



# ANNUAL REPORT

2019/2020

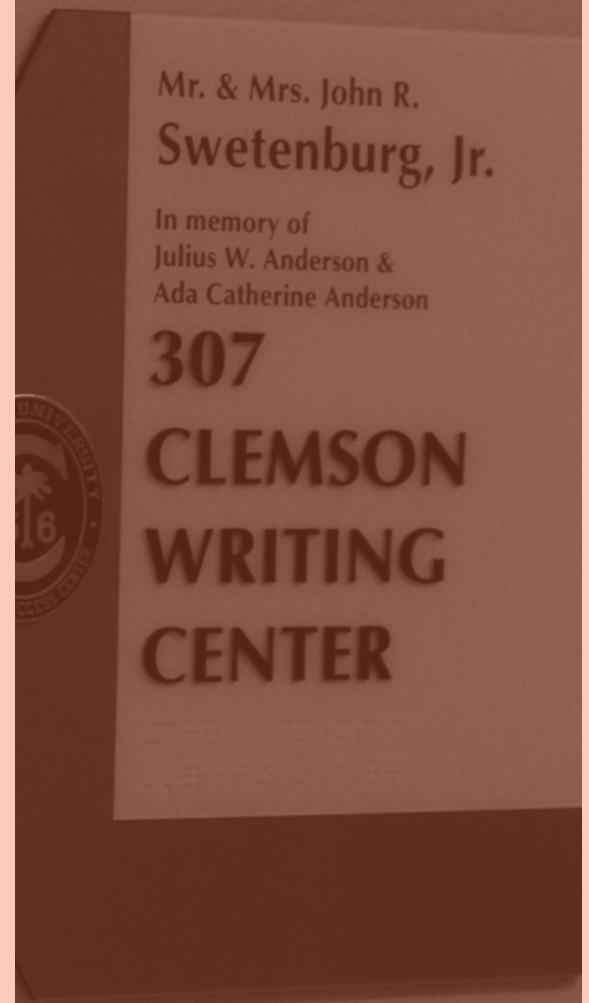


# SUPPORT

THE CLEMSON WRITING CENTER  
IS SUPPORTED BY THE CLEMSON  
ENGLISH DEPARTMENT.

Since August 2012, we have hosted over 16,176 individual appointments with writers and many thousand more students during class visits, workshops, writing support efforts, and events.

As a unit supported by the English Department, the Writing Center shares its goals in enabling students to build foundational skills and access academic services that support their growth as writers and communicators. In particular, the Writing Center is supported by "lab fees" for ENGL 1030, a course primarily taken by freshman.



A banner hanging from a ceiling with the text "welcome to the Writing Center". The word "welcome" is in a cursive script, and "to the Writing Center" is in a bold, sans-serif font. The banner has a hexagonal pattern on its sides. The background is a dark red, textured surface.

# welcome to the Writing Center

## GUIDING PRINCIPLES

Prior to the 2019-2020 Academic Year, the Clemson Writing Center did not have any guiding statements. Guiding statements, (such as mission statements, diversity statements, and core values statements) create and mediate the principles of the Center. They tell the Center's story, providing a frame through which our community approaches its support, who it provides that support to, and why that support is important. These articulated guiding principles have far-reaching effects on tutor training, programming, and administration.

The Clemson Writing Center drafted, revised, and adopted a mission statement, core values statement, and diversity statement in Fall 2019. These statements were reviewed and approved by Writing Center staff, including undergraduate and graduate tutors. These statements were the subject of much discussion in ENGL 4980, the Writing Center Theory and Practice course, where Writing Fellows placed the statements into dialogue with writing center theory.

These guiding principles will be reviewed and revised every two years in order to sustain a forward-moving and forward-thinking writing center that best serves the Clemson Family.

The mission statement, core values statement, and diversity statement can be found on the following pages.



# MISSION STATEMENT

The Clemson Writing Center's purpose is to help students gain confidence in their writing, improve as communicators, and achieve their academic goals by providing high-quality, effective services in a supportive, inclusive environment.

## CORE VALUES

**The Clemson Writing Center's staff share a commitment to:**

- Supporting student growth as they become more skillful, flexible writers.
- Cultivating and promoting a thriving culture of writing on campus.
- Continually innovating our programs and services in a data-informed manner in order to meet the diverse needs of all Clemson writers.

