

# Writing Fellows Program

## Year-Eight Progress Report 2011-2012

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## Table of Contents

Executive Summary .....	3
What is the Boston College Writing Fellows Program?.....	4
The History of the Writing Fellows Program.....	4
2011-2012 Report on the Writing Fellows Program .....	5
Faculty Partnerships in 2011-2012.....	5
Accomplishments in 2011-2012 .....	6
Goals for the Writing Fellows Program in 2012-2013.....	11
Acknowledgments.....	11
About the Report's Authors .....	12

## Executive Summary

The Writing Fellows Program at Boston College began in 2004 as an initiative to enhance the effectiveness of writing and writing instruction in undergraduate courses across the curriculum. In the program, trained graduate student fellows are paired with faculty, working closely throughout the semester with students and student writing. The benefits of this program are three-tiered: first, the students benefit from conferencing, mentorship, and direct writing instruction with their Writing Fellow. Second, faculty benefit, finding out what type of writing instruction is most beneficial and effective for their students. Third, the writing fellows benefit, honing their teaching and conferencing skills as they prepare to teach in the First Year Writing Seminar (FWS) program the following year at Boston College. Since 2004, over 1500 students have been a part of a writing-fellowed course at Boston College. Below is a brief summary of the program's history and accomplishments.

**2004-2007:** In its first three years, we tested whether a Writing Fellows program could enhance the quality of writing and writing instruction at Boston College. We partnered with instructors in Sociology, History, Political Science, Geology, and Music. In years one and two, 80% of students found the program a useful resource. All faculty noted higher levels of writing in their courses, and found the program helped their assignment design. By year three, 92% of students agreed or strongly agreed that the program improved their writing.

**2007-2009:** In its fourth and fifth years the program moved beyond the pilot stage and expanded its reach with more fellows. The response was overwhelmingly positive: 94% of students agreed or strongly agreed that working with the Fellows improved their writing. The program partnered with courses in Sociology, Literature, Political Science, Accounting, Theater, and History. Faculty noted that student writing was better organized and their own ability to write effective assignments improved as a direct result of the program.

**2009-2011:** In its sixth and seventh years, in addition to new partnerships in Communications, Biology, Psychology, Economics, Biology, Accounting, and Theater the program integrated a technology component that included Mac laptops, a Blackboard online learning system for faculty, student, and fellow collaboration, an electronic paper comment system, and an audio recording element. Even with these significant changes the student and faculty feedback remained positive with a number of professors requesting that their fellows from the fall continue on in their spring courses. Most importantly, by the end of 2011, 96% present of students stated that their finished work had been improved as a result of their participation in the program.

**2011-2012:** In our eighth year the program worked with courses in Economics, Educational Psychology, Business, Literature, and Sociology. A high percentage of the faculty teaching these courses had partnered with the program in the past and requested to do so again. At this point the technology component has been fully integrated into the writing fellow model. Faculty, students, and fellows were comfortable with it and appreciative of the many advantages it offers. Professors, both new and returning, remained very positive about the program and a few remarked that the assignments they now give their students would not be possible without the aid of the Writing Fellows program. Finally, students remain positive in their assessment of the helpfulness of the program for their written work: the overwhelming majority said they would take another fellowed course including 100% of student respondents in the fall semester.

**Summers 2008-2012:** Since the summer of 2008, the program has partnered with the Office of AHANA Student Programs (OASP), pairing Writing Fellows with the 45 incoming freshman who attended OASP's *Options Through Education* (OTE) summer program for first-generation college students. 91% of OTE students stated that the Writing Fellows were an integral part of their summer experience and that it improved their writing. This program promises to be a continuing interdepartmental relationship.

