with the dates and times. These workshops (except for the first one) were prepared and delivered by experienced grad tutors.

<table>
<thead>
<tr>
<th>Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting it WRITE from the start: Academic writing</td>
<td>Wed Sept 11, 11-12</td>
</tr>
<tr>
<td></td>
<td>Thurs Sept 12, 2-3</td>
</tr>
<tr>
<td>Writing tips for non-native speakers of English</td>
<td>Tue Sept 17, 1-2</td>
</tr>
<tr>
<td></td>
<td>Thurs Sept 19, 11-12</td>
</tr>
<tr>
<td>Writing cover letters for academic jobs (Grad/Postdoc)</td>
<td>Wed Sept 18, 4-5</td>
</tr>
<tr>
<td>Science writing for undergraduate students (Grad/Postdoc)</td>
<td>Mon Sept 23, 1-2</td>
</tr>
<tr>
<td></td>
<td>Wed Sept 25, 11-12</td>
</tr>
<tr>
<td>Writing a teaching philosophy (Grad/Postdoc)</td>
<td>Tues Sept 24, 4-5</td>
</tr>
<tr>
<td>Advanced writing tips for multilingual students</td>
<td>Tue Oct 1, 2-3</td>
</tr>
<tr>
<td></td>
<td>Thurs Oct 3, 11-12</td>
</tr>
<tr>
<td>Writing concisely—an introduction</td>
<td>Mon Oct 7, 11-12</td>
</tr>
<tr>
<td></td>
<td>Wed Oct 9, 2-3</td>
</tr>
<tr>
<td>Introduction to graduate scientific writing (Grad/Postdoc)</td>
<td>Thurs Oct 10, 4-5</td>
</tr>
<tr>
<td>Quoting, paraphrasing, and summarizing</td>
<td>Tue Oct 15, 1-2</td>
</tr>
<tr>
<td></td>
<td>Thurs Oct 17, 11-12</td>
</tr>
<tr>
<td>Reviewing and responding to writing (Grad/Postdoc)</td>
<td>Wed Oct 16, 4-5</td>
</tr>
<tr>
<td>Punctuation power</td>
<td>Mon Oct 21, 11-12</td>
</tr>
<tr>
<td></td>
<td>Wed Oct 23, 1-2</td>
</tr>
<tr>
<td>Communicating with journal editors and reviewers</td>
<td>Tues Oct 29, 4-5</td>
</tr>
</tbody>
</table>

3. C4W SERVICES AND USE

27
In Fall 2019, workshop attendance ranged from 3-26 clients, with an average of 11 clients attending each workshop. The total number of workshop attendees in Fall 2019 was 358.

Figure 3.4 below indicates that 20.5% of workshop attendees were undergraduates, and, surprisingly, 65.7% were graduate students. 13.8% of attendees fell into the “other” category, consisting of faculty, staff, postdoc, after-degree, Faculty of Extension, and Open Studies students.

![Academic Standing](image)

**Figure 3.4:** Current Level of Study of Fall 2019 Workshop Attendees

In Figure 3.5 below, clients evaluated the usefulness of the workshop they attended on a scale of 1 to 3, with 1 being “not useful,” 2 being “somewhat useful,” and 3 being “very useful.” A total of 73.2% of all attendees found the workshops “very useful.”
98.9% of attendees stated they would be interested in attending future workshops.

**ii) Winter 2020 Workshops**

In Winter 2020, C4W grad tutors were again offered the opportunity to deliver workshops. When possible, one tutor led the same workshop on both days it was offered to save on preparation time. Tutors were encouraged to select dates and times for facilitating workshops in an effort to make the workshops more accessible to both facilitators and interested clients.

Due to the COVID-19 pandemic, all workshops were cancelled from Friday, March 13 to the end of the term. The subsequent facts and figures in this section reflect only the workshops that took place in Winter 2020 before the cancellations.

Table 3.13 shows the regular workshops that the C4W offered in the Winter term along with the dates and times.

**Table 3.13: Winter 2020 Workshops**

<table>
<thead>
<tr>
<th>Workshop Description</th>
<th>Date and Time</th>
</tr>
</thead>
</table>
| Getting it WRITE from the start: Academic writing | Thurs Jan 9, 3-4  
| | Mon Jan 13, 11-12 |
| Writing tips for non-native speakers of English | Wed Jan 15, 2-3  
| | Thurs Jan 16, 11-12 |
| Introduction to graduate scientific writing (Grad/Postdoc) | Thurs Jan 16, 3-4 |
| Science writing for undergraduate students | Tues Jan 21, 10-11  
| | Thurs Jan 23, 1-2 |
| Translating your academic work for a public audience (Grad/Postdoc) | Mon Jan 27, 3-4 |
| Advanced writing tips for multilingual students | Mon Jan 27, 11-12 |
### 3. C4W Services and Use

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing concisely—an introduction</td>
<td>Wed Jan 29, 10-11</td>
</tr>
<tr>
<td>Graduate writing strategies for multilingual students (Grad/Postdoc)</td>
<td>Tues Feb 4, 11:30-12:30</td>
</tr>
<tr>
<td></td>
<td>Thurs Feb 6, 2-3</td>
</tr>
<tr>
<td>In-class essays and short answer exam questions</td>
<td>Thurs Feb 6, 3-4</td>
</tr>
<tr>
<td>Punctuation power</td>
<td>Mon Feb 24, 11-12</td>
</tr>
<tr>
<td></td>
<td>Wed Feb 26, 10-11</td>
</tr>
<tr>
<td>Academic research and writing (Grad/Postdoc)</td>
<td>Fri Feb 28, 11-12</td>
</tr>
<tr>
<td>Writing effective introductions and conclusions</td>
<td>Tues Mar 3, 2-3</td>
</tr>
<tr>
<td></td>
<td>Thurs Mar 5, 12:30-1:30</td>
</tr>
<tr>
<td>Reviewing and responding to writing (Grad/Postdoc)</td>
<td>Tues Mar 10, 3-4</td>
</tr>
<tr>
<td>Grammar power</td>
<td>Thurs Mar 12, 3-4</td>
</tr>
<tr>
<td></td>
<td>Fri Mar 13 (cancelled)</td>
</tr>
<tr>
<td>Writing a lab report</td>
<td>Tues Mar 17 (cancelled)</td>
</tr>
<tr>
<td></td>
<td>Thurs Mar 19 (cancelled)</td>
</tr>
<tr>
<td>Getting ready for conference presentations (Grad/Postdoc)</td>
<td>Tues Mar 24 (cancelled)</td>
</tr>
<tr>
<td>Quoting, paraphrasing, and summarizing</td>
<td>Thurs Mar 26 (cancelled)</td>
</tr>
<tr>
<td></td>
<td>Fri Mar 27 (cancelled)</td>
</tr>
</tbody>
</table>

Winter 2020 workshop attendance ranged from 0-14 clients with an average of 5 clients attending each workshop. The total number of attendees in Winter 2020 was 103. Again, it is important to note that the last six scheduled workshops were cancelled due to COVID-19.

Figure 3.6 below indicates that, surprisingly, only 15.0% of all winter workshop attendees were undergraduates while 72.1% of all winter workshop attendees were graduate students. 12.9% of all attendees fell into the “other” category, consisting of faculty, staff, postdoc, after-degree, Faculty of Extension, and Open Studies students.

![Figure 3.6: Current Level of Study of All Winter 2020 Workshop Attendees](image-url)
In Figure 3.6 below, winter workshop attendees evaluated the usefulness of the workshop they attended on a scale of 1 to 3, with 1 being “not useful,” 2 being “somewhat useful,” and 3 being “very useful.” A total of 68.8% of all attendees found the workshops “very useful,” and none of the attendees found the workshop “not useful.”

![Bar chart showing workshop evaluation](image)

**Figure 3.6: Winter Workshop Attendee Feedback**

100% of attendees stated they would be interested in attending future workshops.

### E. Guided Writing Instruction Groups (GWIGs)

Guided Writing Instruction Groups (GWIGs) for international graduate students allow students to learn new writing skills, practice these skills under expert guidance, work intensively on current writing projects, and benefit from individualized feedback.

Each group consists of 10 students and meets for two hours every week throughout the term (for about one hour of instruction and one hour of writing practice on students’ own writing projects). Whenever possible, groups are facilitated by graduate tutors with experience relevant to their students’ specific needs (e.g., a facilitator working on her PhD in Engineering will lead a GWIG funded by the Faculty of Engineering and designed specifically for international graduate students in this faculty). In addition, participating students send a few new pages of their own writing to their group facilitator every week, so they can receive individualized feedback on these submissions.

GWIGs dramatically reduce thesis/dissertation advisors’ work, provide a durable support system that does not exist elsewhere in students’ departments or faculties, ensure that students acquire excellent writing skills that will translate into better job opportunities, provide teaching and mentoring opportunities to the graduate tutors leading these groups, and significantly reduce the cost of one-on-one tutoring.
Every term, faculties funding GWIGs for their students advertise these groups to their students. Sometimes, University of Alberta International (UAI) and the C4W fund interdisciplinary groups open to international students from all faculties.

The academic backgrounds of applicants reflect the types of groups available in any given term, but since the fall application form is available to everyone, students from a variety of disciplines also apply (see Table 3.15 below). These numbers help the C4W decide which types of groups should be created the following term. In the future, the C4W hopes to collaborate with more faculties to fund more GWIGs for students from a variety of disciplines.

Table 3.14 shows the groups since Winter 2016 that have been funded by specific faculties, University of Alberta International (UAI), and the Centre for Writers (C4W):

**Table 3.14: Guided Writing Instruction Groups between 2016–2020**

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ALES</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering*</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>KSR**</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>UAI***</td>
<td>2</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4W</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td>4</td>
</tr>
</tbody>
</table>

* In Fall 2018 and Winter 2019, engineering GWIGS were designed for MEng students only. In Fall 2019, three engineering GWIGs were designed for funded students only and one for MEng students only.

** In Winter 2020, the Faculty of KSR funded one graduate GWIG and one undergraduate GWIG from China.

*** In Winter 2019 and Fall 2019, UAI GWIGs were designed for sponsored students only.

Every time these GWIGs open for registration, the considerable need for writing support is immediately apparent. Every term that GWIGs have been offered, the C4W has received 100–250 applications from international graduate students across the university (see Table 3.15 below for examples of numbers). In recent terms, the application forms were closed as soon as enough students were selected for the funded groups (which explains decreasing application numbers). Also, certain groups only allowed students in their own faculty to apply or created GWIGs specifically for their faculty. This means that the number of applicants (see Table 3.15) does not necessarily reflect the number of students who would like or would need to participate in these groups. However, even within a one- or two-week period, the C4W receives many more applications than it can accept, which is frustrating for the large numbers of applicants that the C4W must turn away.

**Table 3.15: Guided Writing Instruction Group Applicants by Faculty**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ALES</td>
<td>19</td>
<td>28</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Arts</td>
<td>24</td>
<td>33</td>
<td>18</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Business</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
i) GWIG Participant Feedback

Mid-term feedback allows the GWIG facilitators to modify their focus and teaching style, if and as necessary. For example, some students requested more student-directed class time to discuss their particular concerns. The facilitators discussed these issues with their students and adjusted accordingly. Student feedback at the end of the term was overall very positive (see Appendix D for complete GWIG student feedback), and participant suggestions were taken into consideration to improve the groups in the future.

Faculties and departments that are interested in creating Guided Writing Instruction Groups for their international graduate students are more than welcome to contact Dr. Moussu.

F. Online Tutoring

In the spring, summer, fall, and winter terms, four tutors provided online tutoring for students registered in online courses, in practicums, or in work terms that do not allow them to visit the C4W in person during operating hours. This service is mainly used by distance education students in the Faculty of Extension.

After the C4W began offering online appointments only, online tutoring became known as “asynchronous online tutoring” and regular tutoring appointments became known as “synchronous online tutoring.” The name changes were made in an effort to clarify the different types of online tutoring. Asynchronous online tutoring was expanded to include clients who were unable to make an appointment through synchronous online tutoring, and so more clients were able to be helped in this way.
i) Courses

Table 3.16 below shows the breadth of courses and writing projects for which clients have sought help using the C4W’s online tutoring services.

Table 3.16: Asynchronous Online Courses

<table>
<thead>
<tr>
<th>Spring/Summer 2019 courses that received online support</th>
<th>Fall 2019 courses that received online support</th>
<th>Winter 2020 courses that received online support</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXIAPP 8171, EXIAPP 8173, EXIAPP 8175</td>
<td>DHYG 418, EDEL 597, EXIAPP 8171, EXIAPP 8177, EXLDR 5624, EXLGP 8202, EXOS 4578, EXOS 4620, NURS 678</td>
<td>EXBA 5687, EXIAPP 8171, EXLDR 5623, EXOS 4620, EXT 300, + Various on-campus courses (due to the COVID-19 pandemic).</td>
</tr>
</tbody>
</table>

In addition, our online tutors supported the following projects:

- Literature reviews
- Masters’ theses
- Case studies
- Masters’ theses
- Statement of purpose/intent
- CV/Résumé
- Co-op assignments.
- Discussion posts
- Case studies
- Research proposals
- Annotated bibliographies
- Literature reviews
- Capping exercises

Total number of tutoring hours: 14.5
Total number of tutoring hours: 24
Total number of tutoring hours: 33.5

ii) Online Student Feedback

- I had a great experience with online tutoring. I used C4W couple of times before but I had never been satisfied.
- The tutor was very respectful in his comment and feedback
- It was very good and helpful
- I love the way gaps were identified and explained to me in detail and suggested alternatives. The feedback helped me to see the problem in my writing pattern and ways to mitigate it. It helped me to enhance my critical reading and writing skills.
- Tutor was fast and easy to understand very resourceful and had good suggestions
- Thank you so much!
- Pointed and very useful feedback were provided. The errors highlighted may have appeared simply, but its frequency may have been major if the feedback was not done by [the tutor].
iii) New Handbook

During the 2019–2020 academic year, the C4W’s online tutors continued to work on a handbook of best practices for future online tutors (see Appendix E for this handbook). This handbook will be used for online tutor training in addition to the orientation provided by the Faculty of Extension.

G. Class Visits and Campus Events

As part of its services, the C4W extends an offer to all instructors and TAs to make presentations about its services to their classes. There are two types of presentations the C4W offers: a short 15-20-minute informational talk about services and how to book appointments, or a longer presentation lasting 20-50 minutes, which focuses on a specific assignment for the class. In special circumstances, a longer presentation may be requested.

For the second type of presentation, the C4W gathers information from the instructors on what their expectations are, whether there are specific concerns about assignments that need to be addressed, and what the main focus of the presentation should be. Sometimes, instructors want a specific format or delivery method for the presentation, and the C4W will work with them on their needs.

In-class presentations are conducted by graduate (and in some cases undergraduate) tutors who prepare their presentation under Dr. Moussu’s guidance. Certain tutors are also chosen to do in-class presentations for certain departments related to their areas of study.

Unfortunately, the C4W had to decline 5 of the presentation requests, as no tutors were available to give these presentations.

In August 2019, a form allowing instructors to request different types of class presentations was added to the C4W’s website. It was slightly modified throughout the year as different requests were submitted (e.g., to ensure that instructors were present during presentations and to suggest reasonable time limits and costs for these presentations). Based on the types of requests that were received, the C4W decided to systematically charge all non-classroom presentations (e.g., graduate student associations) for preparation time and delivery time.

i) Spring/Summer 2019 Class Visits

In Spring/Summer 2019, C4W tutors conducted 5 in-class presentations and workshops, reaching 200 students. Table 3.17 displays the details of those presentations.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Students</th>
<th>Length</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 14</td>
<td>Pharm 524</td>
<td>18</td>
<td>20 min</td>
<td>C4W intro + writing reflectively</td>
</tr>
<tr>
<td>July 15</td>
<td>NUR 900</td>
<td>7</td>
<td>50 min</td>
<td>Academic writing and editing for ESL students</td>
</tr>
<tr>
<td>July 16</td>
<td>EAP 135</td>
<td>20</td>
<td>15 min</td>
<td>Intro to C4W services</td>
</tr>
<tr>
<td>July 24</td>
<td>HADVC 211</td>
<td>55</td>
<td>30 min</td>
<td>Basic rules of academic writing</td>
</tr>
</tbody>
</table>
ii) Fall 2019 Class Visits

In Fall 2019, C4W tutors conducted 9 in-class presentations and workshops, reaching 284 students. Table 3.18 displays the details of those presentations.

**Table 3.18: Fall 2019 Class Visits**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Students</th>
<th>Length</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 11</td>
<td>ENGL 102</td>
<td>40</td>
<td>10 min</td>
<td>Intro to C4W services</td>
</tr>
<tr>
<td>Sept. 12</td>
<td>ENGL 103</td>
<td>40</td>
<td>10 min</td>
<td>Intro to C4W services</td>
</tr>
<tr>
<td>Sept. 14</td>
<td>Faculty of Law - Writing Fellows</td>
<td>12</td>
<td>45 min</td>
<td>How to become an effective editor</td>
</tr>
<tr>
<td>Sept. 19</td>
<td>ENGL 103</td>
<td>40</td>
<td>10 min</td>
<td>Intro to C4W services</td>
</tr>
<tr>
<td>Sept. 26</td>
<td>WGS 101</td>
<td>35</td>
<td>60 min</td>
<td>Essay writing, in-text citations, and bibliography</td>
</tr>
<tr>
<td>Sept. 27</td>
<td>MLCS 204</td>
<td>37</td>
<td>15 min</td>
<td>C4W intro + writing reflection papers</td>
</tr>
<tr>
<td>Oct. 21</td>
<td>POLS 235</td>
<td>34</td>
<td>60 min</td>
<td>Academic writing and writing concisely</td>
</tr>
<tr>
<td>Nov. 21</td>
<td>MLSC 320</td>
<td>26</td>
<td>15 min</td>
<td>Intro to C4W services</td>
</tr>
<tr>
<td>Nov. 27</td>
<td>Canada Mobility Program</td>
<td>20</td>
<td>60 min</td>
<td>C4W intro + the writing process and its importance</td>
</tr>
</tbody>
</table>

iii) Winter 2020 Class Visits

In Winter 2020, C4W tutors conducted 9 in-class presentations and workshops, reaching 341 students. Table 3.19 displays the details of those presentations.

**Table 3.19: Winter 2020 Class Visits**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Students</th>
<th>Length</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 16</td>
<td>RENR 260</td>
<td>120</td>
<td>45 min</td>
<td>C4W intro + strategies for writing an organized and well-argued position paper</td>
</tr>
<tr>
<td>Jan. 16</td>
<td>EAP 135</td>
<td>12</td>
<td>30 min</td>
<td>Intro to C4W services</td>
</tr>
<tr>
<td>Jan. 24</td>
<td>ENGL 103</td>
<td>40</td>
<td>15 min</td>
<td>Intro to C4W services</td>
</tr>
<tr>
<td>Jan. 27</td>
<td>ENGL 102</td>
<td>40</td>
<td>15 min</td>
<td>Writing academic papers</td>
</tr>
<tr>
<td>Feb. 5</td>
<td>Native Studies</td>
<td>45</td>
<td>20 min</td>
<td>C4W intro + essay writing and critical thought</td>
</tr>
<tr>
<td>Feb. 25</td>
<td>C LIT 426/ EASIA 421</td>
<td>15</td>
<td>60 min</td>
<td>How to frame an effective argument, thesis statements, and how to structure a research paper</td>
</tr>
<tr>
<td>Feb. 26</td>
<td>CHEM 305</td>
<td>25</td>
<td>50 min</td>
<td>Academic writing with a focus on scientific fields</td>
</tr>
<tr>
<td>Mar. 9</td>
<td>PLAN 503</td>
<td>20</td>
<td>60 min</td>
<td>C4W intro + proposal writing</td>
</tr>
<tr>
<td>Mar. 12</td>
<td>MLCS 299</td>
<td>24</td>
<td>15 min</td>
<td>Intro to C4W services</td>
</tr>
</tbody>
</table>
iv) Other Events

On Friday, August 30, the School of Public Health held their Public Health Marketplace. The Academic Programs Coordinator invited the C4W to set up a booth in ECHA L1-280/L1-380 from 12:00–1:30 pm. The Marketplace was designed to be a meet-and-greet where students could meet instructors, classmates, and administrative staff. Belinda attended on behalf of the C4W and was able to introduce C4W services to the students and faculty in attendance.

In September 2019, the C4W was able to rent a booth inside the Week of Welcome tents for two days. The four tutors who staffed the booth were able to distribute promotional materials and talk with a large number of students. Justin also helped at the booth.

On Wednesday, September 11, the Faculty of Engineering Co-op Program hosted a Welcome to Co-op Event for all of their newly admitted students. As a part of this “mini trade fair,” they invited the C4W to set up a table in the ETLC Solarium from 5:00–6:30 pm. Over 500 students were introduced to C4W services by the tutor who tabled the event, handing out promotional materials and answering questions.

H. Class Group Tutoring (CGT)

Class Group Tutoring (CGT) is a new program offered by the C4W where experienced undergraduate tutors provide course-embedded writing support to instructors and students in writing intensive courses. The tutors assigned to a class work with the instructor and students throughout the term. Tutors meet with instructors a few times during the term to discuss expectations, schedules, assignments, and tutoring suggestions. Then, tutors meet with small groups of 5–10 students at a time to focus on major writing assignments. To accommodate student schedules, tutors offer 2–3 different meeting times per assignment before the assignment due date. Tutors and students work together to improve writing skills such as analysis, clarity, structure, and flow, based on the instructors’ suggestions and the tutors’ experience (for more information, see the Class Group Tutoring Handbook in Appendix F).

i) Fall 2019/Winter 2020 Class Group Tutoring

In Fall 2019, 3 CGT tutors worked with 5 instructors on 5 courses.

The courses that were matched with CGT tutors in the fall were:
- ENGL 103: The Novel as a Form of Socio-Political Critique
- STS 200: Introduction to Studies in Science, Technology & Society
- 2 sections of SOC 212: Classical Social Theory
- SOC 402: Topics in Sociology

In Winter 2020, 3 CGT tutors worked with 5 instructors on 5 courses.

The courses that were matched with CGT tutors in the winter were:
- ENGL 103: Case Studies in Research: Reading Race and Representation
- C LIT 228: Literature, Popular Culture, and the Visual Arts
- C LIT 243: Fairy Tales and Folk Tales
- SOC 212: Classical Social Theory
- STS 200: Introduction to Studies in Science, Technology & Society
ii) Some Stats/Feedback from Instructors

Tutors helped with assignments such as:

- Essays
- Research papers
- In-class essay exams
- Article analyses

Some instructors modified the way they taught because of CGT support. Instructors thought about how the extra instruction built towards a more coherent paper, some offered extra credit for attendance, and others focused their own writing instruction on bigger picture concepts.

Instructors had varying expectations about the tutor’s role in the courses. Some were new to the program and were not sure what to expect. Some had participated before and had a better idea of how tutors would help their students interpret assignments and improve their writing. Most of the instructors thought that the tutors would help teach their students basic writing skills and provide tips for writing and editing their assignments.

The instructors felt that their CGT expectations were met. Tutors were very responsible in their instruction and communication. Overall, instructors felt that the tutors helped their students to improve their writing skills.

When asked if students were required to attend CGT meetings,

- 89% of the instructors said “no,” and
- 11% said “yes, during their designated time/day.”

Generally, instructors said they could/did not make attendance mandatory for a variety of reasons, including differing student schedules, not feeling that supplemental tutoring was required, and in consideration of a broad range of student writing capabilities and academic backgrounds. Students were generally encouraged by their instructors to attend if they felt the CGT meetings would be beneficial.

When asked if students received extra credit for attending CGT meetings,

- 33% of the instructors said “yes,”
- 56% said “no,” and
- one instructor said, “They received consideration in the ‘participation’ component of the course which is not graded per se, but is used when I decide on borderline cases (e.g., a final grade that could be either a B or B-).”

Instructors that gave extra credit for attendance wanted to encourage and reward students who were committed to improving their writing skills. The instructors who did not give extra credit gave various reasons such as limited time to alter the syllabus, believing that the benefit would be accounted for in the students’ writing and subsequent marks, and not wanting to give extra credit for something they felt students should have already learned before coming to university.

When asked if the writing skills of participating students improved,

- 44% of the instructors said “yes,” and
- 56% said they were “not sure.”

Some instructors stated that they were unsure if their students’ writing improved, because they had not yet had a chance to grade their papers and some were just not sure how to tell. Other instructors said that they felt their students had improved because of the additional perspective.
provided, the specific work dedicated to drafts, and because they had noticed other/various improvements during the term.

When asked if students who attended CGT meetings seemed to appreciate the extra support,
- 78% of the instructors said "yes," and
- 22% said they were “not sure.”

When asked if these instructors would be interested in working with a CGT tutor again,
- 100% of the instructors said “yes.”

The participating instructors agreed that CGT was very beneficial to their students.

When asked if they found CGT to be a positive experience, instructors had the following feedback:
- unsure. would try it again though
- Absolutely! Professional and had advice for what would help with my particular assignments.
- It was absolutely a positive experience. [The tutor] was very proactive in meeting after each paper to find out any areas of concern. Students responded very well to her comments; I noticed substantial and unprecedented improvement in their writing over the course of the semester.
- Positive. The logistics were manageable, and the tutor was engaged and enthusiastic.
- Yes, it was a positive experience. I like getting feedback from the tutor on how I can improve my assignments, and I like being able to send my students to someone trained to help people improve their writing. Otherwise I just get resentful at students not being able to write as well as I think they should be able to by this point in their education.
- Yes.
- Yes, my tutors have all been competent so far and it’s a pleasure to see them use their abilities to help students.
- My experience working with [the tutor] was wonderful. She is very competent, professional, and organized, and I think my students appreciated working with her.

100% of the instructors said they would recommend CGT to their colleagues. Instructors agreed that the improvements they saw in their students' writing would be something that other instructors would appreciate as well.

In Winter 2020, some of the Class Group Tutoring was cancelled while some groups moved online because of the COVID-19 pandemic. When asked whether they were happy with CGT moving online, one instructor summed it up well by saying: “No, it's preferable to do the tutoring in person, so I'm not happy that it had to move online. However, that was outside our control and it's better that they were tutored online than not at all.”

iii) Some Stats/Feedback from CGT Tutors

Average number of students that attended CGT meetings offered to their classes: 9.

When asked if the writing skills of students who attended their CGT meetings improved,
- 100% of CGT tutors said “yes.”

When asked what tutors sensed in the students' reactions to CGT:
● There definitely was a loss of trust when they learned I wouldn't have content knowledge, but it was regained over time and ultimately, I feel most students had a very positive experience and felt helped.
● Enthusiasm.
● They seemed to be very good at using feedback and asking direct questions. Because the sessions were so small, tutoring was a lot more like 1-on-1 tutoring than CGT.
● They were all struggling mostly with genre conventions and writing in the humanities, so they were very glad to have some of the simpler expectations spelled out by someone with experience outside of scientific/mathematical writing.
● I think they were happy to have both the lecture portion of my workshop and the close group work as well. They responded positively to close one-on-one feedback and improved in their thesis writing through that.
● I found most of them reacted very positively to the individual feedback and group work portions of the session. Being able to receive instant feedback seemed to really help them internalize writing strategies and tips for argument construction. I did find them at times quiet and hesitant to speak in front of their peers, but by the end of the session it was no longer a problem.
● I think some students were more willing to participate than others but there was always enough to keep things rolling. At least two students who attended a CGT session later made appointments at the C4W, and I think attending the sessions probably gave them a better idea of what to expect and how to talk about their writing than they might have had otherwise. The feedback I got on the last three sessions (all for the final paper) was quite positive, except for some regret that the sessions couldn't be held in person.

