Writing and Communication Centre

STRATEGIC PLAN 2023

ALIGNED / RELEVANT / ACCESSIBLE

UNIVERSITY OF WATERLOO | writing *and Communication* centre

" MY APPOINTMENT WITH THE WRITING CENTRE WAS AMAZING.

Even though I came in with a confident mind about my assignment, I was taught to think even more critically about my responses. I ended up getting 100 per cent on my assignment because of the help I received. 10/10 would recommend to my other peers.

UNDERGRADUATE AHS STUDENT

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writing ^ centre
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writing *and Communication* centre

STAFF

1.0

DIRECTOR
Dr. Clare Bermingham

ADMINISTRATIVE ASSISTANT
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> Matthew Schmitz
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> Maša Torbica
> Eva Vasquez

> ## THANKS FOR MAKING MY LIFE AS A WRITER 100% BETTER.
>
> **Seriously. I have deadlines now. I can produce content – creative writing or academic writing. I should have visited WCC in undergrad.**
>
> GRADUATE STUDENT

DIRECTOR'S MESSAGE

At the Writing and Communication Centre, we are committed to supporting a diverse community of learners and scholars at the University of Waterloo. Our work takes us in a number of directions, from helping writers compose essays to coaching graduate students to speak in public scholarship forums. It takes us into classrooms, into digital spaces of podcasts and e-magazines, into co-op workplaces, and into journal publications. This strategic plan serves as a map that guides and prioritizes the current and future directions for our work.

Since about 2012, the Writing and Communication Centre has developed and articulated new approaches to working with students on their writing and communication skills and strategies. Our aim has been to become more accessible and to meet the different and specific needs of undergraduate and graduate students in a global and increasingly digital world. In line with the recommendations of the 2012 Task Force on Support for English Language Competency Development, we wanted to help shift the way that students, staff, and faculty think about how writing is taught and how it is valued as part of the scholarly work of the University. This meant moving from reliance on a competency exam and towards a process-centred approach to coaching and supporting communication competencies. Over the last seven years, we have helped to lead new conversations about the importance of writing and communication as integrated elements of academic and professional activities.

Out of this context, our 2023 Strategic Plan enables us to reflect on and assess these recent years of change and growth, while also identifying key directions and priorities for our growing unit. As the culmination of a two-year process of visioning and consultation, this plan represents the voices and vision of the University of Waterloo community. We are grateful to the many people who participated in surveys, focus-groups, and meetings, and who listened and contributed with curiosity, creativity, and a great deal of enthusiasm.

The eight goals and the twenty-six outcomes that are outlined in this document target critical areas of service and program development for the Writing and Communication Centre.

They also address the structural priorities necessary to support this growth. Between now and 2023, our work is to cultivate an environment in which these goals become possible, to create partnerships for success, and to continue to consult with community members across campus.

Today, the Writing and Communication Centre is more integrated with other campus units and programs than ever before, and we will continue moving in this direction so that services and programs for students are **aligned**, **relevant**, and **accessible**. Access is critical. One goal is to ensure that undergraduate students, graduate students, and faculty are able to receive the communication support they need when they need it, including in the evenings and on weekends. Additionally, we will keep building on our popular online services and resources to expand the range and quality of what is available online. Over the past several years, the Writing and Communication Centre has become a leader in programs for graduate students. We will continue to develop and hone these programs, but we will also pay close attention to the specific and unique needs of undergraduate students in course-work, co-op, and professionalization. One area of growth for undergraduates is our custom and course-integrated support, and we aim to see this kind of relevant and integrated support of students and instructors continue to grow.

We are proud to share our vision with the University of Waterloo community. We hope you will join us in building a better Writing and Communication Centre where our community members' hard work as scholars and communicators is supported by excellent services, engaged student and professional staff, robust new programs, and dynamic technology, which are housed in a suitably open and accessible space.

DR. CLARE BERMINGHAM
DIRECTOR

2.0 OUR CORE VALUES

Our Vision

As a hub of research and expertise, the Writing and Communication Centre will foster excellence in written, spoken, and visual communication within the University of Waterloo community.