## What is the Boston College Writing Fellows Program?

Since 2004, the Writing Fellows Program at Boston College – directed by Dr. Paula Mathieu, and Marla De Rosa in the English department and in cooperation with Dr. Suzanne Barrett director of The Connors Family Learning Center – has enhanced the effectiveness of writing instruction in undergraduate courses. The Writing Fellows Program pairs trained graduate-student Writing Fellows with faculty members who want to focus more attention on student writing in a course. Fellows meet individually with students three to four times during the semester, offering feedback on paper drafts. Fellows receive training in responding to student writing and in the rhetorical expectations of the specific discipline and writing assignments. The faculty members also engage in dialogue with the Writing Fellows to clarify what constitutes effective writing in each specific disciplinary and rhetorical situation. Working with the fellows becomes an integral and required part of such classes, ensuring that students are not writing papers at the last minute. The program insures that students are getting quality feedback on their writing, especially in larger courses that make such concentrated individual attention difficult for faculty to provide. In this way, the Writing Fellows Program at Boston College benefits the students, the faculty, and the writing fellows.

Our approach to the Writing Fellows program at Boston College owes much to the distinction Anne Beaufort makes in *Writing in the Real World: Making the Transition from School to Work*.<sup>1</sup> Beaufort shows that writers need five kinds of knowledge to succeed as workplace writers: discourse-community knowledge, rhetorical knowledge, genre knowledge, process knowledge and subject-matter knowledge. Through training by the Writing Fellows Program directors and dialogue with the course faculty member, the fellows learn the discourse-community, rhetorical, and genre expectations. Through discussions with the students they reinforce and help teach process skills of revision. And while the fellows do not become experts in the course content, they are in a position to pick up on students' questions and direct students to the appropriate resources for further information.

The Writing Fellows Program at Boston College has been involved in courses across nearly all areas of the curriculum, including Sociology, Philosophy, Theology, Political Science, English, Theatre, Business, Accounting, History, Biology, Psychology, Education, Economics, and Communications. Since 2008, the Program has worked with the Office of AHANA Student Programs (OASP) in their Options Through Education (OTE) summer program for incoming first-generation college freshmen, where fellows provide academic support in the classroom as well as the residence halls. The partnership has been very successful and as a result OASP has made the Writing Fellows Program a permanent component of OTE.

## The History of the Writing Fellows Program

Since the start of the program in 2004, over 1500 students have been part of a writing-fellowed course. The idea for the BC Writing Fellows Program began at a meeting of the Boston College Core Curriculum Committee in 2003 when Professor Paula Mathieu (English) attended the meeting to discuss the aims and structure of the First-Year Writing Program—the only required writing course at BC—which she directed. Professor Paul Gray (Sociology) asked how he might better teach writing in a core sociology course of 60 students. Professor Mathieu briefly described the Writing Fellows concept as one used at other universities that might work here. Dean Joseph Quinn followed up that meeting by encouraging Mathieu to apply for a Teaching, Advising and Mentoring (TAM) Grant to develop a pilot for such a program. The first three years of the program demonstrated the value of the program and during the fourth year the program endeavored to expand its reach. Outlined below is a more detailed history of the program:

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<sup>1</sup> Beaufort, Anne. 1999. *Writing in the real world: making the transition from school to work*. New York: Teachers College Press.

**2004-2006:** The first two years of the Writing Fellows Pilot Program were funded by a Boston College Teaching, Advising and Mentoring Grant (TAM). Four Writing Fellows were hired, trained and met with students during the semester to offer feedback on drafts of papers. Additionally, program Directors and Writing Fellows researched large, fully realized Writing Fellows Programs at nearby universities such as Brown and Tufts. Initial feedback regarding the effectiveness of the program was largely anecdotal but very positive. Approximately 80% of students found the program useful, while faculty noted a higher level of writing in their courses. A few added that the program helped them reconsider how they design writing assignments.