Tutors generally felt that working with their assigned instructors was a positive experience. Instructors communicated well with the tutors and assisted them with materials, room bookings, and input when needed.

Total number of hours spent by tutors during the term to prepare and tutor for a CGT course (class size and number of assignments will greatly affect these numbers):
● In the fall: 55.5 hours
● In the winter: 40 hours

When asked if this CGT experience was an overall positive one, tutors gave the following feedback:
● Yes! It was rough to start, but I developed new skills and confidence for dealing with a lecture environment and coordinating/facilitating a group, as well as working with professors.
● Yes, it gave me breadth in my experience collaborating with professors—Dr. Varsava was very different from Dr. Westerman.
● It wasn't my favorite tutoring experience, mostly due to the low attendance. I also found it a bit repetitive tutoring for SOC 212 a second time, after having already taken the class myself as well.
● It was a great experience. I gained a lot of pedagogical knowledge from our meetings, and found it very fulfilling to support students who were unused to writing and were very committed to doing well and learning.
● Yes. I've always found CGT to be a different sort of job to 1-on-1 tutoring, even though it follows the same principles and requires the same training. Being able to manage larger groups and learn how to plan and tweak lesson outlines on the go was invaluable. In addition, this class was one I've taken before for my major so it was awesome to be able
to apply the writing skills and knowledge I'd picked up while also gaining knowledge and skills from the class.

- Yes. I found tutoring for this class very interesting as it's in my department but not a class I'd taken before, so it was nice to be able to sort of 'learn' alongside the students. Of course, the value of learning how to teach groups of people and work on individual skills together has always been my favorite part of CGT.
- Yes! I haven't had many chances to be in a teacher-like role with a group, and this was a great learning experience for me. I'm not planning to be a teacher, but it is something that I'd like to keep practicing, especially group speaking.

When asked if CGT tutors would recommend participation in the CGT program to other tutors,
- 100% said “yes.”

Other comments and suggestions from tutors:
- Just an idea, not sure about how possible, but—"office hours" or designated one-on-one time for students of a class? Specifically, the option to append time to a one-on-one + CGT tutor’s shift (mostly just arranging to occupy cubicle) for class-specific one-on-ones. logistics to be determined
- Something for next time (especially if we continue online) might be offering some class-dedicated one-on-one sessions to supplement the presentation. It would be nice to be able to guarantee a follow-up for students that need it and I think some of them are discouraged if they see a full schedule at the C4W, even if I tell them about the waitlist.

In Winter 2020, CGT tutors provided the following feedback about CGT during the COVID-19 pandemic.

When asked if they were able to continue as a Class Group Tutor after the breakout of the COVID-19 crisis,
- 67% said “yes,” and
- 33% said “no.”

When asked if the course instructor was accommodating and supportive in moving the CGT online,
- 67% said “yes,” and
- 33% said “somewhat.”

When asked to describe the overall online CGT experience, tutors provided the following feedback:
- It was difficult to get used to, but the actual sessions went smoothly. The biggest thing that was difficult was not being able to really notice if students were confused, whereas in person you can tell from their expressions. Other than that, it went well.
- My instructor was semi-open to moving online but because the crisis happened so close to the planned session dates and then bleeding into the deadline, both me and her agreed it would be best to cancel the upcoming sessions.
- The move online made it difficult to look at students’ writing the way I could with the earlier sessions (I couldn't just move around the room and work with each student). I had a more detailed presentation section and more time for questions in the online sessions than the in-person ones. That ended up suiting the groups better, though, because most of the students were still in the early stages of planning and brainstorming, so there would not have been much actual writing for me to look at anyway. Otherwise, the
transition to online tutoring was pretty smooth. I didn’t run into technical problems with Google Meet and I think I was more comfortable presenting this way than I usually am in person.

iv) Some Stats/Feedback from CGT Students

In the winter, there was no feedback from students likely due to the COVID-19 pandemic.

Whereas in the fall, 20 students in 3 different classes filled out the feedback form.

When asked how many CGT meetings with the tutor they attended,
  ● 25% did not attend any meetings,
  ● 30% attended 2 meetings,
  ● 25% attended 3 meetings, and
  ● 20% attended 1 meeting.

Many of those who did not attend any meetings had conflicting schedules. Some students stated that they instead sought help by booking appointments at the C4W. One student felt their writing skills were sufficient without seeking extra help.

When asked how obligated they felt to attend CGT meetings,
  ● 80% said “encouraged,” and
  ● 20% said “not required.”

When asked how helpful the meetings were,
  ● 45% said “somewhat helpful,”
  ● 25% said “very helpful,”
  ● 25% said “not applicable,” and
  ● 5% said “not helpful.”

When asked how much the tutor’s help affected their writing:
  ● 35% said “quite a bit,”
  ● 25% said “a little,”
  ● 25% said “not at all,”
  ● 10% said “a lot,” and
  ● 5% said “not applicable.”

When asked for suggestions for improving CGT meetings, students wanted longer meetings as well as more meeting times that could accommodate their schedules.

v) Things to Remember for Next Year

For tutors:
  ● Continue asking tutors for instructor/course suggestions.
  ● Keep a more formal “format” for CGT meetings and orientations.
  ● Think about having tutors offer “office hours” to students instead of scheduling specific group meetings.
  ● Remind tutors to be ready to work a lot during some weeks (before papers are due) and not at all during others.
  ● Provide more meeting options so more students can attend.
• Be ready for the instructor to get slightly behind during the term and for the students to wait until the last minute to start writing.

For instructors:
• Make it clearer that it is the instructor's role to find meeting rooms.
• Remind instructors to not attend CGT meetings.
• Ask instructors to encourage their students to attend CGT meetings with a small incentive.
• Discuss with instructors about a better way to schedule meetings and ensure students attend these meetings.
• Remind instructors to ask all of their students to fill out the end-of-term survey, as it is also interesting to know why students did NOT attend CGT meetings.
• Ensure every participating instructor has received/read the handbook!

For students:
• Ask for immediate feedback with a new form at the end of each group meeting.
• Have tutors do a short presentation to the entire class at the beginning of the term, so students are familiar with them and the program.
• Offer extra tutoring help (one-on-one) at the C4W with the same tutor, if possible.
4. CHANGES AND CHALLENGES

The C4W went through several changes and challenges this year, mainly due to financial constraints such as a shrinking budget and less funding from other faculties to fund Guided Writing Instruction Groups. The biggest challenge this year was brought about by the COVID-19 pandemic.

A. Guided Writing Instruction Groups (GWIGs)

When Guided Writing Instruction Groups (GWIGs) were created and initially called “Writing Groups,” Dr. Moussu individually emailed all Deans at the University of Alberta to inquire if they wanted to fund one or more groups catering to international graduate students in their own Faculties (see Appendix G for the letter to the new Science Dean). This initial model worked well for a while, even if a few Deans became annoyed with the bi-yearly requests.

When too few Deans agreed to fund groups for their students, the C4W self-funded “open sections.” Any international graduate student from any Faculty or Department could apply to join one of these groups. As a result, the educational backgrounds of participants in these groups were quite diverse, which was both beneficial and problematic for group dynamics.

In September 2018, a group of students and friends from the Faculty of Kinesiology, Sport, and Recreation (KSR) asked their Dean to fund a GWIG for them. The Dean agreed and funded two GWIGs for this group of students.

In September 2019, Dr. Moussu mass-emailed the Faculty of Engineering and offered individual faculty members and supervisors the opportunity to fund their own students (see Appendix H for the letter to Engineering professors). One lab supervisor in the Faculty of ALES also funded an entire GWIG for his own students. While this model proved extremely successful, and three GWIGs were created for Engineering international graduate students, the logistics of the model were a massive nightmare. It proved extremely difficult to place individual students into separate groups without initially knowing how many students were going to be funded. It also proved nearly impossible to keep track of who had paid what and for whom. A few students in these groups were also quite unhappy to have been forced by their supervisors to attend their GWIGs. The advantages of this type of model were that Dr. Moussu did not have to pursue Deans for funding and that many students in these groups were already friends and worked well together.

In Winter 2020, the Faculty of KSR asked the C4W to create a GWIG for a group of 13 Chinese undergraduate exchange students from Beijing Sport University. These exchange students were simultaneously taking courses in journalism in sports and recreation at the University of Alberta and at NAIT, so the GWIG facilitator had to rely on syllabi from both institutions to create her syllabus. (See section 5 for more information about this undergraduate GWIG).

Table 4.1 shows the GWIGs offered since 2016.

| Table 4.1: Guided Writing Instruction Groups between 2016–2020 |
|-------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| ALES                          |                |                |                | 1              | 1              |                |                |                |                |                |
| Arts                          | 2              | 2              | 2              | 2              |                |                |                |                |                |
4. CHANGES AND CHALLENGES

| Engineering* | 1 | 1 | 1 | 1 | 1 | 1 | 4 |
| Science | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 1 |
| KSR** | 1 | 2 | 2 | 2 | 2 | 1 | 2 |
| UAI*** | 2 | 2 | 1 | 1 | 1 |
| C4W | 1 | 3 |
| Total Groups | 4 | 5 | 6 | 4 | 6 | 7 | 6 | 1 | 7 | 4 |

* In Fall 2018 and Winter 2019, engineering GWIGS were designed for MEng students only. In Fall 2019, three engineering GWIGs were designed for funded students only and one for MEng students only.
** In Winter 2020, the Faculty of KSR funded one graduate GWIG and one undergraduate GWIG from China.
*** In Winter 2019 and Fall 2019, UAI GWIGs were designed for sponsored students only.

B. Transition to Synchronous Online Tutoring

When the coronavirus started spreading in the United States, writing centre directors and administrators in the United States started the transition to offering online tutoring about ten days before the situation became worrisome in Canada. Thanks to this early “warning” of things to come and an amazing exchange of tips, strategies, and documents on the Director of Writing Centers Facebook page, Dr. Moussu and Belinda were able to start training face-to-face graduate and undergraduate tutors to deliver online tutorials early and without panic starting early March.

The C4W was able to continue offering its usual face-to-face tutorials for a week, as many student writers still had appointments booked on our online scheduling system, WCOnline. At the same time, after having gone through some training, more and more tutors started offering online tutorials on WCOnline to test the system, troubleshoot, and help create and improve support/training guides for all tutors and student writers (see Appendix I and J). We thus gradually transitioned from 100% face-to-face to 100% online services.

The university decided to move all courses online on Sunday, March 15 (all classes and exams were cancelled on Monday to give everyone on campus time to move everything online), and tutors at the C4W were all trained and ready to work 100% remotely by Tuesday, March 17.

In addition to face-to-face, in-person appointments, the C4W always offered a minimal, asynchronous tutoring option for student writers who were physically unable to come into the centre, such as those who were taking online or distance education courses, students in the Faculty of Extension, and students in practicums, work terms, or internships. We decided to continue offering this asynchronous tutoring option, to train all our tutors to give asynchronous feedback, and to make it available to all student writers who would prefer it.

The C4W frequently informed student users through mass emails, social media, our website, and lots of phone calls about the C4W transition to online services. Prior to the pandemic, we had never offered synchronous online tutoring, so student writers were initially unfamiliar with WCOnline online tutoring. In addition, some students were not very comfortable with technology, so we removed our usual penalties for lateness and missed appointments. Via WCOnline, we were also able to send a digital feedback form to all student writers at the end of their tutorials to replace the old paper feedback form we used.
Overall, we have had a very successful transition, and our tutors have been wonderful in helping us make it work. The digital tutoring feedback result showed that 86% of our clients were happy about the synchronous online tutoring option we quickly installed (for more details, see Section 3). After the transition to online tutoring only, some tutors experienced technical difficulties during some of their appointments. Some of these problems were due to the WCOnline system, others were due to individual tutor or client connection problems, and some were issues with tutor or client cameras or microphones.

C. Transition to Online GWIGS

Due to the COVID-19 pandemic, the C4W also had to move GWIGs online. According to GWIG tutors, changing to online platforms worked quite well and the transition from in-person to online instruction was a smooth one. Tutors used Google Meet to hold high quality GWIG sessions during the COVID-19 pandemic with no technical issues reported. Students appeared accommodating and supportive in online sessions. They collaborated very well in discussions. Feedback on student writing, as one of the cornerstones of GWIG sessions, was available for students with no major changes in the procedure after switching to online platforms. Feedback from GWIG participants partly mirrored facilitators’ experiences. Many participants agreed that online sessions were well managed, although they would still prefer face-to-face meetings. Both GWIG tutors in Winter 2020 believed our GWIGs could continue to run efficiently regardless of whether we can meet our students in person or online.

D. The New C4W Layout

The physical layout of the C4W furniture was changed between the fall and winter terms this year, leading to an improved tutoring experience for both tutors and clients. This included a more open concept with an unimpeded hallway and less noise between cubicles when tutoring was taking place. One of the WRS 603 students, Peter, wrote a paper on the effects of noise in the writing centre and offered some suggestions for rearranging the physical space.

The reception desk was moved closer to the door, which resulted in less confusion when clients entered the C4W for the first time. Also, the position of several desks changed to help prevent conversations blending between proximal tutoring sessions. In addition, a new tutor corner was added between two cubicles where tutors could make coffee or tea, have some water, read previous staff meeting minutes and writing centre related materials, or place their lunches in the mini fridge. The bookshelves were moved to open up the entrance, a small floating shelf was added with some artificial flowers to brighten the mood in the C4W, and a smaller, half-circle table replaced the old square one where the feedback box, pens, and complimentary candies were placed by the door.

For a comparison between the old and new layouts, please refer to Appendix K.

E. The DoS Portfolio

- Dr. Wendy Doughty, the main DoS/C4W contact person, left the C4W in early November 2019.
All tutors are to be paid under the new tutor scale detailed in Section 2.

Dr. Moussu and Justin lost control over the C4W website in November 2019 due to the change from Sitecore to Cascade. Justin now has to fill out a web content change application form and submit to the DoS Communications team to change content on the website.

The DoS continued with their orientation for all new and returning tutors in the fall and winter terms but used a different format. The DoS previously offered presentations on different topics scheduled around the lunch hour and in the late afternoon every day for an entire week before the start of the Fall 2018 term. C4W tutors were asked to attend as many of these presentations as possible. In the Fall 2019 and Winter 2020 terms, tutors were asked to attend 2-hour presentations on Thursday evenings nearly every Thursday in September and then once a month after that. Again, attendance was not mandatory for each presentation, so tutors could choose when to attend. Different topics were covered at each orientation, and the DoS paid for these hours. One consequence of these orientations was that the schedule needed to be modified so that tutors could attend them. In Fall 2019, the C4W closed earlier on Thursdays to encourage tutors to attend the DoS orientations, but attendance was still fairly low. In Winter 2020, tutors who wished to attend orientations notified Justin ahead of time, and they were removed from the tutoring schedule so they could attend without closing the centre early on those dates. Some tutors were still disappointed that they had to choose between DoS orientation and tutoring shifts.

F. Tutor-Training Courses

In Fall 2018, WRS 301/603 was not offered. Dr. Moussu had to spend Spring/Summer 2018 and Fall 2018/Winter 2019 training tutors individually. The trained tutors received no pay or credit for the training. In October 2018, the Dean of Arts agreed to offer WRS 301 again in Fall 2019 so that tutors could be trained for the C4W.

As a result of the precarious position of the tutor-training course in the Faculty of Arts, Dr. Moussu met with Dr. Jennifer Tupper, Dean of the Faculty of Education. Dr. Tupper, Dr. Cormack (Dean of the Faculty of Arts), and Dr. Costopoulos (Vice-Provost, Dean of Students) agreed that Dr. Moussu could be seconded in the Faculty of Education for two years.

In February 2020, an agreement was signed between the three Deans and Dr. Moussu. Dr. Moussu will start a two-year secondment in the Faculty of Education on July 1, 2020. The tutor-training course, WRS 301/603, is now cross-listed with EDSE 401/501 and will be taught (online) in the Fall 2020 term. (See Appendix L for the course poster).

G. Ongoing Challenges

The C4W always deals with booking challenges, as it can be difficult to find enough available space for some initiatives. In addition to the main C4W room 1-42, the C4W also has full use of Assiniboia Hall room 1-23, but it is too small to comfortably hold staff meetings and workshops.

Staff meetings and GWIG meetings are sometimes held in Assiniboia Hall 1-26 but securing that room is a challenge, too. The C4W books the room through Lex Bos, Executive Assistant in the Department of Women’s and Gender Studies (WGS). C4W events are low priority because
the WGS department needs the room for its own classes and meetings, so the availability of the room is infrequent and unreliable.

The C4W also receives frequent feedback from clients that the main C4W tutoring space is too small and noisy. Clients who wait a long time for drop-in appointments often request that the C4W acquire more quiet space with desks they can work at while they wait. It is our hope that the new layout of the C4W will improve clients’ experience once the C4W tutoring space reopens.

H. Form Changes and Data Collection

This year, several changes were made to existing forms for tutor evaluation, primarily due to the COVID-19 pandemic. Also, new materials were developed to assist graduate tutors facilitating workshops. Data collection was enhanced by adding information about the waiting list and drop-in list, beginning in Winter 2019.

i) Tutor Evaluation Form (Post COVID-19)

Towards the end of the Fall 2018 term, Justin decided to implement a more visual approach to the tutor evaluation forms using Google Forms. Previously, the feedback forms filled out by clients at the end of their tutoring sessions were manually entered into Excel spreadsheets (one for each tutor). Tutors would be sent this feedback individually twice a month. These Google Form feedback results have been used, with only slight modification, since Fall 2018.

The paper feedback forms previously used required clients to fold them before placing them in the feedback box. Justin created new, slightly smaller forms based on the old ones so that clients did not have to fold these. Clients were less confused about how to place the completed forms in the box.

When the transition to online appointments occurred because of the COVID-19 pandemic, WCOOnline surveys were employed to replace the paper copies filled out by clients. Fewer clients responded to the online surveys than the paper forms, but those who did provided valuable feedback. A question was also added asking how happy clients were about the ways in which we had switched to online tutoring. The responses to the online surveys must still be manually entered into Google Forms so that each tutor can see the feedback.

ii) Workshop Info Sheet and Challenges

This year, graduate tutors were again offered the opportunity to deliver individual workshops instead of having only one tutor deliver all workshops. Topics, dates, and times were predetermined by Dr. Moussu in Fall 2019, and graduate tutors could sign up to the topics that interested them depending on their availability. When possible, one tutor would lead the same workshop on both days it was offered in order to save on preparation time.

In Winter 2020, graduate tutors were encouraged to select dates and times to facilitate workshops in an effort to make the workshops more accessible to both facilitators and interested clients. This has resulted in inconsistent times of offered workshops, but the facilitators had fewer problems with their availability to lead the workshops.
Justin was responsible for preparing workshop folders. Each workshop folder contained materials needed for the workshop: handouts, attendance form, feedback forms, and confirmation of attendance forms. In Winter 2020, Justin made slight changes to the way workshop folders were organized. In the past, each workshop date had its own folder, but this was condensed into one folder per workshop topic for Winter 2020.

The times and locations of the workshops offered in the winter were more consistent than those offered in the fall. Also, an info sheet was created with instructions for the tutors who were facilitating a workshop (see Appendix M), but some issues still arose.

One of the challenges of the COVID-19 pandemic was that all workshops were cancelled from Friday, March 13 to the end of term. Six workshops on three topics that had been scheduled following this date had to be cancelled.
5. COLLABORATION AND PROMOTION

A. KSR Undergraduate GWIG

One of the most exciting and successful collaborations this year was an undergraduate GWIG funded by the Faculty of KSR in Winter 2020. Participants of this GWIG were an international cohort from Beijing Sport University in China. These students studied both at NAIT and the University of Alberta during their stay, and the focus of their studies was journalism in sports and recreation. As with the graduate GWIGs, they attended two hours of instruction each week and were regularly encouraged to submit writing samples for review, without the fear of receiving a letter or number grade that would affect their overall GPA. They were an incredibly hard-working group of students who admitted that they began to feel more confident in their writing abilities after attending the GWIG. Kacey, the facilitator of this GWIG, thought it would be beneficial to our own undergraduate students if we began to offer them a similar opportunity. This would help them with their current studies and better prepare them for pursuing a postgraduate education.

B. UofA+ Program, August 2019

The UofA+ program is a two-week intensive bootcamp designed and coordinated by International Student Services (ISS) that introduces incoming international students to the University of Alberta's academic culture and allows these students to develop skills that will help them succeed in the Canadian post-secondary system. Every year, the C4W sends graduate and undergraduate tutors to teach the “Introduction to Canadian Academic Writing” section of the bootcamp. This year, Xiaobing Ling from ISS and Dr. Moussu worked together again to bring about yet another successful bootcamp, even though the overall size of the student population was significantly smaller than previous years. As in previous years, UofA+ participants gave very positive feedback. This feedback can be found in Appendix N.

C. ACCESS Outreach Team

The ACCESS Outreach Team was developed by the DoS Office in an effort to provide students with additional on-campus supports and services. It provides drop-in tutoring with trained tutors in math and writing at various locations around campus as well as mental health support and referrals to various student services, including the C4W. The C4W started to collaborate with the ACCESS Outreach Team in Fall 2018 and, despite a rocky start, continued to loan trained writing tutors in Fall 2019 and Winter 2020.

This year, involved “loaned tutors” were no longer required to reduce their C4W hours, as they were able to negotiate their availability with the ACCESS Outreach Team. Separate contracts and timesheets were provided for these tutors, as the ACCESS Outreach Team is not directly affiliated with the C4W. Dr. Moussu was still responsible for the academic supervision of these tutors, while the ACCESS Outreach Team was in charge of their separate contracts, schedules, salaries, and supervision for ACCESS Outreach Team shifts.
D. Tutoring Recruitment Pamphlet

The C4W continues to use the pamphlet created a few years ago to describe what peer tutoring is, why students should become peer tutors, what exactly peer tutors facilitate, and how to apply to become a peer tutor. This pamphlet answers many questions people have about tutoring at the C4W (see Appendix M). Copies are available in the C4W and in various locations around campus.

E. Tutor-Training Course Promotion

During the March 27 C4W staff meeting, Dr. Moussu announced that the tutor-training course WRS 301/603, now cross-listed with EDSE 401/501, would again be offered in Fall 2020. It is a 3-credit course and counts as an Arts or Education elective. This course will be taught online by Dr. Moussu due to the COVID-19 pandemic and will be instrumental in finding and training new tutors for the upcoming academic year. Tutors were encouraged to tell friends and classmates about this course, especially other Science and Engineering students.

A poster was also developed by Dr. Moussu, advertising the WRS 301/603 & EDSE 401/501 in an effort to encourage students to consider becoming peer tutors. The poster can be found in Appendix L.

F. Website and Social Media

The C4W uses its website to communicate information about its services and targets three main groups of users: students, instructors, and potential tutors. Since migrating to Sitecore 3 in Winter 2018, Dr. Moussu and Justin were able to maintain and update the website frequently in coordination with DoS Communications in Spring/Summer 2019. However, they soon lost control over the website after the university switched to Cascade, a new content management system, in Fall 2019. Since then, every change to the website must be made by DoS Communications on a request basis. Justin had to fill out a “DoS Portfolio Website Update Request” Google Form every time a change was to be made in order to get the website updated. This shift of power created some miscommunications between the C4W and DoS Communications, including delays in making changes and inadvertent errors to the content and format of C4W webpages. DoS Communications and the C4W will continue to work together in order to develop solutions that will improve the C4W website.

The C4W also uses Facebook, Twitter, and Instagram to cultivate its digital presence. The Facebook page (facebook.com/centreforwriters) currently has 441 followers. The C4W Twitter account (@UofA_C4W) has 1,113 followers and is now integrated with the online schedule, the website, and Facebook. The online schedule automatically tweets available appointments in the C4W, the live Twitter feed is embedded in the website’s home page, and Facebook posts are automatically posted on Twitter, too. The C4W Instagram account (c4w_ualberta) has 211 followers and is managed by Justin and the DoS Communications. Social media has proven to be a great way of promoting C4W services among our main target groups, as 26% of workshop participants this year indicated that they learned about our offered workshops through social media (see “Workshops” in Section 3).
The most important online tool for the C4W is its scheduling system, accessible through the website. This scheduling software is developed and supported by WCOnline and is used by many writing centres in North America. This makes it easier to see the C4W tutors’ activities at a glance each day. During the COVID-19 pandemic, WCOnline has proven to be an indispensable platform and asset to the C4W services. In addition to its schedule management function, it is also embedded with an online consultation function that allows tutors to offer synchronous online tutoring through microphone and camera. It further allows administrators to pop into online appointments to check in with tutors and fix issues when necessary.

G. Students’ Union and GSA

The C4W continues to run printed ads in the general Students’ Union Handbook and the Graduate Student Association Planner. Over 5,000 copies of the handbooks are distributed at the beginning of the fall term. The C4W also works closely with the Students’ Union Infolink service to ensure they have accurate and up-to-date information about the C4W as well as plenty of our promotional materials to distribute in their booths around campus.

H. Week of Welcome

In September 2016, for the first time, the C4W was able to rent a booth inside the Week of Welcome tents for three days. The four tutors who staffed the booth were able to distribute promotional materials and talk with a large number of students.

In September 2017, DoS Student Services represented the C4W at the Week of Welcome. Because of the administrative challenges leading to a slow start in the Fall 2017 term, no tutors were directly involved in Week of Welcome. Therefore, this event was not as successful in promoting the C4W as in Fall 2016.

In September 2018, DoS Student Services again represented the C4W at the Week of Welcome and distributed C4W postcards and pens. Dr. Moussu helped at the booth. Discussions to find ways for the C4W to have a separate booth and for C4W tutors to participate again took place.

In September 2019, the C4W was able to set up a separate booth at the Week of Welcome. The C4W provided tutors to table at the Week of Welcome and distributed C4W postcards and pens. Dr. Moussu and four other tutors helped at the booth, introducing C4W services and distributing C4W postcards and pens.

I. Posters, Signs, and Brochures

The C4W has two professionally-made, wooden sandwich board signs (one with a typo—it says “Assinboia” in one place where it should say “Assiniboia”) that are placed outside the building during business hours as a constant visual reminder for those walking past that the C4W is nearby and open for business.

In Winter 2018, DoS Communications and Marketing began advertising C4W workshops in bi-weekly Student Digest emails sent to all University of Alberta students. The C4W hopes to
continue to collaborate with DoS Communications to make sure all students who could benefit from our workshops are aware of them. In future academic terms, the C4W will work closely with the DoS Communications and Marketing team to better promote the services offered.

