Tutoring Writing in the Disciplines

2018–2022

Funded by
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College of Arts & Sciences

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01

Project Team and Roles

About the Project

Tutoring Writing in the Disicplines (TWID) is a peer writing support program designed to be integrated into undergraduate academic departments and programs. TWID fosters disciplinary writing by engaging students, faculty, and staff to work collaboratively within their own respective academic units. In Spring 2018, David Shawn, Associate Director for Writing in the Disciplines, spearheaded the TWID program by recruiting leaders from three College of Arts & Sciences academic units (later adding a fourth CAS partner and collaborating with a fifth unit in the College of Engineering) to pilot the program using the WCOnline software program. Faculty leaders, serving as Chairs or Directors of Undergraduate Studies, recruited, vetted, and selected their own advanced undergraduate majors to serve as discipline-specific peer writing tutors. The faculty leaders, staff members, and the new writing tutors publicized the program within the unit. Staff, specifically, in these CAS units established permanent physical spaces for conducting the tutoring sessions, added webpages to the unit websites dedicated to the program, participated in training on the WCOnline platform, and directly communicated with students in their units about the program. In addition, unit staff worked with the CAS Writing Program staff to set up payroll for the peer tutors. As new faculty and staff assumed administrative roles, David Shawn updated these leaders and staff on the program and the logistics needed to sustain its operation within each unit.

David Shawn and Dan Ivey, the Program Administrator in the Arts & Sciences Writing Program, coordinated the administrative efforts for the program. Dan communicated with and transferred funds from the WP to the different CAS academic units, to pay the undergraduate peer writing tutors. David maintained regular communication with faculty leaders and staff, trained the writing tutors, arranged schedules, and taught CAS WR 597 Tutoring Writing in the Disciplines, the training course required of all CAS writing tutors. Sociology's Department Administrator Hannah Walters was especially crucial in helping to develop a pre-pilot writing tutoring program in Sociology in the semester prior to the official beginning of the CAS-Shipley Center partnership that funded the TWID program. The Writing Program's Senior Staff Assistant, Adam Znideric led the first training with unit staff on how to use the WCOnline platform. On the following pages are the names of staff and faculty members, who played critical roles in either initiating or sustaining the program.

Funding for the TWID pilot project came from the Shipley Center and BU's College of Arts & Sciences.

Faculty & Staff

Writing Program

Name	Title
David Shawn	Associate Director for Writing in the Disciplines
Dan Ivey	Program Administrator
Adam Znideric	Senior Staff Assistant

Earth & Environment

Name	Title
Mark Friedl	Chair
Anthony Janetos	Chair
Guido Salvucci	Chair
Lawford Anderson	Director of Undergraduate Studies
Matthew DiCintio	Department Administrator
Lauren Consalvo	Department Administrator
Melissa Ferreira	Program Coordinator
Fred George	Administrative Coordinator
Sayaka Yamaki	Undergraduate Program Coordinator

Faculty & Staff

Neuroscience

Name	Title
Mario Muscedere	Director
Paul Lipton	Director
Shoai Hattori	Asst. Director
Abhinav Prasad	Program Administrator
Becca Reynolds	Program Administrator
Yumi Kim	Program Administrator
Kaylyn Dorsey	Undergraduate Academic Advisor

Sociology

Name	Title
Deborah Carr	Chair
Joseph Harris	Director of Undergraduate Studies
Japonica Brown-Saracino	Chair
Max Greenberg	Acting Director of Undergraduate Studies
Hannah Walters	Senior Program Coordinator
Sarah Jordan	Department Administrator
Andrea Inman	Undergraduate Program Coordinator
Natalie Russo	Department Administrator

Faculty & Staff

History of Art & Architecture

Name	Title
Gregory Williams	Associate Chair
Becky Martin	Chair
Alice Tseng	Chair
Jodi Cranston	Chair
Michael Zell	Chair
Deborah Kahn	Director of Undergraduate Studies
Ross Barrett	Director of Undergraduate Studies
Daniel Abramson	Director of Architectural Studies
Cheryl Crombie	Department Administrator
Susan Rice	Media Specialist

Classical Studies

Name	Title
Stephanie Nelson	Director of Undergraduate Studies
James Uden	Chair
Arthur Peterson	Department Administrator
Eliza Givens	Program Coordinator

Faculty & Staff

Biomedical Engineering

Name	Title
Michael Smith	Associate Chair for Undergraduate Programs
Wynter Duncanson	Asst. Dean of Outreach and Diversity
Darren Robyler	Associate Professor
Diane Joseph-McCarthy	Professor of the Practice

Writing Tutors

Earth & Environment

Sydney Neugebauer
Matthew Elliott
Juliette Bateman
Rachel Gentile

Classical Studies

Kaly Glavas
Hallie Baggaley
Anna Rafferty
Katie Gallagher

Sociology

Claire Lawry
Carrie Sheehan
Noah Gordon
Stacey Herman
Teresa Tran
Evan Gilbert
Juan Fernandez

History of Art & Arch.

Hannah Jew
Matthew Gorab
Alyssa Fajardo
Kate Hayes
Nina Taylor-Dunn
Fionna Chan
Elizabeth Jones

Neuroscience

Ariana Tortolani
Kawtar Bennani
Audrey Wack
Mimi Kay
Humna Siddiqi
Shashwat Shah

Biomedical Eng.

Carroll Beauvais
Katherine Valde
Ryan Weberling
Adam Kane
Liz Stevens

02

Project Goal and Objectives

Need

> *Supporting writing is essential for undergraduate students to develop competency and confidence in different academic situations.*

While writing has always been important for BU's undergraduate education, in 2018 the General Education Curriculum (also known as the Hub), doubled the number of required writing courses for all undergraduates. For novice writers, whether they are majors or non-majors, support for advanced, discipline-specific writing is especially critical. Since each discipline has its own special vocabulary and writing genres, communicating content knowledge in any particular field requires learning the structures and conventions of that field's discourse. Students in upper-level, discipline-based Writing-Intensive courses require writing support that can go beyond the work that faculty do in classroom and office hours.

Faculty have been looking for this kind of support for years: in 2012, the College of Arts & Sciences Writing Program survey of over 200 CAS faculty along with interviews of numerous departments and programs revealed strong support among faculty for having department-based writing tutors.

Goals/Objectives

The Tutoring Writing in the Disciplines pilot program envisioned providing both discipline-specific writing support for student writers and peer mentoring opportunities for advanced undergraduates in their major fields of study in three different academic units. Using the WCOnline platform for scheduling writing tutorials, holding synchronous and asynchronous appointments, and collecting data on the appointments, the pilot began with the assumption that supporting writing was a fundamental need for students. The question, therefore, for the pilot concerned whether this mode of peer support, including the use of WCOnline, would best suit the specific needs of our pilot group. As Associate Dean Joe Bizup wrote in his 23 July 2018 letter of support – the goal is to gauge the program's "traction among faculty, departments and programs."

> *In other words, the pilot aimed to learn if this program is the best means of developing a culture of writing within the disciplines that can engage students, the faculty, and the departments and programs.*

Audience(s)

The program aims to appeal to a wide range of audiences.

- Undergraduate students seeking assistance with their writing in discipline-specific contexts
- Undergraduate students seeking opportunities for peer writing/mentoring
- Faculty teaching Writing-Intensive courses
- Academic leaders administering departments and programs
- Deans & the leaders in the Provost Office
- Potential donors

Project Vision and Theory of Change

The pilot anticipated that growth would likely take place in one of three different ways.

First, the pilot aimed to focus initially on three CAS academic units, with the expectation that successful implementation in these units would prompt other units to explore its application in their units. Frankly, we anticipated that informal word-of-mouth would help propel interest in this program.

Second, David Shawn anticipated building interest in the program with targeted outreach to departments and programs.

Finally, as noted earlier, the University's ambitious general education initiative (the Hub) had just begun with its first cohort of students in Fall 2018. At that time, only 46 Writing-Intensive (WIN) courses were available for BU undergraduates, but by 2022, when that first cohort had graduated, students could now choose from among 256 approved WIN courses. It was important for the TWID pilot to be in place as the Hub reshaped undergraduate education at BU, especially with regard to the requirement that all BU undergraduates complete two WIN courses. The TWID pilot anticipated supporting the growth of WIN courses by having in place a resource that students and faculty could count on.

03

Milestones and Outcomes Achieved

Timeline

SPRING 2018

Recruitment and Training Course

To start the pilot, three academic units in CAS agreed to partner with the Writing in the Disciplines program to recruit peer undergraduate writing tutors to work with students in their units on writing. Students selected for the positions would enroll in the newly approved CAS WR 597 tutor training course.

FALL 2018

Pilot Begins in Sociology and Biomedical Engineering

To prepare for TWID to begin in Sociology in Fall 2018, David Shawn worked with this department in AY 2017-2018 on a pre-pilot writing tutoring program. In Fall ‘17 Sociology Program Administrator, Hannah Walters introduced David to the department leaders, recruited the writing tutors, arranged interviews, publicized the program in the department through class visits and email notices, and facilitated paying the writing tutors. In Spring ‘18, CAS’s Dean Joe Bizup agreed to fund three undergrad peer writing tutors to provide writing support; David trained the writing tutors in a series of workshops; and the tutors conducted about three dozen appointments, using a free Google scheduling format. The TWID program would begin in Fall 2018, using WCOnline to schedule appointments and collect data about them.

David had also worked in AY 2017-2018 with Biomedical Engineering (BME) in recruiting and training graduate students and part-time lecturers to work as writing tutors to support the Senior Design course, BE 465. There had been no record-keeping, however, of the tutoring sessions. On the recommendation of Diana Marian, Shipley Center project manager, David consulted with Prof. Wynter Duncanson about using the WCOnline platform to schedule appointments and to collect data about those appointments. While BME retained and paid its own professional writing tutors (as opposed to adopting the TWID peer model), David began using WCOnline to manage scheduling the Engineering writing appointments, and the TWID pilot began to include data about the Engineering writing consultations. Adopting WCOnline in BME took place in the middle of Fall ‘18, so that writing appointment data from that semester is incomplete.

SPRING 2019

Pilot Begins in Earth & Environment and Neuroscience

Earth & Environment (E&E) and Neuroscience (NE), having recruited undergraduate peer tutors in F ‘18, began tutoring with students in E&E and NE courses in S ’19.

FALL 2019

Expansion of Pilot - History of Art & Architecture

Discussions between David Shawn and History of Art & Architecture (HAA) Profs. Rebecca Martin and Greg Williams led to HAA joining the pilot in F ‘19. David introduced the program to the department at its annual end-of-semester retreat in S ‘19. With the department faculty enthusiastic about joining the pilot, Profs. Williams and Martin recruited and selected two new TWID writing tutors (Hannah Jew and Matthew Gorab). CAS Assoc. Dean Joe Bizup and Shipley Center’s Romy Ruukel agreed on the benefits of HAA joining the pilot. HAA Staff member, Cheryl Crombie, arranged for physical space for the tutors and worked with David and Dan Ivey to set up the payments for Hannah and Matt, and they began work in the fall.

SPRING 2020

Official End of Pilot

E&E concludes its participation in the pilot. Having a very limited number of students using the E&E writing tutors, the department decided not to continue with the TWID tutors after the Spring 2020 semester finished.

SPRING 2021

Expansion of TWID – Classical Studies

Classical Studies, which had recruited and hired two writing tutors in Fall 2020, began offering online and etutoring to students in its courses.

FALL 2022

Expansion of TWID – History, Philosophy, and World Languages & Literature

Philosophy, History, and World Languages & Literature departments, joined the TWID program and hired writing tutors to begin in Fall 2022. These departments would become the 7th, 8th, and 9th academic units to participate in the TWID program.

Outcomes

The major goal of the TWID program has been to engage each partnering academic unit, including the chairs, directors, faculty, staff, and students, in this form of writing support. The numbers of students who attend the sessions provide a powerful indication of the program's viability and appeal. Since the outset of the pilot in 2018 through 2022, over 950 different students have had more than 1300 tutoring sessions. In CAS, the five different academic units have had more than 750 students attend more than 1,150 sessions (see Appendix). With the exception of Earth & Environment, the three early piloting units in CAS (Neuroscience, History of Art & Architecture, and Sociology) have each averaged more than 90 writing tutoring sessions each year.

> ***The data clearly indicate that the peer tutoring in Sociology, Neuroscience, and History of Art & Architecture has had sustained and consistent usage by students, over a period of years. The students in Biomedical Engineering, which hires graduate students and part-time lecturers to serve as writing tutors, have also received consistent support during this time.***

Dozens of courses and faculty from these units have benefit from the work of the writing tutors; and support for our international students who are English Language Learners has been especially strong in HAA (see Appendix). One of the initial partners, Earth & Environment, decided not to continue its participation in the program after the pilot's official conclusion in Spring 2020. The limited usage of the writing tutors in E&E clearly supported this decision (see "Challenges" section later in this report for additional comments about the circumstances surrounding E&E's decision).

