



**WriteAway Writing Support Services Survey:
Survey Results**

March 12, 2012

Results compiled by:
WriteAway Administrative Centre



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Executive Summary

The WriteAway Administrative Centre conducted a survey of 27 BC post-secondary institutions in February 2012 to determine current writing support being offered to students. Responses were received from 21 institutions, a 78% response rate. The survey responses indicated a rich diversity of methods and structures being applied to writing support in the province.

Results were analysed to discover trends by type of institution, using the following model*:

- **Urban Colleges** - Camosun College (CC), Douglas College (DC), Justice Institute of BC (JIBC), Langara College (LC), Okanagan College (OC), Vancouver Community College (VCC)
- **Rural Colleges** - College of New Caledonia (CNC), College of the Rockies (COTR), North Island College (NIC), Northern Lights College (NLC)
- **Regional Universities and Institutes with 4-Year Programs** – British Columbia Institute of Technology (BCIT), Kwantlen Polytechnic University (KPU), University of the Fraser Valley (UFV)
- **Small Universities** - Emily Carr University of Art + Design (ECUAD), Royal Roads University (RRU), Trinity Western University (TWU), University of Northern British Columbia (UNBC)
- **Large Universities** - Simon Fraser University (SFU), University of British Columbia (UBC), University of Victoria (UVic)

In some cases more than one response was received from a single institution, i.e. UBC and UBC-Okanagan both submitted responses. As the purpose of the survey is to gather information about the range of writing support services offered at BC post-secondary institutions, the responses from different campuses were counted separately.

*This model is based on BC ELN Governance Categories (<http://www.eln.bc.ca/view.php?id=1690>)

Context/Reporting Structure

Writing support services are housed physically and administratively in different departments of the institutions that responded, with some having more than one location.

- There is a trend towards Learning Commons model: More than half the sites, all large universities or urban colleges, house writing support within the library or Learning Commons. Of the 6 sites anticipating that writing support services will change location or reporting structure in the near future, 3 sites (DC, LC, UFV) report that writing support will be/may be moving to a Learning Commons or library location/reporting structure.
- Almost half of the respondents report that at least some writing support services are located administratively within Student Services.
- Some colleges report that writing support is located administratively within the English Department, however no universities report having this structure.

Supervision of the service is structured differently across institutions; faculty members and coordinators are mentioned frequently as supervisors, with some mentions of reporting to a head or director.

Face-to-Face Writing Support Services

A large number of institutions report that they offer face-to-face writing support from Monday to Friday, with some offering evening hours (until at least 7 p.m.). Six institutions report that their services are offered only in the fall/winter terms, and another six report offering year-round service.

A range of providers assist students with face-to-face tutoring, with undergraduate students, graduate students, and faculty members the most common providers.

- Faculty are most popular with rural colleges (all rural college respondents report using faculty), and are not used at all in the large universities that responded.
- Undergraduate and graduate students are fairly common providers among small and large universities, which is understandable given the likelihood that these offer graduate programs.

Length of writing support sessions (online and face-to-face) tends most often to be between 30-60 minutes, with some colleges and one small university offering sessions that are longer than 60 minutes.

In terms of policies on what can be submitted for feedback, parameters range from restrictions on helping with personal writing (e.g. no resume assistance), to no restriction on type of work whatsoever. In some cases the only restriction is the length of time allowed for the session.

Online Writing Support Services

Eight respondents (UFV, VCC, COTR, ECUAD, DC, RRU, UNBC, UBC-O) indicate that their institutions offer online writing support services. What we learned from these responses is that the nature of online writing support can vary significantly from institution to institution.

- While writing support is often asynchronous (e.g. via email), half of the respondents indicate they either offer synchronous support (e.g. via Skype) or a mix of both types.
- Peer tutors, coordinators, professional tutors, faculty members, or staff members are listed as online tutors.
- Length and type of training for online tutors varies, from one hour accompanied by ongoing monitoring and feedback, to several weeks including pre-service orientation, training meetings, assignments, and certification.
- While respondents commented on different aspects of when online writing support is offered, we saw ranges from 9 hours a week to 50-75 hours a week. In addition to weekday coverage, a few respondents indicate that support extended to weekends. It is also not uncommon for institutions to offer online support for students that extends into the evening hours.
- For those that offer asynchronous online writing support, turnaround time for assistance ranges from 24 hours to 3 business days.

CONTEXT/REPORTING STRUCTURE

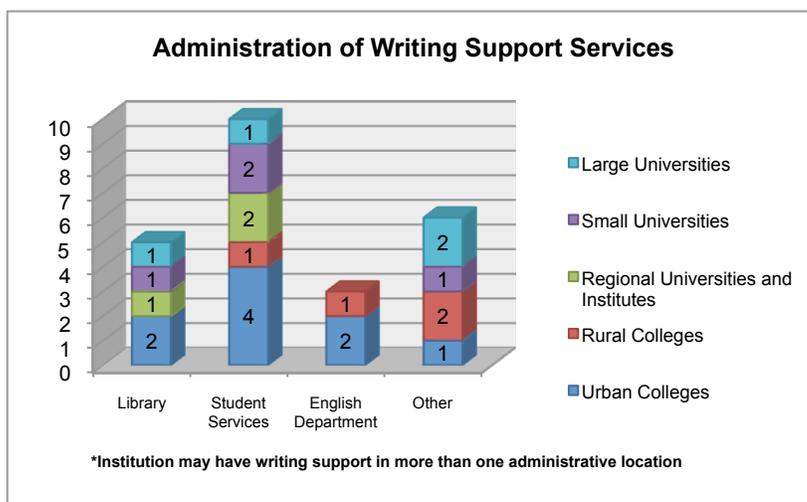
6. Does your institution offer writing support tutoring of any kind? If not, please disregard the rest of this survey; simply click on "Next Page" until you reach the end and click "Finish".