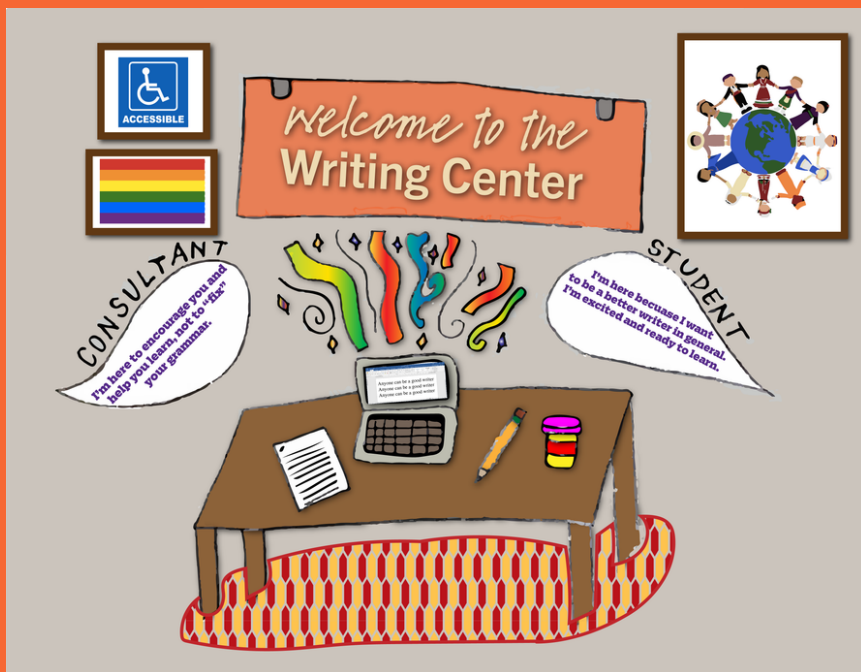
**The Clemson Writing Center's professional staff share a commitment to:**

- Providing high-quality training and mentoring in order to foster the student staff's personal, professional, and intellectual development as active global citizens.
- Staying connected to the greater writing center community in order to stay current on research, trends, and innovations in the field.
- Continually innovating our programs and services in a data-informed manner in order to meet the diverse needs of all Clemson writers.



# DIVERSITY STATEMENT

As a part of the global community, the Clemson Writing Center fosters diversity in all of its dimensions and supports all writers in reaching their personal and professional goals. Writers, with their individual life stories, knowledges, identities, worldviews, languages, voices, and proficiencies are respected and welcomed. We provide an environment that is conducive to diverse learning styles and forms of expression, and we respect writers' use of their home languages and World Englishes. We also seek to engage others in pursuing justice and remedying current and historical inequities in higher education. Our Center embraces the humanity of all people, celebrating the contributions each individual makes to the Writing Center, the Clemson Family, and the global community.



Students were asked to mediate their "writing center philosophy" in ENGL 4980. Liza Allen, one of five new Writing Fellows, created the above image, which mediates how integral diversity is to the support provided in the Writing Center.

## TRAINING

Tutor training, both within ENGL 4980 and ongoing professional development, familiarizes tutors with conversations ongoing within the field of writing center theory and practice. In Spring 2020, the ENGL 4980 course participants engaged with readings that engaged with accessibility, race, language and language acquisition, LGBTQIA+ engagement, and many other topics that grappled with diversity within a Writing Center. A new professional development regimen in the Center asked legacy Writing Fellows and staff to read and review writing center theory regarding a variety of topics ranging from respectful pronoun usage to responsible engagement with community service.



# SUPPORT FOR STUDENTS

## UNDERGRADUATE SUPPORT

The Clemson Writing Center prioritizes support of undergraduate students, particularly freshmen who are beginning their college careers. As the Writing Center is supported by ENGL 1030 lab fees, special effort is made to provide stable feedback for students enrolled in ENGL 1030 classes. During the 2019-2020 Academic Year, we expanded our offerings for undergraduate students, beginning asynchronous online tutoring. Asynchronous tutoring provides students with detailed feedback on their documents through email. Feedback addresses both higher order and lower order concerns while also providing educational resources for students to utilize in their writing process. During the leadership changeover, most Writing Fellows stepped back from embedded tutoring. One Writing Fellow, Elise Blackburn, took up embedded writing support for the National Honors Program Seminar.