Appendix includes:

> A. Tutoring Appointments by Academic Unit, 2018-2022

> B. Student Users by Academic Unit, 2018-2022

> C. English Language Learner Students, Usage by Academic Unit, 2018-2022

> J. Courses Supported by TWID Project, 2018-2022

> K. Faculty of Courses Supported by TWID Project, 2018-2022

04

Impact

Department/Program Engagement

> *One clear measure of TWID's impact is that hundreds of peer writing tutoring sessions have taken place in a number of different academic units since the program began in Fall 2018.*

Student engagement has been a direct result of the faculty support and advocacy of the program. Faculty invited the WID Director to present on the program at departmental retreats, department meetings, and department town halls; faculty welcomed writing tutors into their classrooms to inform students about the program; and faculty regularly reached out to colleagues and students encouraging students to use this resource.

In Sociology, the Chair, Debby Carr, and the Director of Undergraduate Studies, Joseph Harris, for example, were strong advocates of the program from its inception. Joe and Debby enthusiastically recruited students to work as writing tutors, writing ads for the position that prioritized historically marginalized populations, such as BIPOC and LGBTQAI+ students, to serve as writing tutors and to attend tutoring sessions. Sociology's Interim DUS Max Greenberg continued that advocacy for the TWID program, by organizing class writing tutors visits and reaching out to colleagues. Both Professors Harris and Greenberg helped promote the program by inviting the WID Director to visit the SOC 400 Research Practicum courses to discuss students' UROP applications and to meet these high-achieving students, who are often applicants for the Sociology tutoring positions.

Notably, in **Sociology**, the TWID program has supported student writers in introductory survey courses; gateway courses for majors; and in courses for honors Sociology students. Both non-majors (taking a survey course like SO 100, for example) and majors (in 300 and 400 level courses) seek out TWID tutors. Sociology also has a number of courses (such as SO 215 Sociology of Health Care and SO 490 Global Health, Politics, Institutions, and Ideology) which are electives for majors in other departments or schools (Public Health majors from Sargent College find these courses invaluable). As a result, many non-majors take gateway or upper-level courses that involve engaging with sociological terminology and theory. For students new to the discipline, the Sociology writing tutors provide guidance about content knowledge, sociological

theory, and about discipline-specific genres, such as ethnographies.

> *Throughout the pilot, the Sociology writing tutors have consistently enabled TWID to support a wide range of Sociology courses.*

In **Neuroscience,** just as in Sociology, disciplinary knowledge and familiarity with writing in the field have been crucial reasons students seek out the writing support, even though engagement with the TWID program in Neuroscience has manifested differently than in other units. In the Undergraduate Program in Neuroscience (UPN), a large cohort of new NE majors (approximately 150 students each year) take a Writing-Intensive course in two consecutive semesters (in the Spring, freshmen take CAS NE 102; and in the Fall, sophomores take CAS NE 203). These two required courses for majors introduce students to discipline-specific writing of key STEM genres: the scholarly academic manuscript and the grant proposal. Students work on their writing both individually and in teams (collaborative writing being an important feature of STEM professionalization) in these semesters, and the TWID program almost exclusively supports the NE student writers in these two courses.

As the data show, the vast majority of appointments in Neuroscience are with majors (91% since the pilot began) and with students in these two Writing-Intensive courses. In fact, students from NE 102 (75% of all sessions) and NE 203 (23% of all sessions) account for nearly all of the 400+ appointments since the pilot began. It is important to understand that freshmen and sophomores, who are the least familiar with the discipline and its writing expectations, are those most likely to seek out support for their writing.

> *The Neuroscience Writing Consultants (NWC is a customized name initiated by the UPN faculty) provide a greatly needed service to students who are new to this major.*

As a result of the ongoing success of the TWID program in Neuroscience, this unit has been actively developing its approach to teaching writing. In 2021-2022. In collaboration with the Writing Program, the UPN completed a yearlong process of reflection, review, and assessment of writing throughout the unit, culminating in a Writing Plan that proposes recommendations for Neuroscience that will enhance how writing is experienced, taught, and practiced. Another Writing-Intensive course, focusing on scientific journalism, will be offered to NE students in Spring 2023. UPN's Writing Plan, supported by a gift from CAS and University Advisory Board member Jennifer Simpson (CAS 2000), is a natural outgrowth of this unit's engagement with the TWID pilot program.

Department/Program Engagement (Cont.)

The TWID program expanded in the middle of the pilot to the **History of Art & Architecture (HAA)** department, the first Humanities academic unit to participate. While faculty engagement has been especially strong across the HAA curriculum, this unit has been particularly noteworthy for the support TWID has provided for non-native speakers and writers of English. The department has historically taught large numbers of non-majors in its survey courses (AH 111 and AH 112), and many of these students, from international educational backgrounds and for whom English is a second language, have limited familiarity with American higher educational culture. For these students, the papers they write in their AH survey courses are often the first academic writing they do in college. The TWID program in HAA has been especially important in serving the significant population of international students who are new to BU.

HAA has regularly supported more ELL students than any of the other TWID partners and more non-majors, as well. (See Appendix) These students are also often novices in the discipline-specific work of visual analyses and historical contextualizing that is critical for art historians and architectural studies.

The TWID program's support for students in these survey courses is supplemented, as well, by the department's commitment to have writing tutors visit classes to help students learn about the program. Prof. Daniel Abramson, for example, invites to his AH 201 Understanding Architecture course writing tutors to join with librarians in a class devoted to introducing students to resources that support their writing and research of major papers. In addition, HAA staff are also very supportive of the program. Media Specialist Susan Rice has created (and regularly updates) a model web page that identifies and introduces the HAA writing tutors; in addition, she has recommended that new tutors make short videos to introduce themselves to students taking courses in the department. During the pandemic, HAA writing tutors Nina Taylor-Dunn and Fionna Chan made such a video that faculty provided to their students. The TWID program is deeply entrenched in the HAA department, as faculty, staff, students, and peer tutors have all contributed to enhancing the culture of writing.

In addition to supporting the program within their respective units, several faculty members in 2022 offered video testimonials to highlight the benefits their students experience through participating in the TWID program. Testimonials on the video include comments from Sociology Chairpersons Japonica Brown-Saracino and Debby Carr, Neuroscience Director Mario Muscedere, and Prof. Daniel Abramson from Architectural Studies. While departments and programs have adapted the TWID program to meet the needs of their respective students and curricula, these faculty endorsements go beyond the constraints of any one unit and suggest the value to other units of expanding the TWID model to support undergraduate writing more broadly in the disciplines.

Appendix includes:

- G. Faculty Testimonials

Student/Peer Writing Tutors Engagement with Their Academic Units

One of the most gratifying features of the program for me has been the engagement by the undergraduate peer writing tutors with their academic units. In the first cohort the Neuroscience and E&E writing tutors created scientific posters that they displayed at the Learning Assistant's Poster Presentation in Spring 2019. This event, which we were invited to by Prof. Kathyrn Spillios, provided our TWID tutors a significant audience of fellow students and faculty members to promote the program.

Subsequent groups of writing tutors have continued to present findings from their work to different audiences. For example, Stacey Herman studied the patterns of student usage of Sociology writing support and recommended to me revising scheduling and availability of the tutors. Teresa Tran, another Sociology peer tutor, presented to Sociology leaders a research project proposal to study the degree to which students of color in Sociology courses found the writing support suited to their needs. Evan Gilbert and Juan Fernandez, a pair of Sociology writing tutors, prepared and submitted to DUS Max Greenberg a report documenting observations and recommendations for Sociology writing assignments. The

Neuroscience Writing Consultants, Mimi Kay, Humna Siddiqi, and Shashi Shah, presented to their faculty a powerpoint that highlighted not only observations of tutee's writing challenges but also recommendations for revising the use of tutors and the pedagogical approaches to writing instruction in the labs.

The writing tutors have also explored various ways that writing is important for students. E&E writing tutor, Rachel Gentile collaborated with fellow students working on the CAS Writing Center's social media accounts to assess the implementation of the @bucaswriting Instagram and the popularity among students of various types of posts concerning writing (e.g., "Writing Tip Wednesday" and "Why I Write"). Katie Gallagher and Anna Rafferty studied the degree to which students opted to choose diversity and racism as topics for their Classical Studies paper assignments.

> ***These projects have demonstrated that when students believed that they had a voice in the departments and programs in which they worked as writing tutors, they directly engaged more fully in writing and communication with faculty and fellow students and expressed a deep commitment to their respective academic units.***

Through the TWID program, peer writing tutoring has become a vehicle for a deeper and richer engagement with writing and communicating with others about the academic undergraduate experience. On the next page are a sample of the testimonials by TWID tutors of the program's impact on their learning, the development of their mentoring skills, and their future career paths. For further examples of the impact of the program, the APPENDIX includes "Survey Comments from Students"

Tutor Testimonials

For further examples of the impact of the program on student users, see the Appendix's "Student Comments from Surveys, 2018-2022."

Being a part of the TWID program has influenced my post-graduate plans as I now hope to teach later in my career within Architectural studies. Connecting with students and watching their writing and confidence progress over our appointments showed me how rewarding the process of teaching can be.

Elizabeth, Spring 2022

Being in your class last semester and working in the writing program has allowed me to gain valuable experience on how to better my own writing and work with a team to teach others how to become better writers.

Matthew, Spring 2019

I have loved working with you and the Neuroscience Program for the past year and a half as a part of the TWID Program. I really appreciate everything you have done for this program and it has been an absolute pleasure taking class with you. Being able to connect with, guide, and mentor current neuroscience students through my work as a tutor has given me skills that I believe will make me a better TA as I enter graduate school.

Ariana, Spring 2020

This program has been such a valuable learning experience, too, changing the way I approach even my own writing.

Nina, Spring 2021

I love meeting the new students and providing advice I wish I had when working on the assignments myself. This job has been incredibly rewarding and I feel sad to leave it behind as I graduate this year.

Audrey, Spring 2020

I was honored to be offered the position of a writing tutor, but I was very nervous to take on the task. I have been so grateful for the encouraging environment that you have both provided and am really proud of the progress that we have all made together. David, thank you for being a consistent guide and friend during this process.

Kaly, Spring 2021

Virtual Writing Tutoring: Online and Etutoring implementation

When we invested in the WCOnline platform, one of its appealing features was its capacity to enable virtual tutoring experiences. In addition to affording face-to-face tutoring, WCOnline has two different means ("online" and "etutoring") to enable virtual writing tutoring sessions: "online" is the term used to describe a synchronous virtual experience that includes both audio and video feeds, a chat box for communicating in writing during the session, and a white space for text and images that both the tutor and the tutee can use simultaneously to copy, paste, and edit a document together; "Etutoring" refers to an asynchronous experience in which the tutee uploads to the website a document or documents and receives written feedback on those documents at a later time.

In 2018, the initial discussions between various stake-holders indicated that most of those involved in the pilot primarily valued the face-to-face experiences over virtual tutoring.

> *Those perceptions were shaped, I believe, most powerfully by the institutional context of BU's identity and mission to offer a residential undergraduate college experience.*

The peer tutors varied in their views, with some willing or curious about virtual tutoring, but most preferred in-person sessions. Faculty in most cases believed that the in-person exchanges between students were most valuable; they were open to some on-line tutoring, but many were hesitant to embrace etutoring – wary of the peer tutors rewriting or heavily editing texts so that they would no longer resemble the efforts of the students' work. From my perspective, I anticipated that training peer writing tutors to provide quality, effective asynchronous written feedback for writing in their disciplines would be a challenge. And I believed that the in-person tutoring would be most conducive to keep the program visible and build it into the culture of the respective academic units. One argument in favor of virtual and etutoring noted that some students might find virtual tutoring less intimidating and a possible stepping-stone toward in-person appointments.

> *In retrospect, the pandemic has taught me that the availability of online and etutoring enables greater accessibility for students, especially many of the international students who were unable to attend BU in-person during pandemic lockdowns.*

And, of course, the pandemic came to the United States and BU in March 2020, immediately requiring all educational experiences to go virtual. And with that, the objections and concerns about remote tutoring disappeared, since online and etutoring became the only ways that we could conduct tutoring. We were also prepared, however, since several of the writing tutors had experience using online and etutoring affordances of WCOnline. In the first days of the shut down of in-person experiences, I met in a Zoom meeting with all the writing tutors to check in with them about their health and well-being. At that time, we talked about shifting to online and etutoring. I was so impressed with the tutors, who were eager and willing to help fellow students in whatever way they could.