One "no" response (NIC)

7. Where are writing support services located administratively within your institution? (i.e. report to Dean of Library Services, report to Chair of English Department, etc.) 23 responses

Library

- Director of library and learning resources (VCC)
- We are under the Library (called "Learning Resources"); the director of Learning Resources is our supervisor; the library is under a division called Educational Services (DC)
- Report to the University Librarian (RRU)
- Report to Director of Library Service (BCIT)
- Dean of Library Services (SFU)



English Department

- In 2010/11, the English Dept organized a Writing Support Centre, located in the library. The English faculty volunteered their time to support this initiative. It was popular, but no resources were available to allow for continued support. (NIC)
- Chair of English Department (LC)
- Currently, our English instructor holds 2 2-hour writing clinics per week in the Library. She is paid by her department to do this for her students only (4 classes of students). (JIBC)

Student Services

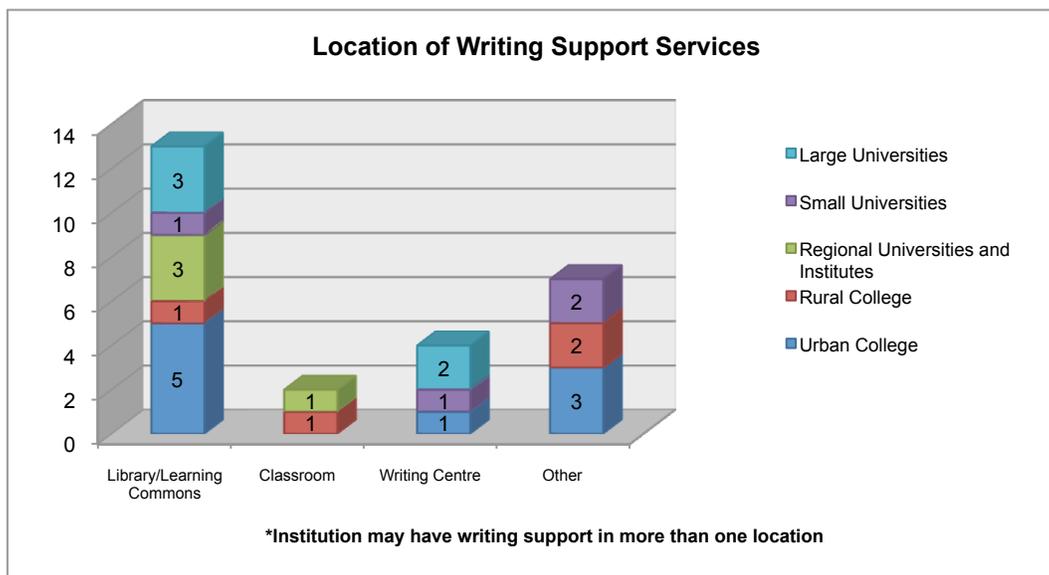
- Report to Director of Student Services (CC-Lansdowne, CNC)
- Student Services (central administration in Kelowna); each campus has a coordinator of services combined with Math/Science support (OC-Salmon Arm)
- Regional Dean/Student Services (OC-Penticton)
- Writing Centre services are a part of Student Services (CC)
- Currently we report to the Vice President, Students (UFV)
- Learning Centres faculty and tutors reporting to the Director, Student Development (KPU)
- Dean of Community and Culture (ECUAD)
- The Provost Office oversees all Academic units as well as the Student Life division. Direct oversight of the Writing Centre is through the Student Life division with two professors as Co-Directors. (TWU)
- Report to AVP Students (UBC-O)

Other

- Dean of Workforce Training, CCP and Continuing Education (NLC)
- Report to Registrar Report to University Studies Department Head (COTR)
- Continuing Studies (UBC)
- Report to Director of Centre for Teaching and Learning Technology. (UNBC)
- English Help Centre is a part of the School of Access (CC)
- Report to the Learning and Teaching Centre, which reports to the academic provost (UVIC)

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8. Where are writing support services located physically at your institution? (i.e. in the Student Success Centre, Library, Learning Commons, multiple campuses) 22 responses



Library/Learning Commons

- We are located in the Learning Commons building at the Abbotsford Campus and-(UFV)
- Library (COTR, JIBC, RRU), Burnaby Library (i.e. Main Library) (BCIT)
- Learning Centres - 3 in the Libraries, one stand alone. (KPU)
- Learning Commons (UBC)
- Student Learning Commons, Library (SFU)
- Library Learning Commons of Lansdowne Campus only (CC, CC-Lansdowne)
- Learning Commons in the library with a satellite in Residence (UVIC)
- At the New West campus, adjacent to the library, moving into the library soon (DC)
- In Salmon Arm, writing services are in the Student Success Centre which is located within the Library (OC-Salmon Arm)
- at the Broadway campus the learning centre is located on the second floor of the library (VCC)

Writing Centre

- In the old Student Centre. The Writing Centre is a stand-alone unit at this point due to space considerations. Functionally the Writing Centre is associated with the Student Success Centre as a part of a broader academic support unit. (TWU)
- We have our own writing centre called the "Language and Writing Centre" - it is located in one of the campus buildings. (UBC-O)
- In the Writing Centre, a separate institution on the second floor in the C Building, next to the Math activity centre. (LC)
- Writing Centre (UBC)