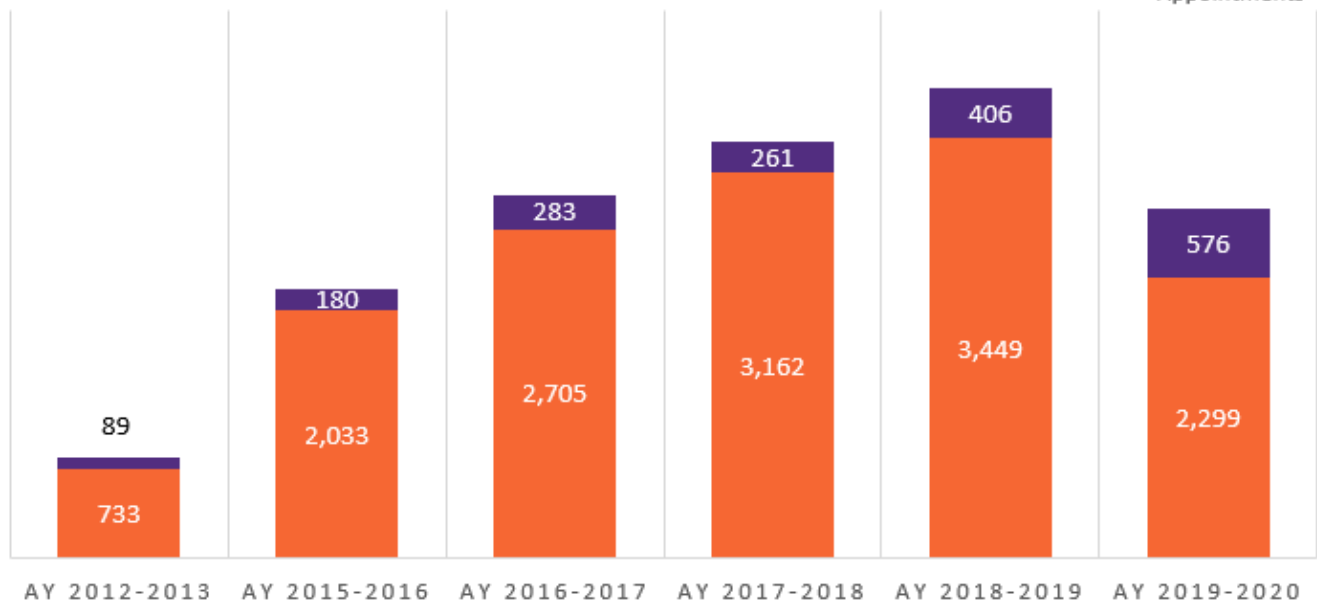
## GRADUATE SUPPORT

Graduate writing support is a secondary emphasis of the Clemson Writing Center. Support for graduate writing takes the form of both synchronous and asynchronous appointments with availability of hour-long appointment lengths. Graduate appointments accounted for 17% of total appointments in the Center in 2019-2020. Likewise, the Clemson Writing Center is working with other entities on campus to support graduate writers. In Spring 2020, the Writing Center partnered with Grad 360° to host the "12-Week Scholarly Writing Series," a twelve-week workshop supporting advanced graduate students in drafting and revising articles. Participants noted that they emerged from the series with healthier writing habits and more confidence. Director Chelsea Murdock acted as a co-leader in the series.



## APPOINTMENTS PER ACADEMIC YEAR IN ASC

■ In-Person Appointments  
■ Online Appointments



# CLEMSON WRITING CENTER 2019 - 2020

The Clemson Writing Center saw a 25% decrease in usage between the 2018-2019 Academic Year and the 2019-2020 Academic Year. This decrease can be attributed to multiple factors:

- **Lack of Embedded Tutoring:** The Embedded Writing Fellow Program was placed on hold for revision in the 2019-2020 Academic Year.
- **Lack of Standard Marketing:** The Writing Center has seen little-to-no marketing since 2015. Marketing efforts were renewed in Fall 2019. We anticipate a rise in Writing Center usage in future years.
- **COVID-19:** As the Writing Center moved online in March 2020, the usual rush of students at midterms and finals severely affected Writing Center usage despite easy to student access to online support. This severe drop in usage was common across Writing Centers during the crisis.