> ***WCOnline's virtual writing tutoring provided a powerful opportunity for students to maintain contact with one another and to provide help to fellow students.***

The comments from students on the surveys during the second half of the Spring 2020 semester repeatedly noted the helpfulness and dedication of the writing tutors.

The impact on the students' educational experience due to the availability of virtual writing tutoring is clearly significant. As we have moved through the pandemic, from fully virtual learning to LfA (Learn from Anywhere), back to fully in-person, the writing tutoring has provided a steadying force. Clearly, the number of virtual appointments skyrocketed after March 2020 (see Appendix). At the same time, the writing tutoring, like many virtual experiences during the pandemic, experienced diminished usage, particularly among certain units, as fatigue and stress related to the pandemic persisted. There is much to learn, still, about how to balance in-person and virtual tutoring.

Appendix includes:

- E. Face-to-Face, Synchronous, & Asynchronous Appointments, 2018-2022
- H. Student Survey Data, 2018-2022
- I. Student Comments from Survey, 2018-2022

05

Challenges

Earth & Environment's Experience of TWID

The first challenge concerned, as noted earlier in this report, Earth & Environment's decision to end its participation in the program after the initial pilot concluded in Spring 2020. Many non-majors take introductory level courses in E&E (EE100 and EE107, for example), though these courses tend not to have significant writing components. Upper level E&E courses target majors, and the courses vary in the degree to which their focus is on quantitative analyses, as opposed to written work.

Creating traction for the program in this unit, like all of the others, required motivating students, so I worked on promoting the program with people who had different experiences and roles with students: department staff, faculty, chairs and the DUS, and writing tutors. We built promotional activities into the WR 597 course, including the tutors creating flyers and developing talking points for class visits.

Tutors also conducted class visits to encourage the program among students. I attended E&E department meetings to promote the program; I worked with staff to generate mass emails and other kinds of direct correspondence to both students and to faculty encouraging students to participate in the program. I directly reached out to faculty, whether they taught large courses or smaller ones that emphasized writing projects.

Despite enthusiasm for the program among writing tutors, faculty, leaders, and staff, the usage of the writing tutoring was extraordinarily low in E&E (see Appendices A and B). As a result, E&E leaders considered discontinuing their participation after Spring 2019; but, we all agreed to renew our efforts to publicize the program. I increased outreach to faculty, staff, and faculty leadership, attended department meetings and town halls, and Juliette Bateman, one of the E&E writing tutors, spoke at a department town hall about the value of tutoring. Despite these efforts, student usage of the writing tutoring remained low throughout the 2019-2020 academic year.

Earth & Environment's Experience of TWID (Cont.)

In reflecting on this challenge, it is useful to note that E&E was the unit that I had the least familiarity with when the pilot began. E&E also did not have, like Neuroscience, a large cohort of majors taking Writing-Intensive courses as freshmen and sophomore. While E&E has, like Sociology and History of Art & Architecture, large numbers of non-majors taking introductory level courses, the writing students do in those courses is quite different from writing in SO 100 or AH 111. Since the pilot had both a natural science and a social science partner, I was looking for an academic unit that had a different orientation toward knowledge – and potentially toward writing. E&E is a department that attracts students interested in policy, as well as those interested in the geological and maritime sciences. I anticipated that the upper-level policy-oriented courses would involve writing and students would be eager for support from their peers. Ironically, the E&E writing tutors reported that upper-level E&E classes tended to be small and that students actually felt very comfortable going to meet directly with professors about writing in their E&E courses. The tutors frankly reported that peer support was not perceived as vital by fellow students. Despite the efforts of the department's faculty, staff, and student writing tutors, the limited usage of the TWID resource led to the mutual decision to discontinue the partnership with E&E at the end of the Spring 2020 academic year.

> ***While discontinuing the program in E&E was a disappointment, doing so offered valuable experience that I could draw on when considering implementing the program in other academic units.***

As the TWID program expands and students begin to expect to find department-based writing tutors in multiple units, it is possible that E&E might be interested in reconsidering participation in the program.

Staffing and Leadership Changes

A second challenge, which was not peculiar to E&E, is the frequency of change among departmental staff and faaculty leadership.

> *It is, I have learned, in the nature of BU departmental culture to have frequent turnover in both staff and faculty leadership.*

Each of the three initial academic units that I worked with had major staff changes during the time of the initial pilot. These changes required that I frequently updated and informed new staff about the program and particular key tasks, such as the timelines and protocols for hiring and payroll, how supervision of the tutors would be handled, and methods of communicating to faculty and staff about the program. Staff also assume significant workloads that can make prioritizing this program challenging. In Neuroscience, for example, a single staff member handled not only all administrative duties for an undergraduate program with nearly 400 majors, but also had a significant role in student advising, as well.

Also in Neuroscience, after the 2018-2019 academic year, the Program Administrator (the lone staff person), the Director, and Assistant Director of the Program left BU. In Sociology, Hannah Walters, who had been instrumental in helping start TWID, left her position in Fall of 2019. Sociology's Department Administrator, Sarah Jordan, also left shortly after Hannah resigned, and the new staff person, Andrea Inman, was faced with doing two staff jobs for several months. In E&E, the department administrators also changed after a year. Faculty leadership turns over in CAS departments every two or three years, and in some cases more frequently. The faculty leadership of E&E experienced significant upheaval during the time the TWID pilot was underway. While change is not inherently a challenge, it was difficult at times to build traction for a program that depended on staff and faculty leaders to publicize and promote a program that they might not have the fullest knowledge of.

COVID-19

The third major challenge was the disruption to all life caused by the COVID-19 pandemic. I've noted above that the arrival of the pandemic in March 2020 forced all of the TWID tutoring to take place online for both the end of that spring semester and for the entire 2020-2021 academic year. While WCOnline continued to provide access to peer tutors for students, the inability of people to gather in-person eventually led to an online fatigue that reduced the number of tutoring sessions in each of our units during 2020-2021.

> ***Maintaining morale for the writing tutors during this time was, of course, a challenge.***

Tutors were frequently stretched thin with various obligations and occasional COVID-related absences. I tried to maintain informal ties with the writing tutors during the pandemic by having occasional zoom meetings, but it was an especially trying time and it's not fully clear to me if these interventions were at all successful in improving morale. It is notable, however, that not one of the writing tutors chose to leave the program or resign early.

Furthermore, the ubiquity of Zoom during this time also led many students and tutors to assume, mistakenly, that any virtual tutoring experience would involve Zoom, rather than WCOnline. For some tutors and students, who lacked familiarity with the online capabilities of WCOnline, Zoom became a default means of conducting appointments. At the same time, WCOnline's technical support team regularly communicated with me during the height of the pandemic, as this platform was also stretched to accommodate the great increase in remote tutoring that it was supporting all around the globe.

In the midst of the pandemic, the Shipley Center was very supportive of pilot programs, like mine, and provided three extensions of funds to enable me to finally complete the project and this report.

06

Lessons Learned

Institutional Memory & Departmental Culture

As noted above in the “Challenges” section, my experience with this program has taught me that turnover of both staff and faculty leadership is a fact of life at Boston University. Staff and academic leadership changes mean that the rhythms of recruiting, vetting, hiring, setting up payroll, and scheduling undergraduate peer writing tutors often need to be revisited with the new staff or faculty leaders. There’s a two-part lesson, here. On the one hand the WID Director must hold the institutional memory for the program as a whole, and may even serve that function to some degree for the particular units; but on the other hand, it’s crucial that each academic unit come to feel ownership of the TWID program.

> *The work of Chairs, Directors, and Directors of Undergraduate Studies involve complex administrative jobs, and I have been fortunate to work with people in each academic unit who have been generous with their time and eager to help promote the program.*

Staff have also demonstrated strong support for the program. As the WID Director, I bring the TWID program to these staff and academic leaders as a bit of an outsider, and I might well have more institutional memory than new leaders or staff about the unit’s experience and processes regarding the program. Clearly maintaining communication on my part with leaders and staff about deadlines and other matters has been critical. But I have also learned that the leaders and staff know their departments or programs, their curricula, and their students. While my role is advisory or consultative, ultimately the decisions about the program and its place in the academic unit depend on the faculty, staff, and students that are most deeply invested in that unit. Respecting the leaders and staff, even as changes in personnel occur, is critical. The program needs to be understood to belong to and reside in its respective academic units, because the faculty, staff, and students are ultimately both the engines of and beneficiaries of the program’s success.

Communication

Communication and communicating regularly with staff, faculty leadership, and writing tutors are essential. We've been using email, in-person meetings, and zoom calls to maintain contact, and it's incumbent on the administrator of the program to keep communication channels open.

> *While it's crucial to sustain traditional forms of connection, communication can be improved by using digital platforms and ensuring information is easily accessible.*

To enhance communication and to build the community of writing tutors across disciplines, we began using Slack in Fall 2022. Neuroscience uses Slack for its varied educational team of faculty, learning assistants, lab assistants, and writing consultants; and their model has inspired me to use this platform for our undergraduate writing tutors to enable a focus on key, shared issues. In the past year, the Writing Program has updated its website, and the TWID program has an important presence there. More information, however, about the program can be included on the website, so that units can use resources there for helping to sustain their own individual programs.

Staff in each of TWID's academic partners have also created their own individual web pages on their department/program sites that promote their writing tutors and the program. The History of Art & Architecture page is a model. These web pages are typically informational and provide links to the tutoring schedule, profiles of the writing tutors, and basic information about the program. Sustaining this visible online presence is really crucial, since it communicates to students that the program is alive and a vibrant feature of the unit's academic culture.

Social media is also an area that the TWID program has had only limited success with. In 2019-2020, one of the writing tutors, Rachel Gentile, was actively involved in the @bucaswriting Instagram. While other writing tutors have shown some interest in the account, we have not developed this communicative vehicle to the extent that we might. Further collaboration with the CAS Writing Center, at the administrative and student levels, could enable creating broader interest in the TWID program by profiling both tutors and faculty, highlighting tutor projects, and communicating informally about writing in the disciplines.

Student Engagement

Student engagement produces unexpected consequences and exciting new directions. I initially expected certain pre-determined outcomes for the TWID program: students would be grateful for the opportunity to receive assistance on their writing in the discipline; peer writing tutors would gain valuable mentoring experience; and faculty would appreciate that student writing was improving in their courses and recognize that advanced students would enhance their post-graduate opportunities with peer mentoring work. While each of these outcomes have come to pass, the student engagement with this program has taken some unexpected and creative turns. In the "Impact" section of this Report, I've noted several ways in which undergraduate peer writing tutors have asserted ownership of the program and a stake in their own departments and programs.

> *The peer writing tutors have listened to and worked with fellow students, brought their learning about writing in their discipline to bear in many ways, and made ambitious efforts to enhance the culture of their departments.*

I mistakenly assumed that students would passively accept the program as it was presented to them, while in fact, students have used the program to act and to change the course of their own lives. As is noted in the Impact section, students have used the tutoring opportunity to reassess their current academic circumstances and their futures, as well. Elizabeth Jones, for example, says in her interview on the TWID video, "Being a tutor has allowed me to rethink my life plan." For Elizabeth, this meant she aimed to pursue higher education to prepare her to work within her field. The TWID program has enabled writing tutors, like Elizabeth, to express deep commitments to this work, to their fellow students, and to their departments and programs.

Growth & Expansion

While many academic units have an interest in developing a TWID-like program, it is not possible to simply adopt an existing model and apply it to a new unit. Departments/programs/ colleges within BU are diverse in terms of their cultures, organizational structures, and financial arrangements. These factors shape the degree to which the TWID program can be replicated and/or scaled up, since there is not a one-size-fits-all version of TWID. The experiences and academic structures and cultures of Neuroscience, Sociology, Biomedical Engineering, History of Art & Architecture, and Earth & Environment are all distinctive and different.

> ***It is crucial to attend to the specific culture and needs of a unit before making recommendations about how a writing resource can be implemented and sustained.***

We also need to be open to growth that is initiated by students. For example, the expansion of TWID into the Philosophy department in Fall 2022 was spurred by an undergraduate student, the President of the Undergraduate Philosophy Association, who knew writing tutors in Classical Studies and perceived TWID as an opportunity that the Philosophy department should also be involved in. As a result of her initiative, Philosophy initiated a TWID program to begin in Fall 2022.

In order for TWID to grow and expand into new academic units, we need to understand each distinctive departmental culture and organizational structure, how decisions are made, and how programs are developed. Effective implementation requires input from students, staff, faculty, and departmental leadership. The administrator of the TWID program must be attentive to how each new academic unit perceives the role of writing in its discipline, but these other cultural and organizational features cannot be ignored.