**2006-2009:** Over the next three years the program secured additional funding from the university: \$15,000 from the College of Arts and Sciences (2006-2007) and \$25,000 from the Office of the Dean of Arts and Sciences (2007-2008, 2008-2009). The increase in funding enabled the program to increase the number of writing fellows as well as the number and diversity of courses with which it partnered. The expanded program reached over 400 students and saw a rise in positive feedback with 92% reporting that the program improved their writing skills and 86% reporting that they would take another writing-fellowed course and recommend it to a friend, despite the extra work required. In 2008-2009 the Carroll School of Management (CSOM) provided an additional \$7,000 to funding fellows for three sections of Managerial Accounting enabling the program to reach a larger and more academically diverse student population.

**2009-2010:** The Writing Fellows Program employed seven Writing Fellows including a graduate student in Philosophy, increasing our profile on campus as a cross-curricular program. For the second year the program expanded beyond its traditional partnerships in the humanities and worked with faculty in the social and natural sciences. With the addition of an Academic Technology Innovation Grant (ATIG) the program supplied fellows with Macbooks equipped with audio recording software and an online interface, *Blackboard Vista*, which allows fellows, faculty and students to track the progress of a paper from its earliest drafts to the final product.

**2010-2011:** The Writing Fellows Program hired nine Writing Fellows, including a graduate student in philosophy. The increasingly diverse constitution of the Writing Fellow cohorts is a sign of the programs commitment to cross-curricular writing instruction. The program was awarded the ATIG grants for a second year and received additional funding from the Economics and Accounting departments—promising indicators that the program is considered a worthwhile investment by other disciplines within the academy. Writing Fellows also saw a significant increase in the ease and effectiveness with which the technology component was used by students and faculty.

**Summers 2008-2012:** In addition to these academic year achievements, \$5000 was provided by the Provost's Office for the Options Through Education summer program and allowed four Writing Fellows to partner with OTE students. 90% of the 2012 OTE summer program students either agreed or strongly agreed that the Writing Fellows program was a "necessary and helpful part of the OTE program." The OTE partnership provides a clear demonstration of how the Writing Fellows provide students not only with professional writing guidance, but serve as mentors, providing models of leadership to undergraduate students at Boston College. The summer program also provides fellows with opportunities to work collaboratively with English instructors. They often attend class and guest lecture apart from regular fellow responsibilities.

## **2011-2012 Report on the Writing Fellows Program**

### ***Faculty Partnerships in 2011-2012***

In 2011-2012, the Writing Fellows program employed its largest and most academically diverse cohort to date. The team was composed of nine writing fellows and included fellows from Philosophy, Romance Languages, the

Lynch School of Education as well as two returning fellows. The increasing interdisciplinary constitution of the program is a sign of its strength, the value of its training program.

The program's funding also expanded. We received additional funding from the Economics (\$4,000) and Accounting (\$1,000) departments—promising indicators that the program is considered a worthwhile investment outside courses in Literature and Writing. Additionally, fellows, faculty and students used the various technological components with greater facility. The percentages of students using the audio recordings and electronic comments were up significantly from the previous year.

In 2011-2012, the Writing Fellows Program renewed its partnership with Professor Joseph Quinn, working with his "Public Policy in an Aging Society" class in the fall and a smaller "Micro Public Policy Analysis" class in the spring. Other returning faculty included Rita Owens (Business Writing), Lisa Goodman (Abnormal Psychology), Sue Barrett (English) and Julie MacEvoy (Abnormal Psychology). The program partnered for the first time with Sociology professor Michael Malec and his class "Sports in American Society."

In the summer of 2012, our Writing Fellows Program partnered for the fifth consecutive year with the Options Through Education (OTE) Summer Transitional Program for incoming BC students. Writing Fellows worked with the OTE program and the four sections of English offered over the summer.

Since 2004, over 1500 students have been part of a writing-fellowed course at Boston College. We currently reach about 3-5% of the student body each year, but we plan to increase this percentage as our program continues to grow and become a permanent fixture on the Boston College campus. At the end of the 2012 academic year, the program received approval to expand and hire a half-time assistant director.