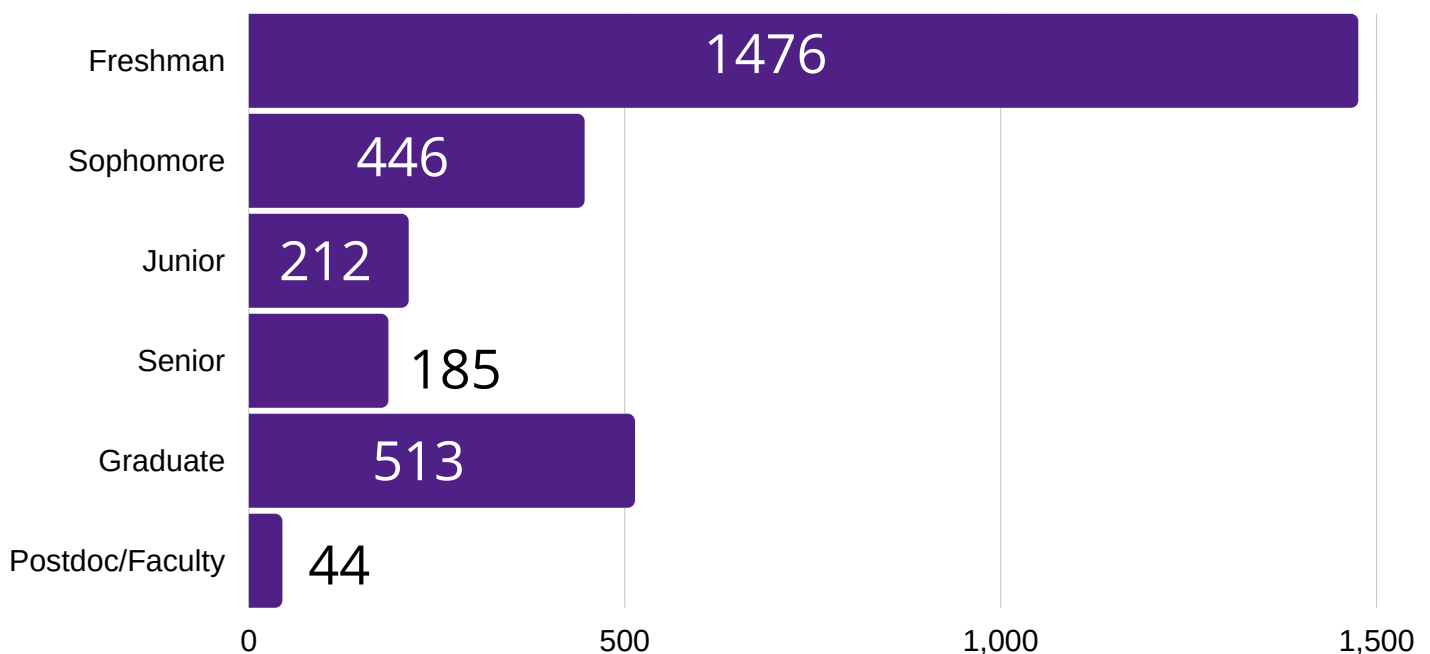
# STATS

AUG 2019 - MAY 2020

The Clemson Writing Center hosted 2875 appointments during the 2019-2020 Academic Year. Over **50% of appointments were self-indicated freshmen**, a majority of which were in ENGL 1030. Below, there is a breakdown of appointments by academic standing. At **17%, graduate students (Masters and PhD) account**

**for the second most common usage of the Writing Center.** Seniors accounted for the fewest appointments. The Writing Center is largely marketed to ENGL 1030 courses. The large differential between freshman usage and senior usage is not unexpected, but is an area for future improvement.