07

Next Steps & Acknowledgments

Next Milestones and Expansion

Next Milestones

Practically from its inception, the TWID program began growing beyond its initial academic partners; and the growth of the program since the official end of the pilot offers further evidence of its appeal to various academic units. It is important to briefly recount this growth, so as to imagine how future growth can occur. In addition to the three core units (Sociology, Neuroscience, and E&E), with which we began the pilot, a cooperative venture with Biomedical Engineering commenced in the middle of Fall 2018: I had previously worked with training the graduate students and part-time lecturers who worked with Biomedical Engineering as writing tutors for their Senior Design course. As a result of discussions with Prof. Wynter Duncanson, we began scheduling those appointments in Fall 2018 using WCOnline, and on the basis of data from those appointments, changes were made to scheduling and the structure of the assignment sequence and instructor/ tutor feedback.

In Fall 2019, we began a partnership with History of Art & Architecture with the support of both CAS and the Shipley Center, which agreed to share the additional cost of the writing tutors for this unit. In the Fall 2020 semester, discussions with DUS Stephanie Nelson led to the Classical Studies department coming on board in Spring 2021 and helping to share in the cost of supporting the writing tutors.

In Fall 2022, three new units (History, Philosophy, and World Languages & Literature) will join the program. And other units, (Economics, International Relations, and Mathematics & Statistics) have expressed interest in the program.

> ***As these new partnerships suggest, there is great deal of interest in scaling up the program so that it can adapt to particular needs and exigencies of each academic unit.***

Outside of CAS, the College of Fine Arts and the College of Engineering are interested in finding systemic ways of providing writing support for their students, and the TWID program has been a valuable model for these units to consider.

Next Milestones and Expansion

Sustainability

Scaling up the program, so that it can be sustained as it expands, will be achieved to the extent to which we can secure steady and sustainable funding. And we have optimism for the prospects of sustaining the program.

At the departmental/program level, faculty across CAS have expressed interest in the TWID program, and some academic units have been willing to assume modest portions of the cost of paying for the writing tutors. The College has a vested interest in supporting this program, since it enhances student engagement and builds academic skills. Students who are new to an academic unit find the writing support beneficial, and students who are excelling as majors can deepen their engagement in their discipline by serving as writing tutors. In informal conversations, representatives of the college have indicated that they believe the College can and should assume support for the program going forward.

Also, significantly, a philanthropic donor, CAS Advisory Board member Jennifer Simpson (CAS 2000), made a sizable financial commitment in Fall 2021 to fund the TWID program in three academic units (Sociology, Neuroscience, and History of Art & Architecture) for three years. This generous gift included other means of supporting writing in the disciplines, as well. Since we are still in the midst of this funding cycle, we hope in the coming years to show to Ms. Simpson the value that her gift brings to students, faculty, and academic units throughout the College of Arts & Sciences.

Finally, since the mission of the TWID program is fully in keeping with the significant Hub initiative to develop students' writing skills throughout their college experience, I believe that support for the program should be a university priority. Like the Learning Assistants program that enables students to have hands-on support from peers in STEM courses, the TWID program enhances student skills and confidence in writing, provides opportunities for advanced undergraduates to serve as mentors, and fosters within departments and programs a culture of undergraduate writing that enriches the experiences of students, faculty, and staff at Boston University.

I look forward in the coming months and years to the different prospects for sustaining and growing the TWID program.

Acknowledgments

I would like to thank the College of Arts & Sciences for its support of the TWID program, especially Dean Joseph Bizup for his early advocacy of this project. I would also like to thank the Shipley Center and its precursor unit, Digital Education Incubator, for its generous support, both in terms of the financial contribution and in the conscientious, assiduous, and logistical support provided by project manager Diana Marian. I would also like to thank Hannah Walters, who I first met when I was a faculty member in the CAS Writing Program and she was an undergraduate peer writing consultant. Hannah and I reconnected when she was Staff Coordinator for the Sociology department, and we had several meetings in the Fall of 2017 conjuring up the pre-pilot program that inspired TWID and then executing that pre-pilot in Spring 2018. This program would not exist without Hannah's great efforts. I would also like to thank Kristi Li, the graphic designer, who worked with me to create the design of this Report and its many visual representations. Her enthusiasm, commitment, hard work, and good cheer have been a great motivator. I would like to thank the many faculty and staff who have worked so hard to make this program a success in their academic units. Several faculty also volunteered to provide video testimonials on behalf of the TWID program: thank you to Daniel Abramson, Japonica Brown-Saracino, Debby Carr, Mario Muscedere, and James Uden. Thanks to my colleagues and to the staff in the CAS Writing Program, who have tolerated listening to me ramble on about TWID for probably far too many times. And, especially thank you to the many extraordinary writing tutors, who have worked in this program and whose commitment, dedication, and creativity have made it far more valuable than I could have imagined.

08

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A. Tutoring Appointments by Academic Unit, 2018-2022

In the first year of the pilot (AY 2018-2019), almost 300 tutoring appointments took place. In the second year (AY 2019-2020), almost 400. With the pandemic eliminating face-face-face tutoring and an exclusive reliance on online and etutoring, we expereinced about a 20% drop-off of total appointments in AY 2020-2021. With face-to-face tutoring returning in AY 2021-2022, total appointments surpassed 400 for the year. Other than in Biomedical Engineering, significant gains in the number of appointments took place in all CAS units. The three CAS units (HAA, Neuroscience, and Sociology) have all averaged over 90 tutoring sessions each year since the outset of the pilot.

	AY 18-19	AY 19-20	AY 20-21	AY 21-22	Total
Biomendical Engineering	77	79	58	47	261
Classical Studies	-	-	40	49	89
Earth & Environment	18	16	-	-	34
History of Art & Arch.	-	116	80	88	284
Neuroscience	106	84	77	140	407
Sociology	96	102	69	95	362
Total	297	397	324	419	1437

B. Student Users by Academic Unit, 2018-2022

After a strong start to the pilot (AY 2018-2019), the number of individual student users increased 60% in AY 2019-2020 (from 174 to 287). With the pandemic eliminating face-face-face tutoring in AY 2020-2021, individual student users dropped 26% . However, in AY 2021-2022, the number of individual student users returned to 2019-2020 levels. While Sociology and Biomedical Engineering student users did not return to pre-pandemic levels, there was significant uptick in the number of users in Neuroscience, History of Art & Architecture and Classical Studies. Even with this variability, the three CAS units (Sociology, HAA, and Neuroscience) have each averaged over 60 student users of tutoring each year.

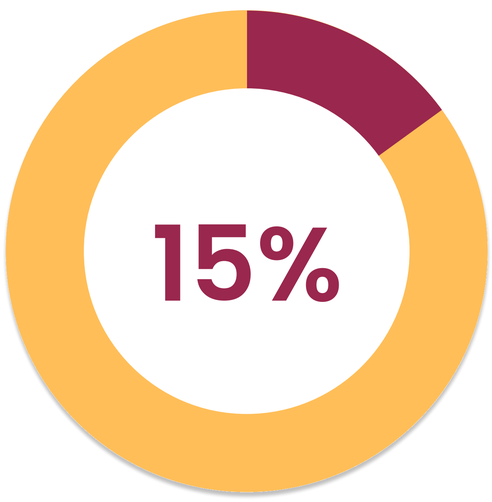
	AY 18-19	AY 19-20	AY 20-21	AY 21-22	Total
Biomendical Engineering	48	53	52	39	192
Classical Studies	-	-	20	32	52
Earth & Environment	9	10	-	-	19
History of Art & Arch.	-	88	35	58	181
Neuroscience	53	52	40	106	251
Sociology	64	84	64	53	265
Total	174	287	211	288	960

C. English Language Learner Students, Usage by Academic Unit, 2018-2022

These graphics illustrate the extent to which students, who have self-identified that English is not a first language, use the TWID writing tutors.

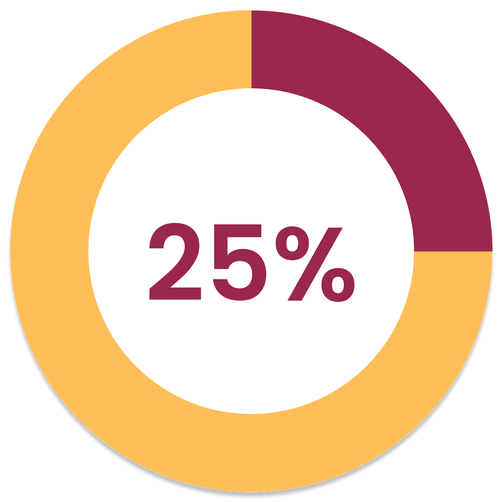
2018-2019

Biomedical Engineering



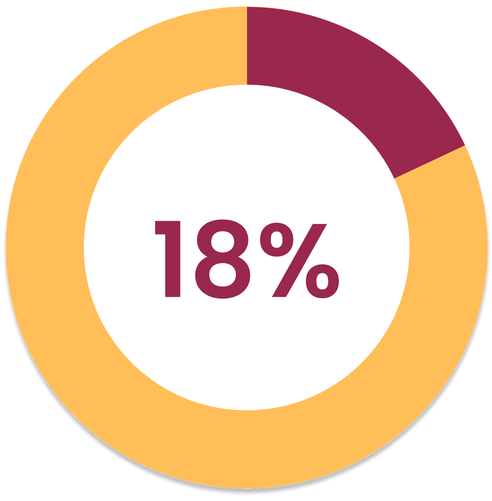
6 of 39
ELL students

Earth & Environment



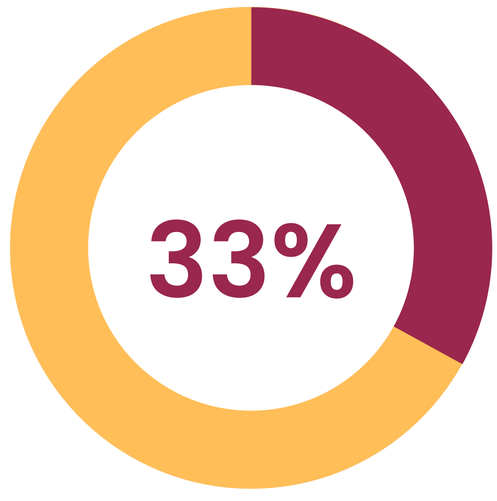
2 of 8
ELL students

Neuroscience



12 of 59
ELL students

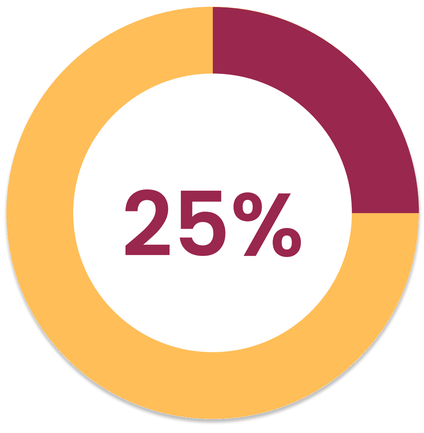
Sociology



21 of 65
ELL students

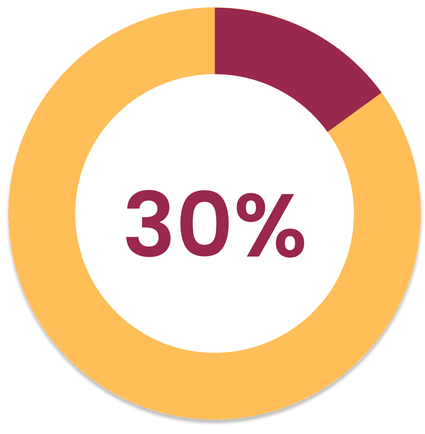
2019-2020

Biomedical Engineering



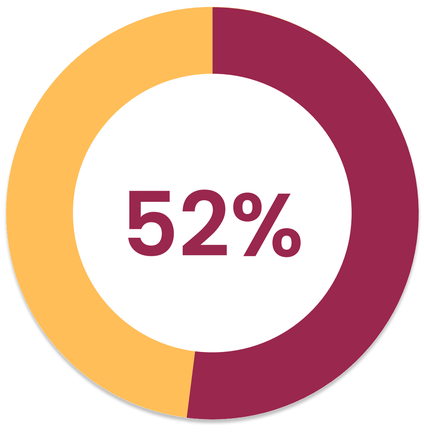
13 of 53
ELL students

Earth & Environment



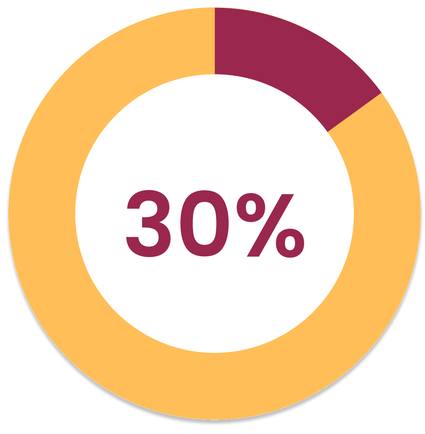
3 of 10
ELL students

History of Art & Archecticture



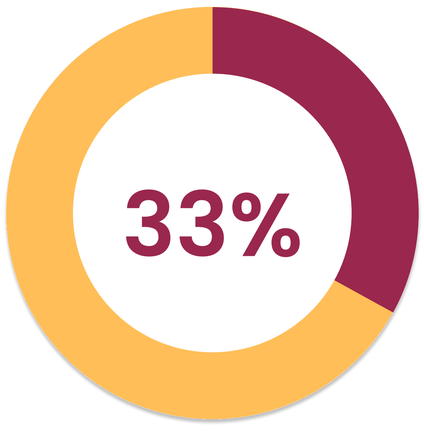
46 of 88
ELL students

Neuroscience



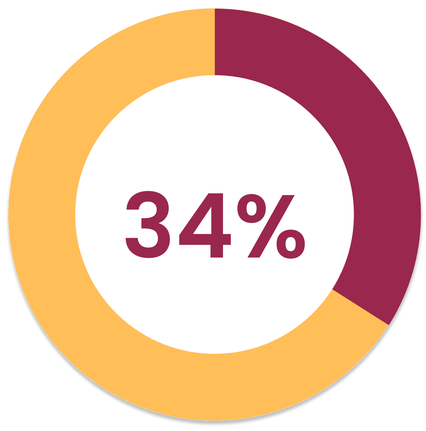
9 of 52
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Sociology