Classroom

- A shared modified classroom with the Math Centre at the Chilliwack campus. (UFV)
- Classroom (COTR)

Other

- Career and College Prep building (NLC)
- downtown the learning centre is a freestanding department (VCC)
- In private offices in one section of one building (ECUAD)
- At the Coquitlam campus, a central location right off of the main student concourse; and we have an online presence (DC)
- Located in Student Central with other services for students (CNC)
- The Teaching and Learning Building, a building that houses a combination of classrooms and offices. Located separately from Student Success and the Library. (UNBC)
- Student Success Centre (OC-Penticton)

9. Do you anticipate that either the location or administrative reporting structure of writing support services at your institution will be changing within the next 2 years? Please explain. 14 responses

No - 43% (6/14) (VCC, CC-Lansdowne, BCIT, TWU, RRU, OC-Salmon Arm)

- No we are working towards a learning commons model, but are in the very early stages. (VCC)
- No. The Writing Centre was recently relocated from the Student Services Building to the Library Building, in order to be integrated physically with the new Library Learning Commons. (CC-Lansdowne)
- If we had a space large enough to accommodate a Learning Commons we would likely move in that direction. At this point I doubt anything will change in the next couple of years. (TWU)

Yes - 43% (6/14)

Location Change: (UFV, ECUAD, DC, LC)

Administrative Change: (JIBC, UFV, ECUAD, SFU)

- Yes, we have requested funding for a half-time writing tutor. (JIBC)
- In terms of administration, we have proposed that the Writing Centre move from the VP Students to the College of Arts to enable closer ties with the academic areas that we serve and to contribute more broadly to the practice and understanding of writing in the disciplines. These discussions are underway now. In terms of location, the Chilliwack Writing Centre will move in May from our current location to UFV's new campus, Canada Education Park, where we will be located within the library. (UFV)
- Yes. They are hiring someone new and the position itself has changed to a "professional" position rather than a professorial one. And there is a high probability that the university itself will move to another site. (ECUAD)
- Yes. Because we are moving toward a Learning Commons model, the face-to-face learning centres at each campus will be moving into, or adjacent to, the library. Our administrative reporting structure moved to Learning Resources (library) from Student Services in 2010. (DC)
- The SFU Research Commons is opening this year to serve the research/writing needs of graduate students. Some yet-to-be-determined aspects of the Student Learning Commons will shift to the Research Commons. (SFU)
- Yes, in less than two years, we are moving into the Learning Commons that will be setting up in the Library once the retrofit is complete. We will be joining other help centres, mostly peer tutoring, from sciences, arts, and so on departments. (LC)

Maybe - 14% (2/14) (COTR, UNBC)

- Possibly. The department head of university studies is looking at creating a "learning center" that would hire a more permanent staff member to oversee both English and math skills activities. (COTR)
- I do not expect a change in our location, but there is a possibility for a change in the reporting structure. Due to funding issues, I expect that our university will go through a restructuring process. (UNBC)

TYPES OF SERVICE & STAFFING

10. How is the writing support service supervision structured? 22 responses

Urban Colleges	
CC	Instructional Assistant for Writing Centre reports to the Chair of Counselling, Learning Skills and Writing Centre; who reports to me, Associate Director of Student Development
CC-Lansdowne	Katherine Ackley staffs the Writing Centre. She reports to Jacquie Conway who works in Counselling and Learning Skills in another building. Katherine and Jacquie meet for 45 minutes once a month.
DC	Two full-time faculty are responsible for tutor training, three full-time Services Coordinators schedule and supervise the tutors and create and maintain the operational structures that support the tutoring services.
JIBC	Not really offered yet.
LC	We have six instructors who have release of one section to teach 6 hours per week, and at the present we have over ten student tutors, all SWAP students on student loan, who get paid for 4 or 5 hours per week. We also have volunteer students who hold two weekly ESL conversation classes.
OC-Penticton	One tutor. Small campus.
OC-Salmon Arm	In Salmon Arm we have drop-in, one-on-one, in person tutoring sessions. We have two tutors, one of whom is also the Success Centre Coordinator. Each tutor has a separate physical space. Supervision of writing tutors takes the form of informal meetings. As well there is a committee of campus staff members (instructors as well as support staff) whom the Coordinator is responsible to report via memo each month, and in bi-annual meetings.
VCC	Supervisor is the learning centre coordinator - responsible for math/science, English and life science tutoring at both campuses

Rural Colleges	
CNC	One-to-one work with a faculty member combined with some short lunch hour workshops.
COTR	I, as the Learning Support Coordinator, oversee the supervision of the employee hired to facilitate the writing labs. In addition, the department head of university studies may be involved if faculty provide feedback to her that requires her direct intervention. She is also responsible for the supervision of the faculty that facilitates the English Skills Centre
NLC	Handled by the ABE/College & Career Prep English faculty member as a Monday night drop in class.

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Regional Universities and Institutes with 4-Year Programs	
BCIT	Writing Centre Coordinator reports to Director of Library Services. WC Coordinator liaises with Learning Commons Coordinator.
KPU	Faculty and peer tutors
UFV	We are a team of 5 faculty members who share administrative duties for the Centre, reporting directly to the VP Students.