### ***Accomplishments in 2011-2012***

Since its inception in 2004 the Writing Fellows Program at Boston College has sought to achieve three goals:

1. To cultivate in students an ability to write confidently across the curriculum and continue developing their writing ability over their undergraduate years at Boston College
2. To provide faculty with a helpful teaching aid and pedagogical reinforcement tool.
3. To provide the Writing Fellows, by frequent interaction with faculty and students, with valuable experience in teaching, tutoring, and mentoring thereby making them better Teaching Fellows in the First-Year Writing Seminar (FWS) program.

Over the past eight years the program has consistently met – and exceeded – these objectives:

**1. Students have become more adept and confident writers**, encountering greater continuity between their First-Year Writing Seminar and discipline-specific core courses.

- 92% of students surveyed felt the program as a whole was a helpful resource
- 96% of students surveyed found their Writing Fellow a helpful resource for their writing questions.
- 95% found their Fellow's feedback clear, including 100% of the student responders in the fall semester.
- 93% of students said the program improved the quality of their finished work.
- 95% of students indicated they would take a writing-fellowed course again or recommend it to a friend
- Many students added additional comments, which clustered around four main themes:

**(1) Students were very satisfied with their particular Writing Fellow:**

- *[My Writing Fellow] gave me excellent feedback on my paper. Working with [her] gave me an A- on my paper.*

- *[My Writing Fellow was] very knowledgeable about style and organization of writing.*
- *My Writing Fellow was extremely patient with me and her edits were very helpful.*
- *Her feedback was so clear it lead me to a different way of writing my paper. A more effective and a better way to make my essay clearer*
- *I do not usually edit my papers, so this was a nice chance to really fine-tune my work*
- *[My work was] much more concise and well-thought out*
- *The meetings we had together were purposeful and efficient.*
- *I don't really think there was anything he could have done better! He was great, answered my questions, gave a lot of feedback, and was available if I needed any more help*

**(2) Students came away with a sense of pride and accomplishment in their writing:**

- *I am truly proud of my paper now.*
- *It refined not only my paper, but also my writing skills. [My Fellow] was more than supportive and a great resource.*
- *It definitely took my paper to another level.*
- *I found it very helpful, and an effective resource for improving my writing in general*
- *I would definitely take another course with one like her and recommend one to a friend*
- *My paper has improved drastically thanks to [my Fellow].*
- *It allowed me to have a draft of my assignments to review and edit to have stronger papers and better grades*

**(3) When asked if they would take another fellowed course the students responded:**

- *Absolutely. I find that during my 3 and a half years at BC this is essentially the first time that I have worked with somebody to improve my writing rather than just writing a final draft myself without input from anybody else. The writing fellow program forces you to show your work to someone with an entirely different field of study who can critique your work without a strong bias. I think having a Writing Fellow immensely improved my paper.*
- *Yes. My roommate actually asked how she could get one.*
- *The Writing Fellows Program was incredibly helpful and I think it should be an option in every course with a major paper! Anyone who chooses to take advantage of the opportunity to meet and get feedback is guaranteed to get a lot out of the program.*
- *Yes. Great feedback and helped for future work.*
- *Yes. It is highly recommended for anyone who is looking to improve his or her writing. I learned a lot through participating and through the writing fellow.*

**(4) A number of students expressed a desire to see the program expand:**

- *It is a very helpful resource for all students. They should integrate the program with more BC classes.*
- *I wish it was a part of all courses.*
- *Absolutely great experience. I think there should be more programs like this offered in the economics department so that economics students at BC who choose not to write a thesis are nonetheless able to write efficiently.*

**2. Faculty have found the WF Program a helpful teaching aid and pedagogical reinforcement tool** as they teach students what are often tacit assumptions about what constitutes successful writing in their disciplines.