J. Social Endeavors

In September 2018, Dr. Moussu joined the DoS Social Committee. This committee organizes DoS activities for its staff (interestingly, tutors are not considered part of the staff), such as the DoS’ Christmas Luncheon (with an ugly-sweater contest and candy bar), the DoS’ Summer BBQ (with a bouncy castle and food truck), and a Halloween lunch.

In early October 2019, the C4W received twenty five postcards as part of the 2019 Residence Care Package Program, which was organized to support first-year students living in university residences. Tutors were encouraged to write positive, uplifting messages and tips on the postcards for first-year students approaching final exams. These postcards were delivered to Residence Services on November 18, where they became part of care packages distributed to the students.

In May 2019, Dr. Moussu was elected President of the Faculty Women’s Club (FWC). As stated on their website, the FWC is a very dynamic organization that offers fun, friendship, and support to its members through special events and activities. The club offers a wide array of interest groups and provides members with social, creative, gastronomic, and athletic activities throughout the year. Dr. Moussu organized a Wine and Cheese Social event in September, a Coffee Morning event to celebrate long-time members in February, a spring Luncheon with a guest speaker in March, and the association’s AGM in May (online). In May 2020, Dr. Moussu became the FWC’s Past-President.
6. SYNCHRONOUS ONLINE TUTORING IN RESPONSE TO COVID-19

A. Preparatory Stage

When the coronavirus started spreading in the United States, writing centre directors and administrators in the United States started the move to online tutoring about ten days before the situation became worrisome in Canada. Thanks to this early “warning” of things to come and an amazing exchange of tips, strategies, and documents on the Director of Writing Centers Facebook page, Dr. Moussu and Belinda were able to start training face-to-face graduate and undergraduate tutors to deliver online tutorials early and without panic starting early March.

The C4W leadership team created a to-do list to prepare for the full transition from face-to-face to online services. Some indispensable steps included:

- Researching and testing online functionality of the WCOnline system.
- Preparing C4W laptops to enable microphone and camera functions with the DoS IT team.
- Developing quickguides for both tutors and clients about online tutoring appointments (see Appendix I for the Tutor QuickGuide to Online Appointments and Appendix J for the C4W Client QuickGuide to Online Appointments).
- Emailing tutors and scheduling training times between tutors and Dr. Moussu.
- Ensuring tutors had access to reliable computers and off-campus workspaces.

B. Tutor Training

Initially, Dr. Moussu wanted to train tutors one by one in a scheduled manner, but the situation quickly escalated and required group training to be conducted over the course of two days. On March 16-17, Dr. Moussu and Belinda started to train tutors in groups. The following checklist was created to make sure all the important information was included in the emergency training.

- Tutors were asked to read the two quickguides.
- Dr. Moussu or Belinda walked tutors step-by-step through the quickguides.
- Tutors were encouraged to ask questions during the walkthrough and to help improve the quickguides.
- Tutors were paired up to roleplay an online appointment to troubleshoot any problems that might occur.
- A shared Google Drive folder on online tutoring was created and made available to all tutors for their reference.

The university decided to move all courses online on Sunday, March 15 (all classes and exams were cancelled on Monday to give everyone on campus time to move everything online), and tutors at the C4W were all trained and ready to work 100% remotely by Tuesday, March 17. The transition to online appointments went fairly smoothly, and no one experienced any major difficulties during the transition.
C. Ongoing Supervision, Troubleshooting, and Evaluation

In this time of uncertainty, steps needed to be taken to ensure that the tutors’ needs and worries were dealt with quickly and efficiently. Below are some ways in which the C4W leadership team ensured ongoing supervision and troubleshooting.

- Before physically closing the C4W, tutors were initially monitored in the C4W office during their first online appointments (when possible) in order to make them more comfortable and assist with any issues that arose.
- After the University of Alberta required tutors and staff to work remotely, Justin monitored WCOnline by setting up check-in windows every day, remained available by phone, and popped into the tutorial window to check if everything was going well.
- Throughout the rest of the winter term, it was important to gather information to evaluate the mental health of every tutor and help solve any emerging problems.
- Two emergency meetings were held on March 20 and 27 to evaluate the effectiveness of online tutoring, share important information, gather input from the tutors’ experiences, and reduce the ongoing stress of both tutors and staff members.
- Justin and Belinda frequently met with Stephen Kuntz to learn how other DoS departments adapted to the COVID-19 pandemic and cultivated team morale during this time.

D. Post-training Evaluation

On May 21, a survey was sent out to all Winter/Spring 2020 tutors asking them to evaluate synchronous online training (see Appendix P). 20 tutors responded to the survey within 5 days.

When asked how much time they spent helping clients with their writing in a regular online tutoring session,
- 12 (60%) tutors said that they spent 90–100% of tutoring time providing writing support, and
- 8 (40%) tutors said that they could spend more than 90% of this time on writing.

When asked how often they encountered tech-related issues,
- 9 (45%) tutors responded that they experienced tech issues once every couple of shifts,
- 5 (25%) tutors said that tech issues occurred about once per shift or more than once per shift,
- 5 (25%) tutors said they rarely encountered tech issues, and
- 1 (5%) tutor said that some shifts had no issues at all while other clients had issues every time.

When asked how much time they spent on fixing tech-related problems when they encountered those issues,
- 11 (55%) tutors said they spent a couple of minutes,
- 8 (40%) tutors said they usually spent 3-5 minutes, and
- 1 (5%) tutor said that they usually spent more than 5 minutes.

The good news is our tutors are well-trained, resourceful, and inventive enough to fix such tech issues on their own. When asked “how often are you able to fix the issues on your own without seeking the C4W administrator’s help,”
13 (65%) tutors said most of the time they could fix the issues themselves or find alternative ways to help clients, and
7 (35%) tutors said they could always fix the issues themselves.

Though it is generally believed that online tutoring is less efficient than face-to-face tutoring, the responses from the surveyed tutors are quite interesting. When asked if online tutoring was more or less efficient than traditional face-to-face tutoring,
- 10 (50%) tutors thought online tutoring was less efficient,
- 4 (20%) tutors thought online tutoring was just as efficient,
- 2 (10%) tutors thought online tutoring was more efficient, and
- 4 (20%) tutors reported that they were not sure yet.

Overall, C4W tutors seem quite satisfied with the C4W’s transition from in-person to online tutoring:
- 14 (70%) tutors appeared very satisfied, and
- 6 (30%) tutors appeared generally satisfied.

C4W tutors also seem quite satisfied with the way the C4W does online tutoring:
- 15 (75%) tutors appeared very satisfied, and
- 5 (25%) tutors appeared generally satisfied.

Though tutors were very positive about online tutoring, they appear less positive when asked “how satisfied do your clients seem with the online tutoring options we offer”:
- 12 (60%) tutors thought their clients were generally happy with online tutoring,
- 7 (35%) tutors thought their clients seemed very satisfied with online tutoring, and
- 1 (5%) tutor thought their clients did not seem happy or were unhappy about online tutoring.

When asked about the types of challenges tutors face when tutoring online, 16 (80%) tutors mentioned that technical difficulties (such as figuring out audio/video functions, struggling with poor internet connections, etc.) are one of the major challenges they encounter during online tutoring. These technical difficulties can give rise to other issues such as less effective communications with clients, no verbal cues or facial expressions when clients cannot access audio/video functions, and so on. Other non-technical related issues include:
- Both tutors and clients were struggling to adjust to COVID-19.
- Clients had unreasonable expectations. They expected tutors to cover everything they copy/pasted onto the consultation screen in a 30-minute session.
- It was difficult to focus on the writing as clients were easily distracted by their living environment (noise, children, roommates, etc.).

When asked if they feel supported (technically, mentally, etc.) as a University of Alberta employee—by the C4W staff, the DoS office, and the university as whole—all 20 (100%) tutors said they felt supported by the C4W. They thought the C4W staff was readily available to answer their questions and check up on them. They felt the C4W had done a tremendous job giving them resources and support from training to online tutoring and likewise felt that the technical support, training session, and regular online meetings were very useful. Some tutors, however, felt they were not supported by the university as a whole during these difficult times:
- Regarding the university as a whole, I feel that I cannot effectively consider how well I feel supported as an employee without also considering how I feel supported as a
student, which is extremely low, given a personal matter that has caused me great distress since the start of COVID-19 restrictions.

- I would feel more supported as an employee if I felt like the university were to commit to valuing the C4W more, guaranteeing that the individuals who make me feel supported can have good pay, work-life balance (meaning possibly more employees who can bear duties and responsibilities) and continue to operate as empathetically and wonderfully as they do. Especially given the labour put into this online shift and all the mental duress that comes along with both work and just existing at present, for all.

- As an international graduate student and employee, the current situation has strongly highlighted my vulnerable position. I realize that the university is facing difficulties due to the budget cuts; however, I believe that there is still room for added support from the university for members of its community. During this time, more open and timely communication with regards to (possible) upcoming changes and plans is definitely welcome and will benefit employees and students’ mental well-being.

- By the university as a whole, no. The way things have been communicated from the President down through the Faculty of Science has been incredibly inefficient. As a graduate student I feel undervalued and isolated.
7. ACADEMIC DIRECTORS’ ENGAGEMENT, PROFESSIONAL DEVELOPMENT, AND RESEARCH

A. Director Dr. Moussu
During the 2019–2020 academic year, Director Dr. Moussu:

- Was Adjunct Associate Professor in the Educational Psychology Department, Faculty of Education (since 2011).
- Was Adjunct Associate Professor in the Faculty of Extension (since 2015).
- Has been a member of the *Journal of Response to Writing* Editorial Board since January 2018 (the *Journal of Response to Writing* is a refereed, international, practitioner-oriented journal based on current theory and research in the field of Writing Studies, Rhetoric, and Composition).
- Was a guest reviewer for the following scholarly journals:
  - *The Writing Center Journal*;
  - *TESOL Quarterly*;
  - *TESOL Journal*;
  - *Language Teaching Research*;
  - *Journal of Second Language Writing*;
  - *Journal of Response to Writing*;
  - *Writing Program Administration*;
- Regularly met with the Director of the Augustana Campus writing centre, Dr. Craig Peterson.
- Taught a three-hour seminar on Second Language Writing to English and Film Studies graduate students.
- Presented information about the C4W to multiple classes in the English for Academic Purposes program (in the Faculty of Extension) during the fall term.
- Continued as liaison officer as ESL/EAL Faculty (with EFS; International Student Services; Extension; Student Services, Faculty of Arts, etc.).
- Reviewed a tenure file for the University of British Columbia-Okanagan.
- Served as “international expert” on the hiring committee to select the Director of the English Language Network, Aga Khan University, Karachi (Pakistan) and Nairobi (Kenya).
- Was elected Conference Chair for the International Writing Centers Association’s 2020 conference, which was supposed to take place in October in Vancouver, BC. There are usually 1,000–1,300 attendees at this conference. Dr. Moussu was elected Conference Chair on June 10, 2019, but the conference was postponed on May 14, 2020 with the result that her almost full year of work will not come to fruition this October. The Vancouver conference will now take place in October 2022, and Dr. Moussu will be Conference Chair at that time.
- Presented: *The Art of Tutoring: Dealing with Stress and Trauma in the Writing Center* at the IWCA Conference (International Writing Centers Association), Columbus, OH, October 13, 2019.
- Presented: *Frontline Work with Student Writers: Stress and Trauma in the Writing Centre* at the Second Language Symposium, Tempe, AZ, November 13, 2019.
- Was an invited guest to “Tea with Distinguished TESOLers” at the TESOL International Convention in Denver, CO, on April 2, 2020. TESOL was cancelled because of COVID-19.
● Revised (with co-author Christina Grant) and resubmitted to the Journal of Response to Writing: A Collaborative Approach to Supporting International Students with Multimodal Work in the Composition Classroom and the Writing Centre.
● Received IRB/REB approval on February 20, 2020 for a research project as co-investigator alongside Dr. Jenelle Dembsey of Northcentral University (La Jolla, California). The title of the study is: Accessibility and Inclusivity Barriers in Writing Center Conferences. A survey was sent out to members of IWAC and 148 replies were received after two weeks. Data analysis will start in the summer.
● Was supposed to work on a collaborative research project on multimedia literacy with writing centres in the United States but that had to be cancelled because of COVID-19.
● Was President of the UofA Faculty Women’s Club between May 9, 2019 and May 5, 2020.
● Is now Past-President of the UofA Faculty Women’s Club.

B. Interim Director Belinda Wang
During the 2019–2020 academic year, Interim Director Belinda Wang:
● Was a PhD candidate in Comparative Literature at the Department of Modern Languages and Cultural Studies (MLCS), Faculty of Arts (since 2015).
● Was a peer tutor at the Centre for Writers (since 2018).
● Was invited to submit an article entitled “Violence in Chinese Martial Arts Cinema: Representation, Expression, and Substitution” to The Canadian Review of Comparative Literature (CRCL)’s special issue: “Spaces for Conversation.”
● Was a guest reviewer of Connections: A Journal of Language, Media and Culture.
● Was a member of the Canadian Comparative Literature Association (since 2015), Association for Asian Studies, and Women’s and Gender Studies et Recherches Féministes.
● Engaged in two research projects on Song dynasty print culture in collaboration with her supervisor Dr. Daniel Fried.
● Served on the 2019–2020 MLCS Award Committee.
● Was the liaison person between MLCS faculty and Hunan Normal University in China to propose research projects for a collaborative seed grant funding program.
● Gave a guest lecture entitled “Fox Spirits in Chinese Tradition” in MLCS 204: Forms of Folklore, on September 27, 2019.
● Presented information about the C4W to multiple classes in the English for Academic Purposes program (in the Faculty of Extension) during Winter 2020.
● Completed Graduate Teaching and Learning Program (GTLP) Level 2: Practicum designed and delivered by the Faculty of Graduate Studies and Research.
8. GOALS AND RECOMMENDATIONS

The following are goals the C4W would like to work toward in the coming year.

A. Financial

- To continue collaborating with faculties to support the growth of the Guided Writing Instruction Groups and to develop a sustainable funding model to ensure these groups can continue in the long term.
- To develop strategies enabling tutors to attend writing centre conferences again.

B. Tutor Training, Support, and Development

- To recruit and train future tutors from a variety of academic backgrounds to better serve our clients. The C4W particularly needs more tutors from the Faculties of Science and Engineering.
- To foster more community building among C4W tutors through shared activities; for example:
  - Holding more engaging activities throughout each term, in addition to the staff potluck at the end of each term.
  - Celebrating staff birthdays.
  - Highlighting tutor achievements throughout the year.
  - Congratulating graduating tutors.
- To seek out more opportunities to support the professional development of tutors; for example:
  - Allowing experienced tutors to learn from each other through “tutor-to-tutor” consultations.
  - Allowing undergraduate tutors to shadow graduate tutors who lead workshops, GWIGs, and class presentations.
  - Having more experienced tutors lead workshops for newer tutors.
  - Encouraging tutors to submit papers to and present at more conferences.
  - Encouraging tutors to take advantage of the DoS Professional Development fund available to student staff.
  - Giving tutors more opportunities to use their particular expertise on special projects to expand the repertoire of the C4W; for example: creating handouts or cheat sheets on writing in different disciplines, leading workshops for other tutors, or even helping the C4W keep track of its statistics.
- To restart distributing and collecting tutor self-evaluations each term or each academic year to encourage tutors to reflect on their performance.
- To give tutors more opportunities to learn about other student services in the DoS portfolio, so they can better serve clients by recommending applicable resources.
- To add the Read/Write extension for Google Chrome on tutor laptops to assist in explaining grammar rules.
- To better coordinate with the DoS office about the DoS orientation in August.
C. Collaboration and Promotion

- To continue to reach out to instructors whose students are regular C4W clients. This helps promote the C4W and gives tutors and instructors valuable insight into client needs.
- To continue to explore collaboration with specific instructors and classes as the C4W did with the Class Group Tutoring program. A suggestion was made by one tutor to approach the creative writing classes about Class Group Tutoring.
- To improve C4W promotion and marketing by:
  - Continuing to collaborate with DoS Communications to promote the C4W through student and faculty listservs, SUTV, and the Week of Welcome.
  - Coordinating with DoS Communications to update the C4W's website on Cascade to be readily accessible and easily navigable for clients.
  - Making more consistent use of our social media accounts (Facebook, Twitter, Instagram) in order to promote the services offered by the C4W. Justin is currently meeting and working with Debbie Yee, a DoS Communications Team member, over social media in an effort to revive the C4W’s Facebook, Twitter, and Instagram accounts.
  - Securing a table in the Student Union’s Building (SUB) every so often to provide drop-in tutoring and popcorn (pop-in tutoring).
  - Hosting and participating in more events throughout the year.
- To involve the C4W more in the community; other charitable drives such as the WIN House donations collected this year will be considered.

Dr. Moussu and Justin have continued meeting with Associate Dean Student Services, Dr. Helen Vallianatos and Academic Success Centre Associate Director, Stephen Kuntz, to review and discuss writing supports provided across the DoS portfolio. Their goal is to further harmonize available support systems, coordinate services provided to students between units, and collaborate on new and exciting projects.

D. Administrative

- To simplify and streamline the creation of future annual reports.
- To create a template of important tasks to start and complete each month.
- To find new candy for the front table, as the candy previously used is sadly not being stocked anymore 😞
- To implement a penalty when tutors neglect to fill out their client report forms (e.g., if they miss more than 10 client report forms in a term, they will not be re-hired the following term).
APPENDICES

Appendix A – Guiding Principles for the Centre for Writers

The Centre for Writers is a free, one-on-one tutoring service available to all students, faculty, and staff members at the University of Alberta. We tutor for every level of proficiency, for all disciplines, and have resources to assist ESL/EAL writing concerns. The Centre for Writers aims to assist every writer at any stage of the writing process.

We believe that:
1. Developing writing skills benefits writers in the long term.
2. Writing is a multi-stage cyclical process (brainstorming, planning, writing, revising, etc.).
3. Higher-order concerns (such as organization and development of ideas) should be prioritized over revisions of lower-order concerns (such as word choice, spelling, and grammar).
4. Writers provided with the appropriate resource will become self-sufficient.
5. Native English-speaking writers as well as ESL/EAL/bilingual/multilingual writers can all benefit from help with their writing.
6. The diversity of writing context and styles (in different disciplines) implies that there is no one right way of writing.
7. The writer’s voice must be maintained throughout the writing process.
8. Intellectual and academic integrity must always be understood and respected.
9. Maintaining a zero-pressure environment is conducive to discussing openly the writers’ successes and challenges.
10. The strategies we suggest are applicable to all writers: all writers can always improve.

As a result of these beliefs, we implement the following practices:
1. We aim to enhance individual writing practices, not just individual pieces of writing.
2. We encourage all writers, in all faculties and at all levels (students/faculty/staff), to come or return at any stage of their writing to make use of the Centre for Writers’ resources.
3. We promote client involvement and self-direction in the consultation, and incorporate resources to develop effective writing strategies.
4. We are trained to address specific concerns of both native English and ESL/EAL/bilingual/international writers with any concern and at any proficiency level.
5. We will help writers navigate a variety of writing contexts, including assignment analysis and disciplinary writing conventions.
6. We strive to widen our knowledge about different writing standards.
7. We are active readers and listeners and help writers make their own writing decisions through suggestions and questions.
8. Writers are the experts and must take ownership of their work. We are only guides and will not provide content or evaluate/grade a piece of writing.
9. We provide a free and safe place for writers to freely discuss their writing concerns.
10. We will constantly update our knowledge about writing and tutoring, and use this knowledge in our own writing practices.
Appendix B – C4W Staff Meeting Minutes

Date: September 30
In attendance: Lucie (chair), Justin, Erin, Silvia, Belinda, Saeid, Petra, Reza, Julia.
Visitors: None.
Regrets: Wendy.

1. How is everyone doing?
   a. 1-on-1 tutoring
      i. No major issues, no complaints.
   b. Writing groups (Guided Writing Instruction Groups)
      i. Saeid - Thank you for booking room 1-26 on Thursdays.
      ii. Belinda - found a new room as well. 309-B Arts and Convocation Building on Tuesdays and Thursdays, 1-3 pm. (Need to inform Lucie’s students).
   c. Workshops
      i. Lower attendance last week, but very engaged participants.
   d. Presentations
      i. Belinda - went very well, but a ten minute presentation is a bit too short. Professors are very accommodating
         1. The form for pros could be altered to say 15 minutes instead of 5-10.

2. WRS 301/603 co-tutoring and practicum tutoring.
   a. The schedule is changing!
   b. Co-tutoring is confusing, so expect surprises!
   c. For the first week, regular tutors will take the lead and ask the co-tutor if they would like to add anything. In the second week, the co-tutors will take the lead, supported by the regular tutor.
   d. Let Lucie know if any of the new tutors has any issues or is perhaps not yet ready for full-on tutoring.
   e. Justin will be sending out a Google Form to check availabilities again, so that schedule can be more flexible and the new tutors are not left alone without experienced tutors present.
   f. We will hopefully be open on Fridays again!
   g. If you have any questions about co-tutoring, please ask Lucie (they will co-tutor 6 tutorials, 3 per week over 2 weeks). Also let Lucie know how co-tutoring goes, and what problems there are.

3. Residence care packages (postcards?)
   a. Don’t take the postcards home. Fill them out at the front desk.

4. Facebook and Twitter. Let clients know that available appointments are shown here.
   a. Facebook: @centreforwriters
   b. Twitter: @UofA_C4W
   c. Show accounts to clients! (These links are on our main page as well)

5. DO NOT cancel your shifts last minute or come late!
   a. You MUST inform Justin if you are sick before 9:00 am.

6. Do not finish your shifts or appointments late!
   a. Fill out your client report forms at the end of each appointment or at home.
   b. Learn to say no. If a client is insistent, send them to Justin for a drop-in appointment.

   a. Justin will print this out for the tutor corner as well.

8. Computers in the C4W
   a. Do NOT shut down the computers! Log off and leave them open. This includes the reception desk computer.

9. Follow up to spring/summer tutoring question
   a. Tutors are allowed to work in the spring/summer if they are returning as students in the Fall.

10. Safety info is found in the Tutor Corner.

11. Erin’s Presentation
a. Erin discussed her “Ten Tips to Write an Effective Lab Report” poster.
b. The poster will be found under “Handouts” on our website.
c. The poster will be hung in the C4W as well.

12. Discussion Items
   a. Videos on the webpage would be helpful to clients (what to expect in the C4W, how to find us, grammar tips, etc.).
   b. Saeid suggested writing bootcamps, but FGSR is doing it already. We help their bootcamps.
   c. If you have more ideas, please let Justin and Lucie know!

13. Action items (things Justin, Wendy, or Lucie need to verify, investigate, find the answer to, or do, before next meeting).
   a. Justin will enter the feedback forms from co-tutoring under both tutors’ names.

Date: October 11
In attendance: Lucie (chair), Justin, Kacey, Rebekah, Julia, Maryam, Jonathan, Saeid, Majid, Emily, Peter, Kaarel, Belinda, Vivian, Audrey, Jayson.
Visitors: None.
Regrets: Wendy.

1. If you miss a shift you can’t make up the hours!
   a. This includes holidays.

2. Do we want to have a donation box like last year?
   a. Last year was the WIN House Edmonton, and we collected school items for the women in the shelter.
   b. We will do the WIN House again this year.

3. Please clean and put away your coffee mugs!

4. Tidy up after your shifts!

5. Lucie will be in Ohio next week. Justin is in charge.

6. Lucie’s phone number has changed. Please ask her for her new number.

7. Skully died! New piggy bank—Eustice the Unicorn.
   a. Please put money in Eustice if you eat the candy, drink the coffee/tea, etc.

8. Co-tutoring
   a. Rebekah - It’s fun!
   b. Julia - It’s different and takes getting used to, but it works. The clients don’t seem to mind.
   c. Majid - good to coordinate with the co-tutor first, encourage feedback.
   d. Kaarel - went very well, took some adjustment, promoted twice as much tutoring to the client.
   e. Vivian - it went okay, the tutors had me jump in when I had something to say. Only a little intimidating.
   f. Jonathan - went well, interesting. I got more comfortable jumping in.
   g. Emily - just tutored, likes people and communicating, someone with an intimidating lab report was a little scary.
   h. Peter - was able to provide another perspective (as a reader).
   i. Jayson - tutoring himself, learning strengths and personal skills, as well as strategies for how to deal with more difficult clients.

9. Observation reflections: the last 3 weeks have been painful!
   a. Half of the reflections make Lucie proud and happy, 20% not so much.

10. Reminder: let the students talk! Don’t interrupt them, don’t answer questions for them, let them do the work! Be patient. Listen (really LISTEN) to their comments and address them. You don’t have to impress them. ALSO, DO NOT SAY WHAT YOU THINK about APA/MLA, check resources (and give links to students)!
   a. Let the client be in charge. You should not speak as much as the client.
   b. Leave time for the client to answer questions. A little time to think/process can be a good thing. It’s not just awkward silence that needs to be filled.
   c. Ask the client to use what you have taught right after teaching it, instead of just asking if they understand. At the very least, have them take notes.
d. Audrey - it’s okay to get some water or use the washroom after giving the client a task, which gives them time to do the task.
e. Lucie will fire anyone who just says “I think in MLA….” Show the client the resources to find the answers. Perdue OWL is updated.

11. Read the assignment descriptions aloud AND the texts aloud ALWAYS! I don’t want to spy on tutors but learned that one person offered the student the option to read their text silently. That’s absolutely not acceptable.
   a. Do not give the option of reading silently! This is not an option. Either the student reads, or the tutor reads, aloud.
   b. Reading aloud is a great tool, because clients can catch problems at the assignment description stage.
   c. You can read aloud, but also give the client the opportunity to do so.
   d. Audrey - Recording yourself and listening to it while reviewing your paper is a good tool.
   e. Kaarel - sometimes the assignment description is 2 or so pages. Focus on the important parts, especially those parts that pertain to what the student is seeking help for.

12. C-Tribe conference and media launch! [https://ctribefestival.com/]
   a. They are looking for help in the Elevate component of their festival.
   b. Discussions, speakers, panels. Trying to solve the world’s biggest issues.
   c. Not looking for people to simply transcribe what the speakers say, but notetakers who can creatively capture the concepts and points discuss. The layout should be creative and thoughtful.
   d. In exchange, they can’t offer pay (non-profit), but can offer media passes which offer front row seats and access to other events.
   e. Media launch on October 17. They need 2 C4W representatives for this. 6pm to midnight, at a secret location. The conference is during reading week (November 15-17).
   f. Ask Lucie for more info if you are interested.
   g. This is a good opportunity to connect with the community.

13. CV/résumé review: differences in format and purpose!
   a. Please google it if you don’t know the difference or purpose. Find some good references (from universities, preferably).
   b. Don’t tell students things that you don’t know. Show them how to find answers for themselves. Empower them!

14. Discussion Items
   a. Writing groups are okay
   b. Class group tutoring is fine
   c. ACCESS Outreach is not busy at all (Maryam).
   d. One of Maryam’s Class Groups has a professor who uses an older Chicago citation style, which is hard to find resources for. It was recommended that she discuss this with the professor so that a resource can be developed for his students.