Small Universities	
ECUAD	Coordinator 1 Assistant Coordinator 5-6 English and Art History Faculty 2 student teaching assistants
RRU	Currently a 1 person unit, reporting the University Librarian, though further FTE support has been tabled.
TWU	We have two professors who are Co-Directors of the Writing Centre. They hire, train and supervise upper level writing tutors to do much of the work.
UNBC	The Writing & Study Skills Advisor oversees student writing tutors. These tutors are a mixture of undergraduate and graduate students. The tutors meet one-to-one with students to provide writing support in scheduled appointments. The tutors also provide online writing tutoring support through an AskOnline tutoring shell and drop-in writing support in the Library Writing Centre in the library building. The Writing & Study Skills Advisor also meets directly with students and facilitates workshops.

Large Universities	
SFU	Our Writing Services Coordinator is one of several Services Coordinator positions in the Student Learning Commons. This position participates in the training and ongoing support of Peer Educators and supervises Graduate Writing Peer Facilitators, the two groups who deliver the majority of our writing consultations. The Writing Services Coordinator reports to the Head of the Student Learning Commons.
UBC	Program Assistant
UBC-O	There is one Manager - UBC Staff Member - One Educational Programmer - UBC Staff Member - 25 Peer Tutors
UVIC	I report to the director of the Learning and Teaching Centre. She helps with the vision of the writing centre. I have a part-time writing centre coordinator who helps me supervise the staff of 12 part-time writing tutors

11. Do you currently offer online writing support? 22 responses

36% Yes (8/22) (UFV, VCC, COTR, ECUAD, DC, RRU, UNBC, UBC-O)

64% No (14/22) (NLC, CC-Lansdowne, KPU, JIBC, BCIT, UBC, TWU, OC-Salmon Arm, CNC, CC, SFU, LC, UVIC, OC-Penticton)

Current Online Writing Support Services - 8 Institutions

Institution	12. Please specify how you offer online writing support (i.e. synchronous chat, Adobe Connect, email, online writing lab, etc.)	13. Who provides the online tutoring?
College of the Rockies	Online writing lab: students submit work through Moodle and/or email and the lab tutor provides suggestions either through Moodle or via the Word document that was emailed to her.	A writing lab tutor, with a background in English and/or ESL, hired specifically for this position.
Douglas College	email (asynchronous) tutoring, and Self Help materials online	Peer Tutors
Emily Carr University of Art + Design	Skype and only to Low Resident Graduate students	Coordinator
Royal Roads University	Online writing lab, email, Blackboard Collaborate, Skype	Writing Centre Coordinator
University of British Columbia - Okanagan	Online - WC online system and Skype once discussed between tutor and student	One of the 25 tutors
University of the Fraser Valley	Through the Writing Centre scheduling software, WCOonline.	The 5 faculty members who staff the Writing Centre.
University of Northern British Columbia	We use an AskOnline tutoring shell for asynchronous tutoring. Students upload their documents, and tutors review the documents and respond to the students within 48 hours.	Both the writing tutors and the Writing & Study Skills Advisor.
Vancouver Community College	email	the same professional tutors who do the face to face tutoring

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Institution	14. Who provides the training to online tutors?	15. Please describe the training that online tutors receive (i.e. duration, focus, pre-service versus in-service).
College of the Rockies	The Learning Support Coordinator	* Training in Moodle: approximately one hour *Training in the expectations for student use of the service: 30 minutes *Training in any aspect of writing on an as needed basis: varies
Douglas College	Learning Centre Faculty	Two weeks of pre-service orientation to online writing tutoring, followed by weekly 2.5 hours of a combination of training meetings, Blackboard discussion, and completion of assignments; tutors earn three levels of CRLA tutor training certification (one level per term)
Emily Carr University of Art + Design	(No answer)	(No answer)
Royal Roads University	Not yet applicable	Not yet applicable.
University of British Columbia - Okanagan	The Language and Writing Centre Manager	Duration - 1 week Focus - Policies Pre service - 1 week In-service - on a continual basis
University of the Fraser Valley	"Training" arises through self-motivated professional development opportunities, which include conference attendance, knowledge of current theory and best practices in the field of Writing Studies, publishing research in this area, editing a scholarly journal in the field, and through collaboration amongst colleagues.	Pre-service "training" includes graduate studies in writing, rhetoric, composition, and critical theory. In-service "training" arises from the professional development opportunities described above.
University of Northern British Columbia	The Writing & Study Skills Advisor	The tutors receive 1 hour of pre-service training for online tutoring. The tutors' work is monitored by the Writing & Study Skills Advisor, and feedback is provided on an ongoing basis.
Vancouver Community College	Part of the job description, new hires must demonstrate some experience w online learning. when we introduced the service, the learning centre coordinator was responsible for training the tutors, planning professional development activities	online tutoring is part of all the tutors' job descriptions, so it's included in new hire training but tutors are hired already having some familiarity w online learning. Formal training is usually the first week in the job, probation is first three months.