**2875** appointments in the 2019-2020 academic year





# STATS

AUG 2019 - MAY 2020

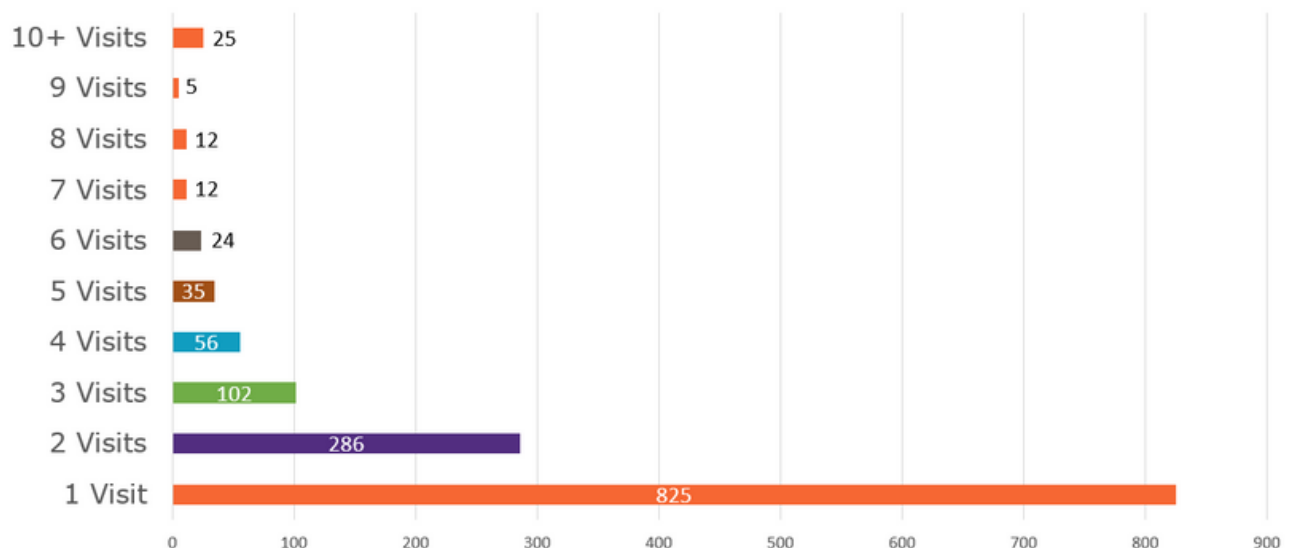
A common indicator of success and relationship quality used by Writing Centers is the number of repeat appointments seen in the Center. At the Clemson Writing Center, **40% of Writing Center clients returned for at least a second visit during the 2019-2020 Academic Year.**

Students are given the ability to schedule appointments ahead if requested. Several utilized these pre-scheduled appointments as benchmarks or check-ins for their writing progress. Of the 825 single-visit clients, it is unknown their reasons for a single-visit. This is an area for future interrogation.

# 1382

clients served  
in the 2019-2020  
academic year

Number of Visits (per client)

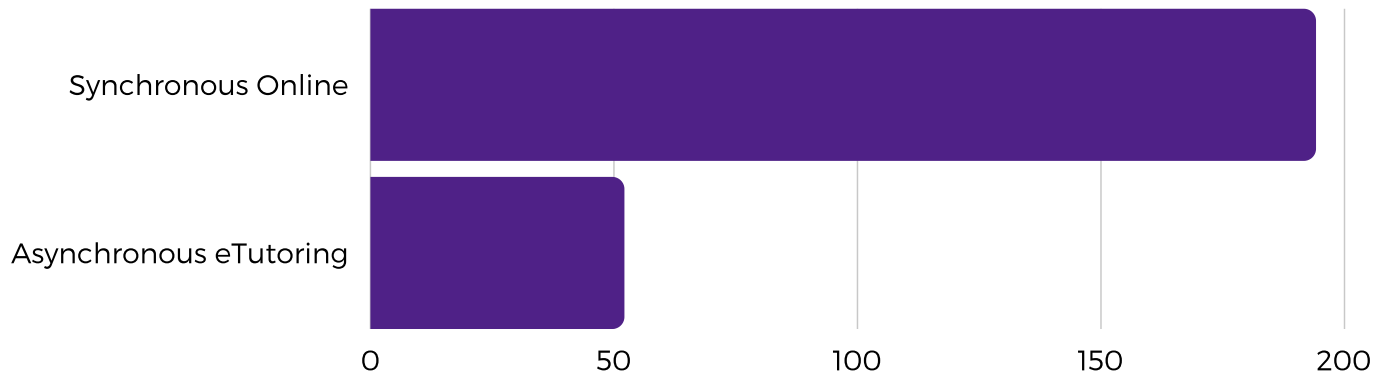


# WRITING CENTER USERS BY MAJOR



Students from each college used the Writing Center.