15. Action items (things Justin, Wendy, or Lucie need to verify, investigate, find the answer to, or do, before next meeting).
   a. Ask Wendy about being open on reading week.

Date: October 22
In attendance: Lucie (chair), Justin, Erin, Jonathan, Petra, Anna, Saeid, Yaghma, Johanna, Bronte, Kacey, Peter.
Visitors: None.
Regrets: Wendy.

1. How is everyone doing?
   a. Very enthusiastic murmurs were heard.
2. How students get proof of attendance.
   a. Forms are on the bookshelf, lower right side.
b. Tutors should fill the form out with the client and take it to Justin to sign. If Justin is not there, the tutor at the desk may sign the form.

3. Reminder: staff meeting attendance (min 3 per semester).
   a. Ask Justin if you are not sure how many you’ve attended.
   b. WRS 301/603 students only need to attend one.

4. Everyone please check your shifts in wconline.
   a. Let Justin know if there is anything wrong.
   b. It keeps changing!

5. We will be closed for Reading Week (Nov 11-15). Writing groups have a choice if they want to meet during reading week. The University will be closed and buildings will be locked on Nov 11.

6. Orphan reports—check to see if you’ve missed any client report forms.
   a. If you have an hour-long appointment, put “see previous” in the client report form.
   b. Check with Justin if you are unsure how to see orphan reports.

7. Eustice the Unicorn—he’s hungry. Please feed him!
   a. Add money to the coin bank if you use coffee, tea, candy, etc.

8. Workshop on Tuesday, October 29 @ 11:00. We need a facilitator!

9. Postcards are here.
   a. First-Year Residence Care Package Program, made to encourage first-year students going into their first exams.
   b. We have 25 postcards. You can each fill out a few if you’d like.
   c. Write a short, encouraging message for a student, and include your first name and department (Centre for Writers).
   d. Instructions and examples are on the box at the front desk.
   e. Postcards need to be mailed back by November 18.
   f. Do NOT take them home!

10. Who speaks what language(s)? Can you put this on your tutor bios? Do you want to help students taking courses in those languages?
    a. In the past, tutor bios indicated if tutors spoke and were willing to tutor in other languages.
    b. If you are interested in tutoring in other languages, please let Justin know.

11. 2020 IWCA Conference (October 14-17, 2020)
    a. Lucie is organizing this conference!
    b. Lucie is gathering intel on conferences.
    c. This year’s theme was “The Art of it All.” One organizer printed the program with mandalas inside and they gave out little pencil crayons. People adored this idea!
    d. Lucie needs another idea that is just as brilliant! Any ideas?
    e. Meeting in Vancouver next year.
    f. The theme is “Local Mission, Global Vision.”
    g. Conferences always have really cool presentations from tutors. We highly encourage you all to participate and send in proposals, too. It looks great on your CV. The call for proposals is found at the tutor corner. Make Lucie proud!

    a. They are looking for help in the Elevate component of their festival.
    b. Discussions, speakers, panels. Trying to solve the world’s biggest issues.
    c. Not looking for people to simply transcribe what the speakers say, but notetakers who can creatively capture the concepts and points discussed. The layout should be creative and thoughtful.
    d. In exchange, they can’t offer pay (non-profit), but can offer media passes which offer front row seats and access to other events.
    e. The conference is during reading week (November 15-17).
    f. Ask Lucie for more info if you are interested. We need 3 people.
    g. This is a good opportunity to connect with the community. Meet people, connect with groups, open those doors, get out of your comfort zone, have some fun, discover something new, get out of academia!

13. Discussion Items
    a. Peter - we get a lot of interesting people in the writing centre.
       i. Lucie we need to be flexible and adaptable. Think of these as transferable skills.
b. Jonathan - just beginning regular tutoring.

c. Anna - a student was very stressed out and close to the deadline.
   i. Lucie - do your best and hope for the best.

d. Yaghma - 2nd week tutoring on my own, very glad I got to co-tutor first. “Am I really doing enough?” Is the question that comes up.
   i. Lucie - even experienced tutors ask this question of themselves. Don’t become complacent and comfortable - it shows bigger problems.

e. Johanna - I hope I’m prioritizing the right things in appointments.

f. Midterms - the rule is we don’t help with midterms, but sometimes they do have permission to get help. Check the syllabus and assignment description. If they do not have permission, you can help with writing strategies, but not directly on the document. Be as helpful as you can while still following the legalities.

g. Bronte - medical school applications changed in format.

h. Erin - a student knew he’d have an in-class essay where he knew he’d be analyzing a poem. He had a big mental block. He was frustrated. She tried to explain, but he resisted the ideas proffered. What do we do when the clients put up a wall?
   i. Bronte - help them think outside of the idea that “this is dumb.” Explain why they have to do it, and try to get over the roadblocks.
   ii. Lucie - offer a different perspective. Be encouraging and sympathetic. It can be a difficult thing. We don’t always understand why something is useful, but we acquire skills that are useful in the long term.

14. Action items (things Justin, Wendy, or Lucie need to verify, investigate, find the answer to, or do, before next meeting).
   a. Lucie - get the Writing Groups links to the midterm surveys.
      i. Writing Group tutors - send emails of students to Lucie.

Date: November 7

In attendance: Lucie (chair), Justin, Vivian, Yaghma, Emily, Erin, Jacqueline, Peter, Petra, Reza, Jonathan, Saeid, Teea.

Visitors: Sahr Saffa

Regrets: Wendy

1. How is everyone doing?
   a. Good...
   b. New tutors are good.
   c. Writing groups are good.
   d. Online tutoring is going well. Vivian has met with Jacqueline and Amanda.
   e. ACCESS Outreach - Jacqueline says it is slow, but they are looking into ways to expand. Not much writing tutoring happening yet. The people who do come find it very helpful.

2. C-Tribe Visitor presentation.
   a. Sahr Saffa (Visiting Guest)
   b. Hosts the collisions festival.
   c. It can be very jam-packed, as there is a lot going on.
   d. Very diverse perspectives. We want to encourage collaboration to solve world problems.
   e. Innovation and commerce, creativity, and culture are the 3 main categories. People can go to as many sessions as they like.
   f. We like to develop rich content (podcasts, videos, journals…) to share with those who aren’t able to attend.
   g. All access passes will be covered for those interested in helping with the journals.
   h. Want to spotlight innovation and creativity from the city.
   i. This is a good opportunity to step off the normal path and learn about other fields and interests. The best moments are when you collide with something unexpected. Doors can open that you never thought possible.
j. Timeline for the journals is not yet decided, but some pieces should be ready before Christmas. It will also become an ongoing thing, where work is pushed out regularly.
k. Everything will be recorded, so you can make observations and make it creative. It is not strictly transcribing; it is a creative piece.
l. It is a collaborative effort, and everyone will be credited.
m. Media launch info: C-Tribe Festival | Journal Notes vol 1 copy.pdf
   i. This is one of those journals, but it was mostly transcription.
n. 9-12 and 1-4 are the shifts. Passes will be provided for the rest of the conference as well.
o. See the schedule here: http://ctribefestival.com/schedule
p. Most of the content will happen in the innovation and commerce section.
q. We are flexible as to scheduling. Please reach out by email: saffa@ualberta.ca
r. Mostly happening at the Marriott and Mainstage at Jasper, downtown.

3. Thank you all for filling out the scheduling questionnaire. Hiring details will follow after DoS meeting.
4. Things are slow now. Talk to profs/friends/etc. and advertise the C4W.
5. We are closed for Reading Week (Nov. 11-15).
6. Thank you to everyone who filled out the postcards!
7. Potluck on December 6 at 4:30! Lucie will be saying goodbye (before going on sabbatical). An interim director needs to be found. Updates to follow.
8. Clean up. Do NOT leave any desk a mess. Evenings are slow, tidy up the entire room!
9. Do not close or shut down any of the laptops!
   a. They need to update overnight!
10. Chinese name pronunciation workshop on Nov. 25, 4pm, in WRS 301/603, all invited (CS B-41).
    a. If this interferes with a shift and you would like to attend, please let Justin know.
    b. The International Students faculty will be leading the workshop.
    c. About an hour.
    d. Paid time for paid tutors.
11. If the name on the OneCard is different than the one shown on the appointment, check the student ID number!
    a. 38 total as of yesterday.
    b. Please make sure you fill out your client report forms.
14. What to do if a student contacts you directly
    a. Let Justin and/or Lucie know.
    b. Do not respond to the email. Forward it to Justin or Lucie.
    c. Justin or Lucie will contact the client and let them know about our policies.
15. Survey on mental health concerns/illnesses and disabilities (send link to tutors in minutes)
    https://www.surveymonkey.com/r/3G8W6N5
16. Action items
    a. Lucie - Talk to Chris about ACCESS Outreach for next semester.

Date: November 18
In attendance: Lucie (chair), Justin, Kacey, Erin, Belinda, Saeid, Majid, Vivian, Reza, Petra, Alysha, Celeste, Sichen, Jayson, Audrey.
Visitors: None.
Regrets: Wendy.

1. How is everybody doing?
   a. Writing groups
      i. Going well, almost done! 3 weeks left!
   b. 1-on-1 tutoring
   c. Workshops
      i. Most of the undergrad workshops are attended by grads. Some grads complain that the workshops are too basic. Maybe we can start with basic stuff in first half hour,
then do more advanced topics in second half. Remind people that these are introductory workshops.

ii. The sign-up process for facilitating workshops seems to be working well. Next semester may be a different sign-up, where tutors can sign up and put in the times that they would like to lead the workshops. We will need a backup person for each week.

d. Class Group Tutoring
   i. It is going well. The students who came were really willing to learn. Good attendance.

e. ACCESS Outreach
   i. No ACCESS Outreach tutors were present

f. Online Tutoring
   i. Vivian had her first client last week. Jacqueline said she did a good job.

2. Changes with DoS
   a. Wendy is no longer working with the C4W. They are looking for someone to fill in. Helen (DoS associate dean) is working with Lucie for now.

   a. We have made a choice of candidates, and they will be contacted soon. More details to follow as they become available.

4. Next semester: tutoring, writing groups, CGT, online, workshops
   a. The winter semester is usually easier and slower.
   b. Budget is still unknown at present. We are not sure what to expect for the winter semester. There may be some cuts, but we don’t expect them to be too bad. WRS 301/603 students will have to wait until the budget is solidified.
   c. 1-on-1 tutoring, online, CGT, workshops will continue.
   d. Writing Groups have had a lot of interested tutors. There will be an undergraduate writing group for international students from one specific university in China who are visiting students. They want regular support from the C4W to help them succeed. If you are interested in this particular group, please let Lucie know soon.

5. Beware of appropriation!
   a. Remember that the students own their work. Even if you have good ideas, do not give them more info on the topic. It is not your job to take over someone’s paper.
   b. Sometimes clients want to write down exactly what you say. Have them come up with the examples. Allow them to keep their own voice. You can tell them it is plagiarism to copy your exact words. Be strategically sneaky to get them to do their own work.

6. Don’t project your preconceptions onto your students. Importance of negotiating what they need vs. want vs. what the prof wants vs. how much time you have.
   a. Be careful not to assume what any of these people want.
   b. Ask if the student has received feedback from their teacher on previous assignments, and ask them how they can use that in their current paper. This is easier to do at the end of a semester.

7. From Lucie’s conference: difference between person vs. performance praise.
   a. Performance praise was much more effective in improving future writing projects (saying that the paper is good rather than telling them that they are good writers). Pointing out specific points of praise on the papers was very effective, and gave students the ability to talk about their papers with their professors and defend their writing if needed. The students become better at making conscious choices when writing their next papers.
   b. Tell them specifically what they have done well and why. Set them up for future success!

8. Chinese names workshop on Monday, November 25 at 4:00 pm.
   a. Offered by two people from the international students office.
   b. In CS B-41

9. On Wednesday, November 27 at 4:30 pm, Silvia will be giving a presentation on multimodal assignments.
   a. In CS B-41 also

10. Potluck
    a. Friday, December 6 at 4:30
    b. Sign-up sheet is on Justin’s desk.
c. Come, even if you don’t bring food!

11. Action Items
   a. Lucie - determine if writing groups can/should be split into masters and PhD groups.
   b. Lucie - think about which grad/post-doc workshops should be offered next semester while she’s on sabbatical.

Date: November 26
In attendance: Lucie (chair), Justin, Kaarel, Abdul, Anna, Stenette, Johanna, Yaghma, Jacqueline, Saied, Erin, Vivian, Kacey, Maryam, Bronte.
Visitors: None.
Regrets: Helen.

1. How is everybody doing?
   a. Everyone is tired as the end of the term approaches.

2. Anna’s grad course on teaching writing
   a. Anna Chilewska is offering WRS 601 in the winter.
   b. Might allow you to teach WRS 101 or other writing courses in the future.
   c. See posters in C4W.

3. On evaluations: the “not enough time” is for stats, not for you!
   a. Don’t feel bad if you receive comments about short time, the space, the noise, or anything else that you cannot control. These are recorded for administrative purposes.
   b. Make sure you address what you have accomplished in the tutorial with the client so that they feel fulfilled after the session.

4. Interim Director for Winter 2020
   a. Belinda (Yan) Wang!
   b. She will be in charge with Justin next semester.
   c. Feel free to approach Belinda with new ideas, concerns, etc.
   d. Lucie may be around from time to time.
   e. You can still email Lucie for letters of recommendation, etc.

5. Who’s hired for winter?
   a. Returning tutors who have indicated that they want to come back
   b. WRS 301/603 students:
      i. Lucie will email you individually to let you know, probably around December 10 or 11.

6. Please respond quickly to Lucie’s and Justin’s email questions/requests about online/writing groups/CGT/etc. So we can get as much done organized before the break as possible.


8. Please update your Winter 2020 availability using the Google Form as soon as you know of a change. Justin will check the form frequently.
   a. For the first few weeks, the schedule will be released one week at a time in case changes need to be made.
   b. Most tutors will get 6 hours per week, unless if you are interested in other responsibilities (e.g., writing groups), then you will get 4 hours (unless you requested less).

9. Sign-up for Workshops (grad tutors) from Dec. 2 to Dec. 16
   a. You can sign up for a date and time during that week. Please, no Fridays. Ideally, one tutor will teach both workshops in a given week.
   b. Backup tutors need to be available during the times set by the first tutor.

10. Please be careful in the winter weather!

   a. Bring something, or not. You can still come!
   b. Come say goodbye to Lucie and congratulations to Belinda!
   c. Justin may have some tiny visitors.
   d. Sign up at the front desk, even if you aren’t bringing anything, so we know how much to drink to get.

12. Lucie’s parting words.
a. I am almost scared to leave, but also hopeful. Working with DoS was the first time ever that I realized that people can work together in a positive environment. They are good people who want the best, but they don’t understand everything we do here, or the philosophy of Writing Centre work. This may cause some issues while I am gone. Fortunately, they have learned to trust us and the decisions we make, and we can discuss things with them. I’m almost excited to see what happens (hopefully good things). It will be an interesting experience. Be great tutors, as always! Do what you should do (be on time, write your tutorial reports, etc.). You are a good group and I trust that you will behave and do everything you can to make Justin and Belinda’s lives easier. Happy end of term. Don’t procrastinate and use all of the good writing practices you have learned in your own papers. I will stop by from time to time and please email me any time you’d like. It has been a pleasure to work with you, and thank you for all your hard work and a great fall semester! I’m going to miss you all.

DATE: Friday, January 17, 2020
In attendance: Belinda (chair), Justin, Renee, Yaghma, Petra, Vivian, Jayson, Erin, Kaarel, Johanna, Said, Teea.
Visitors: Stephen Kuntz (Associate Director of Academic Success Centre)
Regrets: none.

1. Ask everyone to introduce themselves.
2. How do you find the new layout of the C4W?
   a. Thumbs up!
3. Reminder that tutors are required to attend at least 3 staff meetings.
   a. If you cannot, please talk to Justin and Belinda as soon as possible.
      i. Let us know exactly how many you can attend, and you will be given other responsibilities (e.g., working on workshop materials).
4. Current student status is required for employment as a tutor. Advise us if this changes or will change.
5. How is everyone doing?
   a. 1-on-1 tutoring
      i. First week - very cold, but going smoothly.
      ii. Erin - one student is working on finishing up PhD, but is really only concerned with formatting in Word.
         1. Belinda - We don’t say no to students, so help them if you can. Refer students to other services on campus when you can (e.g., editors).
         2. Stephen - Make the statement that the student is responsible for their own document, and don’t help them with things you can’t do or are unsure of. Make sure the client takes ownership of their writing. Protect yourself and be helpful.
      iii. Kaarel has been pleasantly surprised at the number of students showing up in the first week.
   b. Online tutoring (Jayson and Vivian)
      i. One client this week, gave feedback, no reply. Mostly clerical stuff.
   c. Writing groups (Guided Writing Instruction Groups) (Kacey, Rebekah, Saeid)
      i. Saeid - So far, so good. One session so far, good participation.
   d. Class group tutoring (Maryam, Audrey, Johanna)
      i. Johanna - hasn’t really started, has met with prof. Will follow up.
   e. ACCESS outreach (Alysha, Jayson)
      i. Has anyone started? Is anyone else still interested?
         1. Jayson will start next week. No information yet.
         2. ACCESS Outreach is just for undergrad tutors. If you are interested, please let Justin know.
   f. Workshops
      i. First workshops have not been well-attended! Poor weather...
ii. There’s food! But DoS doesn’t like it advertised.
iii. You get paid for attending workshops!

g. **Class Presentations**
i. PLEASE sign up for presentations!
ii. Thank you to those tutors who have signed up
iii. Justin had to say no to two pros already because no one signed up.
iv. For shorter presentations about introducing C4W services, ask Justin for presentation slides; For longer presentations, encourage tutors to get syllabus and assignment descriptions.
v. To sign up for presentations, please fill out the form here: [https://forms.gle/cDGGFNAj99gDz4yw9](https://forms.gle/cDGGFNAj99gDz4yw9)

6. **Payroll, timesheets, etc.**
a. Tutors can’t access the self serve column on BearTracks (peoplesoft) yet.
b. Justin is harassing DoS HR to make it happen ASAP. The tutors will get paid after the second pay period.
i. DoS HR replied “The tutors should have access to the system after January 24th which is the next deadline to have paperwork submitted.”

7. **Client Reports and Evaluations**
a. **Orphan appointments** (appointments that don’t have client report forms): so far, only 7 orphan appointments this semester. Good job tutors!
i. Remember: if you have an hour-long appointment, make sure you fill out BOTH client report forms (put “see previous” in the second one).
b. Check your evaluations frequently, and let us know if there are any concerns.
i. Positive comments so far; many expressed their appreciation and willingness to come back.
ii. A client said that the sessions are very helpful but would not recommend our services to anyone else because they want access for themselves.

8. **DoS orientation meetings**
a. Yesterday’s meeting was postponed, but we were not notified.
b. Justin has harassed the DoS to come up with a compensation plan for those whose shifts were cancelled, but there are no promises yet.
c. Please remember to register for the meetings you want to go to; otherwise, you will not be on the listserv if there’s a change of plan.
d. You get paid for attending (by the DoS).
e. There are pizzas; so you get paid to have a free dinner!
f. Please attend as many as possible! (3 more this semester - February 6, February 27, and March 19).
g. Please attend if you have registered! They know who has registered and who attends.
h. Enter this time as separate lines on timesheet. Enter them as regular hours on BearTracks.
i. In the future, we will not close the C4W for DoS training meetings; just let Justin know if you would like to attend, and then Justin can block off your shift from the schedule.

9. **Desk tutor responsibilities**
a. Check clients in, check OneCard, be polite.
b. Express tutoring (fill out the little paper next to the computer).
c. Take out the garbage cans (not the recycle bins) if you are the last tutor on the desk shift.
d. Also, bring in the signs if you are the last tutor on desk. Make sure you don’t get locked out, especially in winter. Best to do it before 6:00 pm to avoid being locked out. Take your coat and always have your phone on you.

10. **Miscellaneous**
a. Please log out of the laptop when finishing a shift. Do not close the laptops.
b. Fire alarms: what to do
   i. If you are working at the desk, put on the fire warden hat in the cupboard, evacuate all students and tutors out the north door of the building, wait for firefighters to give further instructions. If the fire alarm stops ringing, come back in. Take your coat and phone in the winter!
   ii. Check room 1-23 too!
11. Discussion Items
   a. Kaarel - what services can we recommend to clients from the Academic Success Centre?
      i. Stephen - Accessibility services, cases where the student has more complicated issues.
         1. Good opportunity for another staff meeting topic.

Date: Tuesday, January 28
In attendance: Belinda (chair), Justin, Anna, Jonathan, Emily, Julia, Renee, Yaghma, Petra, Saeid, Majid, Teea, Kaarel, Erin.
Visitors: Stephen Kuntz (Associate Director of Academic Success Centre).

1. Ask everyone to introduce themselves.
2. Payroll
   a. Tutors who signed their contracts have access to “employee self service” on BearTracks now.
   b. Justin will send out a reminder a few days before January 31.
   c. If you are unsure about how to submit time, please ask Justin.
3. How is everyone doing?
   a. 1-on-1 tutoring
      i. Co-tutoring (Petra, Kaarel) - going well, change of pace.
      ii. Take the signs out!!! None of the Friday tutors remembered to do so.
   b. Writing groups (Guided Writing Instruction Groups)(Kacey, Rebekah, Saeid)
      i. Saeid - so far so good. The open writing group is a good experience (very diverse).
      ii. 12 meetings a term (no meeting during Reading Week).
      iii. If you have other plans on the day of the meeting, inform students and make it up on another date that all/most students are available.
   c. Workshops (Rebekah, Teea, Saeid, Yaghma)
      i. Very low attendance last week and yesterday.
         1. Teea had a workshop that nobody attended.
            a. Perhaps a tabling event in SUB might help?
            b. Maybe we can ask to present in classes with short presentations.
      ii. Please promote workshops to your clients; promote workshops to your students too. Ask Justin for handouts.
      iii. We made a workshop infosheet last night but there are some missing workshop descriptions (as they are new). The template has been sent out to relevant facilitators to double-check/provide descriptions, so please fill them out ASAP so that we can get workshops circulated.
      iv. You get paid for attending workshops!
   d. Class presentations (Belinda, Emily, Jonathan)
      i. Belinda - I gave an 8-min presentation - very very rushy; if the instructor gives a choice of presenting at the beginning or the end of the class, it is preferable to present at the beginning so you might get more time.
      ii. Emilly - presentation was enjoyable, opened the students’ eyes to how to write academic papers.
      iii. Jonathan - gave a brief intro to the C4W. Also took workshop handouts.
4. Client Reports and Evaluations
   a. Orphan reports: 21 missing client reports so far. Two tutors have 6 missing client reports.
   b. Feedback forms: One client said in two feedback forms that they wished the tutoring sessions were focused more on the content, not on grammar. I'm not sure about the expectations of the client, but remember to prioritize higher order concerns. It’s also important to ask the client what areas they are most concerned with. One the other hand, we cannot write for the clients or change the content. As another client wrote: “I just want the tutor to help me find grammar issues, but the tutor change the idea of my paper”. Find the balance in what they are requesting.
c. **Belinda's observation A:** I noticed that some sessions were silent for more than half of the time. Make sure that your client and/or you read the writing/assignments aloud. **No silent sessions.**
   i. If a client is uncomfortable or unwilling to read out loud, this can be an exception. Maybe offer to whisper.
   ii. Short intervals of silence are okay (e.g., if a client wants to write something down).
   iii. Let the clients lead the session. You should not talk more than they do.

d. **Belinda's observation B:** if you have difficulty explaining certain concepts to your clients, note them down and look for concise and accessible ways to explain them, such as thesis statements; the other option is, you and your client can look them up together. For example, comma rules (the big four comma rules; 19 rules on OWL website), the differences between CV and resume. This way, you promote active learning. Don’t just rely on your own knowledge, but give the clients the ability to find answers themselves.

5. **Invite Stephen to introduce ASC services**
   a. See handouts here: [https://www.ualberta.ca/current-students/academic-success-centre/index.html](https://www.ualberta.ca/current-students/academic-success-centre/index.html)
   b. Accessibility services are for students that have any kind of diagnosed or undiagnosed learning disability.
   c. The university has a duty to accommodate all students.
   d. Don’t try to diagnose disabilities, but you can tell them about accessibility services when appropriate.
   e. Fresh Start Program - students who are asked to withdraw, they can enter this program, and it’s like a second chance. They can take a reduced course load and have other resources available. For more information, please look here: [https://www.ualberta.ca/current-students/academic-success-centre/fresh-start-program/index.html](https://www.ualberta.ca/current-students/academic-success-centre/fresh-start-program/index.html)
   f. They also offer short sessions through GS and FGSR.

6. **Promo video about C4W!**
   a. We would like to make a video to introduce C4W services and put it on the website. Interested tutors needed and will get paid!
   b. If you are interested, please let Justin know.
   c. This may be a good opportunity for those tutors who cannot attend three staff meetings to make up for this time.

7. **Tutors get opportunities to present in staff meetings**
   a. Last term Erin presented on writing a lab report, which is terrific!
   b. Let Justin and Belinda know if you would like to present on sth. in your area of expertise, area of interest, or topics that you think would help other tutors.

8. **Action items (things Justin, Wendy, or Belinda need to verify, investigate, find the answer to, or do, before next meeting).**
   a. Belinda - contact her departments and enquire who are willing to have presentations in their classes.
   b. Justin - find out how to advertise on TVs around campus.

Date: Thursday, February 27
**In attendance:** Belinda (chair), Justin, Audrey, Rebekah, Bronte, Jonathan, Anna, Johanna, Julia, Moni, Saeid, Majid, Spencer, Kacey, Erin, Teea, Vivian, Shahnaz.
**Visitors:** Stephen Kuntz (Associate Director of Academic Success Centre).

1. **Opening remarks**
   a. Belinda’s anecdote: I wrote a conference paper very last minute and had a couple of tutors read through the paper. I received very useful comments and great suggestions.
   b. It can be very useful to have a second pair of eyes to read through our writing. Tutors can book appointments with other tutors.

2. **Spring/Summer 2020 Schedule**
   a. It’s time to plan for the Spring/Summer!
b. The “Tutor Scheduling Questionnaire” was sent out during the reading week. Please fill out this form by **MONDAY, MARCH 23 at 8:00am**. After this date, we will assume that you won’t be back for the Spring and Summer terms. Thank you to those who have already filled out the google form. You can update your availability after submitting the google form. Justin will check the form frequently.

c. Your eligibility to be hired as a tutor at C4W is dependent upon having and maintaining a registered student status at the U of A. If you are planning on returning as a student in the Fall 2020 term, you may also be hired as a tutor in the spring and summer terms, even if you are not taking courses in the spring or summer terms.

d. Tutoring demand in the spring and summer will be a lot lower, so we will hire fewer tutors and open fewer hours. We’ll likely hire 5-6 tutors in the spring and 5-6 tutors in the summer (4-6 hours/week). Priority will be given to grad tutors and science tutors, as most clients will be grad students who are trying to catch up with their research articles writing and thesis writing.

e. **Online Tutoring:** We will have one online tutor working for both spring and summer. Online tutoring has different start/end dates than regular semesters, so the online tutor must be available from the beginning of May to August 31.
   i. Vivian has taken this spot.

f. Other activities:
   i. **UofA+ Program:** This is a bootcamp for incoming international undergrad students. It takes place the last 3 weeks in August. We will send out a call for tutors in mid-March once we know more about the details. Interested tutors (both grad and undergrad) must be available for the full 3 weeks.
   ii. All other activities such as ACCESS Outreach, class group tutoring, writing groups, class presentations, tabling events, etc. will be offered if requested.