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Institution	16. What hours/days/times of the year do you offer online writing support?	17. If you provide asynchronous online tutoring, what parameters are used to structure turnaround time on providing feedback?
College of the Rockies	Up to nine hours per week. The tutor accesses Moodle at times that are convenient for her. This service is only offered during the Fall and Winter semesters, so from September through April. The service is not offered during exam weeks.	24 hours during the week; 48-72 hours over the weekend
Douglas College	Students can send in requests for tutoring 24/7, but tutors actually do tutoring from Saturday to Thursday (Friday there is no tutoring), and hours cover a range from 6 a.m. to 10 p.m. Hours of online tutoring provided per week range from 50 – 75 hours depending on the term.	48 hours, which is an administrative boundary for allowing the Services Coordinator to have two days off each week? Most requests are easily responded to within a 24 hour turnaround time.
Emily Carr University of Art + Design	(No answer)	Depends on the situation.
Royal Roads University	Currently, the Writing Centre's hours are Monday-Friday, 10-5, closed weekends and stat. holidays	Turnaround time is negotiated with students. Usually, emails are answered same-day/24 hours, though a response is promised within 3 business days. Turnaround for feedback on writing may take longer, depending on other time demands.
University of British Columbia - Okanagan	A few hours a day. The tutor has made herself available until 6pm. if students need to meet at a different time, she can work in the evenings.	(No answer)
University of the Fraser Valley	We offer online writing support Monday through Friday, generally from 9am-7pm.	We do not currently offer asynchronous writing support.
University of Northern British Columbia	We offer online tutoring with a 48-hour response guarantee during the fall and winter semesters. During the May semester (April-August), online tutoring is available on weekdays.	The Writing & Study Skills Advisor checks the online system at 8:30am and 4:00pm and assigns the tickets to tutors based on tutor availability. To reduce tutor wage costs the Writing & Study Skills Advisor answers some of the tickets. The online system is monitored on weekends by a tutor with an administrative account.
Vancouver Community College	year round, 9 - 7 weekdays	one working day

18. What hours/days/times of the year do you offer face-to-face writing support? 22 responses

Snapshot of responses: *Please note that because respondents commented on different aspects of their face-to-face writing support, this snapshot only points to what was reported.*

Hours/Days/Times of the Year	Institutions
Monday-Friday	BCIT, CNC, DC, ECUAD, KPU, LC, OC-Salmon Arm, RRU, SFU, TWU, UBC, UBC-O, UFV, UVIC, VCC
Weekend days	BCIT, KPU, UVIC (Fall/Winter terms)
Fewer than 5 weekdays	CC-Lansdowne, COTR, JIBC, NLC
Certain number of hours a week	17.5/week (OC-Penticton), 25/week (UNBC)
Fall/Winter terms only	COTR, LC, OC-Penticton, OC-Salmon Arm, TWU, UNBC
Year-round	CC, CC-Lansdowne, RRU, VCC, SFU, UFV (with breaks)

Responses by Institution:

Urban Colleges	
CC	It is all face to face; 50% position - hours vary throughout the year with lows in slower times and peaks during busier times
CC-Lansdowne	Sept, Jan, May, June-17.5 hrs/wk, 3.5 hours daily Oct-Dec, Feb-Apr-24.4 hrs/week divided as 2X7hrs and 3X3.5hrs For two weeks in Nov and two in Mar hrs increase to 28 hrs/wk divided as 3X7hrs and 2X3.5hrs The Writing Centre Instructional Assistant chooses which days are worked as a full day and which are worked as half days.
DC	Monday to Friday, 9-5, except that Wednesdays we operate 11-7.
JIBC	Our English instructor offers her clinics on Tues and Thursdays in the afternoons (2 to 4 pm). She chose these times as most of her 4 classes of students were available at those times.
LC	During fall and winter terms, usually 9.30 to 4.30 four days a week, with one day, usually Tuesday till 5.30 and from 9.30 to 3.30 on Fridays.
OC-Penticton	17.5 hr/week Fall/Winter semesters
OC-Salmon Arm	Sept-April; 16 + 12 hours/week (each tutor has different hours); Monday-Friday between 10:30am and 6pm (hours depend on the day)
VCC	same year-round, 9 - 7 m-f

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Rural Colleges	
CNC	Monday to Friday, total of 27 hours per week
COTR	Writing Lab: Mondays 11 - 2 Tuesday 1 - 5 Thursday 1:30 - 5:30 Offered from September to April New this semester: English Skills Centre: Monday 1 - 4 Wednesday 2:30 - 4 January to April
NLC	Monday nights 6-8pm

Regional Universities and Institutes with 4-Year Programs	
BCIT	25-30 hours/week, Mon-Sat.
KPU	Between 9am to 7pm and on weekends between 10am - 4pm. 88 hours per week across 4 campuses.
UFV	We offer face to face consultations Monday through Friday, generally 9am-7pm, with typically two to three weeks off at semester breaks in late August, December, and April.

Small Universities	
ECUAD	5 days a week, and # of hours is adjusted according to demand.
RRU	Monday-Friday, 10-5, all year round though the Writing Centre is closed on stat holidays and during the period between Christmas Day and New Year's Day.
TWU	8:30 - 4:30 Monday to Friday, September - April.
UNBC	We provide face-to-face writing support for 25 hours/week during the fall and winter semesters. Tutors are scheduled at various times between 9am and 4:30pm, with the majority of tutor availability occurring on Wednesdays.

Large Universities	
SFU	Every Monday to Friday during the regular term of all three terms (fall, spring, summer), starting at 9:00am, ending later afternoon to early evening.
UBC	Mondays through Thursdays 10 am to 8 pm Friday 10 am to 3 am
UBC-O	Monday to Friday from 9am-6pm
UVIC	September - April: Monday and Friday, 10am-4pm; Wednesdays, 10am-7pm, Tuesdays and

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Thursdays, 10am-9pm, Saturdays 1pm-4pm Summer: 12-3pm, Monday through Friday

19. In your writing support service, who works with students face-to-face (e.g. undergraduate or graduate peer tutors, volunteers, seconded faculty)? 22 responses