The Writing Center supports the entire Clemson Family, providing writing feedback to students from across the disciplines. In the graphic above, the most common majors are proportionally larger compared to less common majors. The Top 50 majors are included in the image.



**245** appointments  
post-pivot to online  
support

## ONLINE COVID - 19

MAR 2020 - MAY 2020

In March 2020, the Clemson Writing Center shifted entirely online, offering synchronous and asynchronous online appointments to support students during the crisis. There were a total of 245 appointments after the switch to entirely-online support. Appointments were more

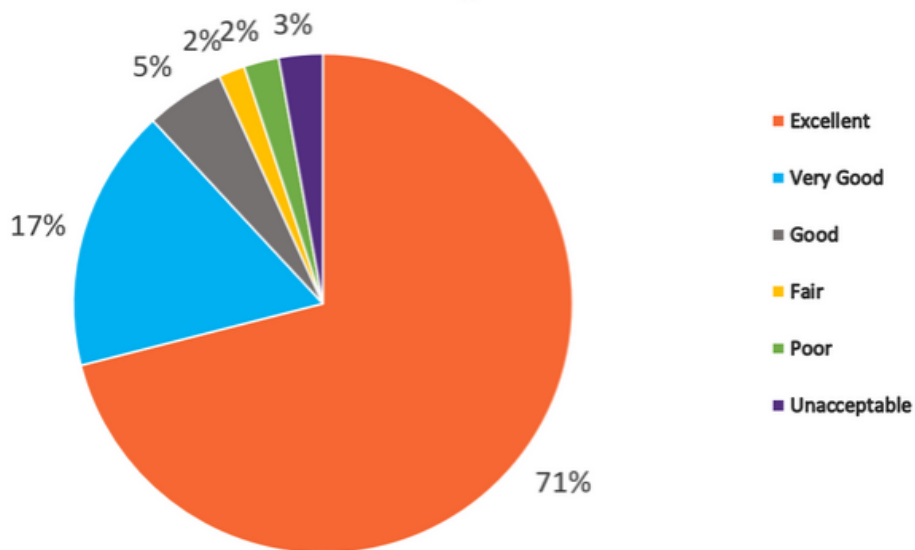
more likely to be cancelled or missed during this period. Writing Fellows created resource guides during open appointments.

The Writing Center experienced no delay in pivoting to the online format as online support was standard for the Center.

# FEEDBACK FROM STUDENTS

## SURVEY RESULTS:

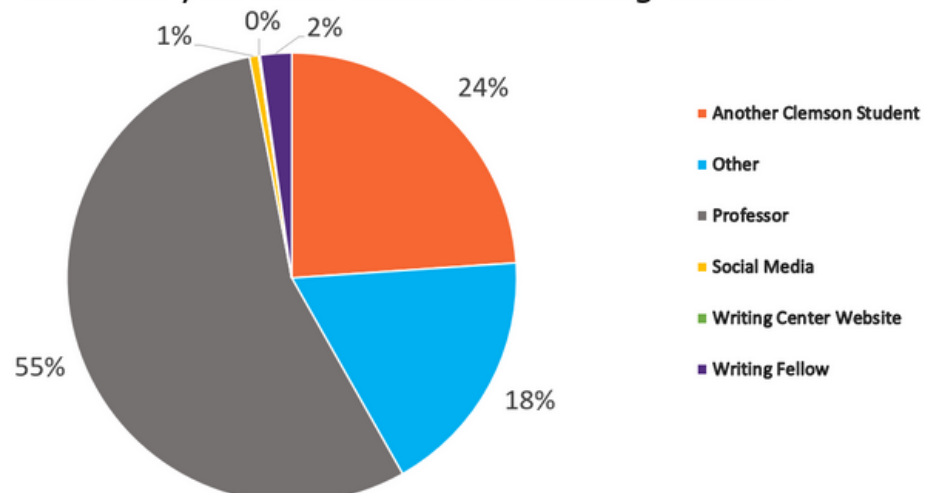
I would rate this writing center session:



In the 2019-2020 Academic Year, we received **352 survey responses**, a **12% response rate**. In future years, the Clemson Writing Center aims to further encourage feedback. At this time, clients receive survey prompts following session completion. There are no incentives for response. Response rates tend to vary across institutions.