- All the faculty interviewed found the program to be a tremendously helpful resource and one which will change how they write and communicate assignments in their respective disciplines in the future.
- Professor Michael Malec, new to the program this year, commented: "I feel that *conceptually* students were definitely better. More students hit on everything this time than what they have in the past. They did a

much better job integrating.” Speaking more generally he remarked: “I was very satisfied. I noticed a big difference in quality compared to last year... On the whole, these are just a lot better, better organized, even the good ones compared to the good one’s from last year seem to have clearer openings, stronger thesis statements.”

- Professor Malec has also recommended to the Sociology department as part of its on-going assessment that more faculty members make use of the Writing Fellows program. This was one of three principle recommendations made by the department and was supported by Professors Gray and Schor who have worked with Writing Fellows in the past.
- Professor Lisa Goodman noted a “huge improvement” in student writing. She believed working with the fellows generated more “thoughtfulness, coherence, and depth” in students’ writing. Professor Goodman also noted that while the nature of her assignments remained similar, working with the program had helped her restructure assignments and deadlines with better results for student writing.
- Professor Rita Owens said that the program, “...helps me, helps students focus in on mechanics; it helps pedagogy of having drafts, and simulates a business scenario where you share your written work with a colleague.” She echoed a number of other faculty when she expressed her desire to see the program more widely and systemically implemented at BC: “I really want this to be a fully funded program that we can really market and have involved in all CSOM classes. It should be embedded in the coursework and it is the best method for writing through the curriculum.”
- Professor Joe Quinn felt similarly: “Ultimately, the entire Economics Department could benefit from this program.” Professor Quinn also commented, along with Professors MacEvoy and Goodman, that it would be impossible to integrate substantial writing assignments in courses of this size without the Writing Fellows program: “If not for the Writing Fellows and the size of the class being so large, an assignment like this probably would not exist.”
- Professor Goodman added: “It would be almost impossible for me to deal with it alone, so having the Writing Fellows is an improvement in the pedagogical model. To be honest, now I worry I won’t have a Writing Fellow!”
- In general, the feedback from the faculty stressed (1) their confidence in the training fellows received before and during their partnership with a course; (2) the freedom it provided them to assign in-depth writing assignments and to spend less classroom time reviewing mechanics; (3) a desire to see the program integrated into their departments.

### **3. Writing Fellows have improved their teaching, tutoring and mentoring skills,** which in turn improve the quality of teaching fellows in the FWS Program.

- Across the board the 2011-2012 Writing Fellows found the program to be an invaluable tool in preparing them to teach in the First-Year Writing Seminar (FWS) next year. Danielle Polak wrote: “I think the Writing Fellows Program really does meet its goal of preparing prospective FWS teaching fellows. As a Writing Fellow, I had the opportunity to interact with students and their writing both in person and electronically, and I will need to be proficient in each type of feedback to be a successful FWS instructor.” She added that the frequent interaction with faculty “alerted me to the expectations that professors in a variety of disciplines have regarding student writing, and this has informed the way I structured my syllabus for my own FWS class.”
- Many fellows felt they were able to develop specific skills that would be very helpful in teaching next year. David Charlesworth commented that the program taught him to speak with students about their writing “in a way that allowed students not simply to identify such technical errors, but to recognize how they help or hurt their writing.” He added that, “Working with classes across disciplines allowed me to get to know different faculty and different teaching methods. One of the most important aspects of this program is the communication that takes place between the writing fellows and the faculty.”