Our Mission

The Writing and Communication Centre engages, encourages, and empowers members of the University of Waterloo community to communicate more effectively while meeting the varied expectations of their disciplines and vocations.

To achieve our mission, we deliver timely and focused individualized teaching at all stages of the composition and communication design processes.

We Help Students, Staff, and Faculty:

› Synthesize, integrate, and share best practices in communication
› Experience their work as others do
› Support and promote a lively, cross-disciplinary writing culture on campus and online
› Develop skills and strategies that last a lifetime

Our Mandate

Our Mandate is to:

› Support the continuous learning and development of students, staff, and faculty in academic and professional writing, speaking, and visual presentation
› Facilitate the production and publication of written scholarship
› Ground our teaching practice in research on writing, rhetoric, composition, and language acquisition
› Contribute to the broad fields of writing studies and teaching/learning scholarship

NADINE FLADD, Writing and Multimodal Communication Specialist facilitating a workshop.

94% Satisfied

> ## " I REALLY APPRECIATE ALL THE PROGRAMS, WORKSHOPS AND APPOINTMENTS THAT THE WCC OFFERS UWATERLOO STUDENTS.

Please keep up with your great work and programs and I wish you all the best!"

GRADUATE SCIENCE STUDENT

Ninety-four per cent of survey respondents were satisfied with the feedback they received from WCC.

2018-2019 USER SURVEY

3.0 OUR TEACHING PHILOSOPHY

Teaching is core to the work of the Writing and Communication Centre. We teach in a variety of contexts and modes and through a variety of activities. The following principles outline the values and commitments that are at the centre of our teaching practice.

Students, staff, and faculty are our partners in learning.

Our teaching is individualized and collaborative. We work alongside writers and speakers to help them see how their audience receives their work, to introduce new strategies, and to build confidence and competence. We provide our learning partners with information and choices, but each person is always the decision-maker over their own work.

We are committed to equity, access, and inclusion.

We are committed to teaching strategies that respect diverse abilities and racialized, Indigenous, religious, gender, and sexual identities. We help students navigate questions about the relationship between language and identity. We aim to provide barrier-free access for all students and community members by offering services in multiple sites across all University of Waterloo campuses, and by paralleling, where feasible, services online.

Language and communication are connected to students' identities.

We recognize that language is intimately connected to identity and equity, and we are committed to advancing and supporting writers' and speakers' rights to engage with their language(s) on their own terms. We acknowledge that there are multiple, valid Englishes, and our teaching practices value students' agency by empowering and supporting their rhetorical and language choices.

Writing and communication happen in a global context.

We regard multilingualism as an asset in the learning and writing process. In a global context, speakers of all languages, including English, must learn to communicate across cultures and fluencies as speakers and listeners, writers and readers.

Writing and communication are not separate from other disciplinary work.

Writing and communication are part of research, discovery, knowledge creation, learning, and critical thinking. In our teaching practice, we encourage people from all disciplines to see writing and communication as integrated with their research, learning, and scholarship activities.

Writing and communication are social, meaning-making activities.

In all communication, meaning is negotiated between people. By analyzing the conventions of genres and discourses and by serving as an audience for writers and communicators, we make the contexts of communication explicit. We emphasize that writing and composing are iterative processes that are part of meaning-making.

We are committed to continuous learning and improvement.

We value teaching as a reflexive practice. Together, as professional and student staff, we are committed to ongoing improvement by sharing and integrating current research in rhetoric, composition, communication, teaching and writing centres.

> ## I REALLY APPRECIATE THE SERVICE.
>
> The fact that I can get professional one-to-one assistance with a writing assignment was surprising to me and quite a privilege. Absolutely something I would take advantage of.
>
> MATHEMATICS STUDENT

4.0 PROFILE

The Writing and Communication Centre (WCC) is an academic support unit reporting to the Associate Vice-President, Academic. Depending on the term and time of year, there are between 12 and 30 full-time and part-time staff housed in the WCC, including full-time and student staff. In addition to the Director and Administrative Assistant, there are nine teaching staff, each of whom typically specializes in one area of writing and communication support. Undergraduate and graduate students are hired each term as tutors, graduate fellows, and as assistants for communications and metrics.