Surveys can be altered within the WOnline appointment system. Surveys currently emphasize a mix between demographic data and session feedback (quantitative and qualitative). The survey also prompts clients to disclose where they learned of the Writing Center. Over 50% indicated that they learned of the Writing Center from their professor.

How did you learn about the Writing Center?





A decorative header featuring a word cloud with various terms related to writing and learning, such as 'help', 'need', 'errors', 'talk', 'ever', 'friends', 'return', 'lot', 'statement', 'need', 'ever', 'friends', 'return', 'lot'.

# FEEDBACK FROM STUDENTS

## TESTIMONIALS:

Short responses and testimonials are collected along with survey results.

- **Elise** was extremely helpful and honest about helping my better organize my paper. She helped me to bring my paper together and made sure I was staying on topic. I will book an appointment with her again the the future.
- I thought that **Margo** did a great job revising my essay and teaching me how to better my work, rather than just fixing it for me. She made suggestions and helpful points, but overall I felt that I was doing my own writing, which I really appreciated and enjoyed. She helped me reveal my own ideas and help make my creation more of what I intended. I will make an appointment with Margo again!
- **Nathan** was extremely helpful with my personal statement for graduate school. He helped me look at some global issues in my statement and I am absolutely going to implement his suggestions into my writing. I would recommend him to any of my friends who need help with their writing as he is one of the best fellows at the center.
- **Russell** was very informative and provided me with writing tips to use in the future. I did not feel rushed and he made me feel comfortable with asking questions.

I was very pleased by the welcoming atmosphere as well how detailed our discussions about my work were.

I will definitely be using the writing center again. I had a great experience and it was very helpful!

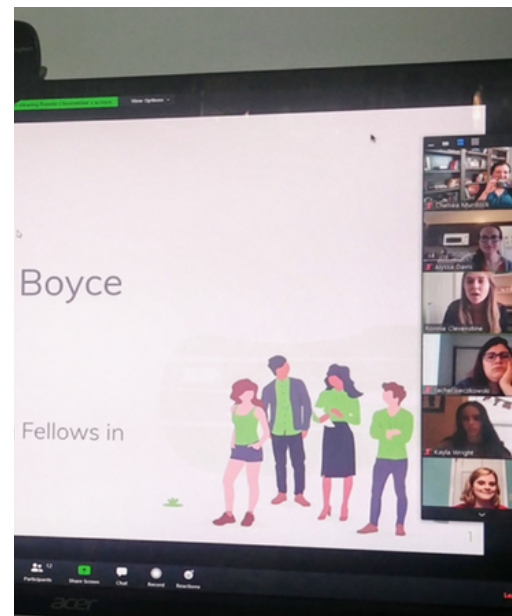
I will make my best effort to schedule an appointment for any paper I get assigned.

I'm very thankful to have this resource available to me!

# PRESENTATIONS AND RESEARCH

The Clemson University Writing Center has been absent from national research conversations regarding writing center theory and practice since at least 2015. The 2019-2020 Academic Year saw a renaissance in Clemson-based writing center research at regional, national, and international levels.

- Director Chelsea Murdock presented at the **International Writing Center Association Conference 2019**. Her presentation, "Remaking the Center: Exhibitions, Space, Art, and Community," was presented in partnership with staff from the Communication Center at the Georgia Institute of Technology.
- Director Chelsea Murdock and Assistant Director Whitney Jordan Adams presented at the **Southeastern Writing Center Association Conference**. Their presentation, "Writing Relations: Storying Constellations in the Writing Center," discussed ways that the Clemson Writing Center is working to increase diversity through critical narratives.
- Writing Fellows Ronnie Clevenstine and Mary Grace Boyce, along with Director Chelsea Murdock presented at the **National Association of Communication Centers 2020 Conference** in partnership with Clemson Communication Center Director Alyssa Davis and Communication Center consultant, Kayla. The panel, "Can We Collaborate?: Similarities and Differences in Writing Center and Communication Center Tutor Training," presented virtually due to COVID-19, discussed future collaborative efforts between the Writing Center and Communication Center.
- Director Chelsea Murdock was due to present at the **International Writing Center Collaborative 2020**. The presentation, "4Rs at the Center: Relations in Writing Center Praxis," was cancelled due to COVID-19.