3. **How is everyone doing?**
   a. **1-on-1 tutoring**
      i. Everyone is good.
   b. **Online tutoring**
      i. Reading week was closed, but there is another client this week.
   c. **Writing groups (Kacey, Rebekah, Saeid)**
      i. Rebekah - very unreliable attendance.
         1. Kacey - keep attendance record; offer PD hours certificate.
      ii. Kacey’s undergrad group: really good group, attendance is mandatory, very good writers already!
   d. **Workshops (Rebekah, Teea, Saeid)**
      i. Fluctuating attendance; smaller but engaging discussions
      ii. Please promote workshops to your clients; promote workshops to your students too.
         So far, 21% of workshop attendees are referred by our tutors.
         1. Audrey - Can we get a business card size paper to write down specific workshops?
            a. Belinda - put highlighters on each table so tutors can help identify the workshops that might benefit clients the most.
      iii. You get paid for attending workshops!
   e. **Class Group Tutoring**
      i. Johanna - Only two assignments in the class, one at the beginning and one at the end of the term, so it is slow right now.
   f. **Class presentations (Emily, Maryam, Majid, Teea)**
      i. There are two upcoming requests; please sign-up!

4. **Pop Quiz**
   a. What are the differences between an essay and a research paper?
   b. What would you do if a client is asked to write “a traditional paper”?
      i. Don’t make assumptions; encourage them to ask their professor for clarification. Help them with the questions they should ask. If needed, help them write an email to their prof.
      ii. Give them something to walk away with. Help them as much as you can.
   c. The new APA documentation style: can you tell some of the most notable changes?
i. **APA 7th edition now Live on Purdue OWL (Feb. 6, 2020)!**
   ii. Some students may still follow the 6th edition, so make sure you follow the right edition. Purdue OWL will keep the old APA pages online until at least 2021.

5. **Client Reports and Evaluations:**
   a. **Orphan reports:** 54 missing client reports so far! This is very very bad. Please fill them out ASAP!
      i. If you have more than 5 missing reports, you might not get rehired. Justin has printed the list of orphan reports; please talk to Justin before he talks to you.
      ii. Leave a minute or 2 at the end of each appointment to fill out the Client Report Forms. This way, you won’t forget details of the appointments.
   b. **Feedback forms:** 96% of clients have filled out the feedback form. Great!

6. **More statistics!**
   a. **Waiting List**
      i. 26% of clients on the waiting list get an appointment that day.
      ii. Mondays are the best day for the waiting list (41%).
   b. **Drop-in List**
      i. 89% of clients on the drop-in list get an appointment that day.
      ii. Fridays are the best day for the drop-in list (93%).
   c. **Conclusion:** The drop-in list is a more effective way for clients to get appointments, but the waiting list is also helping some clients. Please tell clients about both of these lists!

7. **Workplace Professionalism**
   a. If you arrive too early to your shift or stay longer after finishing your shift, try not to engage in long conversations at the front desk if there are drop-in clients waiting on the sofa. Clients might get upset assuming that there are available tutors and yet we keep them waiting.  
   b. Please wear your name tags during your shifts. If you accidentally take your name tags home, please bring them back and wear them.
   c. Keep your voice down! Please be considerate of other tutors and clients.

8. **IWCA 2020 (The Annual Conference of International Writing Centres Association)**
   b. **Submit proposals by April 14, 2020.** Email Lucie and visit: http://writingcenters.org/annual-conference-2/.
   c. **Survey:** Accessibility Barriers Survey in Writing Center Conferences
      i. Lucie and Dr. Dembsey co-designed the survey. Anyone who has attended at least 1 conference in the past 5 years (2015-present) that was hosted by a writing center organization and/or included sessions focused on writing center work can fill it out.
      ii. Majid, Saeid, and Shanaz will fill out the form!

9. **Miscellaneous**
   a. **Timesheets:** no weekends or statutory holidays; no more than 8 hours/day in ALL UofA positions. We cannot afford to pay overtime.
   b. Please tear out the pages on the notebooks if you write on them. Some tutoring desks have notebooks with no blank pages. It’s a good idea to give those papers to your clients as a reminder/roadmap of what you’ve covered during the appointment.
   c. Remember to put out/collect the signs! If you don’t know where they go, please ask.
   d. **Dear André notes:** anonymous notes left by tutors about anything you are worried about, or good things or jokes, such as difficult sessions or difficult clients. You can write on the back of the feedback form or on a sticky note. Drop the notes in the green feedback form box. We will address those issues during the next staff meeting.

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**Date:** Monday, March 9  
**In attendance:** Belinda (chair), Justin, Kaarel, Erin, Spencer, Yaghma, Rebekah, Vivian, Saeid, Moni.  
**Visitors:** Stephen Kuntz (Associate Director of Academic Success Centre).
1. **Opening Remarks:** Belinda’s story about not being able to attend the AAS conference due to the spread of COVID-19 (novel Coronavirus).
   a. How is everyone doing with the looming threat of COVID-19?
   b. As of today, there are 4 presumptive cases and 1 confirmed case in Alberta.
   c. We need to be prepared for new challenges.
   d. University-related travel has been interrupted.

2. **Spring/Summer 2020 Schedule**
   a. Please fill out the “Tutor Scheduling Questionnaire” by **MONDAY, MARCH 23 at 8:00am**. After this date, we will assume that you won’t be back for the Spring and Summer terms. Thank you to those who have already filled out the google form. You can update your availability after submitting the google form. Justin will check the form frequently.
   b. Your eligibility to be hired as a tutor at C4W is dependent upon having and maintaining a registered student status at the U of A. If you are planning on returning as a student in the Fall 2020 term, you may also be hired as a tutor in the spring and summer terms, even if you are not taking courses in the spring or summer terms.
   c. **Online Tutoring:**
      i. We will continue to offer online tutoring for Faculty of Extension courses from April to August.
      ii. We are opening online tutoring services to anyone who can not be physically on campus (due to the growing concern of the novel Coronavirus).
      iii. Online tutors please notify Justin if they receive an increasing amount of writing outside of Extension courses.

3. **Discussion Item: Online asynchronous and synchronous writing consultations through WCOnline**
   a. WCOnline (C4W scheduling system) offers **face-to-face, eTutoring and Online tutoring** options (see handout). Currently our tutor responsibilities are set to default as face-to-face.
      i. **WCOnline eTutoring** functions more like our current online tutoring services, where a student can upload their writing after making an appointment and a tutor will provide feedback within 48 hours during business days.
      ii. **WCOnline Online tutoring** allows the tutor and the client to work on the same document at the same time while having a live chat (see back of the handout)
   b. Belinda’s comments:
      i. As it’s close to the end of term, we will try to keep our current online tutoring services going; if there is an increasing demand of online tutoring, we will assign more tutors to the job.
      ii. Online real-time consultations through WCOnline are less time-efficient and effective than face-to-face tutoring, but we will train willing spring/summer tutors to the task if needed. Efficiency could be improved if audio and/or video components are incorporated.
      iii. Video consultations could add another layer of pressure for clients and tutors. For example, Belinda fears talking to people over Skype.
      iv. If the situation gets worse, both tutors and clients might choose or be required to work from home.
   c. Lucie’s comments: Most writing centre directors don’t recommend the WCOnline video feature, which seems to create technical problems. Google docs are easier to work with, together with different “calling” systems, like google hangouts or zoom.
      i. Google Docs might cause security concerns for clients.
   d. Justin’s comments: we could try to install a couple of phone lines in the C4W so tutors can speak directly to clients while working on the writings together.
   e. Comments, suggestions, and/or concerns?
i. Google Docs allows both asynchronous and synchronous co-editing, which might be a good alternative to the WCOnline platform. But tutors need to be super prepared to conduct synchronous tutorial.

4. **Other Discussion Items:**
   a. New workshop topics: MLA, APA, Chicago as separate ones.
      i. Moni - I often give the same citation spiel to multiple clients.
   b. Shifts starting late: if a client arrives late, make sure they know that the appointment still ends on the half hour, and not a full 30 mins (e.g., “Okay, we have 15 minutes left, let’s get into it.”). If they need further help, you can offer to re-book them, drop-in sessions, etc.
   c. Tutors not comfortable with clients’ topics. What do you do?
      i. Just do it anyway?
      ii. Talk to Justin!
      iii. Define “discomfort.” you can deal with the writing without dealing with the topic. Students might perceive it as judgemental.
      iv. Suicide attempts, rape experiences. Disclosing contents that are uncomfortable of discourse.
      v. Separate content
      vi. We need to care about the clients’ discomfort as well.
      vii. Fill out the client report and send it to administrator.
   d. **Difficult client: Charles Shaw.** Audrey says that he is only looking for company, not really someone to look at his writings.
      i. If a client like this comes in, help them as best you can, but be careful not to turn it into a therapy session.
      ii. Do NOT look at legal documents. We are not trained for legal documents, and this could cause big problems. Direct them to Justin. Send them somewhere else and/or other services. Flag the client.
      iii. You are trained to provide writing services: you are not trained to offer counselling services. Remind clients that we are the writing centre.
      iv. HIAR - Helping Individuals At Risk - a resource that Stephen will speak to Justin about.
         1. invite HIAR to talk about resources at the next meeting.
   e. **What do you do if a student contacts you directly?**
      i. Do not respond to the email. Forward it to Justin.
      ii. Justin will contact the client and let them know about our policies.
   f. **What to do in the face of the new coronavirus:** if you spot a client is physically unwell, inform clients of the option of sending us the writing.
      i. If you want to learn more about COVID-19 and how to prevent exposure, please visit the UofA COVID-19 (novel Coronavirus) Information page: [https://www.ualberta.ca/services/health-centre/coronavirus-info/index.html](https://www.ualberta.ca/services/health-centre/coronavirus-info/index.html), and/or the Alberta Health Services website: [https://www.albertahealthservices.ca/topics/Page16944.aspx](https://www.albertahealthservices.ca/topics/Page16944.aspx)

5. **UofA+ Program:** This is a bootcamp for incoming international undergrad students. It takes place the last 3 weeks in August. We will send out a call for tutors in mid-April once we have a rough idea of how many students will be registering for the program. The demands could keep changing till the end of June. Interested tutors (both grad and undergrad) must be available for the full 3 weeks.

6. **The end of the semester** is approaching, which is a stressful time for everyone. If you feel you would like to reduce your hours, please let us know as soon as possible.

7. **Miscellaneous**
   a. **Eustice the Unicorn**- he’s hungry. Please feed him!
      i. Add money to the coin bank if you use coffee, tea, candy, etc.
   b. **Pronoun stickers**
      i. These stickers can be added to your nametag to let clients and other tutors know your preferred pronouns.
      ii. Justin will create the stickers if tutors are interested. They are not mandatory.
   c. **Next (and last) staff meeting:** Thursday, March 26, 2-3 pm
      i. Justin will be celebrating his anniversary!
ii. A tutor is needed to take over Justin’s position as a notetaker.

iii. Belinda is glad that the chairing duty is almost over. Charing meetings creates mountains and mountains of pressure.

iv. Belinda will be at the desk (almost) all day on March 26 & 27.

8. **Potluck: Wednesday, April 8, 4:30-6:30 pm (last day of class)**
   a. Bring something, but don’t feel pressured. You are welcome to the party anyways.
   b. Sign up at the front desk, even if you aren’t bringing anything, so we know how many drinks to get.
   c. Justin may have some tiny visitors.

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**Date:** Friday, March 20, 2020 (meeting conducted remotely through Zoom)

**In attendance:** Belinda (chair), Justin, Lucie, Alysha, Emily, Julia, Yaghma, Jayson, Kaarel, Petra, Renee, Teea, Anna, Johanna, Moni, Majid, Rebekah, Vivian, Shahnaz.

**Visitors:** Stephen Kuntz (Associate Director of Academic Success Centre).

1. How’s everyone doing with the **physical and social distancing**?
   a. Campus is a ghost town.
   b. Link to **Padlet**: [https://padlet.com/moussu/blj8remd90ae](https://padlet.com/moussu/blj8remd90ae)
      i. A Social space where tutors share anecdotes, cute pictures, memes, etc.
      ii. Feel free to reach out and stay in touch. We are all struggling and isolated, so this is a space where we can be more informal.
      iii. Announcements and important info will not be posted here, but will still be emailed.

2. We’re all struggling to do our best. Nothing is perfect or going to be perfect until the end of the semester—or not even. Everyone is working extra hard, and we appreciate you and are grateful for your efforts :D

3. We are doing our best to provide the same level of support and the same number of hours. Things can change tomorrow; the Dean of Students can shut us off or reduce our hours anytime, so let’s enjoy what we have today!
   a. C4W is becoming an essential service so we should not get shut down. But there are also budget issues, so who knows.

4. **Spring/Summer schedule**: we don’t know if we will be open. (University classes might not be open in the spring/summer either.)
   a. It seems that classes will run online during spring/summer. The DoS will make any decisions. So far, no talk about outright cancelling courses.

5. How does everyone feel about only getting CR (“credit”) for the courses taken this term? How is this going to affect our services and clients?
   a. Rebekah - Supervisor said just pass, there’s no point in doing any better.
   b. Some students want the university to just take their grades as they are now.
   c. Lucie - most universities are just doing pass/fail, or sometimes giving the option of grades.
   d. Emily - a lot of students are still motivated because they don’t have much else to focus on.
   e. If you are not happy about the pass/fail decision, reach out to the student union. They can pull some weight.

6. **Keep the shared google folder handy!** (link: [https://drive.google.com/drive/folders/1aMi35jxAVhl9jicE08011yDRbfHr1u4H?usp=sharing](https://drive.google.com/drive/folders/1aMi35jxAVhl9jicE08011yDRbfHr1u4H?usp=sharing) (Tutor’s Quick Guide will keep updating)

7. **Fill out the “Remote Work Readiness” Survey conducted by DoS ASAP.**
   a. C4W won’t see the results, so if you need a C4W laptop to work, please let us know.
   b. The DoS is “repurposing” the C4W laptops. They are sending them to DoS staff who need computers to work from home.
8. **Troubleshoot:**
   a. Issues with mic and camera
      i. Options #1: ask your client to close the window, re-join the consultation screen, and allow WCOline to access their microphone and camera.
      ii. Option #2: ask your client to join their tutorial sessions from their phone, so you would have a “phone” conversation without comprising either of your phone numbers. You can still have the window open on your computers to see the text and comments.
      iii. If all tech fails, you will have to do your best and type everything.
   b. Emily - a lot of clients can but don’t want to access their camera. They have just been using the chat. It is a bit jarring.
   c. Lucie - do NOT ask clients to phone you.
   d. Teea - telling the clients that you might get less work done without the audio/video sometimes encourages them to try harder to make it work.

9. **Privacy Concerns:**
   a. For clients: make sure to remember confidentiality between you and clients. Don’t tutor in a public space or if someone else can hear the client or read/see the paper and information that is shared. Use earphones and caution.
   b. For the tutors: Use “Anonymous Animals” to leave comments on Google Docs by asking students to make their document accessible to “everyone with the link can edit.” You then log off your ualberta account before accessing the document.
   c. For asynchronous appointments, make sure the comments in word docs are anonymous as well. Google “how to anonymize comments in Word.”
   d. Remember to be safe and professional.

10. **Remember to fill out the client report form RIGHT AFTER your tutorial;** this is the only way that your client will receive a feedback form.
   a. This is not optional! Online clients will only get the feedback survey after you fill in the client report form. This needs to happen right after the appointment so the client will fill it out.
   b. Leave two minutes at the end of the appointment to fill in client report forms. These reports do not need to be super detailed unless there is a problem. Be brief, but make sure you fill out and save the client report forms.
   c. The client feedback might be able to help show the DoS how important we are to students and it will also help us improve our services. It can’t hurt to have good statistics.

11. **Please check the Assignment Descriptions!** We need to make sure that we are not providing feedback on any “take-home” exams that instructors prohibited students from receiving help or feedback. If someone asks you for help with a take-home exam, work on strategies, NOT on the content.
   a. E.g., look at format, how to cite, essay structure, how to create a thesis statement, etc.
   b. To get the assignment description, get the client to copy and paste it in the whiteboard. Look at that first, then ask for their paper.
   c. You can click the “Remove authorship color” button to get rid of color coding. This is useful if everything is highlighted when the client pastes their document.

12. **Other important stuff:**
   a. **DO NOT** mark clients as no-shows immediately; wait **15 minutes** before marking them as missed (and check the second appointment slot if it’s an hour-long appointment).
   b. For a **one-hour appointment**, you can use the same consultation window for the full hour; in all other cases, make sure to close the window after every appointment, and open/join a new consultation window for every new client.
c. For every one-hour appointment, if you do not see your client in the first half-hour appointment window, make sure you check the second half-hour appointment too. Sometimes your client can click on the second slot instead of the first slot.

d. Please make sure that you are at least 5-10 minutes early before your shift. Start your first online appointment and Justin may check in with you in the online consultation window. Justin will also have a WCOnline appointment available every weekday at 10 am so you can chat with him and check-in to tell us how you are doing. Justin will be available all day till 4:30 pm, and Belinda will be available in the same chat room 4:30 pm - 7:00 pm.

13. Timesheets. Make sure that you submit your timesheets on time!
   a. If you submit late, Justin will not receive it in time to approve your hours. (3 tutors submitted late last pay period).
   b. If something got missed, you can submit it with the next timesheet.

14. When students send us their papers ahead of time (either to Justin or Vivian/Jayson), let’s give feedback to this paper ASAP. Justin and Vivian/Jayson must communicate clearly and constantly to keep track of who is doing what and when. When tutors respond to an asynchronous paper, they MUST fill out an off-schedule client report form (if the client has a WCOnline account; if not, the separate google form can be sent to get their feedback). Justin will tell the client to cancel their future appointments if necessary.

15. Potluck: cancelled, unfortunately.

16. Next Staff Meeting: next Friday, March 27 3-4 pm.

17. Contact Information:
   a. Email or text Justin (780-668-7013) between the hours of 8:30 am - 4:30 pm (weekdays!)
   b. Call Belinda (587-988-8092) between the hours of 10:00 am - 10:00 pm.
   c. Please reach out, but be courteous (not in the middle of the night if possible :)

18. Thank you all for your hard work and for making this transition go so quickly and smoothly! Lucie is very proud of everyone :)

Date: Friday, March 27, 2020 (meeting conducted remotely through Zoom)
In attendance: Belinda (chair), Lucie, Emily, Julia, Anna, Ashley, Rebekah, Shanaz, Audrey, Jayson, Kaarel, Maryam, Petra, Kacey, Saied, Renee, Stenette, Spencer, Teea, Vivian, Yagma, Majid.
Visitors: None.
Regrets: Stephen, Justin.

1. WARNING: if you (or we) get disconnected, please read the meeting minutes that we will send on Monday.

2. As we end our second week of working remotely, how’s everyone doing so far?
   a. Belinda has developed back pains, probably due to long-time sitting and not enough back support
   b. Less exercise, more junk food
   c. Put a box or books under the computer to make it higher
   d. Have a computer table to raise the screen
   e. Online board games
   f. Netflix party (an app to chat while watching stuff together)
   g. Google Meet cocktails night
   h. The University’s Health Clinic is open for online support. Find out more here: https://www.ualberta.ca/current-students/counselling/index.html
   i. Adopt a pet (or foster an animal, ask Stenette for information)
   j. Go outside to get some air! Don’t rent out your dog ;)
   k. Please be careful! Stay inside.
3. Now the floor is open to tutors: what kind of issues have you encountered this week and what did you do to cope with the situation?
   a. **Clients without audio/video:** client asked the tutor to make edits to paper. It would be so much easier to just do it! A lot more tempting to cut corners, hard to resist
      i. Easier to become demotivated and slip into bad habits.
      ii. Don’t be too harsh on yourself, but remember that you’re there to teach them something. So do something small but meaningful, don’t just give up or give in. Things are slower and not as great as before, but it’s ok.
      iii. If there’s an issue, don’t spend more than 2-3 minutes trying to fix the issues: tell the student to email the paper and we’ll respond to it by the end of the day. Do it fast!
      iv. When students send papers by email, we give it to the first tutor who is available.
      v. If clients have problems with video/audio, tell clients to join the online session by phone so the conversation can take place.
      vi. It’s hard to make sure students really understand what we tell them. How can you verify? Maybe ask the student to DO what you just explained so you can see it in the paper and see if they really understood. You can also type everything you say so it’s available for the students to go back to it later, and make sure they understood everything you said. Do this especially with non-native speakers of English.
      vii. Joining another tutorial or with many different methods at the same time but it might not work all the time. The system is not meant for multiple people to be in the same appointment window.
   b. If you need to make changes to the schedule, tell Justin before 4:30 because Belinda won’t be able to help, as she doesn’t know how to make changes to the schedule.
   c. **Class Group Tutoring:** initially went well but interest is dwindling. Should we offer 1-to-1 help? Much harder than face to face. Some profs are not helpful, others cancelled CGT.
   d. **Writing Groups:** some people are just not doing it, they just didn’t respond and disappeared. That’s normal.

4. **Link to Padlet:** https://padlet.com/moussu/blj8remd9oae
   a. A Social space where tutors share anecdotes, cute pictures, memes, etc.
   b. Feel free to reach out and stay in touch. We are all struggling and isolated, so this is a space where we can be more informal.
   c. Announcements and important info will not be posted here, but will still be emailed.

5. **Remember to fill out the client report form RIGHT AFTER your tutorial;** this is the only way that your client will receive a feedback form.
   a. This is not optional! Online clients will only get the feedback survey after you fill in the client report form. This needs to happen right after the appointment so the client will fill it out.
   b. Leave two minutes at the end of the appointment to fill in client report forms. These reports do not need to be super detailed unless there is a problem. Be brief, but make sure you fill out and save the client report forms.
   c. The client feedback might be able to help show the DoS how important we are to students and it will also help us improve our services. It can’t hurt to have good statistics.
   d. Justin should still be able to give you the client feedback next week.

6. **If you encounter technical issues that prevent you to help your clients**, call Justin or Belinda right away so that we can reach out to the students immediately.

7. **Refresh your screen towards the end of each session** to see if the next student has canceled. If there’s a blank spot, tell your current client that they can continue for another half an hour.
   a. It’s hard because many clients don’t show up but don’t cancel their appointments. Maybe you can open the next appointment to see if the next client shows up.
   b. Taking a few minutes to breathe between appointments is also important if you have the time to do so.

8. **What to do when a client does not show up?**
   a. Check with Justin/Belinda after 5 minutes, but do not mark the appointment as missed yet.
b. Read writing resources shared by Lucie.
   c. Read staff meeting minutes.
9. Spring/Summer: still no update (Belinda emailed Rob but no response yet)
10. Ideas for a waiting list? Lucie will ask other writing centres in Canada and the US for suggestions/ideas.
   a. Asynchronous tutoring is available at all times.
   b. Hold a digital "office hours" on zoom or google meet. Students can "wait" there and we’ll let them know when someone is available.
11. Lucie will start training tutors in the fall. WRS 301/603 AND EDSE 401/501 (all at the same time, MW 4-5:20). Please promote :)
12. PJ’s video chat instead of our potluck?
Appendix C – Tutoring Session Evaluation Feedback Form

University of Alberta Centre for Writers
ONE-ON-ONE TUTORING SESSION EVALUATION

Please fill out this form following the session with your Tutor

What Department / School are you in? __________________________________________

Tutor's Name: ____________________________ Date: ____________________________

Are you an International Student? Yes No

How useful was the tutoring session?
☐ Very Useful  ☐ Somewhat Useful  ☐ Not Useful (please explain)

Did your tutor explain concepts clearly?
☐ Very Clearly  ☐ Somewhat Clearly  ☐ Not Clearly (please explain)

How likely are you to come back to the Centre for Writers?
☐ Very Likely  ☐ Somewhat Likely  ☐ Not Likely (please explain)

How likely are you to recommend the Centre for Writers to other students?
☐ Very Likely  ☐ Somewhat Likely  ☐ Not Likely (please explain)

Do you have any comments about the Centre for Writers?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How did you hear about the Centre for Writers?

☐ Professor / TA
☐ Word of Mouth (peers)
☐ In-Class Presentations
☐ Website/Internet
☐ Outside Signs / Posters
☐ Orientation
☐ UofA+ Program
☐ You Have Been Here Before
☐ Other
What were your personal goals in participating in your writing group?