28 of 84
ELL students

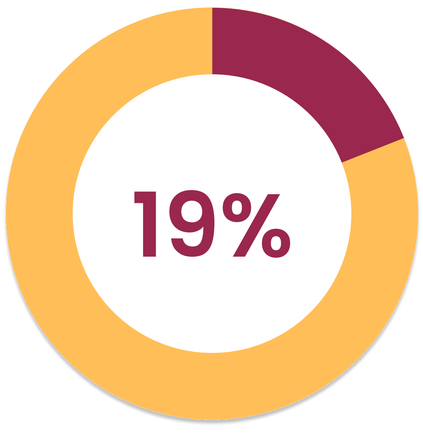
ALL UNITS



99 of 287
ELL students

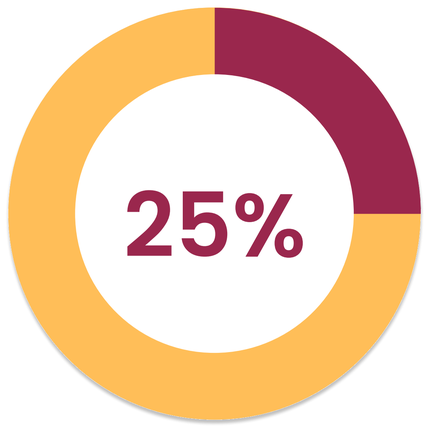
2020-2021

Biomedical Engineering



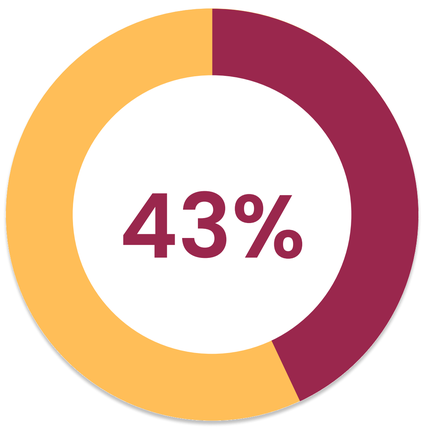
10 of 52
ELL students

Classical Studies



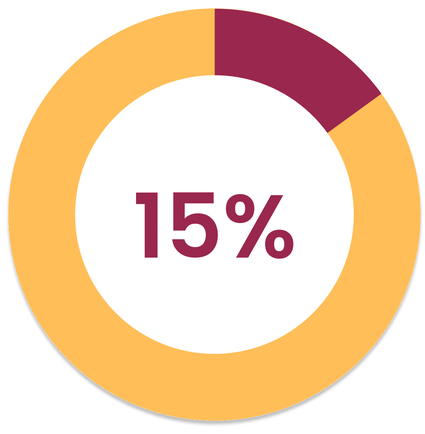
5 of 20
ELL students

History of Art & Archecticture



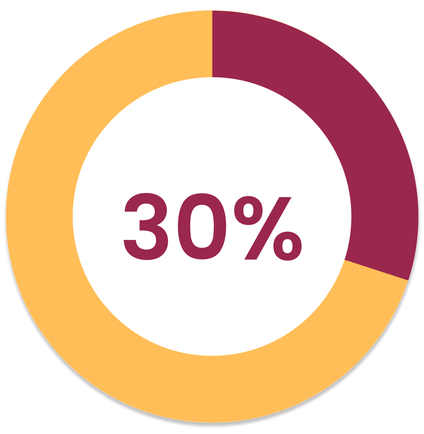
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ELL students