- The technology components were likewise well received and employed by the fellows. Caitlyn Lahey found the “comment function” very helpful: “I think that it is extremely beneficial for them to be able to download my comments from Blackboard.” For Danielle it was the audio recording software: “The audio recordings that we provide of our meetings via Blackboard is our best use of technology... students responded really positively to receiving this type of feedback. Giving both written feedback as well as the audio recordings really helps a variety of learners use our feedback in whatever way works best for them.” Another fellow responded that, “The audio recordings proved essential to holding conversations with students that felt natural. The students and I did not have to worry about forgetting the work accomplished in our conversations.”
- The laptops also proved a valuable resource allowing fellows to meet with students at times and in locations that were mutually convenient.
- All the fellows surveyed, like their students, found the “Comment” function of MS Word incredibly helpful; they plan to use it as a primary means of providing feedback in their classes this fall.
- All the fellows surveyed found the program to be a valuable experience on personal, intellectual and pedagogical levels. Summing up nicely the sentiments expressed by his colleagues Danielle wrote: “My experience here has better prepared me for teaching an FWS class, perhaps even more so than my experience as a tutor at a writing center. As a Writing Fellow we often seen students through multiple drafts of a paper and I think it is really rewarding for both the Writing Fellow and the student to see such great progress over the course of a semester.” Raven See also expressed the sense of intellectual and personal community the program fosters amongst its members: “I feel that working for this program has helped me to find a sense of community here at BC. The work is both challenging and rewarding and some of my favorite memories from my first year in the Master’s program have come from working with writing fellow students.”
- Additionally, many fellows acknowledged the able leadership of the program directors in not only administering the program, but also fostering a sense of academic community amongst the fellows which resulted in fruitful program meetings and the helpful exchange of strategies and best practices.

### ***Technology and the Writing Fellows Program in 2011-2012***

In 2009 the Writing Fellows Program received an ATIG grant that facilitated the integration of technology into the Writing Fellows Program and its courses. A major goal of the 2009-2010 and 2010-2011 academic years was the development and implementation of the program’s technological component. With the help of an Instructional Design consultant and project oversight by Instructional Design and eTeaching Services (IDeS), we used audio recording tools, Blackboard Vista, and Microsoft Word to increase the efficiency and effectiveness of the Writing Fellow program.

Now in its third year, this component has been effectively integrated into the Writing Fellows model and training. The overwhelming consensus of the Fellows, Faculty and Student surveys is that these additions have been tremendously beneficial. The program saw significant increases amongst all three populations when surveyed about both the value and the relative ease in using each of the three main technological components. A brief breakdown of these technological components and their effectiveness is included below:

#### ***Blackboard Vista***

The program uses Boston College’s Blackboard Vista program, which allows faculty to upload assignments for students and fellows; students use it to turn in their drafts and final assignments, and fellows upload their comments on student drafts and audio files from conferences for student’s future revisions. This component was, in general, the most prone to technical difficulties. However, they were relatively few and easy to correct. 77% of students surveyed found the site easy to navigate. All the faculty and fellows surveyed found that, despite minor glitches, the site was easy to use once they became familiar with it.

### ***Microsoft Word***

Microsoft Word's "Insert Comment" function allows fellows to type comments in the margins of student submissions. This creates an easy, paperless system for students, fellows and faculty. This feature allows fellows to make all of their comments electronically, cut down on paper use, eliminate any legibility problems and provide a "paper trail" that can be shared with both students and faculty. The system also allows fellows to keep a copy of their comments for their records for future meetings with the students. This component was by far the most popular feature among students. Approximately 94% of students either agreed or strongly agreed that these typewritten comments and the Microsoft Word technological elements were helpful.

### ***Audio Recording Software***

The Mac computers loaned to the fellows are equipped with audio recording software used to capture the interactions between the Writing Fellows and students during their conferences. The program records each student/fellow conference and the audio files are then uploaded to Blackboard as .MP3 files. Students can then listen to their conference at their leisure on their home computer, allowing them to re-visit topics covered during the conference without having to take copious hand-written notes. This technological component saw the greatest increase in popularity over the last few years. Despite a steady increase in 2010-2011 in student use of the audio component, 2011-2012 saw a decrease with a small majority of 58% reporting it helpful in the fall and only 35% in the spring. However, in both semesters many students remained "neutral" on the question likely indicating (1) they did not use the recording or (2) there was a technological problem with uploading or downloading them.

A goal of our 2012-2013 year will be to actively promote this feature, since the students who do use it find it very helpful. We will also help train the Writing Fellows in using and promoting it more effectively.