The WCC's main offices are located in South Campus Hall (SCH), and we also occupy a single semi-permanent office space in the Centre for Environmental & Information Technology (EIT). We have arranged drop-in spaces in numerous locations across main campus, including both main libraries and a location within B.C. Matthews Hall (BMH), and we offer services at the University's satellite campuses: Pharmacy, Architecture, and Stratford.

The budget for the WCC comes from two funding sources. Seventy-one per cent of our annual budget comes from the University's Operating Budget, and 29 per cent of our budget is funded through student ancillary fees, which are administered by Student Services Advisory Committee (SSAC). The WCC is not a revenue-generating unit; however, we occasionally assume projects beyond our core mandate on a cost-recovery basis.

The WCC has been part of the University of Waterloo since 1976. Our unit originated as the Writing Clinic, a program housed in the Faculty of Arts that was responsible for administering an English Language Proficiency Exam (ELPE) to Arts students. Between 1976 and the early 2000s, the Writing Clinic became part of a central support unit called the English Language Proficiency Program (ELPP) as the ELPE broadened into a campus-wide undergraduate requirement. Writing Clinic work revolved around this exam, from marking to teaching recovery tutorial programs.

In the mid-2000s, the Writing Clinic was re-named the Writing Centre. In addition to the ELPP tutorials, staff began offering five to ten undergraduate and graduate appointments per week and a small number of five-week graduate tutorials per term. We also started

BETWEEN 2014 AND 2019

+43%
increase

The Writing and Communication Centre has increased the number of services we provide by over 43 per cent.

offering writing workshops in conjunction with Counselling Services' Study Skills program.

In 2012, the Task Force on Support for English Language Competency Development at the University of Waterloo released its final report, and it recommended a significant shift in approaches to teaching and developing communication skills, including the elimination of the ELPE and the integration of communication teaching and practice across the curriculum. The Writing Centre was named as a key partner in helping to support students in building communication competencies.

Between 2012 and 2016, the WCC engaged in a process of reviewing its programs and practices, developing programming, articulating a new direction, and re-branding our services to communicate a discipline-specific communication-centric approach. The name of our unit officially changed to the Writing and Communication Centre in 2017. At this juncture, our strategic plan will set the groundwork and establish priorities for the next phase of the WCC's growth.

> "
> **The mentorship and guidance that I received at the Writing and Communication Centre also was**
>
> **AN EMOTIONAL AND PSYCHOLOGICAL SUPPORT DURING MY STUDIES.**
>
> **It proved to be a great stress reliever. And having the support and active listening and kind words of the writing specialists are a great support.**
>
> UNDERGRADUATE STUDENT

5.0 WCC AT A GLANCE

OUR CORE SERVICES

› Consultation appointments
› Drop-in appointments
› Workshops
› Course-integrated/custom support

› Programming for graduate students
› Writing communities
› Support for faculty writers

› English Language Practice
› Online resources
› Collaborations with other support units

2018-2019 AT A GLANCE

4,921 appointments

1,978 drop-ins

27 DAYS of graduate programs

886,000 online resource views

144 custom workshops

169 in-class workshops

60 language learning group meetings

300 writing group meetings

RESEARCH (2018-2019)

2 peer reviewed articles

1 co-edited special issue

5 conference presentations

1 LITE Seed Grant

WORKSHOPS

93% of students who attended our workshops would attend another WCC workshop

NPS

91% of respondents said they would recommend the WCC's services to another person

SERVICE USERS BY PROGRAM 2018-2019

AHS	Arts	Engineering	Environment	Mathematics	Science
820	1,144	1,580	1,077	929	911

169 in-class workshops

144 custom workshops

5,646 students reached

GRADUATE PROGRAMMING (2018–2019)

27 days of graduate programming

383 graduate programming participants

ONLINE RESOURCES (2018–2019)