Neuroscience



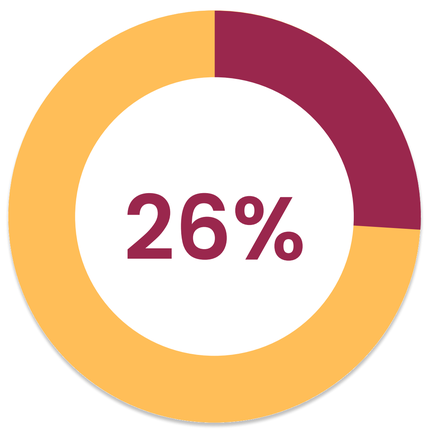
6 of 40
ELL students

Sociology



13 of 44
ELL students

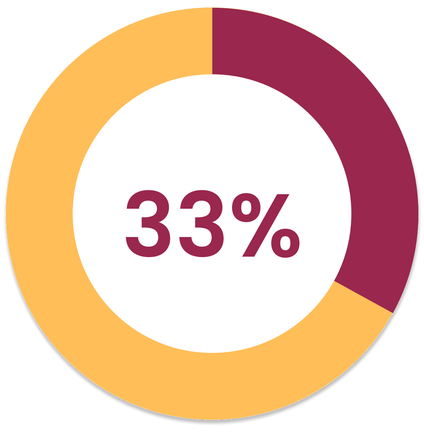
ALL UNITS



49 of 191
ELL students

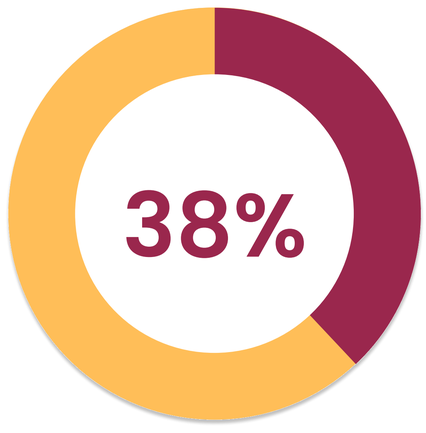
2021-2022

Biomedical Engineering



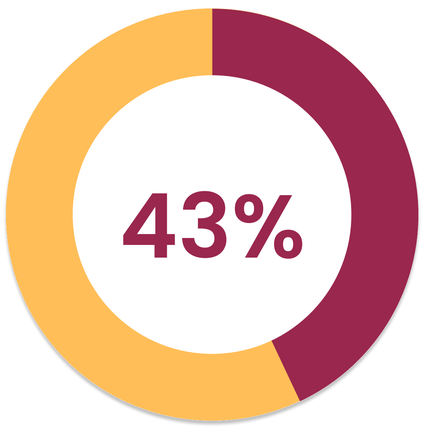
13 of 39
ELL students

Classical Studies



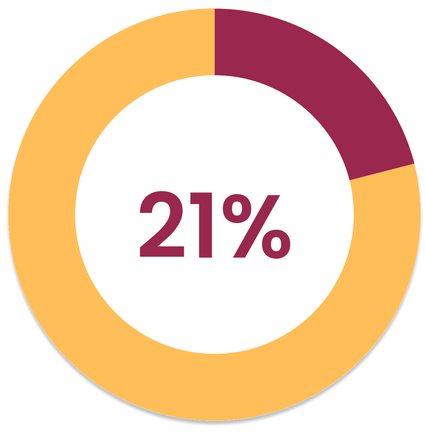
12 of 32
ELL students

History of Art & Archecticture



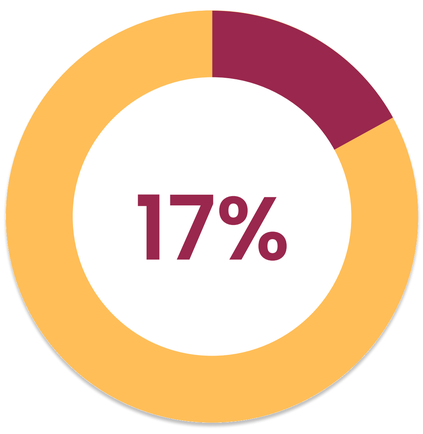
25 of 58
ELL students

Neuroscience



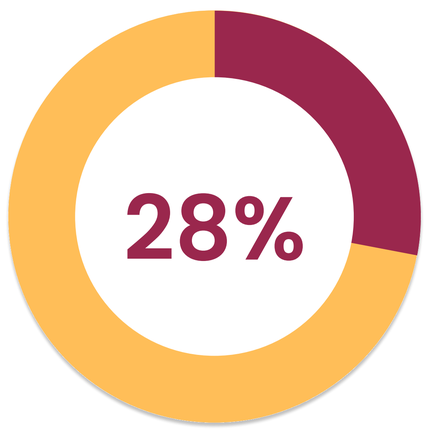
22 of 106
ELL students

Sociology



9 of 53
ELL students

ALL UNITS

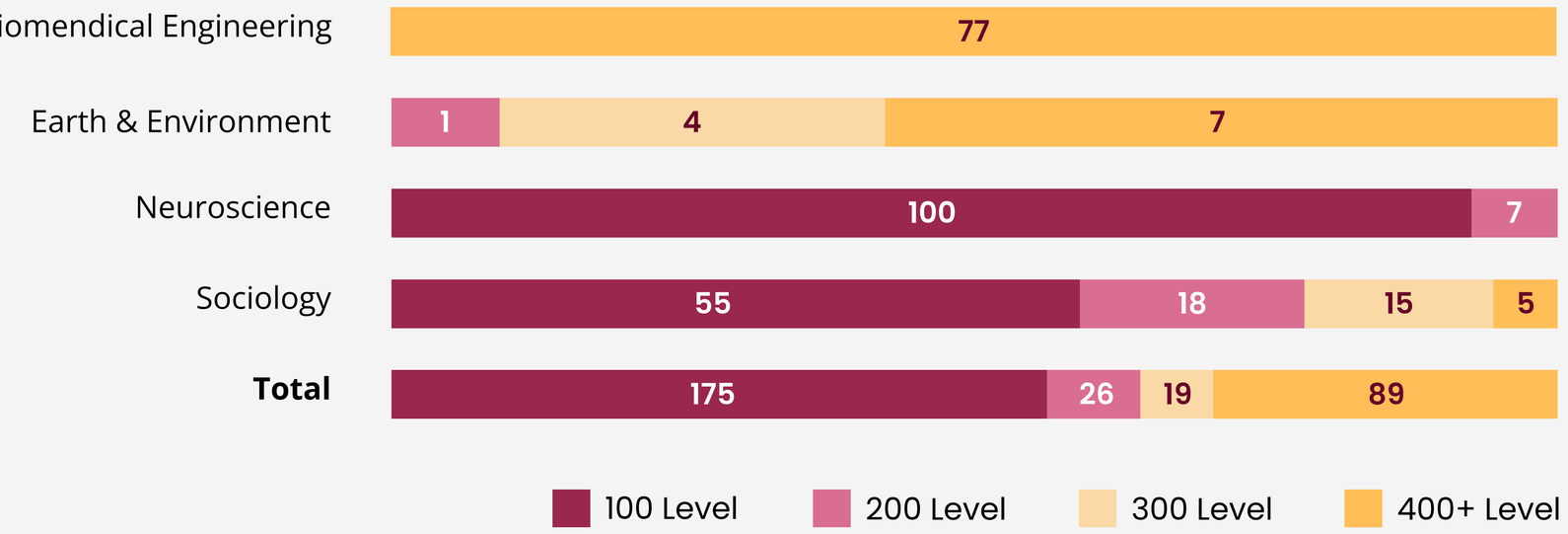


81 of 288
ELL students

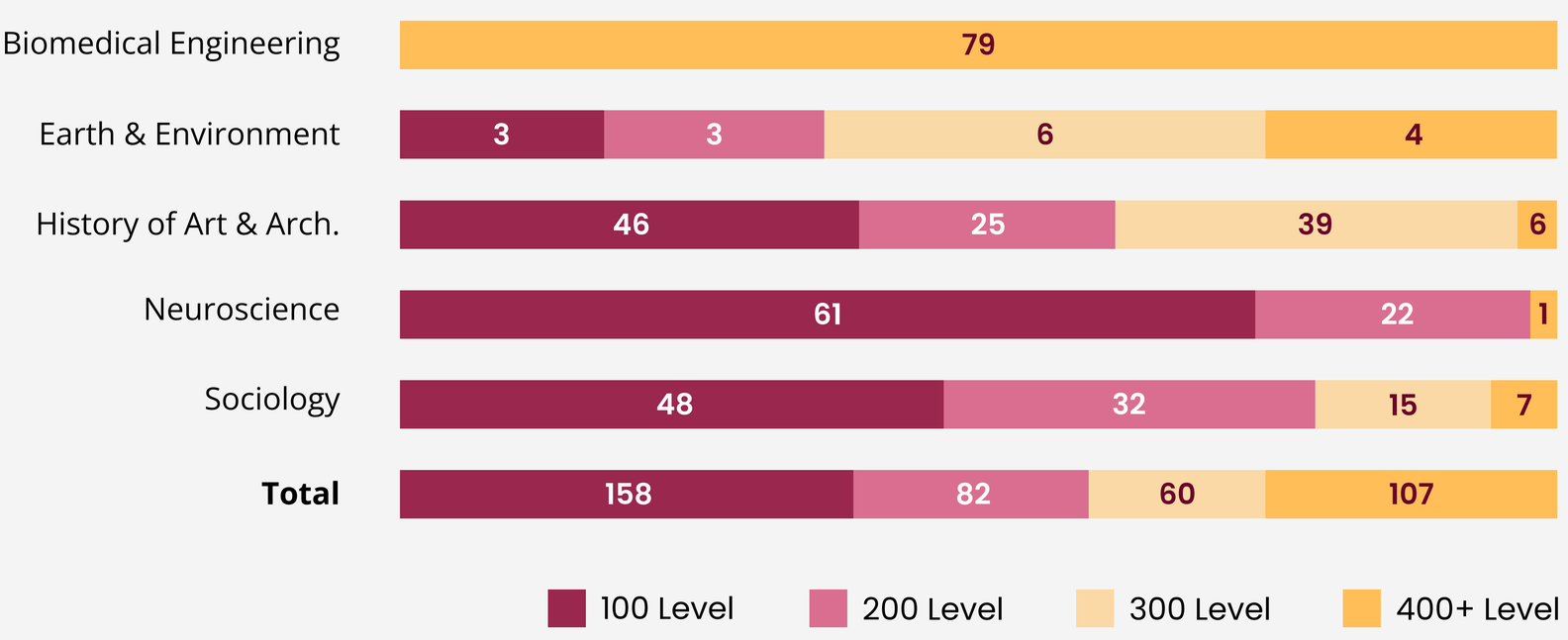
D. Appointments by Course Level, 2018-2022

Usage of the writing tutors by class level provides a clear picture of how each unit supports student writers at different points in their disciplinary growth.

2018-2019

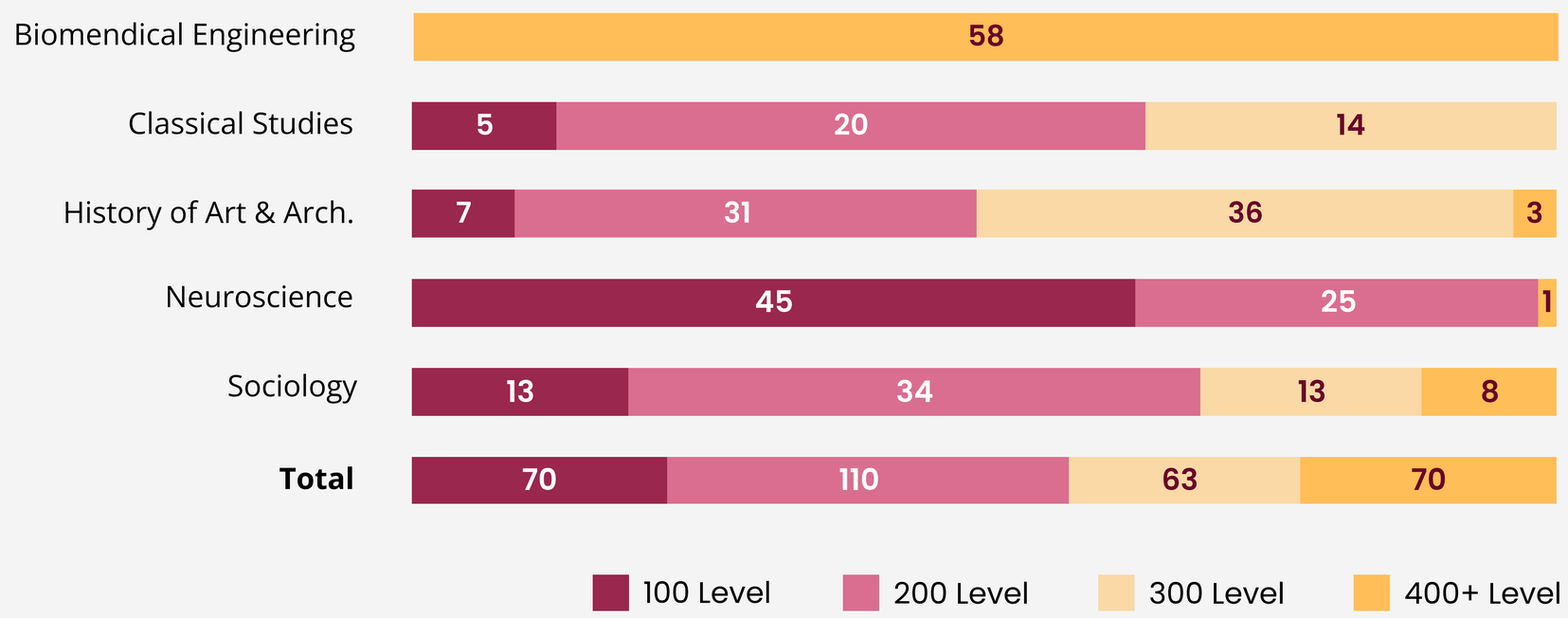


2019-2020

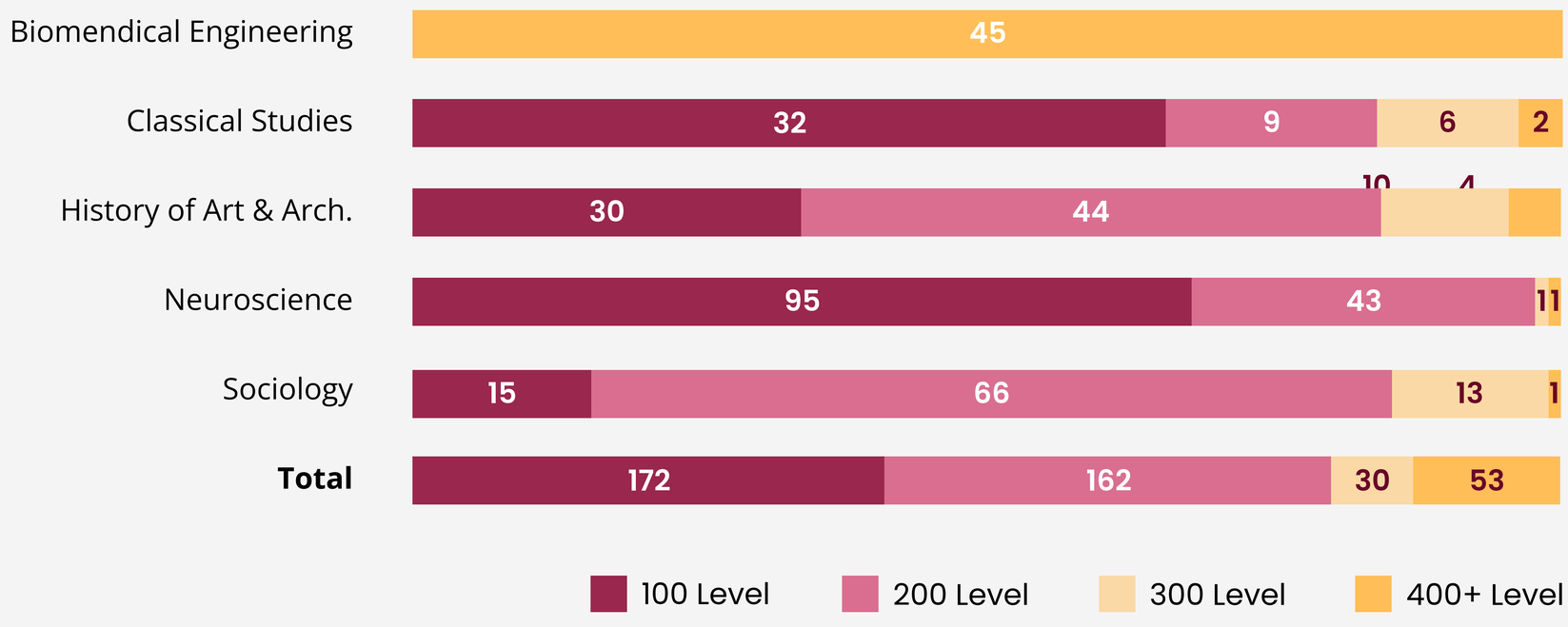


Appointments by Course Level, 2018-2022 (Cont.)