- To learn effective communication
- Learn better paraphrasing strategies and punctuation rules. Also, adding coherence to my writing.
- Writing concisely, paper structure, academic writing.
- Just get my writing for assignments done better.
- Improve grammar, technical writing skills, and concise writing.
- Get a better understanding of academic writing.
- Earn how to strategically plan writing materials before writing
- To improve grammar in my writing as well as to learn how scientific research paper is written.
- To write more consistently, faster and with a better quality. Improve writing skills for papers, grant and scholarship applications.
- To find what’s my weak point in English writing!
- improve writing skills
- I wanted to develop my skills in scientific writing.
- To improve my writing skills and learn some techniques
- finish the research proposal and learn writing skills
- initiate my thesis writing
- I would like to continue my study and stay in academia. Therefore, I need to learn how to write grants, proposals, papers etc. Before learning them increasing my writing skills is required. Thus, I joined the writing group.
- improve my basic writing skills
- Enhance grammar skills.
- Improve my English writing skill
- Learning more English format
- to correct my grammar mistakes
- improve some writing skills
- Improving my academic writing
- Improve writing skills.
- Paper publish and thesis writing
- To learn how to write a good paper.
- To learn to be concise
- Developing more writing skills
- Improving my English.
- improving my academic writing skills
- Write clearly and precisely
- To improve my academic writing ability.
- To write the sentence and even paper more logically and fluently.
- Practise to be less wordy, recognize key elements for writing different types of manuscripts and learn about English punctuation.
- I wish I can write scientific paper with less grammar error
- Write at least one report and have it checked by the facilitator.
- Get better with articles
- My major aspects were to improve my academic writing skills more specifically flow of writing.
- To improve writing efficiency, concision and clarity
- 1- How to organize an academic writing 2- How to keep flow of writing 3- How to write a coherent writing
- Finish an academic paper mostly by myself
- To know the tips of academic writing and improve the writing skill
- Learn how to write formal and informal letters, how to write a journal paper
- I want to increase my knowledge about how to write academic papers and proposals
- Specific topics in text structure and grammar
• To write in a more logical way and lean some writing skills.
• Use of tense, cohesion, Complex/simple Sentence structure
• To improve my writing skill specially on academic writing
• Learn how to academic papers in a formal training
• know how to write a proper paper and thesis
• To enhance the writing skill
• Improve my writing skill, specifically, productivity and cohesion
• Academic writing skills
• Increase my conciseness in writing, increasing the speed of my writing.
• improve academic writing
• To learn useful strategy for academic writing and improve communication ability
• get knowledge about how to write effectively
• My goal was is to find someone who can guide me to write my thesis efficiently and correctly.
• To be able writing an academic paper, thesis, etc.
• To organize the article well
• Improve the academic writing ability.
• learn the rules in writing scientific paper
• To have a better constructive sensing in writing a research paper.
• Improving my writing skills. Learning how to accurately express my ideas and thoughts in writing.
• Get to know more/polish up my English writings to a higher standard
• Improve my writing skills and correct my mistake
• Writing papers
• Learn some strategies to improve my writing.
• Better writing
• To review all the parts of a research paper.
• Be a better writer, in term of report writing and thesis

Did the work you do in your writing group help you meet your personal goals?
• Yes 78%
• Not sure yet 13%
• Somewhat 8%
• No 1%

What did you like and not like about your writing group? Please be specific:
• I liked the detailed lectures with exercises conducted in interesting manner. I didn't like the writing part where we had to sit there and write which is meant to be submitted after few days. We could work on our free time later on.
• Some writing rules were not fully clearly explained.
• I like the presentations. I didn't like that the results of the activities were not discussed in group, probably it would be useful to find common errors among the group members.
• At first I was not a huge fan of the exercises. Then as my common mistakes resurfaced again and again, I began to realize their value. So in general, I like the exercise!
• I like the fact that it was a safe space to learn and ask questions. But I think the course could be more comprehensive specially with regards to common mistakes that grad students make.
• The tips shared in the group are really helpful.
• Like: activities that have something to prove
• I mostly liked our instructor willingness to help us and his help in writings from basic to complex problems.
• I liked the content taught, the feedback the teacher provided and her willingness to help us.
• The teacher was really nice and approachable! She provided good lectures and feedback. But, I preferred to have more real home works, and focusing only writing tasks!
• like discuss with classmates and [the facilitator]
• I understand that it is a group learning session, so we were practicing what everyone had trouble with, but I did not find most of it useful. Also, I feel since it was so flexible, I lost interest and felt it to be waste of time in the middle of the week.
• I like the tips and the exercises developed in class.
• I like the environment and the people in the group
• There was nothing to dislike in this group.
• Actually, I liked everything.
• I love my classmates because we work together and help each other through the entire course.
• It's perfect.
• I like everything in this group!
• I super like the fresh brand new handouts that we did every class
• I like all the things that the teacher taught us because I truly think they are so important.
• I like the content, really useful. nothing dislike.
• I like practicing in classes
• Everything is perfect. Maybe the classroom is a little small
• Cohesion and coherent
• The PowerPoint is interesting and I learnt something from it.
• My instructor's teaching skills is what I like best
• I enjoy the exercises and the discussion regarding specific ways of developing ideas. I don't like the lack of organization and structure of the course (e.g. topics, locations).
• I think our teacher was very good in team working every one of us participated in the assignments and he asked us questions about the previous session and it helped me too much to learn more.
• I like the flexible teaching forms in the course
• I like the way [the facilitator] explains things, it's clear. I also like the practice in class, because it helps me with understanding the knowledge.
• The info in our class is very applicable. While, we may not have a good use on the 1-hr free-writing period.
• I really like the relaxing course and the instructor taught very well. My suggestion is that maybe you can change a better classroom because the one we use now is too noisy.
• I like the topics, how clear the instructor explains and the exercises. I do not like that we do not have additional exercises for doing at home.
• I like the teacher when he encourage me
• I like the in-class exercises and I dislike the time slot of the group meetings.
• I pretty much like everything. My instructor, [the facilitator], is very helpful. Sometimes I feel that the class time is somewhat long but it's not a big deal.
• I liked the whole training, specially the activities after every lecture.
• I enjoyed obtaining new knowledge about academic writing. We went through lots of writing strategies and rules that I didn't know before.
• I like the intention of the group and reviewing the grammars. But it didn't cover the goals I had in mind which I mentioned above.
• I like the feeling that everybody can get involved in the exercise, like a game, and everybody enjoy it. I have no idea about the dislike.
• It's a good chance for me to learn the academic writing. I also have the chance to communicate with tutor and he can give me some useful comments about my writing.
• [the facilitator] as an instructor was perfect, smiley and welcoming to all the ideas
• I like the practice exercises that we have during the session, however I have a comment on the outline that we have for the course as I think it needs to have certain clear strategy and more flow. For example, sometimes we have different topics at the same class like grammar, word choice, and lexical resource. I'd rather to focus on one item so each session tackle one issue. Meanwhile, we could have assigned tasks based on what we have. So at the end we address each part of writing, for instance, an academic article on a certain topic that is common among the group. To illustrate more, let's say we will ask the group to write article about comparison between materials in constructions. This article consists 4 paragraphs: introduction, 2 body paragraphs, and conclusion. Then, at each session we address one of those sections. and have feedback on our work of each one. Then we will
move to a more advanced task like academic paper with separating it into items such as abstract, intro, ...

- Liked: This course is awe-so-me and necessary. Fresh and enjoyable approach to science writing.
  Not liked: Would love to see groups where we are split according to levels. I benefited from the course but would have done much more so had i have a chance to see more advanced aspects.
- I do not like the exercise on grammars.
- Get point to point information
- I like the discussion part and peer review.
- The facilitator HAS EXPERIENCE and passed it on. Nothing i disliked
- I liked first weeks when we spent more time about the form of published paper; but I didn't like that we spent too much time on punctuation and grammar.
- Liked it!
- The feedback on our writing!
- The small exercises at the end of the class.
- Not a flexible time of the class! Should be arranged in weekends.
- I like that it was a small group so you can get personalized help
- That was all perfect!
- The fact that we were given the opportunity to be peer reviewers of colleagues writing. The timing was no so accommodating
- writing technique is not fully explained
- What I like is the teaching way that my instructor adopts; what I do not like is that teaching hours are not enough
- Time of the writing group
- I liked the topics that [the facilitator] prepared and the way she tried to explain everything in this short time.
- In my opinion, our group was perfect, I liked everything in that class.
- Peer previewing is good method for learning different writing styles.
- I like the tips or strategies [the facilitator] mentioned in class, for example the websites he recommended to search words, the software he recommended for insert references. But I think it would be better if he could clearly show us what content or topic he would deliver to us in the class before he started.
- I like the exercise part in the group. It helps understanding the concept.
- The facilitator has been giving out useful information and good examples.
- The lectures given at the beginning of the sessions was very helpful. The review on our own articles was also very helpful.
- I like the way of conducting class, it's free & interactive
- I like the contents related to the journal submission and don't like the grammar practice.
- I do not like to discuss grammatical points like general English courses
- Overall it's fantastic. The instructor is very helpful, and the way she organize the meeting is very interesting. The slides she prepared is well-organized and useful, the way we do exercise in meetings are funny. I learned many useful strategies.
- I liked the practices. I didn't like the one hour free writing session.
- I did like how we reviewed different grammar common issues.

**Was your writing group facilitator’s instruction useful or not? Please explain:**
- Yes it was very useful with the type of method he used for teaching
- Yes, his teaching was helpful, especially for the research paper writing section. He has a lot of experience in how to write papers so it was useful.
- Somewhat. [the facilitator] is an incredible person. However, sometimes it was difficult to understand her. I do not know how to explain it, she talks while she laughs loudly so sometimes is difficult to understand what she is trying to say. Please do not misunderstand me she is amazing, but it was difficult to catch her words sometimes. Her presentations were really good. I would recommend here to use the time better, maybe more theory or more group discussions about writing topics.
• [the facilitator] helped to go through my writing sentence by sentence (which took a lot of her time I believe), which has always been helpful since I get the chance to figure out how my writing looks to other people.
• It was useful. He was happy to answer our questions.
• Very useful. He offered me many useful comments.
• Useful: lots of details that I’ve never learned about explained with examples
• Yes, it was really helpful.
• Yes, I could apply the content on my everyday writing and academic duties.
• Yes really. one of the problems was that most of my teammates thought that it’s a workshop class which helps them in doing all productive skills such as speaking, presentation, and academic writing! So they asked for some unrelated tasks! While I took part for improving my writing (general and academic). I think the lecturer shouldn’t obey all requests!
• useful
• It was okay. I mean she tried, but whatever she taught, they were basic.
• Yes, he was useful. Although, sometimes he didn't clarify the concepts well.
• Yes, it is useful. I know many new rules related with writing.
• [the facilitator] was outstanding in explaining different things in simple way.
• Yes, she did a great job.
• Useful. She taught us many skill that can be used in both academic writing and news writing.
• yes
• Yes, very useful.
• Useful because it taught me something i have never learn before
• Useful, I know a lot of things that I do not know before.
• yes. combine teaching and exercising.
• Yes
• Yes. We learned theoretical tips as well as a lot of exercises.
• Very helpful and useful
• Yes it was. They have helped a lot
• Yes, he has been always open to help us in our writing and as a reviewer.
• Yes it was.
• useful
• Yes
• Very well. She usually teaches us how to avoid regular problems in our writing assignment.
• Yes, she was very clear and when she did not know anything, she did a comprehensive research to answer as best as she could.
• Very useful. [the facilitator] is doing an amazing job.
• she had command on academic writing. I liked the way if her teaching.
• Yes. [the facilitator] was very patient in explaining writing strategies and answering questions in class.
• Yes, it was useful.
• it couldn't be better than [the facilitator] I think
• In my opinion, he put a lot of effort to help. With more clear plan for the sessions this effort will have a better influence
• [the facilitator] was really helpful and patient as an instructor. She never overlooked any aspect during our learning process, and did not mind to go over our doubts now and again.
• Useful
• yes
• She is good, she tried to explain everything she knows.
• Yes, he used practical examples to demonstrate how papers are to be written
• Yes when we discuss more writing techniques
• It was helpful. [the facilitator] was always giving accurate comments about my writing submissions each week, always according to what we see in the group meetings
• Yes was very resourceful
Appendix D – Complete GWIG Student Feedback

• My facilitator’s instruction is very useful since I have learnt lots of amazing skills for academic writing, such as how to conduct data commentary, how to use comma, how to write conference abstract.
• Yes, everything was clear, especially the weekly feedback from [the facilitator]. Also, after she return our writing, we usually have brief discussion if we have any concerns regrading her feedback.
• Yes, [the facilitator] is really a very good instructor in teaching.
• It was useful. She helps me to organize the article more comprehensive.
• Yes.
• [the facilitator] is really helpful and kind. The weekly paper review helps a lot with my study.
• Yes.
• Yes, her comments on my articles were very constructive and helpful.
• Yes, a lot. I have learned many tips & rules/general principles related to writing
• Useful in some way.
• Very helpful. The way she organize the meeting is very good and easy to follow. The slides she prepared is well-organized and useful, and the exercise in meetings are also wonderful.
• She was useful.
• Yes, she always was ready to help.
• Yes. [the facilitator] is a wonderful teacher. Her skill to correlate the lessons with actual research appears and materials was amazing. It helped understanding the concepts better.

Was your writing group facilitator’s feedback on your writing useful or not? Please explain:
• Yes it is useful. I submitted the writings that I generally practice in communication and got feedback useful for improvement
• Yes, they were useful. He would give advice on how to modify things or he would modify them to make it better.
• It was. However I was expecting to have bigger assignments to have more academic feedback because that is what we have in grad school. We only did general audience tasks.
• Very helpful as I explained the previous question :)
• Yes. His feedback were always clear and had an attention to detail.
• Yes. His comments help me correct my misunderstandings.
• N/A
• Absolutely! I got good remarks for my writings from my supervisor at the end.
• Yes. With her feedback I improved the text that I was working on and felt more confident to share it with my supervisor.
• Yes, when she got feedback that was really helpful but unfortunately she didn’t do that much! useful
• Yes she was very helpful and understand and very compassionate towards our problems. But her feedbacks weren’t as good as an instructor or for that matter, they did not quite benefit me.
• No very much. He didn’t explain nor show how to correct an error. His comments were not very specific.
• Yes, it is useful. I modified many materials, including my CV and cover letter, which is very impressive.
• [the facilitator] used to give very good feedback which were very useful to clear doubts.
• Yes, she did.
• Yes. She always give many feedbacks on my assignment including advantages and disadvantages, and some resources that improve my skills. It's very useful
• Yes
• very useful.
• Useful because it corrected my mistakes timely
• Yes. I have some writing bad habits and the feedback changed my bad habits a lot.
• yes. shoe me some mistakes of my writing.
• Yes. [the facilitator] is patient and always offer useful advice
• Yes. She gave us detailed feedback every week.
• Well, kind of. It was not too much in feedback.
• I call back to the feedback often to familiarize myself with the correction made
• Yes, he has guided us on the structure of academic journals.
• Yes, since as we understood what is our level based on his comments and each week we can compare his idea about ourselves to understand we have any progress or not.
• Yes
• Yes.
• Yes, it was very useful. She made me realize about common mistakes regarding punctuation, word use and phrase structure.
• Very useful. My professor commented that he enjoyed reading my big term assignment. This greatly because of the help I get from the writing group.
• Every time I submitted my assignments I got the useful feedback. [the facilitator] pointed out my weak points in my every submission. Thanks to [the facilitator].
• Her feedback on my writing towards the end of the term was not as valuable as that at the beginning of the term. I hope she can adapt to a better work life balance. It seemed that she was very busy and didn't have enough time to review our writing.
• Very useful. 1. Improve my clearness of my paper by point out some confusing part. 2. Make my paper just like written by native English speaker.
• Yes, it was very useful. He can point out my grammar mistakes, some poor structural flows in my writing and then give me some advice for modifying.
• yes
• It seems to generalize the issues and to have more details. For example, I have a useful experience with a similar course, the instructor satisfy each mistake whether it is lack of lexical resource , S.V. agreement, word choice , ...etc. Also it has comments like try to use more synonyms or about the structure or so on.
• Yes. I have been preparing a funding extension application for over six months and she helped me with at least 4 versions i produced throughout the course time.
• Useful
• yes
• it was useful because with that i improved some of my mistakes.
• Very useful because it addressed non technical issues such as grammar that we ignore
• Yes, He would make clearer outline for each class
• It was, she really took the time to properly read and comment on our writings submissions
• Feedbacks from the facilitator was useful and has helped me in my writing.
• The feedback is useful since I got to know my weakness in the writing and learnt how to improve my writing
• Yes, very useful. I almost finished my thesis introduction in this writing group.
• Yes, [the facilitator] gave me a useful feedback on my assignments which helped me to improve my writing skills.
• Yes. He gave very specific comments regarding my writing.
• Yes.
• Yes, it was useful, because she can detect mistakes in my articles that I wasn't aware of.
• Yes, of course. They are very constructive & she clarify well & even give suggestions to improve
• Useful. But I only received feedback once.
• Useful
• Yup she was useful because she provided extra information
• Yes, her comments were precise.
• Yes.

Was the time you spent talking face-to-face with your facilitator during meetings useful or not? Please explain:
• I was unable to join online sessions after COVID 19 breakout
• It was useful. We had exercises done at the meeting times and group discussion too. The online sessions were well managed as well, although it required an extra effort in both sides.
• all the in person sessions we had, online just once
• Yes, [the facilitator] was still as helpful as in the in-person classes. She did all the same, only through screens.
• It was useful.
• Both are useful. He helped us go through the points we should pay attention to in academic writing.
• Yes. Some personal questions can be given answer from her perspective
• Both were useful since face-to-face/online learning gave me opportunities to ask questions which I was mostly confused about.
• It was useful, she was really prepared to answer our questions. Both systems worked but I prefer face-to face classes.
• Just one time we did and that was a greeting!
• useful
• They were okay. I did not find it quite useful which is why I dropped out.
• Yes, it was helpful. Definitely I prefer the face to face interactions.
• Of course it is useful. I learned the skills that I wanted to know.
• It was very useful.
• Yes, they were really useful.
• Useful.
• yes
• yes, we took online course.
• Useful
• useful. she is so kind and so patient.
• yes. still learn something.
• Yes
• Yes. It is also very useful and effective.
• Useful
• It was helpful. Face-to-face communication is a vital tool for remembering the things taught
• Not applicable. I haven't have face-to-face meetings.
• Yes it was. Face-to-face talking always affect more because body language plays an important role in conveying messages.
• Yes
• Yes, it was. She can help me modify the mistakes and tell me the reason about that.
• Yes, it was very useful. The time was sufficient to cover the topic and explain every aspect.
• Yes, very useful. Sometimes I can just make simple mistake and don't notice them. So, not only my instructor help me find those corrections, but also suggest how to better explain my ideas in the writing.
• There were so many interactive sessions that made us possible to more effectively learn.
• Yes. Every week I was able to learn something new.
• Yes, it was useful. During face-to-face time I can explain my questions or my confusion in detail and he also can answer my questions and explain it well.
• as useful as possible
• yes and he was very open to any opinions and take some of them into consider
• It was good. But i was the one who lacked enough, as compared to [the facilitator]'s willingness to help us.
• Useful
• yes
• Since we had a lot of discussion, it was useful.
• Yes, we had several exercise in class that helped us to discuss and learn a lot
• Yes
• I think it was useful, specially liked the interactive exercises
• Yes. This is because much is actually learnt when there is interaction with the facilitator as more ideas are shared and we all agree to a common goal
• Yes, it is useful. Because I felt very comfortable to talk with my facilitator and my oral English was improved
• Yes, very useful. Sometimes during the class or if the class is busy, we usually have brief discussion during the water break or after class if we needed to have further discussion.
• Yes, it was. We had a time to discuss the material, practice and solve some examples in the class and share our thoughts.
• Yes. When I have questions for him, we exchange our opinions effectively.
• Yes
• Yes.
• Yes, it was useful, because when sometimes she notices that I have a certain problems in my way of thinking about what I write during our conversations, she explains the problem to me so I can be able to fix it.
• Yes, I was able to discuss my ideas or how I was thought of something
• Useful. I think he mentioned something I didn't notice before.
• Yes
• I didn't.
• For sure it was, but sometimes the topic turned it interesting and it took more time.

Was the time you spent practicing and working on your own writing during meetings useful or not? Please explain:
• Yes, in a sense that I used to revise my old writings but didn't invest in new writing.
• I wish the meeting room had the 2 hours of class available to be able to write during the meeting, so I felt we didn't really had in class writing.
• I think it was not useful I felt that we could use it more to discuss our own writing problems. I personally feel that it wasn't used properly.
• Yes, it felt like a designated time for writing.
• No. Maybe because I was not working in my thesis, I felt the class time could be used in some other way. E.g: Discussing our writings with instructors instead of writing them in class.
• Very useful.
• Useful. But I still need time to apply them to my works.
• To some extent because the available time was not enough to cover all aspects of writing.
• Yes! It's like a commitment to yourself. Even if I had not been so productive during the week, I still would have the class to try to do it and get some help if needed.
• somewhat not completely. It could have been improved by some home work, obligatory assignment!
• useful
• Not very useful, I'd like to do them at my place.
• We didn't have much time to practice on our own writing during meetings because we use most of the time on presentations
• I don't think this part is necessary.
• We used to have around 30-45 minutes for writing at the end of class. For me it was difficult to write something during this short time.
• Yes, it was.
• Useful.
• yes
• useful
• "D
• Very useful"
• it is useful, and now I can write things faster than before.
• yes, i can understand the skills by my own practising.
• Yes, it's useful
• Useful.
• Useful
• Not applicable. I haven't had meetings.
• Yes it was.
• Yes
• Yes, it was. It could help me improve my writing all the time.
• Yes, but it could be more, so that we had have the opportunity to do more exercises.
• I don't really use this time. I usually prepare questions to ask my instructor.
• We didn't have too much writing practice during the meetings. Other exercises such as paragraph editing, multiple choice questions were useful.
• Yes, it was useful. The tutor can give the advice and feedback to me immediately according to the writing during the meeting.
• yes
• yes but I think if we assign a common general academic topic that students could search and write about and check the feedback with each other and with the instructor, this would be more efficient, especially most of the group have similar interests.
• I seldom used the free writing period but I made sure to send almost all days a draft of my writing.
• Useful
• yes
• It was useful, gave time for to see my problems.
• They were surely useful but more time needs to be allotted to this activity, especially towards the end of the term when students have covered enough content.
• It's not enough as we write about other things not our own writing during meetings which was not the best practice.
• I was forced to write faster than I would normally do, so in actually improve my writing productivity.
• That was very useful.
• Yes. Because it have sped up my writing skills, as every week I have to submit my write up for evaluation.
• Yes, it is useful. Because I could find out the problems in my writing and learnt methods to solve them.
• Yes
• yes, It was useful because [the facilitator] was giving me a feedback on my writing and that helped me to know what kind of mistakes I do usually when I write a report or an academic paper.
• Yes
• Yes.
• It is useful to think about the topics I will be writing about. But I prefer to write at home.
• Yes, again was able to catch up my weaknesses.
• yes

Would you like to share any other thoughts about these writing groups?
• No
• Try to convince the deans of the importance of these groups per faculty. We need more groups but focused on specific fields.
• I just want to say although I don’t fitted closely to the graduate group as others, who are more or less research-driven, but [the facilitator] helped me a lot. I wish I could get this in my first semester and I believe it would befit my transition. Shoutouts to [the facilitator] and I hope this kind of help can be offered more to international students. Thanks for reading!
• It was a great experience. I have learnt a lot. Thanks to [the facilitator].
• If people around me are interested in improving their writing skills, I will definitely recommend this to them.
• I wish if we had more classes. It would have given us opportunity to learn more and practice more.
• I’d like to see the writing group happening again on next term.
• I would like to give a very general opinion about the writing group or for that matter, the one on one peer tutoring. I have been there quite a few times now, asking for feedback in my term papers. I particularly read the tutor’s area and go for the appointment hoping that I get some constructive feedback on my writing- like if the flow is okay or my writing makes sense to a layman with some basic understanding. I have spent half an hour reading out my writing and inserting commas, and
maybe a few conjunctions and checking my tenses. I have made my meeting clear with the tutor at the beginning itself, but that's all we have done by reading it aloud. MS- word already provides an option where it can read aloud for me, but the difference is it cannot give me constructive feedback, which is why C4W is important for us as International students. [the facilitator]'s writing group was good too, but I do not want to discuss things like explaining my research to a 3-year-old when my current goal is to improve my scientific writing skills.

- No
- I think this writing group is useful and good enough.
- I think for daily writing in the end of the class, you may ask students to write something on general topic. That would help to think outside of their own research and transform their thoughts into writing.
- is there any chance to apply for other writing classes in your center?
- Yes
- [the facilitator] is so interesting and I like her style! Thank you so much!
- I like her, reaaaaaaandaally.
- no thanks.
- Sure
- I guess that is all.
- No
- A notable structure will improve the course.
- If writing classes allocate more time (1or2) sessions at least, to work on advanced grammar I think it would be fantastic.
- You're awesome, guys! Thank you!
- There should be at least two classes in a week, which will give more time to learn.
- It would be better if we can have a mentor from our field of study, or just general science/engineering field. It seemed that [the facilitator] had difficulty understanding the contents of our writing. Some feedback she provided were therefore not applicable or valuable. It took her a lot of time to read our writing as well. It would probably be easier for a mentor with a scientific background.
- Yes.
- I'd like to thank you to provide this kind of opportunity to learn which I think it will be better in the future with your interest to hear feedback.
- Courses are good. In my opinion levels should be in place as people would benefit from different aspects.
- If some bad writings could be taken as examples, that will be helpful.
- I believe that the peer review part is so important so it is better if it continue for other groups as well.
- Writing groups are very important. It should be part of professional development so that more people are attracted to it. I am not sure many students know about it, yet many international students would benefit
- This writing group was very inspiring and educative.
- I personally think this writing group is very important to us international students, and I hope more writing groups would be organized in the future. I would like recommend it to my colleagues.
- I heard that maybe there will not be another writing classes next semester for sponsored students, but I think such groups are very important and useful. Please offer as many as you can of these groups. Thank you so much! This class help me a lot.
- Nothing to say! the class was useful at all.
- All students were enjoying sharing thoughts and that helped us making progresses together.
- It was a helpful writing group, and it improved my writing skills and confidence.
- I hope the instructor could speak more clearly.
- I want to give my thanks to my instructor and C4W who help organize these things, it's very helpful.
Best Practices for Asynchronous Online Tutoring

Produced for the University of Alberta’s Centre for Writers

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Introduction to Online Tutoring
Online/asynchronous tutoring is a fun and challenging activity that provides many opportunities for helping clients who cannot access the C4W’s main office, such as students in the Faculty of Extension, online students, practicum students, and those in exceptional circumstances.

This document gives a general overview of the processes employed by tutors in the University of Alberta’s Centre for Writers. The goal is to provide a point of departure for anyone starting as an online tutor. While there appear to be many complex rules, you will find that you have a high degree of freedom when tutoring online. Try to think of this as a guide to best practices.

General Safety Protocol
Here are some straightforward measures for safely interacting with clients:

- Only use the C4W online email address for all correspondence.
- Only use your first name in emails and feedback documents.
- Do not give out your University of Alberta email or any other personal contact information.
- Do not release any personally identifying information, such as your student ID, or place of residence, etc.
- See section on “Responding to Difficult Clients” for uncomfortable or abusive situations.

Logging Into the Gmail Account
One of the easiest ways to log into the Gmail account on a personal or shared computer is to use an Incognito Tab and visit gmail.com. (Below is a screenshot of how to open an incognito window on google chrome.) That way, you can use both the CWOnline and your UAlberta account at the same time without having to log out of one or the other.
Next, input the C4W’s online email address and password to log in.

You should be taken to the Campus Computing ID UAlberta Login. Input cwonline for the username, then the password of the email account.

**Response Protocol**

**Overview of a Response: Initial Inquiries and Requests for Information**
There are two general types of requests that we receive at the C4W. The first kind of requests are general questions about the service, and the second are requests for assistance. In both cases, ensure that the sender has the appropriate information about how the service works, as some prospective clients forget to check the available information before sending us their requests. You may consult the flowchart at the end of the handbook on responding to general inquiries.

**General questions**

- First, check if we have previously communicated with the client before.
  - You can do this by typing their full name into the search bar at the top of the page.
- For email inquiries from people with whom we have not previously communicated and don’t seem to have read the necessary information:
  - Let the client know about how the C4W works and provide a link to the [Online Tutoring webpage](#).
    - Let the client know that the webpage includes the feedback request submission guidelines.
  - For any email inquiries from people with whom we have not communicated with since any policy updates, provide a quick description that gives them an idea of what has changed since they last used the service.
    - If applicable, add a link to the Online tutoring webpage on the C4W website if that has changed as well.
- For general questions about online tutoring, try to determine the nature of their inquiry.
  - If the client is looking for information that is provided in the Online Tutoring webpage, you can either:
    - Direct them to the webpage itself or;
    - Copy and paste the information that answers the client’s questions and then bold or highlight important aspects that they need to take note of.
  - If the client is looking for resources from other campus services, direct them there with appropriate links when possible.