		Faculty	Volunteer	Coordinator	Undergrad. tutor	Grad. tutor	Prof. tutor	Other
Totals across institution		9	4	3	10	7	2	6
Urban Colleges	CC							✓
	CC-Lansdowne							✓
	DC				✓			
	JIBC	✓						
	LC	✓	✓		✓			
	OC-Penticton			✓				
	OC-Salmon Arm				✓		✓	
	VCC						✓	
Rural Colleges	CNC	✓						
	COTR	✓				✓		
	NLC	✓						
Regional Uni. & Inst.	BCIT				✓			
	KPU	✓	✓		✓			
	UFV	✓						
Small Universities	ECUAD	✓						✓
	RRU			✓				
	TWU	✓			✓	✓		
	UNBC				✓	✓		✓
Large Universities	SFU				✓	✓		✓
	UBC		✓		✓	✓		
	UBC-O		✓		✓	✓		
	UVIC			✓		✓		✓

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19. In your writing support service, who works with students face-to-face (e.g. undergraduate or graduate peer tutors, volunteers, seconded faculty)? Full Responses:

Faculty

- Writing Centre faculty (one @ full-time, 4 @ 80%) do face to face consultations with students. (UFV)
- Faculty member (NLC)
- Faculty (our instructor has basically changed her office hours into informal drop-in writing clinics that are held in the Library for her students only. (JIBC)
- 1 full time faculty member 1 part time faculty member (CNC)

Tutor

- professional tutors (CUPE staff) (VCC)
- undergraduate peer tutors (BCIT)
- We are strictly a peer tutor service, so the tutors are undergraduate students from Douglas and other B.C. universities. (DC)

Staff

- One staff person works with students, Katherine Ackley, who has a BA in English Literature and twenty years of experience working in Human Resource Management, primarily in training and development. (CC-Lansdowne)
- Writing Centre Coordinator (RRU)
- Writing Centre Instructional Asst (CUPE) (CC)
- Writing Coordinator (OC-Penticton)

Mix

- Faculty and graduate tutors (COTR)
- Seconded faculty and peer undergraduate tutors. 1 Volunteer for 4 hours. (KPU)
- Faculty and student teaching assistants (graduate or undergraduate with previous degrees) (ECUAD)
- Undergraduate and graduate peer tutors, some volunteers (UBC)
- Undergraduate and graduate students as well as faculty. (TWU)
- hired tutors who are auxiliary staff (retired high school English teacher and current Elementary teacher with TESOL training); undergraduate peer tutors recommended in specific subject areas by instructors may also work with students (OC-Salmon Arm)
- One staff member and a group of trained undergraduate and graduate students. (UNBC)
- Undergraduate and Graduate peer tutors (25) Volunteers (2) (UBC-O)
- Undergraduate Peer Educators (volunteer with honorarium), Graduate Peer Facilitators (paid), occasionally professional staff members. (SFU)
- Faculty, undergraduate students, and student volunteers for conversation classes. (LC)
- PhD student tutors, the coordinator, and myself (UVIC)

20. If you use peer tutors, are your tutors or tutor program accredited with the College Reading and Learning Association (CRLA) or other organisation? Please specify. 15 responses

Yes – 40% (KPU, DC, UNBC, UBC-O, SFU, UVIC)

- CRLA accredited training and qualify for NTA certification. (KPU)
- Yes. All tutors must complete a level of CRLA training each term they work with us until they have completed the three levels of CRLA training. (DC)
- They are accredited through the College Reading and Learning Association. (UNBC)
- Yes - they are all accredited with CRLA (UBC-O)
- Yes - with CRLA. (SFU)
- ATP, association of the tutoring profession, but it isn't really set up for Canadian institutions (UVIC)

No – 33% (ECUAD, UBC, TWU, OC-Salmon Arm, CNC)

- No . . .and we choose not to call them tutors, as we feel it should be recognized as a teaching position, even for students. Plus it is useful for them when they apply to grad school to have this on their cv. (ECUAD)
- No they undergo two 6 week training sessions with us. (UBC)
- We are not accredited. (TWU)
- No. Accreditation is only available at the Kelowna campus. (OC-Salmon Arm)
- We want to move in this direction but this is being opposed by one of our unions. (CNC)

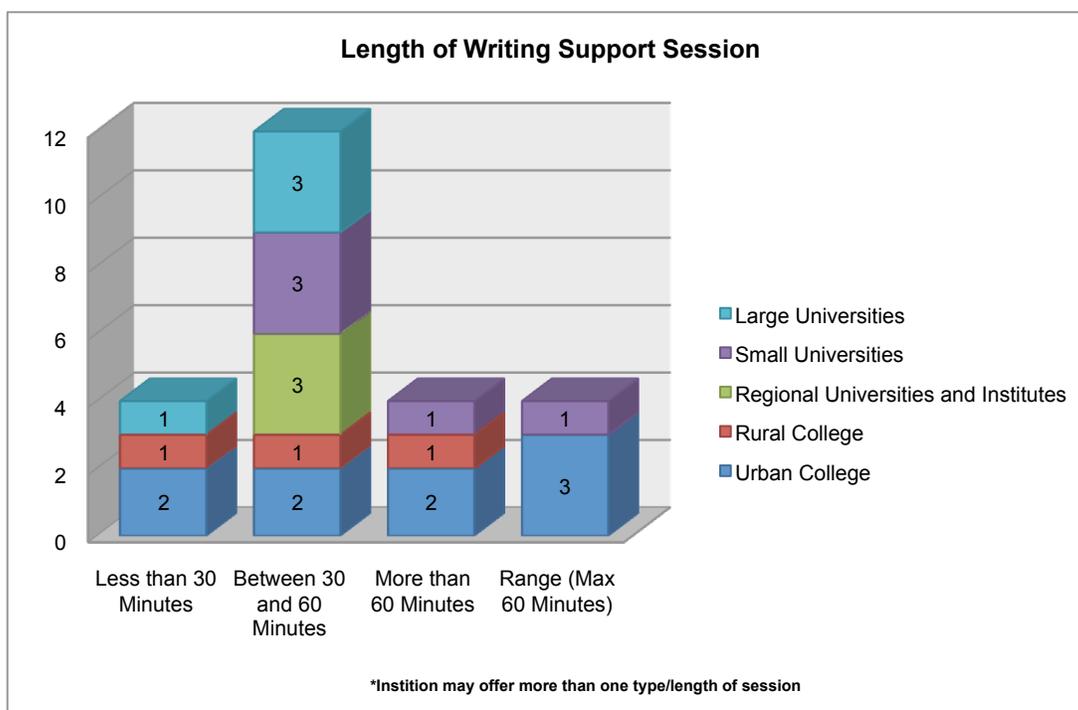
Not Using Peer Tutors – 27% (UFV, JIBC, RRU)