### ***Community Records***

In 2009 we began to develop a program archive and community website where our records and other resources of the program can be stored for research, training, and program evaluation. An initial presentation on our system was unveiled in March of 2010 at the University of Connecticut Annual Conference on the Teaching of Writing. In April 2011 we made a second presentation at the New England Writing Center Association's annual conference, which was met with much interest. Additionally, former writing fellow used our growing electronic archive as the data for a semester-long research project on effective conferencing strategies. She attended one of our Writing Fellow program meetings in the spring and conducted a workshop with the 2010-2011 fellows on effective questioning strategies in student conferences. The workshop was well received and provides a great example of one of the applications of the data garnered from our technological initiative. These results were used in 2010-2011 will be used again in the 2012-2013 training sessions as well.

These technological advances not only provide a clear communication triangle between fellow, faculty and student, but also make the Writing Fellow Program's process easier for all parties. By providing laptops to the Writing Fellows, the ATIG grant allowed the Writing Fellows Program to facilitate these technological advances and make the drafting, conferencing, editing, and communication aspects of the program easier, standardized, and more readily accessible for students, faculty and fellows alike.

## Goals for the Writing Fellows Program in 2012-2013

In March of 2012, with the goal of expanding the Writing Fellows program, we submitted a proposal to the Office of the Provost and the Dean of the College of Arts and Sciences. Our impetus for the proposed expansion was a 2011 external review of the First-Year Writing Seminar (FWS) program and related writing initiatives at Boston College. The reviewers had the following recommendations for the Writing Fellows program:

*We were also impressed with the Writing Fellows, whose work is inextricably linked to writing within the disciplines... This small but vibrant program has had a positive effect beyond its small scope... In our view, the "pilot" program has more than proven its value. Indeed, since the WF program has proven its worth, it should be expanded. It is an agent of change, one that will encourage FWS to be a baseline after which discipline-specific writing will be encouraged—and encouraged appropriately... We therefore recommend that BC administration develop a plan to enhance and expand this important initiative... It needs dedicated staff, more resources, and higher visibility if it is to succeed... Further, if the WF program were expanded, then more graduate students in disciplinary areas in addition to English could be trained/educated to serve in the effort. WFs could become the foundation for a newly energized initiative to encourage more writing in other disciplines.*

We are grateful that our proposal to expand the program was approved and we have hired a part-time assistant director and additional Writing Fellows for the coming academic year. Our long-term goal is to develop the Writing Fellows program so that it can work annually with 10-20% of the undergraduate student population, with the hope that all undergraduate students can take at least one writing-fellowed course during their undergraduate career. This year we will slightly expand the existing program while we seek to better understand the specific writing needs across the university via a survey of faculty members and department heads. In addition, we also plan to continue our research into how other university writing fellow programs are organized and administered to make optimal use of an expanded BC program.

During the 2012-2013 academic year, we will continue implementing and familiarizing fellows, faculty and students with the technological advances begun in 2009-2010. A second goal will be a more formal analysis of the data and archived documents collected thus far. This research will result in, among other things, an increasingly refined collection of pedagogical techniques for fellows and faculty to use in teaching and tutoring writing across the curriculum. We will use the experiences and data collected to better assess and improve the program. With more than four years of archived documents and recordings the database will be an invaluable training tool for the incoming writing fellows and all those we reach through our conference presentations and future journal publications. Regarding the latter we hope to begin compiling our data into a publishable format so that our successes may be imitated in other programs.

## Acknowledgments

As in any successful educational initiative, collaboration has been essential to the program. We are especially grateful this year to David Quigley, Dean of the College of Arts and Science and Donald Hafner, Vice Provost for Undergraduate Academic Affairs for their support in expanding the program. In this endeavor we also appreciate the support of Susanne Matson, Chair of the English Department and the following faculty members for their letters of support for the program expansion: Joseph Quinn, Rita Owens, Lisa Goodman and Howard Enoch.