2020-2021

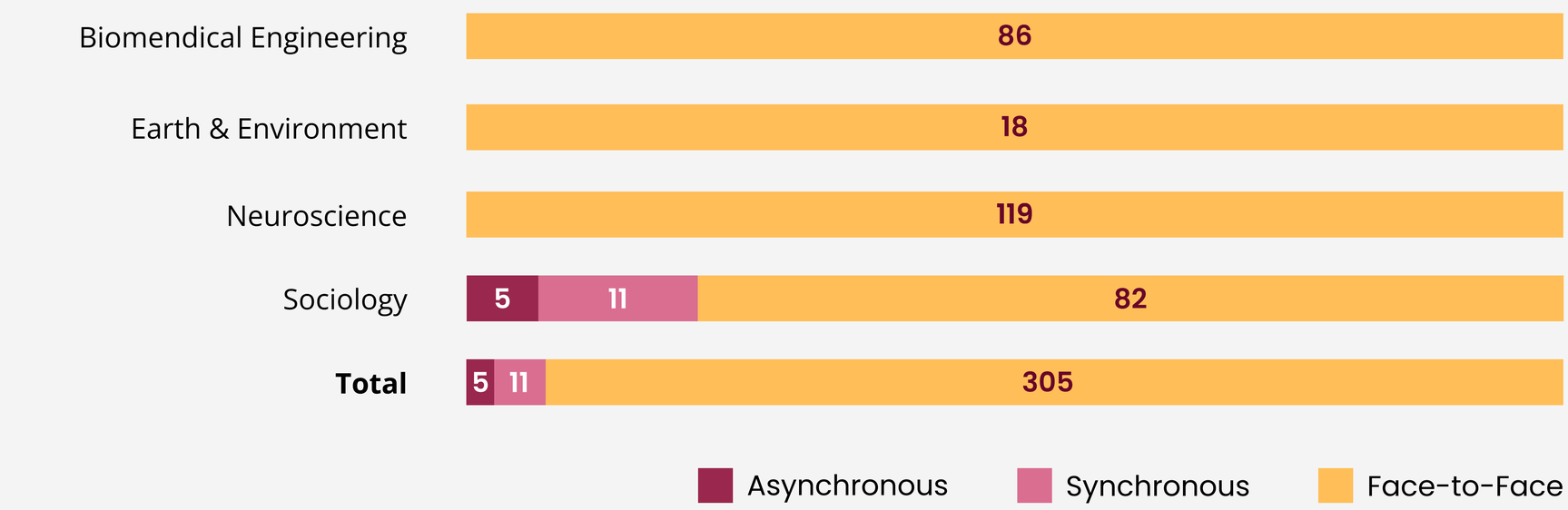


2021-2022

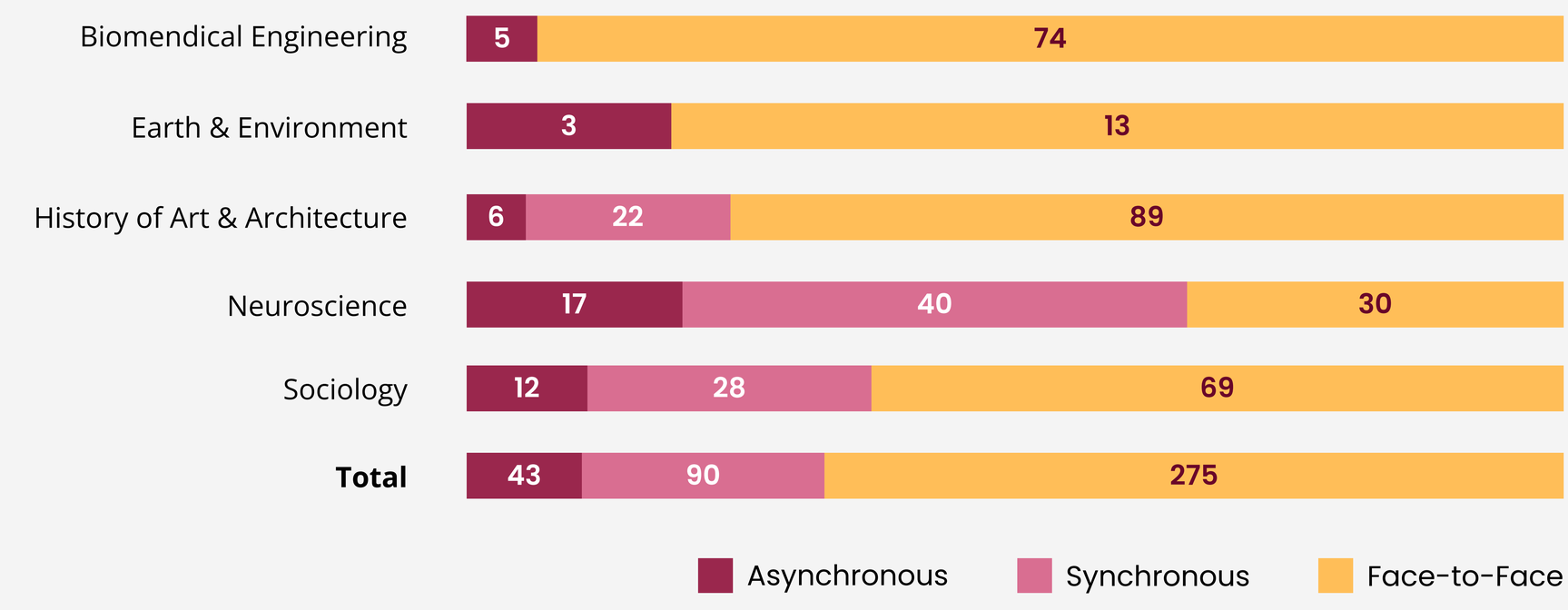


E. Face-to-Face, Synchronous, & Asynchronous Appointments, 2018-2022

2018-2019

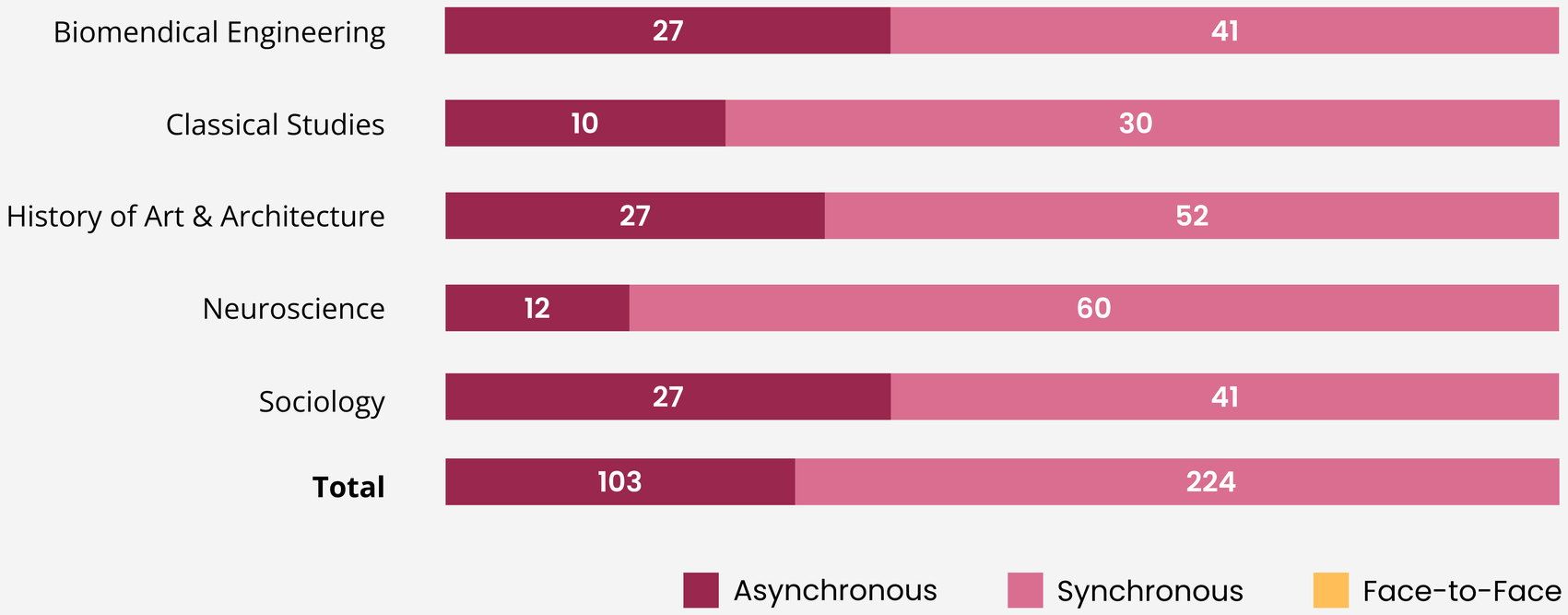


2019-2020

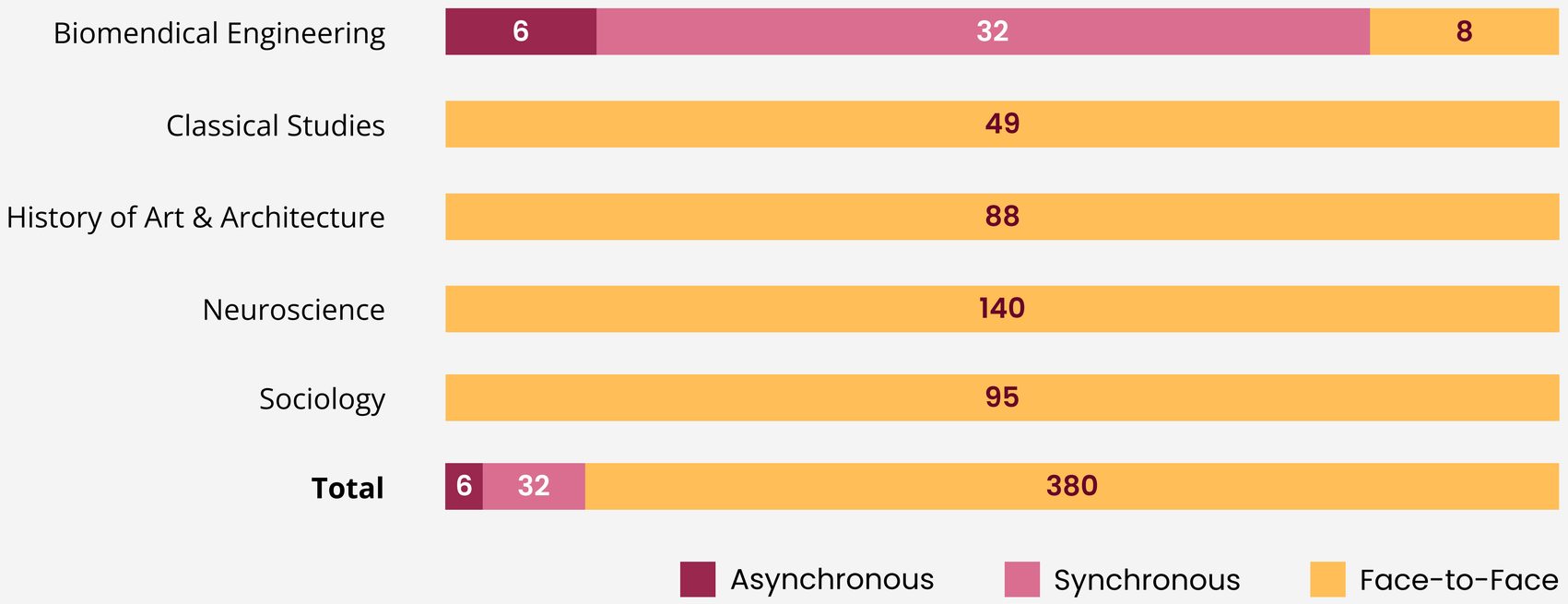


Face-to-Face, Synchronous, & Asynchronous Appointments, 2018-2022 (Cont.)

2020-2021



2021-2022



F. Appointments by Majors and Non-majors, 2018-2022

2018-2019

	Majors	Non-Majors	% Appts w/ Majors	% Appts w/ Non-Majors
Biomendical Eng.	86	0	100%	0%
Earth & Environment	10	5	67%	33%
Neuroscience	117	1	99%	1%
Sociology	22	68	24%	76%
Total	235	74	76%	24%

2019-2020

	Majors	Non-Majors	% Appts w/ Majors	% Appts w/ Non-Majors
Biomendical Eng.	79	0	100%	0%
Earth & Environment	8	8	50%	50%
History of Art & Arch.	17	100	15%	85%
Neuroscience	86	2	97%	3%
Sociology	18	91	17%	83%
Total	208	201	51%	49%

Appointments by Majors and Non-majors, 2018-2022 (Cont.)

2020-2021

	Majors	Non-Majors	% Appts w/ Majors	% Appts w/ Non-Majors
Biomedical Eng.	58	0	100%	0%
Classical Studies	2	38	5%	95%
History of Art & Arch.	25	54	32%	68%
Neuroscience	67	5	93%	7%
Sociology	15	53	22%	78%
Total	167	150	53%	47%

2021-2022

	Majors	Non-Majors	% Appts w/ Majors	% Appts w/ Non-Majors
Biomedical Eng.	46	0	100%	0%
Earth & Environment	2	47	4%	96%
History of Art & Arch.	33	55	38%	62%
Neuroscience	108	32	78%	22%
Sociology	35	59	37%	63%
Total	224	193	54%	46%

G. Faculty Testimonials

Japonica Brown-Saracino
Chairperson, Sociology

The [TWID] program provides concrete benefits of sharpening students writing. And I think it also builds their confidence as writers who are engaging with material in sociology courses.

Daniel Abramson
Director of Architectural Studies, History of Art & Architecture

The writing that we do [in the Art History department] has a lot to do with students being able to verbalize what they're seeing and that is almost like learning a foreign language. You have to be able to translate what's in front of your eyes into words. And so writing specific tutors have those skills already and they can help our students develop them for themselves.

Shoai Hattori
Asst. Director, Neuroscience

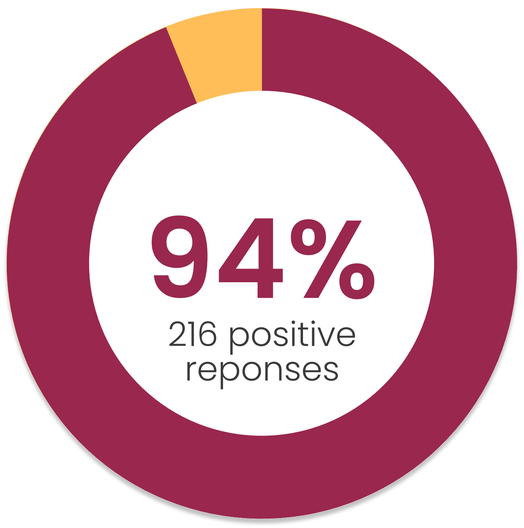
[Regarding] TWID in Neuroscience this semester, I have heard nothing but positive feedback from many of our students in NE102 that utilized the service. It's also been extremely gratifying to hear Kawtar, Audrey, and Ariana (they're all enrolled in my 500 level elective this semester) talk about how rewarding the experience has been. Much of the success is owed to you for envisioning and directing such a fantastic program. It's been a valuable experience for our students on many levels - thank you very much!