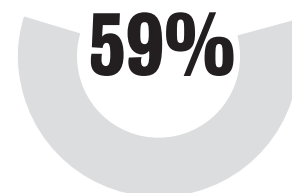**64,152** online resources accessed

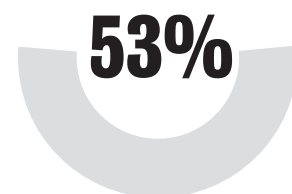**821,809** people used WriteOnline.ca

HOW THE WCC HELPED

When asked in which ways the WCC helped the most, the top three choices students selected were:

72%
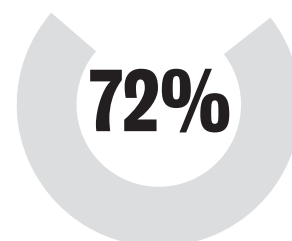
of respondents said that the WCC helped improve their confidence in writing and communicating.

59%

of respondents said that the WCC helped clarify their thought process.

53%

of respondents said that the WCC helped them with their overall writing and communication skills (2018–2019 user survey)

FIVE-YEAR TREND

| | 2014–2015 |
| | 2018–2019 |

12.5% increase
4,921
4,374

99% increase
1,978
991

468% increase
1,953
344

94% increase
87 169

714% increase
383
47

One-on-one Appointments

Drop-In Appointments

Attendees in WCC Workshops and Programs
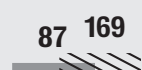
CIS Workshops

Grad Program Participants (starting 2015–2016)

6.0 OUR PROCESS

The WCC conducted an environmental scan of Canadian institutional writing centres. We reviewed the websites of writing centres and writing services at sixteen Canadian universities: the fourteen schools who, along with the University of Waterloo, comprise the U15, plus two local universities of similar size to the University of Waterloo. Additionally, we sought to conduct phone interviews with a representative from each unit at each institution.

Internal Visioning

JANUARY 2017

The team met to conduct a PEST scan and a SWOT analysis.

APRIL 2017

WCC team members individually completed pre-work that guided them to consider the compiled PEST scan and SWOT analysis against two key documents: the institutional strategic plan and Excellence Canada drivers. After completing their pre-work, the team met to discuss and create six clear and measurable working strategic priorities.

Consultations with Campus Community

SPRING 2017

The WCC organized and ran a series of focus group sessions that invited staff from key collaborating units on campus to respond to a series of questions about our programs and our impact on their work.

FALL 2017

In several focus group sessions, we invited undergraduate and graduate students from across all faculties to tell us about their interactions with the WCC and to help us see where we need to grow next.

WINTER 2018

Our director met with faculty in department meetings and curriculum committee meetings to share the growth of the WCC and to seek faculty input into our future directions.

NATHAN PIRIE, Writing and Multimodal Communication Specialist, interacting with students at a workshop.

Environmental Scan

The WCC conducted an environmental scan of sixteen Canadian institutional writing centres. We reviewed the websites of writing centres and writing services at sixteen Canadian universities: the fourteen schools who, with the University of Waterloo, comprise the U15, plus two local universities of similar size to the University of Waterloo. Additionally, we sought to conduct phone interviews with a representative from each unit at each institution.

Data Compilation and Articulation Of Goals

In fall 2018 and winter 2019, the WCC completed an in-depth compilation of data related to the strategic plan process. From this, we articulated four program goals and four management goals. These goals and their respective outcomes were shared internally with key campus stakeholders.

7.0 WHAT WE LEARNED

Community Consultations

Five identifiable themes arose from our 2017-2018 consultations with academic support staff from other units, students, and faculty, many of which were shared by two or three stakeholder groups. The following lists the themes, a summary of some discussions in which they were raised, and by whom.

1. Writing and communication are essential skills

This theme reflects the degree to which participants value writing and communication at the University of Waterloo.

› Undergraduate and graduate students shared how writing and communication connects to their learning, professionalization, co-op, and career readiness. They highlighted the importance of being able to articulate their objective(s) in various modes (e.g. visual, oral, textual), in different environments (e.g. classroom, conference, online), and for various audiences.
› Some faculty members discussed their frustrations with the issues they encounter when reading their students' writing. Sometimes issues were related to language learning, but they typically manifested as failures to proofread and edit final documents.
› While this theme does not directly impact how the WCC supports students, it does show that those interviewed were highly motivated to engage with and comment on their interactions with the WCC.