# ENGL 4980: Writing Center Theory and Practice

ENGL 4980 is a required course for new Writing Fellows before they begin work in the Writing Center. The course is essential before service as it prepares consultants for the work they will encounter in the Writing Center, familiarizing them with important conversations and practices.

The course explored several topics crucial to writing center work. For the first few weeks, the course concentrated on strategies and techniques to help Writing Fellows work with a wide range of students on a wide range of genres.

As the semester progressed, the Writing Fellows engaged variety of topics within writing center praxis including diversity and inclusion, Englishes, "correctness," and responsive assessment. The course drew connections to very important tenets found in Indigenous methodologies: respect, relevance, reciprocity, and responsibility.

New Writing Fellows gained practical experience by observing, co-consulting, and consulting in the Writing Center during the Spring 2020 term.

believe that ordinary  
extraordinary things  
be resilient  
be compassionate  
be persistent  
and keep writing. ♥

<p>ENTER be ble E-D astic INED of tive t brings and It is upt to unique</p>	<p><b>WHAT IS THE ROLE WRITING CEN</b></p> <ul style="list-style-type: none"> <li>to meet students <i>where</i> <i>are</i> and identify areas improvement</li> <li><i>improve student co</i> in their writing</li> </ul> <p><b>WHAT CAN THE W CENTER'S ROLE</b></p> <ul style="list-style-type: none"> <li>provide a <i>safe spa</i> students to share id</li> <li>give students a plac <i>free of judgement</i></li> </ul> <p><b>Clemson Writing</b></p> <p><b>DIV allo LEAR wha</b></p>
---	---



# OUTREACH

This academic year, the Clemson Writing Center invested time and resources into updating our visual identity, renewing social media presence, developing strategic marketing practices, and event creation/participation.

- **Visual Identity:** The visual identity of the Writing Center was last updated in 2015. The new visual identity included development of new cohesive aesthetics across materials.
- **Social Media Renewal:** All social media accounts (Facebook, Twitter, and Instagram) were revived.
- **Strategic Marketing:** A team of undergraduates developed a comprehensive marketing strategy for implementation in Fall 2020.
- **Events:** Participation in coordinated events and creation of new events were renewed in the 2019- 2020 Academic Year.

These outreach and marketing efforts are essential as the Writing Center seeks to make the presence and support of the Writing Center known across the Clemson Family.



INTERNATIONAL  
WRITING CENTERS  
WEEK  
2020



A banner hanging from a ceiling with the text "welcome to the Writing Center". The word "welcome" is in a cursive script, and "to the Writing Center" is in a bold, sans-serif font. The banner has a hexagonal pattern background.

*welcome to the*  
**Writing Center**

# CLEMSON WRITING CENTER **FORWARD**

2020 – 2021

The Writing Center aims to deepen the culture of writing at Clemson University and to provide a central hub for that culture. To do this, we plan to move towards more sustained and sustainable relationships with students, staff, and faculty. This emphasis on sustainability reaches to the core of the Writing Center's mission and core values.

We will develop multiple contacts and ongoing collaboration through...

- Repeat individual consultations with the same tutor
- Undergraduate and graduate writing groups
- Updated Embedded Writing Fellows programming
- Impactful writing events and series of events

These initiatives recognize that faculty are key to facilitating an environment for writing in their classes and in their disciplines. Faculty who receive support for their own academic writing are likely to better understand their students' writing support needs. They request in-class workshops for their undergraduates, recommend writing groups to their graduate students and advisees, and encourage students to attend Clemson Writing Center events.

In sum, by devoting personnel and funding to consulting, writing groups, Writing Fellows, writing events, and enhanced collaboration with campus allies, we will support and sustain a culture of writing at Clemson and contribute mightily to the retention and graduation of undergraduate and graduate students across the disciplines.