For requests for assistance, ensure that the prospective client’s coursework is eligible (see the “[Checking Eligibility](#)” section, below).

Whenever writing substantive responses to clients, include a standard greeting at the beginning and a signature at the end.

**Response Time**

Respond to initial queries and general questions as soon as possible.

**Note:** Linking the C4W online email account to your phone through the gmail app can help with expedient responses, as you can turn on notifications.

Try not to respond at unusual times, such as before 7:30 AM or after 8:00 PM. Certain clients might then expect you to work anytime, if you answer emails outside of “normal business hours.” However, some students might live in different time zones, so they might not care or notice.

If you know that you won’t have time to write an email during regular business hours, you can always write the email at a different time and schedule for it to be sent during regular business hours. You can do this by clicking the drop-down arrow to the right of the send button. After clicking on “schedule send” you will be given 3 pre-made options, or you can pick your own date and time for the email to be sent. (See images)
After clicking on “Schedule Send,” this is what you should see:

![Schedule send](image)

Sometimes, you might need to send an expedient response outside of typical business hours. If it’s clear that the client will find it helpful, feel free to make reasonable exceptions as your schedule allows.

The two-business-day maximum turnaround time is an upper limit only. Sending feedback sooner usually results in greater client satisfaction.

The “In Progress” label, along with a label bearing your name, should let your team members know that you are still working on a response and not ready to send it yet (see the “Using Labels” section below for more information).

**Providing the Introduction**
There should be an introductory email template in the cwonline@ualberta.ca’s drafts folder. Please use it for clients who have not used the C4W Online Service before.

If the template is unavailable, check the most recent introductory email sent to a new client. It is acceptable to copy and paste the necessary information, adding modifications as necessary for the clients’ needs (e.g., client’s name).

It is helpful to highlight or bold particular sections that you think the client needs to notice.

- Ex. if a client has not provided **3-5 focused questions**, ask the client for them directly.
If you are working with a team of tutors, adjust your wording in the introductory email so that the client is aware that multiple people may respond to their emails.

**Checking Client Eligibility**
Always ensure that a prospective client is eligible to use online tutoring before providing feedback. Individuals who are part of the following categories can receive online assistance:

- Students enrolled in Faculty of Extension courses
- Students completing internships and/or work-terms at the University of Alberta
- Students participating in co-op programmes
- Students engaging in distance education courses
- Students studying abroad
- Disabled students
- Regular students during exceptional circumstances (e.g., pandemic quarantines)
- Students whose synchronous tutorial crashed (e.g., poor wifi)
- Anyone who has gotten special permission to use online tutoring from the Director or the Program Coordinator.

The following types of work, regardless of the client’s enrolment status, are **not** accepted:

- Work that is not the client’s own
- Take-home exams (if the instructor did not specifically give permission in the syllabus or assignment description to seek C4W help)
- Legal documents
- Work that is not written in English

If you are ever unsure of whether a client or their work is eligible, consult the Program Coordinator by forwarding the email to them.

**Contacting the Director**
While doing online tutoring, you may encounter ambiguous situations that demand further clarification from the Director. If you ever find that you are confused by the way that a request or an inquiry should be handled according to C4W policy, forward the email to the Director. In your message, include a complete yet concise description of the issue.

In further correspondence with the client, remember to send replies that do not include your forwarded question. Go back to the client’s most recent email and reply to that message. This ensures that the client does not receive emails intended for the Director.

**Responding to Difficult Clients**
Some clients may present difficulties when corresponding with us. The reasons for this may include frustration, stress, rapidly approaching deadlines, a dislike of their coursework, or other problems.

When interacting with difficult clients, remember to always remain professional. If a client is outright abusive, discreetly forward the correspondence to the Director and Program Coordinator. Also, remind the client of our policies surrounding respectful behaviour.

If a client tries to pressure you to violate C4W policies, you can always let them know that you will not do anything that will cause you to lose your job. But in general, do not allow students to abuse you verbally and forward problematic correspondence to the Program Coordinator or the Director immediately. It can also be useful to copy the Director and/or the Program Coordinator on “difficult” and emails to problematic students.
Team Communication
Communication is vital to the success of the C4W online tutoring team. At the beginning of a contract period, online tutors must meet to discuss scheduling, task distribution, and training. It’s also necessary to determine a default communications platform, such as email, Google Hangouts, or text messaging.

Distribution of Tasks
Whoever finds the email in the online tutoring account first should notify the other online tutors after providing a greeting to the client. This method can help with deciding who will provide feedback for the client. Additionally, other tutors need to know as soon as possible when a request comes in so that they can schedule their time accordingly.

A team can try to make sure that the hours are evenly distributed in a “round-robin” fashion. However, sometimes certain tutors are busier than others. Having more people operating the account can allow a team to be more effective during busy times. It is not uncommon for tutors to negotiate exceptions with one another in this model. It is extremely important for tutors who decide to complete the feedback to actually do so in a timely fashion and not wait to ask another tutor for help if something unexpected (e.g., illness) comes up.

Using Labels
With our current system, we have a series of labels for our online tutors on our Gmail account. This is especially useful for avoiding confusion when coordinating with teammates.

- When you find a new email in the account, send an appropriate greeting and add the “Unassigned” label to it.
- Next, add a label for the weekday that the feedback is due, such as “Due Monday,” “Due Tuesday,” etc. Then, using whichever task distribution system you have collectively agreed upon, determine who will assist the client.
- Once this has been decided, remove and replace the “Unassigned” tag with your own label if you are the one completing feedback.

This form of communication helps to streamline the process of selecting a tutor to help each client, thereby allowing tutors to balance duties according to their own schedules while providing timely feedback.

If you’re a new online tutor, you can make your own label with your name to use.

There are labels for different semesters, general questions, and completion progress. Be sure to use the necessary labels so that emails stay organized.

Whenever adjusting the labelling system, be sure to check with your teammates first.

Working with Future Online Tutors in Mind
Future online tutors will reference your emails and feedback, so ensure that you are producing the best quality work possible (no pressure 😊). This also applies to our labelling system, which is a benefit to future tutors’ learning. If working during a semester when tutors are being trained, be prepared to work with a prospective online tutor, showing them how best to approach online tutoring. You are also most likely going to be expected to review the trainees’ feedback before sending it to the client.
Introduction to Writing Feedback - Asynchronous style!
Writing up feedback for asynchronous online tutoring is pretty similar to tutoring face-to-face at the Centre for Writers. Always keep your training in mind as you write up feedback (focusing on higher order concerns). Do not go over time, as you will not be paid for it. Also, try not to write too much, as it’s equivalent to talking too much, and you may end up overwhelming your client and/or doing the work for them.

The first round of feedback should be completed in one hour. Optional follow-ups should be completed in half an hour. The only exception to this rule is if you are working with papers submitted through WCOnline. In this case, the amount of time you can spend on students’ papers depends on the amount of time they booked on the schedule.

General Tips and Guidelines

• Ensure that you address your client at the start of your feedback (ex. Dear [client name]), and try to start with a specific, positive aspect of the client’s work.

• At the end of the document, ensure that you provide a closing remark
  o ex. If you have any questions or want a thirty-minute follow up tutorial, please let me know. Best wishes, [tutor name]

• Try to avoid making excessively positive or negative qualitative statements. Do not write things such as “This paper should get an A,” or “Everything is perfect/terrible ...”
  o We are not their instructors, so never tell students what grade you think their paper should receive.

• Always create and upload a new document for all comments; don’t mark up clients’ work. Just like during face-to-face tutoring, we want the client to be in charge of their writing, so don’t make all the edits for them. You can point out a few sentences as examples of prevalent problems you notice in the client’s paper. This can be helpful for your client to know exactly what you’re talking about.
  o Providing your own example sentences that are grammatically/structurally correct can also be helpful for the client to compare to their own incorrect sentence.

• Try to focus on a small handful of important issues, and pay attention to clients’ initial questions about the assignment.
  o If the client does not provide any initial questions, ask them for general questions if possible. If not, provide feedback on concerns that you notice.

• Always remain aware of time constraints.
  o If you are unsure, you can default to a reverse-outline method to maintain your pace and focus.

• Remember that you cannot address everything. Clients can only focus on resolving a certain number of issues at once.
  o Focus on things that occur often throughout their writing, giving priority to higher order concerns. For example: the assignment description, focus, argument, development, and organization.
  o Try to be constructive and encouraging at the same time, whilst balancing positive and negative feedback.
  o Always give specific examples of problems and examples of how to fix them.

• In structuring your margin and/or in-text comments, it’s a good strategy to:
  o Name the problem clearly
  o Explain why it is a problem (why it matters)
  o Provide guiding questions and information that helps the student know what to do with this problem. Where it’s helpful, include a link to more information.

• After the first round of feedback, ask your client if they’re interested in a follow-up tutorial.
- Make sure that your feedback is in an accessible file format, such as .pdf or .doc.
- Over time, you will become more efficient and develop your own style.

**Asynchronous Feedback Template**

Below are some suggestions on areas you could focus on in your asynchronous feedback. Remember, this reference is meant to be a guideline. While these suggestions are meant to help you organize your work, you are not required to follow them exactly and to address them all.

<table>
<thead>
<tr>
<th>Salutation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Greet the student by name</td>
</tr>
<tr>
<td>- Describes a specific strength of the paper</td>
</tr>
<tr>
<td>- May include audio and/or video greeting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advice Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Includes a short overview, in list or paragraph form, of what the advice template will address</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Compares/contrasts the assignment instructions and the draft</td>
</tr>
<tr>
<td>- Uses a table listing</td>
</tr>
<tr>
<td>o Each assignment requirement</td>
</tr>
<tr>
<td>o What the student has achieved so far</td>
</tr>
<tr>
<td>o What is needed, if anything, to fulfill the requirement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thesis &amp; Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Offers personalized, assignment- and draft-specific advice on</td>
</tr>
<tr>
<td>o Thesis statements, arguments, main idea statements, research questions (where applicable), statements of purpose</td>
</tr>
<tr>
<td>o Organization, including outlining and structuring</td>
</tr>
<tr>
<td>o Introductions and conclusions: Tutors have the option of including advice in this section or in Development and Research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Development &amp; Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Offers personalized, assignment- and draft-specific advice on</td>
</tr>
<tr>
<td>o Introductions and conclusions (see above)</td>
</tr>
<tr>
<td>o Abstracts and/or executive summaries</td>
</tr>
<tr>
<td>o Annotations</td>
</tr>
<tr>
<td>o Paragraph structure/development</td>
</tr>
<tr>
<td>o Use of research, including quotation integration, paraphrasing and summarizing, balancing research and original ideas/analysis, finding research that meets assignment or genre standards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formatting &amp; Citations</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Offers personalized, assignment- and draft-specific advice on</td>
</tr>
<tr>
<td>o Document formatting according to style guidelines, identifying examples of issues and modeling revision</td>
</tr>
<tr>
<td>o In-text citations and bibliographic list at end of paper according to style guidelines, identifying examples of issues and modeling revision</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar &amp; Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>- When students have addressed higher-order concerns, offers personalized, assignment- and draft-specific advice on</td>
</tr>
<tr>
<td>o All other sentence- and word-level writing issues, including, but not limited to, punctuation, sentence structure, voice, word choice, grammar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Includes a bulleted or numbered list of the revisions, creating a to-do list for the student</td>
</tr>
<tr>
<td>- Is &quot;signed&quot; with the tutor's name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>More Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Lists any additional resources/websites/guides</td>
</tr>
</tbody>
</table>

Found in: [https://wlnjournal.org/digitaleditedcollection1/GallagherMaxfield.html](https://wlnjournal.org/digitaleditedcollection1/GallagherMaxfield.html)
After any round of comments, provide your client with a link to the anonymous feedback form. Ensure that this form is for the applicable semester of tutoring, as it changes every semester. The link should be included in a draft saved to the account. If you are unsure about the link, check with the Program Coordinator to receive a copy. Encourage the client to spend a few minutes completing it. These surveys are extremely helpful for tracking statistics and improving services.

If you received the student’s paper through WConline (i.e., the student uploaded the paper on the WConline schedule), make sure to upload your comments in the right place (same student!) and at the right time (at the end of the appointment time). In this case, you do NOT need to send an email to the student, nor do you need to provide them with the link to the anonymous feedback form, as WConline will do so automatically once you have filled out the client report form. Remember to fill out the [off schedule] client report form. If that option is unavailable, then fill out the Online Services spreadsheet for this semester.

Optional Follow-Up tutorials
Optional follow-ups are written in thirty minutes (or as long as students have booked their time with you on WConline). It is critically important to focus on being as efficient as possible with your time.

There are several approaches to writing follow-ups:
- If the client would like you to look through a revised version of the same sections:
  - Take any previous feedback into account. Try to avoid repeating yourself.
  - Make a note of what they have changed and what they still need to improve on.
- If the client would like you to look through a different section of their writing:
  - If you notice the same issues from the first tutorial, it may be appropriate to re-address them. You can, however, say “as I explained in my previous comments…” to avoid re-explaining everything and to save time.

Academic Integrity Issues
If you notice that your client has violated the Student Code of Conduct or rules of academic integrity, either accidentally or intentionally, you must make it clear to them that the consequences for such infractions can be severe. Try to let students know how they should correct their issues as soon as possible. Violations of academic integrity should be prioritized whenever noticed, because disciplinary action can have serious and permanent consequences for one’s academic career. Finally, do not be afraid to forward any such correspondence to the Director.

Some of the most common, relevant issues include:
- Inappropriate collaboration
- Receiving too much assistance
  - As a tutor, one of your responsibilities is to avoid offering too much compositional assistance. A rule of thumb is to aim to provide constructive feedback rather than supplying direct solutions.
- Plagiarism
  - Failure to cite any sources, (including primary or secondary sources, images, and videos), is a serious violation of academic integrity. Always pay attention to whether clients are providing complete citations.

For more information, please check the following resources:
- https://www.ualberta.ca/current-students/academic-resources/academic-integrity
Building Rapport
Helping clients feel welcome is an important part of the tutoring process. When using asynchronous, text-based communications, such as email, it can be very difficult to gauge tone. Try to ask precise questions and anticipate how your feedback may be received.

Avoid excessive formality or informality. For instance, if a client leaves a happy face smiley or emoji, you have probably established good rapport with them. Sending an appropriate smiley back is usually acceptable in these cases. If you’re having a difficult time being professional, check out some of the previous tutors’ emails.

Positive interactions can provide long-term benefits. Ideally, satisfied clients will invest more time into improving their writing skills and have a greater appreciation for the process. They may also return to use the online tutoring service. However, if a client appears to struggle with independence, try to encourage them to take control over their own writing— but always be kind and patient! This may be a difficult process, but it is also an essential feature of the job.

Housekeeping Tasks
Always keep track of your hours. A simple spreadsheet will do. This can also help you when entering information into the collective tutoring spreadsheet (see below) that describes services over a semester. Right after finishing your tutorial, update the collective spreadsheet.

You should always update your BearTracks hours right after you are done tutoring for the day (to avoid end-of-contract non-payment issues). When submitting your hours through Beartracks, ensure that you add a comment for any hours worked online. This lets the Program Coordinator know that you were working from home rather than in the C4W Office. When everyone is working from home, however, (e.g., in case of a pandemic), you do not need to include this information when submitting your hours.

Online Services Spreadsheet
During each term, you need to collect data about each of your feedback tutorials in a spreadsheet. This helps to give the administration an overview of what kinds of services were provided, to whom, and for which classes. **This information will be used in the C4W’s annual report**, so it is crucial you keep good records!

For each tutorial, include the following information in the spreadsheet:
- The name of the tutor who provided feedback
- The date when the client sent the request
- The date when the feedback was sent to the client
- The type of assignment (e.g., research paper, lab report)
- The length of the tutorial (0.5h or 1.0h)
- The client’s first and last names
- The course’s name, section, and number (and instructor’s name if available)

At the end of every semester, share the spreadsheet with the Director and the Program Coordinator.
Because we currently provide services to the Faculty of Extension, we also share the data with the LEOLearn director at the end of each semester, upon request.

**Additional Resources**


https://wlnjournal.org/digitaleditedcollection1/GallagherMaxfield.html


https://wac.colostate.edu/books/perspectives/owi/

The Class Group Tutoring program is offered by the University of Alberta Centre for Writers. We would like to thank and acknowledge information provided from similar programs at the following universities: George Mason University, the University of Wisconsin/Madison, Brigham Young University, and Boise State University.

Introduction

Many instructors find that visiting the Centre for Writers (C4W) improves students’ writing skills; therefore, they strongly encourage their students to visit us. While C4W tutors are always happy to help students with their writing, they sometimes find themselves repeating the same information over and over to students from the same classes. In addition, with the limited number of tutorials we can offer and the very high demand, students often complain that there are no appointments available on our schedule. This is why we created the “Class Group Tutoring” (CGT) program.

If an instructor plans to require their students to visit the C4W, or if they often give them extra credit for visiting, CGT is an excellent way to ensure that more of their students will receive the help they need with their specific assignments, will be able to see a tutor, and won’t have to stress about making an appointment before our schedule fills up.

What is Class Group Tutoring?

CGT is a program offered by the C4W where experienced undergraduate tutors offer course-embedded writing support to instructors and students in writing intensive courses.

The class group tutors assigned to a class will work with the instructor and students throughout the semester. Tutors will meet with instructors a few times during the semester to discuss expectations, schedules, assignments, and tutoring suggestions. Then, tutors will meet with small groups of 5-10 students at a time in order to focus on major writing assignments students will have to write.

To accommodate student schedules, tutors will offer 2-3 different meeting times per assignment before the assignment due dates. Tutors and students will work together to improve writing skills such as analysis, clarity, structure, and flow, based on the instructor’s suggestions and the tutor’s experience.

Each CGT meeting is one to two hours long and is similar to a workshop. First, tutors will review one or two useful writing strategies with the group, and then, participating students will work on their assignments under the guidance of their tutors.

Instructors can ask tutors for some input on the syllabus, assignment descriptions, and grading rubrics for the course in order to get a student’s perspective. They can also ask tutors to help with peer review sessions in their classes if tutors are available.

This program should be seen as a great opportunity for instructors to receive additional writing support for their students, but also an opportunity to mentor future educators and professionals.
Instructors also benefit from talking over assignments and evaluation criteria with the class group tutors, who in turn can offer suggestions from a student's perspective. By engaging in these processes, both instructors and class group tutors gain valuable insights about teaching, learning, writers, and their own writing.

This program may or may not result in improving students' grades.

**Who are these class group tutors?**

Class group tutors are trained Centre for Writers tutors who come from a wide variety of disciplines and are selected based on their tutoring experience, their performance as writers, and their ability to help others improve their writing. They are motivated by their own enjoyment of writing, their desire to learn something new, and their ability to relate to faculty and peers.

Class group tutors do not give grades, teach class, or take the place of the teacher in responding to writing; rather, they supplement the writing instruction and sometimes clarify instructors' directions and expectations for students.

Class group tutors will benefit from the opportunity to learn about a potentially new area of study and to have focused discussions about content, the writing processes, and communication practices in this new area with instructors. It is important for instructors to remember that these tutors are undergraduate students and thus might still need guidance and support, especially if they are working in a completely new area of study.

**What is expected from Instructors?**

Instructors should attend an orientation meeting at the beginning of the semester so they can meet other CGT tutors and instructors.

Instructors need to work together with their tutors to ensure that things go smoothly for the tutors, students, and instructors during the entire semester. A minimum of three meetings per semester is required between instructors and tutors:

- The first meeting should occur within the first week of class to discuss the course, syllabus, assignments, assignment due dates, possible times when the Class Group Meetings will occur, and which class meetings tutors could attend. Tutors need to receive a copy of the course syllabus and, if applicable, access to eClass courses. Instructors and tutors must also come up with an estimated number of hours tutors will work for the course, per week and during the entire semester. (It is expected that the weeks before major assignments are due will be busy and other weeks will be less busy.) Instructors and tutors must also decide if tutors will communicate directly with students (to send meeting reminders, for example). Any other concerns or expectations should be discussed in this meeting.

- The second meeting should occur a few days before the first Class Group Meeting. Instructors should be prepared to discuss students’ needs and challenges and what the focus of the first Class Group Meeting could be. If possible, instructors should provide tutors with marking rubrics, any material that could be useful (slides, handouts, etc.), and examples of previous marked papers to demonstrate what they are looking for, the types of comments they make, and typical student mistakes. It might be helpful to provide examples of papers in the A, B, and C ranges.
• The third meeting should occur after the final paper deadline. Instructors and tutors will discuss the successes and challenges of CGT and if the students implemented the strategies taught by the tutors.

Of course, more meetings between instructors and tutors can occur if they feel it is helpful. More communication means more success. Regular email contact between instructors and tutors will benefit everyone involved and will help to alleviate any problems that may arise.

However, instructors must also be reasonable in their requests and not ask tutors to go over the estimated number of weekly hours that was agreed on during the first meeting, as the C4W has a strict and limited budget, and tutors are busy with their own classes.

Early in the course, instructors should introduce their class group tutors to the class, so that students are familiar with them, and reinforce how the CGT program is an integral part of the course. Instructors can tell the class about the program or ask tutors to do so. This short introduction should be discussed in the first meeting between instructors and tutors.

Instructors should not ask tutors to meet with them or with students during Reading Week, weekends, or on university holidays.

Instructors must ensure that their students know exactly about the benefits (extra credit or other incentives) of attending CGT meetings. Past experiences have shown that students won’t attend CGT meetings if they are not getting some incentive to do so, even if it is only participation marks. On the other hand, too much extra credit can also encourage students to attend meetings but not participate at all, simply to receive the extra credit. It is thus crucial that instructors strongly encourage their students to participate in the program and give them reasonable incentives to do so, so that resources and time are not wasted.

**Instructor are required to find and schedule rooms** for the Class Group Meetings based on tutors’ availabilities, and to provide tutors with the necessary information once the rooms are booked. It is important to discuss the type of room the tutor may need before booking the room (for example, whether or not the tutor requires a computer, projector, whiteboard, etc.).

Instructors must clearly communicate meeting times/days/locations to their students and ask students to indicate their willingness (or not) to attend meetings on sign-up sheets. Tutors are responsible for creating sign-up sheets to ensure that they can keep track of the number of students who want to attend, while instructors are responsible for the distribution of these sheets to their students.

Instructors must remind their students to bring a draft of their writing assignments with them to Class Group meetings. If students do not bring their own writing to work on, then they will not benefit fully from the Class Group meetings.

Instructors should not attend Class Group Meetings, as doing so can make the students and tutors uncomfortable. The purpose of the Class Group Meetings is to provide students with a relaxed and pressure-free environment to work on their writing with someone who won’t be grading their papers, as is the case in the Centre for Writers.
Instructors must also remember that class group tutors are students, too. This is why they need to ensure that tutors plan their CGT work carefully and reasonably early in the semester in order to avoid conflicts with their own classes, exams, and other activities.

If, at any time, instructors have questions or concerns about their tutors or this program, they should immediately contact Dr. Moussu at moussu@ualberta.ca.

What is expected from class group tutors?
All of our tutors have been trained to help students write in any area of study, as they have passed a tutor training course required for tutoring in the C4W. Even if tutors have not taken the class they are matched with, they most likely know or have taken a course with the instructor, and this will help them provide valuable assistance to the instructor and students. Even if they have not taken the course before, we are convinced that with instructors’ guidance, they will still be able to help students with their writing. Tutors are not responsible for course content, but focus on the quality of student writing.

Class group tutors are not TA’s, graders, or copy editors. They are student peers who support students in their writing by providing valuable writing strategies and feedback. As such, tutors should not be expected to help students without instructor guidance. Tutors will not lead class, grade papers, or replace the instructor in responding to student writing, but they will supplement the writing instruction and help clarify the instructor’s expectations.

Tutors are not required to attend all of the class meetings. However, it may be beneficial for the class group tutors to attend the meetings when major assignments are discussed so that they can listen to the specific instructions given and also understand the assignment from the students’ point of view. This will happen at the recommendation of the instructor and will also depend on the tutor’s availabilities.

Tutors may also be invited to help with peer tutoring sessions in their dedicated classes, but are not required to accept if there is a conflict in schedules or number of hours.

Tutors are expected to meet instructors three times during the semester:
- The first meeting should occur within the first week of class to discuss the course, expectations, syllabus, assignments, assignment due dates, possible times when the Class Group Meetings will occur, and which class meetings tutors could attend. Tutors need to ask for a copy of the course syllabus and, if applicable, access to eClass courses. Instructors and tutors must also come up with an estimated number of hours tutors will work for the course, per week and during the entire semester. Tutors must send this approximate number and a plan for the semester to Dr. Lucie Moussu (moussu@ualberta.ca) as early in the semester as possible, for budgetary and scheduling reasons. (It is expected that the weeks before major assignments are due will be busy and other weeks will be less busy.) Tutors and instructors must also decide if tutors will communicate directly with students (to send meeting reminders, for example). Any other concerns or expectations should be discussed in this meeting.

- The second meeting should occur a few days before the first Class Group Meeting. Tutors should be prepared to ask their instructor about students’ needs and challenges, typical mistakes, specifics of the assignment, what the focus of the first Class Group Meeting could be, marking rubrics, and, if available, examples of previous marked papers to demonstrate
what instructors are looking for, the types of comments they make, and typical student
mistakes. It might be helpful to look at examples of papers in the A, B, and C ranges.

- The third meeting should occur after the final paper deadline. Tutors and instructors will
discuss the successes and challenges of CGT and if the students implemented the
strategies taught by the tutors.

Tutors are expected to ask questions to instructors about the course and specific assignments so
that they can plan their CGT meetings efficiently. They can also provide some respectful input on
the syllabus and assignments for the course to give a student’s perspective.

Tutors must discuss the best potential schedule for Class Group Meetings with their instructors as
early in the semester as possible. Tutors are then responsible for scheduling these meetings based
on their availabilitys and close enough to the assignments’ due dates so that students will be
able to bring a draft to the meeting. Tutors are also responsible for communicating the selected
meetings’ days/times/location to instructors, so that instructors can share this information with
students early enough.

Tutors are also responsible for creating sign-up sheets to ensure that they keep track of the number
of students who want to attend every meeting. It is better to have 10-12 students sign up for each
meeting so that in the end, 8-10 students show up.

Tutors are also responsible for creating attendance sheets to ensure that they keep track of the
number of students who attend meetings. These attendance sheets must then be sent to instructors
so that students can receive extra credit or other expected bonus points.

Tutors are not expected to find a room for their meetings but must remind their instructors that they
need a room and give clear instructions as to what kind of room they need (e.g., with a projector).

In their email communications with students (if applicable), tutors must remind students who want to
attend the Class Group Meetings that they need to bring a draft of their writing assignments with
them. If students do not bring their own writing to work on, then they will not benefit fully from the
Class Group meetings.

Tutors should not go over the estimated number of weekly hours that was agreed on during the first
meeting, as the C4W has a strict and limited budget, and tutors are busy with their own classes.

Tutors should not plan to meet with instructors or students during Reading Week, weekends, or on
university holidays.