2. Excellence in programs and services

This theme describes how WCC services and programming are viewed by the three stakeholder groups, and it refers to the range and quality of programs and services provided by the WCC.

› Students identified appointments and drop-ins as the WCC's core services, and they acknowledged that both facilitated

an individualized approach. Students also mentioned WriteOnline.ca, online resources, and workshops as useful for learning components of academic writing.
› Graduate students spoke highly of their experiences in Dissertation Boot Camp, Grad Writing Cafes, literature review workshops, and support for publication.
› International students mentioned the specific benefit to them as they improve their writing in English. Some English-speaking students initially thought the WCC was only for international students, and were happy to discover they can use the WCC too.
› Faculty members referred to appointments and course-integrated support as having the most impact for them and their students.
› Academic support staff suggested that the WCC should continue to pursue a discipline-specific focus.

3. Continuous improvement

This theme identifies areas for improvement and further development, specifically in reference to programs and services.

› Students repeatedly expressed frustration about availability of and wait-times for appointments. Students in each focus group called for more appointment times. Faculty across departments also raised the problem of wait-times and suggested it was an issue constraining their students.
› Students wished they had learned about the WCC earlier in their academic careers, and some said that they would have taken advantage of workshops as early as orientation week.
› Students complained about the WCC's location and space in SCH. They voiced concerns about accessibility and noise-levels, specifically.

› Students requested more evening and weekend hours, and better access for students on co-op.
› Students also asked for more online services, including appointments, examples of different assignment types, and online workshops.
› Students would like WCC staff to list more information related to their areas of expertise on their website biographies.
› Faculty suggested graduate student and faculty writing retreats.
› Staff and students noted that the WCOnline booking system is confusing for certain purposes (workshops, wait list, etc.)

4. Community partnership and collaboration

This theme highlights the importance of collaboration, exchanges of expertise and resources, and relationship building, particularly with other academic support units.

› Academic support staff agreed that the quality of relationships with the WCC are positive, respectful, and collaborative.
› Academic support staff suggested that there is room to collaborate on a number of key topics (academic integrity and career documents) and suggested some joint projects, such as:
  ▪ Building boot camps for other genres of writing
  ▪ Supporting online learning
  ▪ Supporting students with disabilities
  ▪ Sharing communications to help orient students to campus-wide supports
  ▪ Supporting entrepreneurial activities such as pitch competitions, etc. with Velocity

5. Communication

This theme summarizes challenges in communication to and with students and campus partners.

› Students frequently noted that they would have liked to have known about the WCC earlier in their academic career. They identified email as a key mode of delivery, and they suggested closer integration of WCC information and resources into LEARN. They suggested a closer relationship with academic advisors. One group recommended a subscription-based WCC e-newsletter.

› Academic support staff noted that, in general, communication to students and with other academic support units is a challenge for all units. Ideas discussed included rotating attendance at different units' staff meetings or introducing other regular points of contact to keep our colleagues informed of each other's activities.

“

The new supports offered to faculty members and grad students are extremely valuable.

THIS IS A MAJOR CONTRIBUTION TO OUR CAMPUS.

ARTS FACULTY MEMBER

They need to give you more funding and resources.

IF WE CAN'T WRITE, WE CAN'T GRADUATE!!!

ENVIRONMENT STUDENT

8.0 ENVIRONMENTAL SCAN SUMMARY

The landscape of writing centres in Canada and the U.S. is broad. Writing centres adapt to their institutional contexts, so writing centres are as different as the universities where they are housed. At the University of Waterloo, the Writing and Communication Centre (WCC) reports to the executive academic portfolio, which aligns most closely with those institutions whose writing centre is affiliated with an academic program or department. Our physical location outside of a library, learning commons, or student service centre is unique. It is, therefore, worthwhile considering how our student-oriented services may benefit from a collaborative location on campus, one that includes more service elements than the existing drop-in configurations at the two main campus libraries.