- We do not use peer tutors currently, though we have plans to develop a for-credit tutor training program for graduate and under-graduate students. (UFV)
- No peer tutors (CC-Lansdowne)
- We don't use peer tutors. (JIBC)
- Not applicable (RRU)



21. How long are your tutoring sessions:

a) for face-to-face tutoring? b) for online tutoring (if applicable)? 22 responses



Less than 30 Minutes

- 25 minutes for face-to-face. No online tutoring (UVIC)
- we suggest a 20 minute session if things are quiet, or even longer, but maximum of 15 if we are busy. (LC)
- a) 20 -30 minutes b) varies, but roughly the same as above (COTR)
- 10 - 15 mins usually, but no limit on multiple visits/day (VCC)

Between 30 and 60 Minutes

- Drop-ins are 30 minutes. Booked appointments are 30-minutes or one-hour, as booked by the students. (SFU)
- maximum one hour b) maximum one hour (UBC-O)
- 30 minute appointments (CC)
- A) 30-60 minutes B) 30 minutes (UNBC)
- (a) 45 minutes (CNC)
- Normally the sessions are half an hour--face-to-face. The Graduate Student Association has augmented our budget somewhat so that students working on a dissertation are able to get one hour appointments. (TWU)
- 50 minutes at the Writing Centre, drop in at the Learning Commons (UBC)
- 30min - 1hr face-to-face sessions (BCIT)
- 30 minutes undergrad (ECUAD)
- 30-60 minutes. (KPU)
- sessions are 30 minutes each (CC-Lansdowne)
- Both face to face and online consultations run from between 30-60 minutes. (UFV)

More than 60 Minutes

- Online: Online Tutors have a one hour limit to respond to most papers. They may take up to 75 minutes for papers that are over 10 pages long. (DC)
- 60-90 minutes graduate (ECUAD)
- 2 hours long, but they are drop in sessions and sometimes become group sessions. Depends on demand, if instructor is not busy in her writing clinic times, she will take longer with the student. b) not applicable (JIBC)
- 2 hour class setting (NLC)

Range (Max 60 Minutes)

- 5 min to 60 min (OC-Penticton)
- face-to-face tutoring sessions vary in length from 5min to 1 hour depending on tutor availability and student needs. The average length of writing tutoring sessions is 20-25min. We do not offer online tutoring. (OC-Salmon Arm)
- Up to 1 hour for both. (RRU)
- F2F: 50 minutes per appointment for students who want weekly, ongoing appointments; 25 minute drop-in sessions for students who want quick questions answered, or only one-off tutoring (DC)

22. What are your policies on how long and what type of written work may be submitted for feedback: a) in face-to-face tutoring? b) in online tutoring (if applicable)? 20 responses

Urban Colleges	
CC	(no response)
CC-Lansdowne	We are clear that we will not necessarily read the entire paper. Rather, we will identify and work with those challenges that are noted as appearing repeatedly. All departments are free to use the Writing Centre. The types of written work presented include journal entries, applications for UT, research papers, and a range of essay styles. English 150 students represent the largest group of users, with nursing and dental hygienists representing the second largest group of users.
DC	For both F2F, and for online tutoring, tutors will work with any kind of written assignment for a Douglas College course. We do not provide tutoring for students who want help on personal writing (letters, resumes, etc.), assessment practice, or writing assignments from another institution.
JIBC	no policies yet
LC	Essay drafts, outlines, thesis statements, essays and assignments which have been marked and returned. We accept writing from any course Langara teaches, but we do not edit or proofread.
OC-Penticton	Work is not submitted. Work through with student present. Will work with students on all written work.
OC-Salmon Arm	Written work may be submitted for feedback at any stage of the writing process, but cannot be dropped off (the student must be present to work through it with the tutor) We do not offer online tutoring
VCC	No limit, but the student needs to ask discrete questions of the tutor.

Rural Colleges	
CNC	No restrictions on length of written document; focus is on identifying common problems in the written document and then empowering the student to edit their document. A student must submit their own work. Usually group projects are not accepted for feedback.
COTR	Students can submit almost any type of work and there is no restriction on the length. However, feedback may not be provided for the entire document. The tutor will look for consistent errors to highlight to the student.
NLC	(No response)

Regional Universities and Institutes with 4-Year Programs	
BCIT	Face-to-face tutoring: no restrictions on types of work or length
KPU	Students can access one hour per week. Exceptions only if tutors are available for an additional session.
UFV	In both face-to-face and online consultations, students may seek feedback on any writing that arises from UFV for-credit course-based assignments. This includes work from any faculty and discipline, as well as under-graduate and graduate work. We don't have policies related to minimum or maximum length of documents on which students may seek feedback.