During CGT meetings, tutors should:
- Deliver a short “lesson” (10-15 minutes) on a specific topic of instruction related to the
assignment due soon before helping students work on their individual drafts for the
remaining meeting time.
- Address global issues such as thesis statements and organization.
- Briefly discuss lower order concerns (grammar, punctuation, citation style, and format) if
necessary.
- Answer questions students might have about assignments based on rubrics, assignment
descriptions, instructors’ suggestions, and meeting notes.
• Avoid falling into the trap of making value judgments of teachers and grades.
• Give a bit of additional support to struggling ESL writers.
• Understand and implement the C4W’s theory and practice of teaching writing.

Tutors must also remember that they are students, too, first and foremost. This is why they need to plan their CGT work carefully and reasonably early in the semester in order to avoid conflicts with their own classes, exams, and other activities.

If, at any time, tutors have questions or concerns about their instructors or this program, they should immediately contact Dr. Moussu at moussu@ualberta.ca.

**How is the program evaluated?**
At the end of the semester, evaluation forms will be sent/distributed to collect feedback for the CGT program. These evaluations are crucial, as they help us to improve the program and alert us to any challenges. We welcome everyone’s suggestions for improvement.

Evaluation forms must be filled out by all instructors and tutors, and instructors will also distribute an evaluation form to their students. The feedback will be anonymous and only used to improve the CGT program in the future. Anonymous student feedback can also be shared with instructors and tutors if requested.

Finally, we hope that instructors will consider taking their class group tutors out to lunch or coffee, or maybe just invite them to their office, to discuss how the semester went and formally thank them.

If there are any questions or concerns, they can be directed at any time to Dr. Lucie Moussu at moussu@ualberta.ca.
Writing Groups for International Graduate Students
Lucie Moussu, Director, Centre for Writers (C4W)

Writing groups for international graduate students allow students to learn new writing skills, practice these skills under expert guidance, work intensively on current writing projects, and benefit from individualized feedback.

Each group consists of 10 students and meets for two hours every week (for 1 hour of instruction and 1 hour of writing practice on students’ own writing projects). Groups are facilitated by graduate tutors with experience relevant to their students’ specific needs. In addition, every week, participating students send (by email) a few new pages of their writing to their tutor so they can receive individualized feedback.

The considerable need for writing support in this area is immediately apparent every time these writing groups open for registration—close to 200 applications are received per week from international graduate students from across the university.

Writing groups dramatically reduce thesis/dissertation advisors’ work, provide a durable support system that does not exist elsewhere in students’ departments or faculties, ensure that students acquire excellent writing skills that will translate into better job opportunities, provide teaching and mentoring opportunities to the graduate students leading these groups, significantly reduce the cost of one-on-one tutoring, and help students complete their theses/dissertations faster to graduate in a timely fashion.

Since winter 2016, the following numbers of groups have been funded by the following Faculties, University of Alberta International (UAI), and the Centre for Writers (C4W):

- Winter 2016, 4 groups: C4W 1, Science 1, UAI 2
- Fall 2016, 5 groups: Engineering 1, Science 2, UAI 2
- Winter 2017, 6 groups: C4W 3, Engineering 1, Science 2
- Winter 2018, 4 groups: Arts 2, Science 2
- Spring/Summer 2018, 6 group: Arts 2, ALES 1, Engineering 1, Science 1, UAI 1
- Fall 2018, 7 groups: Arts 2, Science 2, ALES 1, Engineering 1, Kinesiology 1
- Winter 2019, 6 groups: Arts 2, Engineering 1, Science 2, UAI 1
- Spring/Summer 2019, 1 group: Engineering 1

Science Students:
The following number of students applied for our four Science writing groups this past fall 2018 and winter 2019 semesters, from the following departments:

<table>
<thead>
<tr>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computing Science</td>
</tr>
<tr>
<td>Chemistry</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
</tr>
<tr>
<td>Physics</td>
</tr>
<tr>
<td>Medical Microbiology and Immunology</td>
</tr>
<tr>
<td>Earth and Atmospheric Sciences</td>
</tr>
<tr>
<td>Cell Biology</td>
</tr>
</tbody>
</table>
You’ll note that there were fewer applicants in the winter simply because we closed the registration form much earlier. In the past, when we left the registration form open an additional week or two, we’ve had up to 80 students send their applications for our Science writing groups.

Details and Cost for One Writing Group:
- 1 graduate group lead by 1 graduate tutor/facilitator
- 10 international graduate students per group
- Class meetings: 2 hours/week over 12 weeks
- 2 hours of “class” per week + 7 hours of prep/reading/responding = 9 hours/week per tutor
- Orientation (3 hours) + staff meetings (3 hours): 6 hours/semester per tutor
- Approximate grad tutor salary (as per FGSR): $45/hour
- Material (photocopies, etc.): approximately $100
- TOTAL COST per group: $5,000/term (= 500 per student for 2 hours of class/week + individual feedback during the entire semester)

Marketing Strategy:
- Once the C4W has confirmation for one or two writing groups, application forms are created (Google forms) and opened to students.
- The link to these application forms are sent to Graduate Advisors in all of the Faculty’s departments, as well as to the list of C4W students who booked tutoring appointments that year. The link is also posted on the C4W website.

Current and past writing group participants have talked about their writing groups with their friends and classmates, and the C4W frequently receives a significant number of individual requests from students who are interested in joining our writing groups.
Appendix H – Letter to Engineering Professors to Advertise GWIG

Dear Engineering professors,

Six times, since fall 2016, the University of Alberta Centre for Writers (C4W) has offered writing groups for international graduate students funded by the Office of the Dean of Engineering. Feedback from these writing group participants has been very positive so far. Now, we would like to offer the opportunity to faculty members in Engineering to create their own writing groups for the Fall 2019 semester, with grant money earmarked for student training, professional development, conferences, etc.

Our writing groups focus on supporting manuscript and thesis writing and allow students to develop advanced writing skills with the help of an experienced C4W facilitator. The idea is to motivate graduate students to complete their manuscripts on time, to teach them new skills, and to help them practice these skills under expert guidance.

Writing groups are also meant to reduce thesis/dissertation advisors’ work and ensure that students acquire excellent writing skills that will translate into better theses/dissertations and better job opportunities.

Writing groups meet for two hours every week throughout the semester. Each session offers one hour of writing instruction and one hour of guided writing practice on the participants’ own writing projects. Topics of instruction may include writing concisely, integrating secondary sources, improving style and clarity, writer’s block and anxiety, working with data, self-editing strategies, grammar, punctuation, plagiarism, the publication process, how to do peer review, grant applications, conference presentations, and more. Every week, students also receive individualized feedback on their own writing.

The new Engineering writing groups could accommodate 10 students in each group and would be open to both native and non-native English speakers, or to non-native English speakers only, depending on your preference. The workload is equivalent to a 1-credit course (but students do not actually receive course credit for participating). We welcome Engineering students working on candidacy papers, theses, dissertations, proposals, articles, essays, scholarship applications, grant applications, conference papers, abstracts, posters, etc.

The cost per student for one semester (13 weeks) is $500. In case your lab can only invite a few students to participate, students from two or three Engineering labs could be grouped together into one writing group.

We hope that you will support your students with this great opportunity and look forward to working with you in the near future. Please email me at moussu@ualberta.ca if you would like to participate in this project and also with any questions you might have.

Best,

Lucie Moussu
Appendix I – Tutor QuickGuide to Online Appointments

TUTOR’S QUICK GUIDE TO ONLINE APPOINTMENTS

- Get familiar with “C4W QuickGuide to Online Appointments” and the features on the WCOnline Online Consultation screen. You are expected to help your clients’ out when they encounter issues navigating the online system during the online appointments.
- If a client has an assignment description, ask them to upload the description first to the whiteboard so that you can copy and paste it somewhere else or note down the most important points. You can then ask the client to upload their writing to replace the assignment description.
- Get familiar with Google Doc features too. If the whiteboard features do not work, or if the formatting of the writing is important for the client, you have the option to work together with the client on the Google Doc they shared with you while keep having a video/audio conversation through the WC ONLINE system. The Google Doc will also allow you to have a live chat dialogue with the client.

- Be on time for your appointments. Treat online shifts as regular face-to-face shifts.
- Use the line/paragraph numbers on the left side of the whiteboard to help you and your client to locate the section of the writing to work on.
- Remind your client to save and download their writing before the shift ends. Explain the import/export function; inform them that they can also return to their appointment anytime later to revisit the whiteboard and chat history.
- Remind your client to NOT click the “clock” button above the chat box during the appointment. The “clock” icon allows you and your client to see the different changes you have made over the course of the tutoring session, but it can be unreliable and you can get stuck.

- Remind your client to NOT use the pencil/drawing feature. It can be annoying and sometimes you cannot close the feature once it is open.
- You can mention to your client towards the end of the session that they will receive an email to ask them to fill out an evaluation form.
- Fill out a “Client Report Form” at the end of each online tutoring session just as you would with face-to-face tutoring.
- Justin might join your online tutoring sessions from time to time to see if you are doing okay.
- Get some introductory and concluding remarks ready on your computer/laptop so that you can quickly copy and paste into the chat bar.
- Be mindful that technology can change the dynamics of an online tutoring session. Since you have direct access to the client’s text, it will be very easy for you to edit/rewrite the client’s work yourself. You might need to work harder at not taking over. Pause and be silent more than usual to let the writer generate the thinking and language. Rather than rewrite part of the text yourself, bold or underline it and ask them to come up with alternatives—or write out some options in the chatbox.
- Be flexible, responsive, adaptable, and creative!
Overview of the Online Tutoring Process:

- As usual, when you begin, you’ll want to introduce yourself and find out how the writer’s doing and what they are working on/needs help with.
- Ask if they’ve used the WC before. If so, let them know that, because of the platform, you might cover less ground than you would in a regular F2F session.
- Ask them to paste/upload their documents to the “whiteboard.” Mention alternatives (google doc) if they would rather keep the original formatting of the documents.
- Per usual, work together to decide what to spend your time on. If there’s a lot of writing, prioritize the one or two passages they most want to work on. If not, what do they want to accomplish?
- Talk together about how to get through any writing. Will you or the writer read it aloud?
- As always, it’s OK if they haven’t done any writing. They can discuss their plan/thinking, and you can take notes on the whiteboard or in the chat box.
- Throughout, because the video screen is so small, you’ll want to describe what you’re thinking/feeling/doing and why. (“I’m underlining this part just to help you see it, because I’m feeling confused about…”).
- And because it will be hard for you to read their facial expressions too, you’ll want to ask the writer how/what they’re feeling/thinking.
- As usual, let the writer know when there’s about 5-7 minutes left, so they can ask any remaining questions and you two can map out what they’ll do on their own. They could write this on the whiteboard/chatbox.
- Finally, don’t forget that CLIENT REPORT!!
Appendix J – Client QuickGuide to Online Appointments

Step 1: Schedule an Online Appointment on WCONLINE

1. Log into C4W Online Scheduling System (https://ualberta.mywconline.net/).

2. Select a tutor with “ONLINE” listed under their name and click on a blank slot.

3. Follow the same steps as when creating a face-to-face appointment. Click the “Yes. Schedule Online Appointment” button in the “Meet Online?” box. Read the instructions under the “online appointment” option carefully. You will receive an email confirmation after booking the appointment. You can book up to two online appointments every week.

   Staff or Resource
   Belinda (Winter 2020)

   APPOINTMENT LIMITS: Appointments must be 30 minutes in length.

   Meet Online?
   ☐ No. Meet face-to-face at the center.
   ☑ Yes. Schedule Online appointment.
   If you choose an online appointment, log back in to this website approximately five to ten minutes before the start of your appointment. Then, open this appointment and click “Start or Join Online Consultation.”

4. Set a reminder on your phone calendar so that you do not forget your online appointment.

5. You can modify or cancel your appointments up to 15 minutes before the appointments by logging into the scheduling system. Don’t be late, as your appointment will be canceled after 5 minutes of no-show.
Step 2: Join an Online Appointment on WCONLINE

Online tutoring is done through WCONline in real time, meaning you will join the appointment at the scheduled time and work with the tutor through live chat. Make sure that you enable your microphone on the computer (camera is nice but not necessary). Be sure to have a digital version of your writing project on hand to copy and paste or upload to the system.

1. A few minutes before your appointment, log into your WCO Online account, find your appointment (in yellow) and click on it to open the appointment form.

<table>
<thead>
<tr>
<th>Mar. 26: Thursday</th>
<th>10:00am</th>
<th>11:00am</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belinda</td>
<td>FACE-TO-FACE &amp; ONLINE</td>
<td></td>
</tr>
<tr>
<td>Emily</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Click “Start or Join Online Consultations.” This will open the consultation screen.

3. A consultation screen will have a “whiteboard” area in the middle, a toolbar at the top, a live chat area on the right side, and a video area on the left (when you enable mic and camera). The “whiteboard” has instructions for how to use different features. Once both you and the tutor join the consultation, the tutoring session will begin.
4. To upload your document to the “whiteboard,” you can either copy and paste your paper directly into the whiteboard or upload a file. Either method will impact the formatting of your document as WCOOnline converts the documents to simple text. To upload a file, click the “two arrows” button in the top right-hand corner of the screen above the chat box. A pop-up message will appear giving you the option to import or export a file. To import, click “Choose File,” locate your document, and then click “Import Now.” Your document will appear in the “whiteboard” area.

NOTE: If the paste and import functions do not work, or if the formatting of your document is important, you can share your Google Docs and/or Google Slides. Make sure you set the Google Docs/Slides access permission to “Anyone at University of Alberta with the link can edit,” then click “Copy Link” and share the link with your tutor in the chat box. Do not close the chat window. The microphone will still work no matter what you are looking at on your screen.

5. You can chat with your tutor using the chat bar in the bottom right corner. Your typing will be color-coded in the chat box. You and your tutor can also type directly into the document on the “whiteboard” area to make comments and revise as you go. Your comments will also be color-coded. Use the line/paragraph numbers on the left side of the “whiteboard” to locate the section of writing you would like to work on.

6. When your appointment is complete, click the “star” button on the top right-hand corner of the screen above the chat box to save all revisions and the chat history, and then click the “two arrows” button again to export your revised document. The revised and exported document will not affect your original document.

7. Close the window to exit your online tutoring session. You can return to the appointment to see the “whiteboard” and chat history on WCOOnline at any time.

8. You can exit and rejoin your online appointment anytime during the tutoring session.
Appendix K – Old vs New Layout of the C4W Office

Figure 1. Old Layout

Figure 2. New Layout
WRS 301/603 EDSE 401/501

Introduction to Writing Centre Theory and Practice
Fall 2020, MW 4:00 – 5:20

- Do you love to help others?
- Would you like to improve your own writing and communications skills?
  - Are you looking for a fantastic job on campus and/or online?
  - Do you like to interact with people of all ages, academic disciplines, cultures, and languages?
  - Would you like to gain experience in coaching, mentoring, and active listening?

For more information, please contact Dr. Moussu (moussu@ualberta.ca)
Workshop Facilitator Information

Workshop Folder
Each workshop will have a separate folder devoted to it. The workshop folder will contain the attendance sheets, feedback forms, proof of attendance forms, and any materials you requested printing. The folder can be picked up from Justin on the day of the workshop at the C4W front desk. Do you see this?

The workshop folder must be returned to Justin right after the workshop. If Justin is not in the C4W when the workshop concludes, please leave the folder at the main desk.

Room Key/Code
If you are facilitating a workshop in SUB 2-725 or SUB 4-02, you need to arrive a few minutes early to pick up the key from SUB 5-02. Ask Karen at the front desk for the key. Once the workshop is over, return the key to SUB 5-02.

If you are facilitating a workshop in ASH 1-23, there is no key to pick up. The door code is 4653* (don’t forget the *). Please close the door when you leave.

Materials to Print
If you would like handouts for your workshop, please email them to Justin at centreforwriters@ualberta.ca by 3:30 pm the day before the workshop. The handouts will be added to the workshop folder, with the attendance sheet and feedback forms.

Attendance Sheet
The attendance sheet is found in the workshop folder, and should be passed around to the clients at the beginning of the workshop. Any late clients should also sign the attendance sheet. The attendance sheet must be returned to the workshop folder and handed in to Justin right after the workshop.

Feedback Forms
Client feedback is important to improve our workshops. The feedback forms are also found in the workshop folder. As the workshop ends, please ask the clients to fill out the feedback forms you have passed around. Once finished, they must be collected and returned to the workshop folder and handed in to Justin right after the workshop. Any extra forms should be returned as well.

Proof of Attendance Forms
Some instructors give extra credit or other incentives for attending workshops. If a student requests a proof of attendance form, some are included in the workshop folder. Please fill out the proof of attendance form and sign it for them. You do not need to put your last name on the form.
2019 UofA+: Writing Session: Introduction to Canadian Academic Writing

Present: 35
Registered Students: 45
Attendance: 77.78%
Evaluation Forms received: 35
### Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was important for me to learn about the expectations of academic writing in North America, including components of the writing process, self-editing, and grammar and punctuation rules</td>
<td>30 (86%)</td>
<td>5 (14%)</td>
<td></td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>I found the in-class essay assignment very helpful</td>
<td>25 (71%)</td>
<td>10 (29%)</td>
<td></td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>The activities in this session motivated me to learn</td>
<td>23 (66%)</td>
<td>10 (28%)</td>
<td>2 (6%)</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>The key points were clearly stated</td>
<td>26 (74%)</td>
<td>9 (26%)</td>
<td></td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
</tbody>
</table>
How difficult or easy was the content for you to understand?

<table>
<thead>
<tr>
<th>Difficulty Level</th>
<th>No.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too difficult</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Somewhat difficult</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>Just right</td>
<td>26</td>
<td>76%</td>
</tr>
<tr>
<td>Somewhat easy</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Too easy</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100%</td>
</tr>
</tbody>
</table>

One student left this question unanswered.
There are two students checked both 1&2&3 that were not included in the chart above.

How helpful was the teaching style selected above for your own learning?

1. Implementing the material taught and getting feedback helped in absorbing the information
2. Very helpful.
3. Engaging and fun
4. The exercises she gave us was very helpful
5. The teaching style was very helpful
6. Very helpful in understanding the topic concepts of writing and style of writing

What did you learn or find most useful in this session?

1. the reverse outline strategy
2. the resources for further help
3. how to write a body paragraph, how to form a good thesis statement
4. the format of essay as well as email writing
5. I learnt how to paraphrase and other ways to avoid plagiarism
6. Ways of citation
7. The clear outlines and the reverse outlining techniques

What would you do differently if you were to deliver this session?

1. More practice
2. Group activities
3. More interactively

Select one style that best describes the teaching of this session.

- Direct instruction (focus on content and structure)
- Inquiry-based learning (focus on student investigation and hands-on learning)
- Cooperative learning (focus on group work and a strong sense of community)
4. Easier

Any additional comments?

1. Thanks for coffee and snacks
2. Just great
3. Very good
4. I really loved the use of breaks in the sessions to help us maintain our concentration
WRS 301: Introduction to Writing Centre Theory and Practice

WRS 301 introduces students to writing centres' work and the collaborative learning theory and practices necessary to successfully work as peer writing tutors in universities, colleges, and high schools across the world. WRS 301 includes a tutoring practicum and guides students through readings and discussions on tutoring strategies, the writing process, plagiarism, English as a Second Language, citation styles, grammar, writing across different disciplines, writing research, learning disabilities, online tutoring, etc.

The Centre for Writers (C4W) regularly hires graduate and undergraduate students who have taken WRS 301 (or equivalent) and possess good writing and communication skills, work professionally and patiently with others, manage time effectively, are energetic and team-oriented, and are open to learning new and exciting mentoring and teaching techniques. Students of all academic and linguistic backgrounds are encouraged to take WRS 301 and then apply for a tutoring job in the C4W.

Peer tutors encourage students to become confident in their writing skills by reviewing writing projects and developing strategies that the students can apply to their future writings. They help students to understand the requirements of various writing genres (for example, research papers, theses, lab reports, case studies, conference abstracts, grant proposals, reflection papers), and focus on the specific needs of the student. Tutors help both undergraduate and graduate students, as well as post-degree students, faculty, and alumni.

NOTE: WRS 201 is not an alternative to WRS 301. Students who successfully completed WRS 201 and want to become peer tutors in the C4W must still complete WRS 301.

For more information, please contact us at centreforwriters@ualberta.ca
WHAT IS PEER TUTORING?
- Working one-on-one with students on writing and reading skills
- Talking about academic writing and other kinds of writings, too
- Providing a second pair of eyes to anyone, from amazing writers to struggling writers
- Discussing Canadian writing conventions and instructor expectations with international and multilingual students
- Visiting classrooms and promoting our services
- Creating teaching materials
- Delivering workshops and presentations on a variety of topics
- Working with a dedicated and creative group of people
- Teaching and practicing effective writing strategies that students can use on their own later

WHY SHOULD YOU BECOME A PEER TUTOR?
- To improve your own writing and communication skills
- To earn good money without leaving the campus
- To improve your teaching, presentation, and public speaking skills
- To gain professional experience in a student-focused environment
- To add a very important line in your résumé
- To learn about different writing styles and genres
- To work with students from all faculties, departments, cultures, ages, and languages and make a real difference in other people’s lives
- To work in a relaxed environment with a fun team
- To learn all kinds of random facts about a multitude of interesting topics
- To gain experience in coaching and active listening

WHAT DO PEER TUTORS HELP WITH?
- Understanding assignments and texts
- Reviewing research papers, creative and personal narratives, lab reports, reflections, posters, law memos, policy briefs, conference abstracts, grad school applications, reviews of literature, poetry, case studies, and many other writing genres
- Assisting graduate students with theses, dissertations, journal articles, grant proposals, teaching philosophies, scholarship applications, research abstracts, and more
- Discussing brainstorming, drafting, organizing, and developing ideas
- Developing effective thesis statements
- Exploring research strategies and effectively integrating sources
- Helping students with revising, formatting, spelling, grammar, style, usage, mechanics and more
- Encouraging students to become confident in their writing skills
Appendix P – Tutor Survey (Evaluation of Synchronous Online Training)

Online Tutoring Tutor Survey

With the recent announcement that the Fall 2020 term will be delivered remotely, the Centre for Writers (C4W) will continue to provide online tutoring only in the coming summer and fall terms. The purpose of this survey is for the C4W to learn more about your online tutoring experiences since we transitioned to 100% online in response to the COVID-19 pandemic. We would appreciate it if you take a few minutes to complete this survey. Please email the program coordinator Justin Tiedemann (centreforwriters@ualberta.ca) with your questions, comments, and concerns.

* Required

1. Email address *

____________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Winter/Spring 2020 Tutoring Experience

In this section, we want to find out how your online tutorial time was/is spent and the general tutoring experience. You can answer even if you are not tutoring this spring.

2. During a typical online tutorial, what are all the small and big things you spend time on (e.g., introducing yourself and WConline, chit-chatting to make the client feel comfortable, dealing with technology issues, explaining the rules of the C4W, speaking about students' personal difficulties, etc.)? *

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

3. Generally speaking, in a regular online tutoring session, how much time do you spend helping your client with their writing? *

Mark only one oval.

- 90-100% of the time
- 80-90% of the time
- Less than 80% of the time

4. How often do you encounter technology-related issues, either from your computer or from your clients' computers (e.g., mic/camera issues, poor internet connections, system glitches, etc.)? *

Mark only one oval.

- I've never encountered tech issues
- I've rarely encountered tech issues
5. When you encounter tech issues, how much time do you spend on fixing tech-related problems before you can help clients with their writing? *  
Mark only one oval.
- A couple of minutes
- Usually around 3-5 minutes
- Usually more than 5 minutes
- Several minutes several times during the appointment
- I've never had a tech issue

6. When you encounter tech issues, either on your side or on your clients' side, how often are you able to fix the issues on your own without seeking the C4W administrator's help? *  
Mark only one oval.
- I can always fix the issues myself or find alternative ways without asking for help
- Most of the time I can fix the issues myself or find alternative ways to help clients
- I usually ask the C4W administrator for help
- I've never had a tech issue
- I want to ask but I'm afraid of Justin! ;)

7. Do you think online tutoring is more or less efficient than traditional face-to-face tutoring? *  
Mark only one oval.
- It is less efficient
- It is more efficient
- I think online tutoring is just as efficient as face-to-face tutoring
- I am not sure yet

8. Do you prefer to do synchronous or asynchronous online tutoring? *  
Mark only one oval.
- Synchronous
- Asynchronous
- I like them both!
- I don't like either!

9. Why do you think so? *

_________________________________________________________________
_________________________________________________________________

Appendix P – Tutor Survey (Evaluation of Synchronous Online Training)
10. How would you rate the C4W’s transition from in-person to online tutoring in March 2020? *
   Mark only one oval.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terrible</td>
<td></td>
<td></td>
<td></td>
<td>Excellent</td>
</tr>
</tbody>
</table>

11. Overall, how satisfied are you with the way the C4W does online tutoring? *
   Mark only one oval.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very unsatisfied</td>
<td></td>
<td></td>
<td></td>
<td>Very satisfied</td>
</tr>
</tbody>
</table>

12. Overall, how satisfied do your clients seem with the online tutoring options we offer? *
   Mark only one oval.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very unsatisfied</td>
<td></td>
<td></td>
<td></td>
<td>Very satisfied</td>
</tr>
</tbody>
</table>

13. What challenges have you faced when tutoring online? Please be as specific as possible. *

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

14. Do you feel supported (technologically, mentally, etc.) as a UofA employee, by the C4W staff, the Dean of Students Office, and the university as a whole? Why or why not? *

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Online tutoring in the Coming Terms

Online tutoring will continue in the summer and fall terms. Because some C4W users are in different time zones, they may be prevented from joining synchronous online meetings. In the following questions, we would like to find out your opinions about some possible adjustments.
15. Do you think we should continue using WCOnline, or would you prefer working on another platform? Please explain. *

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16. If tutors were allowed to do online tutoring from campus (to have a better internet connection for example) in the fall, with NO student present in the C4W, would you want to come back to campus, or would you rather continue working from home? *

*Mark only one oval.

o I’d rather continue working from home
o I’d come back to campus
o I’m not sure yet
o Other: __________________________

17. If in-person tutoring became available again on a limited basis, in the fall term, would you want to come back to campus for face-to-face appointments with clients, or would you rather continue working from home with online appointments? *

*Mark only one oval.

o I’d like to come back for face-to-face tutoring
o I prefer to continue working from home
o I’m not sure yet
o Other: __________________________

18. Do you think it would be beneficial for the C4W to offer 1-hour tutorials only instead of 30-minute tutorials? Please explain. *

_________________________________________________________________________

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_________________________________________________________________________

19. What suggestions do you have so we can improve online tutoring for both the tutors and the clients, in the summer and fall terms? *

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_________________________________________________________________________

20. What suggestions or ideas do you have for the fall tutor-training course, so that tutor trainees still get a valuable and enjoyable experience in WRS 301/603? *

_________________________________________________________________________

_________________________________________________________________________
21. Are you advertising WRS 301/603 to your friends/classmates/colleagues/enemies? *
   Mark only one oval.
   o Yes, of course!