In the Environmental Scan, we focused on highlighting how the WCC measured against other schools across a range of categories.

Staff structure

The non-faculty full-time staff structure of the WCC is somewhat unique in Canada, as many full-time writing centre staff hold faculty positions. Where writing centres have non-faculty staff, staff are typically responsible for high-level work like program planning and management instead of or in addition to teaching. Similar to staff in these writing centres, WCC staff are academically qualified: several WCC staff have PhDs and all hold advanced degrees. Most staff-based writing centres rely on graduate students and undergraduate staff to deliver appointments. The leadership structure of the WCC is similar to most, but there is room to add additional leadership roles and/or to add variation in full-time roles to enable staff to do more high-level work.

Services

The WCC is one of the few writing centres providing widespread institutional support to undergraduate and graduate students, postdoctoral fellows, and faculty. We are currently a leader in programming for graduate students by offering programs and workshops that target a range of competencies and contexts, which is a result of the WCC's focus on graduate programming in the last few years. Our programs and services for undergraduates are in line with other institutions, and plans to start writing groups at the undergraduate level accord with similar initiatives in two other universities. The University of Waterloo currently does not have a writing across the curriculum/writing in the disciplines (WAC/WID) program that targets undergraduate communication skills. However, the University has implemented communication courses at the first-year level, most of which highlight disciplinary writing, and the WCC is supporting these courses in a variety of ways.

Utilization

The WCC appointment utilization rate averages just over 97 per cent during regular term days for both undergraduate and graduate students, placing us in the average to high range compared with other institutions. In 2017-2018, the WCC was booked for a total of nearly 8,000 appointments, which averages out to 160 appointments per week and 33 appointments per day. This positions the WCC at the higher end of the field in terms of delivered appointments. Like many writing centres, we maintain ongoing, and at times lengthy, waiting lists for appointments. Bringing down the WCC utilization rate to a more reasonable 80-85 per cent means finding creative ways to grow appointment

availability, and perhaps finding other ways to give students the support they are seeking.

Overall, the environmental scan suggests that the WCC offers an exceptionally broad range of programs and services. This is particularly true for our graduate student programming, which is robust and diverse compared to programs in other schools. While our services to undergraduate students are in line with other schools, there is room to be more dynamic by developing additional programs for these students. The fact that the WCC's structure and location are somewhat unusual lends support to our articulated goals of engaging more student teaching support, evaluating our existing staff structure, and pursuing creative solutions to our space needs.
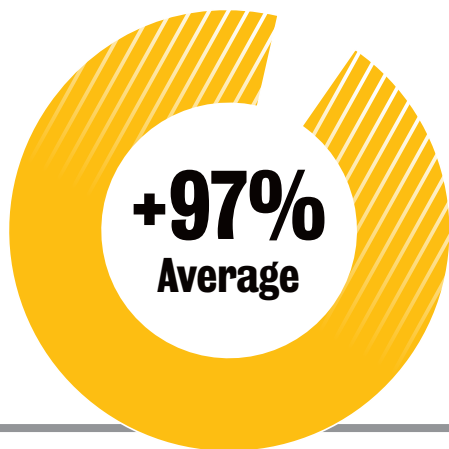
+97%
Average

The WCC appointment utilization rate averages just over 97 per cent during regular term days for both undergraduate and graduate students

> My appointments with a Writing Centre facilitator
>
> **HELPED ME TO UNDERSTAND THE SCOPE OF MY THESIS PROPOSAL,**
>
> where I was blocked and how I could move forward in the writing stage.
>
> GRADUATE STUDENT

> **THANK YOU FOR THE WORK THAT YOU DO!**
>
> I feel very privileged to have access to such a wealth of services on campus (for free!).
>
> ARTS FACULTY MEMBER

9.0 CONNECTING TO THE UNIVERSITY OF WATERLOO'S VISION

### The University of Waterloo Strategic Plan 2013-2018

As an academic support unit, the Writing and Communication Centre performs core activities that support the University of Waterloo. The University is between two institutional strategic plans: the current one that ended in 2018 and the forthcoming one, which is scheduled to begin in 2020. When the WCC team engaged in discussion and visioning, we drew primarily on the last five-year strategic plan.