Joseph Harris
Associate Professor and Director of Undergraduate Studies, Sociology

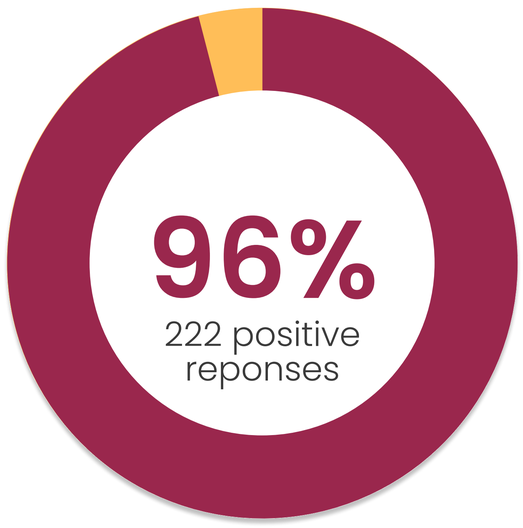
We are so pleased to have this program running and we thank you for your part in this work.

H. Student Survey Data, 2018-2022

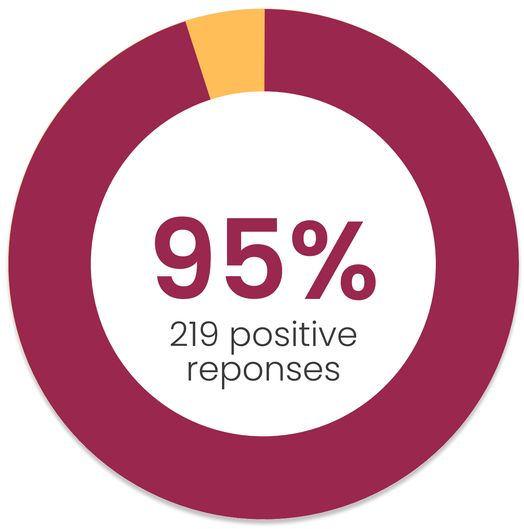
Students submitted 231 surveys (about 17% of all appointments) regarding their experiences in tutoring sessions. A “positive response” means that a student indicated that they “Strongly Agreed” or “Agreed” with the statement.



Would you recommend tutoring to fellow students?



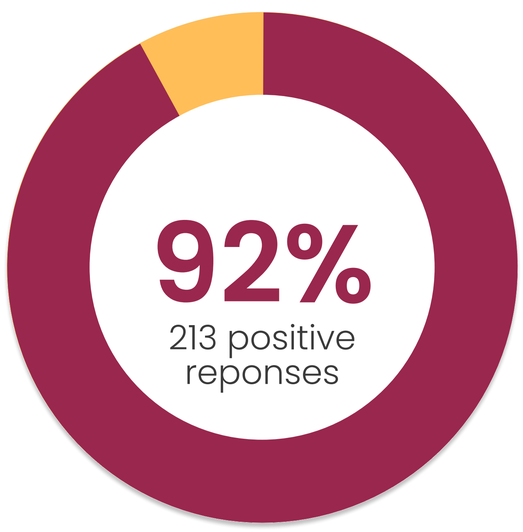
The tutor is knowledgeable about writing in this discipline.



The tutor is knowledgeable about the subject.



The tutor is respectful.



Based on this appointment, I would return.

I. Student Comments from Surveys, 2018-2022

“Shashi was extremely helpful in reading our final lab report. He offered valuable feedback on several sections and gave us advice on a figure legend that didn't have the correct information. Because of this, we were able to resolve the issue and therefore complete a section my group had been previously stuck on. His critique was insightful and informative and definitely helped with the overall strength of our report!”

“This was my last meeting with Humna this semester and I have to say she was extremely helpful in improving my scientific writing and taught me plenty of valuable skills that I will use throughout my future in scientific writing. She was always punctual & polite. I hope to see her next semester for NE203 if she is still a writing consultant! :)”

“Juan was very supportive of the paper I had written. He never made negative comments about what I wrote and all his suggestions were paired with a compliment such as this idea is great but we can switch this wording or something to that extent. I mostly needed help with making the sentences sound more cohesive and he did a great job of helping me with that! I would definitely return for my next paper.”

“Humna was extremely helpful during our session! Her explanations were very clear and straightforward. I definitely left our appointment feeling much more prepared and confident than before.”

“Stacey answered all of the concerns I had about my paper and provided excellent feedback as to how I could improve the paper. While I used the e-tutoring feature, Stacey returned my paper with comments in a very timely manner.”

“Ariana was very helpful during the tutor session. She walked me through my questions by proposing questions of her own to help guide my thought process. I think this technique is very beneficial to an inherent understanding of the material.”

Student Comments from Surveys, 2018-2022

“Anna was amazing! She was so helpful and gave me great advice.”

“She [Elizabeth] was great! Super sweet. Time well spent!”

“Katie was so helpful! This is my first time writing a classics paper, and Katie walked me through what was expected and how it should be formatted.”

“Evan is so great to work with! He makes sure you understand what is being discussed and cares about how you are doing in class and in life in general.”

“Anna was very kind and gave excellent feedback! I will definitely be recommending my classmates to the writing center.”

“Super helpful suggestions about form and content and directly addressed my goals for the session. [Kaly] Was super helpful overall.”

“Noah was very helpful in the edits my paper could benefit from. He provided an example to help me recognize what to change within the paper.”

“Got some really beneficial feedback. Teresa really helped me understand and sort through the questions I had about my research but didn’t know how to address. Glad I went.”

“I loved working with Stacey and I felt comfortable discussing my writing with her.”

“Matt was great. definitely going to use this tutoring service again!”

”This really helped for someone who has never taken a sociology course.”

J. Courses Supported by TWID Project, 2018-2022

Biomedical Engineering

Course Number	Course Title
ENG BE 465	Senior Design
ENG BE 466	Senior Design

Classical Studies

Course Number	Course Title
CL 101	World of Greece
CL 102	World of Rome
CL 200	African American Literature in the Classical Tradition
CL 213	Greek and Roman Mythology
CL 224	Greek Drama in Translation
CL 228	History of Medicine in Ancient Greece and Rome
CL 300	Age of Pericles
CL 313	The “Odyssey” and “Ulysses”
CL 351	Latin Seminar

Earth & Environment

Course Number	Course Title
EE 100	Environmental Change and Sustainability
EE 107	Introduction to Climate and Earth System Science
EE 150	Sustainable Energy: Technology, Resources, Society, and Environment
EE 201	World Regional Geography
EE 270	Data, Models, and Analysis in Earth & Environment
EE 304	Environmentally Sustainable Development
EE 442	Aquatic Optics & Remote Sensing
EE 519	Energy, Society, Environment
EE 530	Forest Ecology
EE 533	Quantitative Geomorphology
EE 545	Methods of Environmental Policy Analysis
MET UA 627	Sustainable Cities
---	Emerald Review

History of Art & Architecture

Course Number	Course Title
AH 111	Pyramids to Cathedrals
AH 112	Introduction to Art in Europe and the United States from Renaissance to Post-Modern
AH 201	Understanding Architecture
AH 210	Learning to See
AH 215	Arts of Africa and its Diaspora
AH 220	Islamic Art & Architecture
AH 225	Arts of Asia
AH 240	Medieval Art in Europe
AH 242	Latin American Art Since Contact
AH 257	Renaissance Art
AH 323	Topics in Latin American Art: Art of Cuba
AH 326	Arts of Japan
AH 327	Arts of China
AH 365	Baroque Arts in Northern Europe
AH 387	Boston Architecture and Urbanism
AH 391	Twentieth Century Art to 1940
AH 392	Twentieth Century Art from 1940-1980
AH 393	Contemporary Art: 1980 to Now
AH 395	History of Photography
AH 398	Twentieth-Century Architecture
AH 399	History and Theory of Landscape Architecture
AH 492	Directed Study

History of Art & Architecture (Cont.)

Course Number	Course Title
AH 520	The Museum and the Historical Agency
AH 527	Bayeux Tapestry and its Context
AH 534	Roman Art and Architecture
---	Study Abroad application
---	UROP Proposal

Neuroscience

Course Number	Course Title
NE 102	Intro. to Cellular and Molecular Biology
NE/BI/CH 116	Introduction to Cell & Molecular Biology w/ Integrated Science Experience 1 Lab
NE 203	Principles of Neuroscience
BI 218	Cell Biology w/Integrated Science
SAR SH 501	Neurobiology of Language
NE 528	Human Brain Mapping

Sociology

Course Number	Course Title
SO 100	Principles in Sociology
SO 201	Sociological Methods
SO 203	Introduction to Sociological Theories
SO 205	American Families
SO 206	Intro to Sociology of Globalization
SO 207	Sociology of Race and Ethnicity
SO 215	Sociology of Health Care
SO 225	Law and Society
SO 230	Crime and Justice
SO/WS 240	Sexuality and Social Life
SO 241	Sociology of Gender
SO 244	Urban Sociology
SO 253	Sociology of Popular Culture
SO 303	Substantive Themes in Sociological Theory
SO 306	Boston’s People and Neighborhoods
SO 313	Economic Sociology
SO 314	Social Problems and Social Change
SO 315	The Social Nature of Technology
SO 317	Gender and Crime
SO 318	Childhood and Youth
SO 320	Political Sociology
SO 334	Society of Mental Illness

Sociology (Cont.)

Course Number	Course Title
SO 335	Sociology of Race, Class, and Gender
SO 352	American Masculinities
SO 400	Research Practicum
SO 402	Senior Independent Work
SO 415	Sociology of Law: Policing and Law
SO 420	Seminar: Women and Social Change in the Developing World
SO 431	Seminar: Genders, Sexualities, and Youth Culture
SO 442	Seminar: Urban Inequality in the Americas
SO 448	Culture, Markets, and Inequality
SO 490	Politics of Global Health
SO 701	Advanced Sociological Theory
WS 101	Gender and Sexuality
WS 102	Gender and Sexuality II

K. Faculty of Courses Supported by the TWID Project, 2018-2022

Biomedical Eng.

Wynter Duncanson
Diane Joseph-McCarthy
Darren Roblyer
Michael Smith

Classical Studies

Hannah Čulik-Baird
Laurie Glenn Hutchison
Brandon Jones
Leah Kronenberg
Stephanie Nelson
James Uden
Zsuzanna Varhelyi

Earth & Environment

James Baldwin
Robert Buchwaldt
Cutler Cleveland
Cédric Fichot
Kurt Gaertner (MET)
Christoph Nolte
Christine Regalla
Rick Reibstein
Ian Sue Wing
Pamela Templar (Bio)

History of Art & Arch.

Daniel Abramson
Cynthia Becker
Sibel Bozdogan
Jodi Cranston
Jessica Dello Russo
Anne Feng
Emine Fetvaci
Sasha Goldman
Melanie Hall
Jan Haenraets
Deborah Kahn
Fred Kleiner
S. Rebecca Martin
Ewa Matyczyk
Ana-María Reyes
Jonathan Ribner
Kim Sichel
Lana Sloutsky
Alice Tseng
Gregory Williams
Michael Zell

K. Faculty of Courses Supported by the TWID Project, 2018-2022 (Cont.)

Sociology

Emily Barman
Japonica Brown-Saracino
Deborah Carr
Catherine Connell
Pamela Devan
Susan Eckstein
Julian Go
Neha Gondal
Max Greenberg
Saida Grundy
Alya Guseva
Joseph Harris
Christine Jarymowycz
Ashley Mears
Sarah MIller
Heather Mooney
Rachelle Reinhart
Heather Schoenfeld
Jessica Simes
John Stone
Maureen Sullivan
Elena Tochilnikova
Ana Villareal
Jill Walsh

Neuroscience

Kristen Bushell
Jeffrey Gavornik
Kyle Gobrogge
Ryann Guyasamin
Shoai Hattori
Joseph McGuire
Lucia Pastorino
Tyler Perrachione
John Tullai

09

Budget

Budget

The College of Arts & Sciences and the Shipley Center both provided funding to support the TWID program. CAS provided funds to pay peer writing tutors in three academic units: Sociology, Neuroscience, and Earth & Environment. The Shipley Center provided funds for the subscription to the WCOnline platform, for assessment, and other related expenses. In June 2020, we expanded the pilot to include the History of Art & Architecture department, and the Shipley Center agreed to redirect $1200 of the original grant and CAS agreed to increase its contribution to pay the writing tutors. At that time, the Shipley Center also agreed to extend the funds for the pilot for an additional year. Two additional extensions were granted, as well. The program's assessment has been undertaken through the creation and sharing of this report, both in a digital and hard-copy formats. The Shipley Center agreed to fund up to $500 for books addressing Writing in the Disciplines and assessment.

	Dates	Shipley Expense	CAS Expense
WCOnline	2018-2020	$1,430	0
Sociology	2018-2020	0	$4,800
Neuroscience	2019-2020	0	$3,600
Earth & Environment	2019-2020	0	$3,600
History of Art & Architecture	2019-2020	$1,200	$1,200
Posters	2018	$128.74	0
Staff Training	2018-2019	$231.45	0
Books	2022	$426.22	0
Report, Graphic Design, Printing	2022	$3583.59	0
Total	-	$7000.00	$13,200