Our debt grows annually to the members of Instructional Design and eTeaching Services (IDeS) group who have provided invaluable support for the technology components of the program: Rita Owens, Helen Healy, Elizabeth Clarke, Tim Lindgren and Cristina Joy. Whenever we had a question or needed help with the technology, they provided timely and expert assistance. To this year's instructors, Lisa Goodman, Julie MacEvoy, Joe Quinn, Michael Malec and Rita Owens we thank you for sharing your students and classes with us.

Finally, a deep and indispensable thank you to this year's Writing Fellows, Gregory Floyd, Meaghan Kasprzycki, Caitlin Lahey, Jenah Blitz-Stochr, David Charlesworth, Raven See, Danielle Polak, Vanessa Parravano, Kate Giffune, Noah Moskat, and Matt Scully. We appreciate your intellectual capability and commitment, dedication and wonderful work with the students and faculty members.

Many other hands and minds helped shepherd the Writing Fellows program since 2004. This initiative began from a series of conversations between Paula Mathieu, Bryan Marinelli, Paul Gray and Arts and Sciences Dean Joseph Quinn. The collaboration among Paula Mathieu, Bryan Marinelli, and Staci Shultz was key to getting the pilot off the ground, and the insights and hard work of Staci, Bryan, Sue Barrett and Diane Hotten-Somers have been essential to its continued existence and development. The faculty with whom we have cooperated were generous with their time and adaptable to this new idea as well as supportive throughout. The OTE program directors, Dr. Ines Maturana-Sendoya, Andy Petigny, and Joyce Wang made possible the smooth integration of the Writing Fellows into the summer program beginning in 2008. Our eight years of Writing Fellows offered their hard work, enthusiasm, and vital feedback, which helped refine this pilot.

This project would not have been possible without the support of two BC Teaching Advising and Mentoring Grants and the Academic Technology Innovation Grant (ATIG) that enabled us to add such an innovative technology component to the program. The Offices of the Academic Vice President and of the Provost and the Arts and Sciences Deans Office have shown unwavering support and continued funding for the program. Mary Crane, Chair of the English Department, at the time the program was started has also been a strong supporter of the pilot initiative, offering advice, and encouragement. We are grateful to the Department of Sponsored Programs, who has met with us on several occasions to discuss the planning, fundraising and reporting of this project. Finally, we would like to thank the students who have and will take part in the Writing Fellows Program, and who, we hope, will appreciate and understand writing a bit more because of this project; the students and their writing is what is most important to the Writing Fellows Program.

## About the Report's Authors

Paula Mathieu, Director, Writing Fellows Program, is Associate Professor in the English Department and director of the First-Year Writing Program. She is a specialist in rhetoric and writing pedagogy, with a doctorate in Language, Literacy and Rhetoric from the University of Illinois at Chicago. In 2005, she published *Tactics of Hope: The Public Turn in English Composition* and has co-edited two other books. In addition to writing pedagogy, her scholarship centers on public discourse and homeless writers.

Suzanne Barrett is Director of the Connors Family Learning Center. With a doctorate in English literature from Brown University, Dr. Barrett has worked at BC since 1992. In addition to coordinating all the services of the CFLC, she teaches a wide array of undergraduate courses and runs pedagogy and orientation workshops for Teaching Assistants and new faculty.

Marla De Rosa, Associate Director of the Writing Fellows program is also an adjunct faculty member in the English Department. In addition to teaching First-Year Writing Seminar and the Literature Core, she has a background in business and technology writing. She has worked with Paula Mathieu as a mentor for new FWS instructors. She is also a doctoral student in the Lynch School of Education where she studies the complex factors involved in student writing in different disciplinary areas.

Gregory Floyd is a doctoral candidate and teaching fellow in Philosophy at Boston College. He has worked with the Writing Fellows program since 2009. He has a background in Publishing and Education and currently assists Marla De Rosa in training new tutors.