The University of Waterloo 2013-2018 strategic plan identifies eight key themes or priority areas under one main goal: "to be recognized as one of the most innovative universities in the world." While the WCC primarily reports progress under the theme of Outstanding Academic Programming, we relied on all themes to guide and direct our planning.

Bridge to 2020: Preparing for the next University of Waterloo Strategic Plan 2020-2025

As the University of Waterloo moves towards its next strategic plan, the WCC is staying apprised of the core focus areas and is engaging with the planning process. Our direction for the future remains aligned with the currently articulated directions of the new plan, which are not yet publicly available.
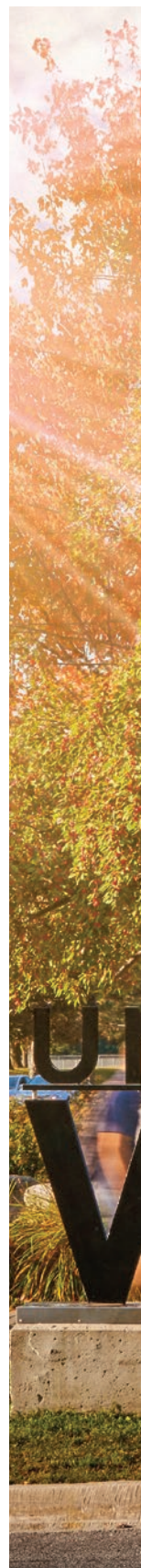
" KEEP UP THIS AMAZING SERVICE!

I never had access to something remotely similar in my undergraduate degree at an alternate institution, and believe it could have been valuable to many students.

ASSOCIATE PROFESSOR

10.0 OUR FIVE-YEAR VISION

The Writing and Communication Centre has been continuously growing and expanding for the last four years. In 2017-2018, our number of overall contacts with students increased by 89 per cent over 2015. This considerable growth has had an impact on staff and program capacities. We carry waiting lists for appointments throughout the term, and both students and faculty report feeling frustrated by long wait times and a lack of availability of consultations. Our programs and staff have expanded to the limits of our space, and the format of our space is no longer optimal for our needs. In a recent psychological health and safety assessment of our unit, staff reported feeling overwhelmed and identified work-life and in-work balance as critical issues.

When we imagine the next five years, we see the Writing and Communication Centre housed in a physical space that reflects the unit's role as a "centre." We envision greater integration of our work and programs with curricula across all disciplines and with the services of other departments. These collaborations could extend into sharing some physical resources, for example, the establishment of a learning commons in a location like the Library. The WCC of the future is a bustling hub of activity, with easy access to consultations by students, staff, and faculty, and with ongoing writing groups, boot camps, and workshops. Our online services are robust and interactive, and community members can access the electronic services of the WCC through a variety of modes. WCC staff are seen as experts in their field; we have excellent relationships with the six faculties, and we are regularly called upon to advise and collaborate on teaching and research projects. We have a successful student staff program, with undergraduate and graduate tutors providing high quality feedback in consultations with students. In service of this vision, we articulate the following program and management goals.

GRADUATE STUDENTS attending the Graduate Studies and Postdoctoral Affairs panel for the 3-minute thesis workshop, featuring past Writing and Multimodal Communication Specialist, Valerie Walker.

10.1
PROGRAM GOALS AND OUTCOMES

GOAL 1

Deepen and broaden Writing and Communication Centre services and programs to develop and support excellence in academic and professional communication.

OUTCOMES

1. Ensure that students can access support when they need it. Our target is for undergraduate and graduate students to access appointments within three days and five days of when they begin the booking process, respectively.

2. Develop expanded capacities to provide support to students in the evenings and on weekends.

3. Deliver programs within disciplinary contexts or in collaboration with academic departments where possible and appropriate. Leverage campus partner collaborations, wherever possible, to align programs and cooperate in service/program delivery for the benefit of the student.

4. Expand the availability of individual consultations for faculty members.

5. Work with OHD and other relevant campus partners to initiate consultations and other programs that support the professional writing activities of University of Waterloo staff.

GOAL 2

Create an accessible online learning environment that parallels and extends the services of the Writing and Communication Centre.

OUTCOMES

1. Collaborate with partner institutions to re-vision and re-develop WriteOnline.ca as a more robust, interactive and flexible platform addressing a wider range of writing and communication tasks and activities.

2. Build a series of online video workshops and writing guides so that students can access the workshop experience at their convenience.

3. Explore creative and non-traditional approaches to online support, e.g. Reddit, online chat, Facebook Live, etc.

STUDENTS working together at a WCC drop-in appointment.

Strategically address the unique needs of undergraduate students through robust and targeted programs.

Develop communities of practice that support the scholarly writing activities of students and faculty.

OUTCOMES

1. Identify key undergraduate courses in academic programs that would be served by additional writing and communication support, and collaborate with faculty members to facilitate additional supports.

2. Establish weekly undergraduate writing groups that are supported by tutors and staff.

3. Explore the need for and the feasibility of an undergraduate communications certificate that is integrated with curriculum or co-op, and which includes a capstone project.

4. Examine the feasibility of a cross-disciplinary undergraduate journal.

OUTCOMES

1. Develop structures for a range of locally-run graduate student and faculty writing groups that support a variety of needs: goal setting and accountability, language learning, cross-disciplinary, discipline-specific, etc.

2. Plan and implement faculty and graduate student writing retreats that foster community, productivity, and healthy writing practices for a range of participants.

3. Explore the feasibility of new boot camps, such as for journal article writing.

> "IT IS NICE TO KNOW THERE IS ALWAYS A PLACE I CAN GO TO WHEN I REALLY NEED ACADEMIC HELP, AND THAT EASES SOME FRUSTRATION.
>
> UNDERGRADUATE STUDENT

ALIGNED / RELEVANT / ACCESSIBLE

10.2
MANAGEMENT GOALS AND OUTCOMES

Initiate a consultative staff review and restructuring process that will balance workloads, enable more productive partnerships with faculties, help with succession planning, and create room for undergraduate and graduate tutoring staff.

OUTCOMES

1. Work with HR and WCC staff to develop and implement a transparent and consultative process.

2. Develop opportunities to engage undergraduate and graduate students in the Writing and Communication Centre as tutors and researchers through a robust and flexible program.

3. Consider the feasibility of a Writing Across the Curriculum/ Writing in the Disciplines (WAC/WID) program in partnership with CTE and faculty.

GOAL 2

Implement sustainable quantitative and qualitative assessments to measure success, report outcomes, and provide us with actionable feedback on services.

OUTCOMES

1. Initiate a cross-unit working group of individuals interested in developing and aligning assessment practices on campus.

2. Develop an assessment plan for the Writing and Communication Centre that leverages current practices and technologies while enabling outcomes-based data.

STUDENTS taking part in a WCC workshop.

GOAL 3

Create and support the development of research in writing, communication, and writing centre fields.

OUTCOMES

1. Collaborate with faculty and staff across the University and with other institutions on research projects.

2. Ensure that staff have sufficient time to read new research and work on research projects that relate to writing centres and writing studies.

3. Develop a sustainable community of practice in the Writing and Communication Centre consisting of an annual plan for internal professional development, including teaching observations, reading discussions, and opportunities to share expertise and teaching practices.

4. Develop our resource library and integrate it into the main Library catalogue.

GOAL 4

Pursue expanded or new space that accommodates current programs and anticipated future activities, is open and accessible to students, and is centrally located on campus.

OUTCOMES

1. Produce a complete space needs assessment that anticipates the Writing and Communication Centre's growth in the next five years.

2. Pursue discussions with relevant individuals and units to locate suitable collaborative or independent space.

> **KEEP UP THIS AMAZING SERVICE!**
>
> **I never had access to something remotely similar in my undergraduate degree at an alternate institution, and believe it could have been valuable to many students.**
>
> GRADUATE STUDENT

UNIVERSITY OF WATERLOO | writing *and Communication* centre