Small Universities	
ECUAD	We do what we can do in the time period and this is related to students on the website and at the centre itself under policy and etiquette guidelines.
RRU	Marked assignments for both. If papers are long, usually the first 3-4 pages and the reference list will be reviewed in detail.
TWU	It's basically tied to a half-hour time limit.
UNBC	Previously submitted work and work in progress may be submitted for both face-to-face and online feedback.

Large Universities	
SFU	We have not specified a length as of yet; writing must be for academic purposes.
UBC	We do not have policies in this regard
UBC-O	a) and b) maximum of one essay of 5 or 6 pages. if longer, students must book multiple appts.
UVIC	No work may be submitted for feedback; we work with the writer, not the writing

23. Do you put limits on the number of times a student can access writing support (per week/per term)? 21 responses

Limit: Once a week (UFV, CC-Lansdowne, COTR)

Limit: Once a week + drop-in time(s) (BCIT, UBC, UVIC)

No Limit (VCC, RRU, OC-Salmon Arm, CNC, LC, OC-Penticton)

- no, although students are sometimes referred to the coordinator or the dean of students for follow-up if they're not making good use of resources (VCC)
- We have no limits for the number of times students can access writing support. If a student seems to be monopolizing tutor hours, we would try to match them with a peer mentor to better meet the needs of more students. (OC-Salmon Arm)
- There is no limit but students are not permitted to monopolize the appointment times. (CNC)
- No, except in emergencies. Sometimes a very needy student will appear daily, trying to monopolize the centre, but this is really rare, so we have no policy. (LC)

Other

- Two hours maximum. (KPU)
- no policies yet (JIBC)
- Yes. 2 visits per week. One visit with one individual instructor and another with another individual instructor. When extremely busy, we may limit to 1 visit per week. (ECUAD)
- Not at this point--one appointment/day unless there are open drop-in times. (TWU)
- For F2F, the limit is one 50 minute session, plus two 25 minute sessions per week. For Online tutoring, the limit is two requests for tutoring per week, plus a limit of three requests for the same paper if over more than one week. (DC)
- YES! 2 hours per week (can be 4 1/2-hour sessions or 2 1-hour sessions) (UBC-O)
- 1 hour. (UNBC)
- 2 visits per assignment (CC)
- There is a maximum of one hour of booked time per week. Consultations may be booked up to 2 weeks in advance. The maximum booked hours-per-term is 6 hours. There is no semester limit on drop in appointments, but there is a maximum limit of 2 per day. (SFU)

WriteAway

24. How does your institution offer writing support to graduate students? Is it the same or different from the writing support services for undergraduates? 18 responses

Same Service (UBC, UFV, RRU, UVIC)

- We offer writing support in the form of one to one consultations (f2f and online), in-class writing workshops, and writing resources, such as handouts, to both graduate and under-graduate students. Support for graduate students is essentially the same as support for under-graduates. (UFV)
- The uptake of the Writing Centre's services has been primarily from graduate students; RRU has a predominantly graduate student population. Graduate and undergraduate students are all offered face-to-face and online individual instruction and support. (RRU)
- through the writing centre essentially it's the same support for both levels (UVIC)

Different Service (ECUAD, TWU, UNBC, SFU)

- We offer writing courses, seminars for speaking, research and writing, one on one longer appointments and some online support for Low Resident Masters students. Yes it differs as the Coordinator and Assistant Coordinator are the primary contact people as the consistency to meet over longer papers is there. (ECUAD)
- See question 21. (Normally the sessions are half an hour--face-to-face. The Graduate Student Association has augmented our budget somewhat so that students working on a dissertation are able to get one hour appointments.) (TWU)
- The Writing & Study Skills Advisor facilitates a thesis writing group and meets directly with graduate students. However, graduate students also meet with the writing tutors (undergraduate or graduate) and use the online tutoring system. (UNBC)
- We offer the same type of booked consultations to grad students as we do to undergrads; however we also offer a Read-Ahead service to grad students: Students submit a piece of writing via email a few days prior to meeting with either one of our Graduate Writing Peer Facilitators or our Writing Services Coordinator for a one-hour consultation. (SFU)

No Graduate Students (VCC, KPU, DC, OC-Salmon Arm, CNC, LC, OC-Penticton)

- We do not offer graduate programs. Some of the writing support is provided to students doing academic upgrading at a high school level. (CNC)

Other (BCIT, UBC-O, JIBC)

- BCIT offers two graduate degree programs; to date, no graduate student has used our service. More importantly perhaps, our tutors would not be able to provide assistance re. graduate-level work (BCIT)
- We were assisting graduate students a bit, but this year the Centre for Scholarly Communication opened for graduate students. (UBC-O)
- We do not offer this service yet. (JIBC)

NEEDS

25. What writing support services do you not offer that you'd like to? 18 responses

Online Support

- I'd like to offer online support through the Library webpage - short videos, chat help, short online lessons, etc. (NLC)
- Online support (KPU)
- Would like to be able to offer on-line writing support. (CNC)
- online (SFU)
- Online tutoring, live with a tutor. Online workshops for grammar and formatting. (LC)
- a mini online writing course online tutoring (UVIC)
- An online collaborative approach to blanket instruction on composition and mechanics of language that students from any institution could attend and ask students would be helpful. (RRU)

Workshops/Group Support

- Focused workshops or group writing support sessions. (KPU)
- Workshops or group tutoring sessions. (DC)
- more workshops - in development (UBC-O)

More Hours

- More hours available to students at peak times. (ECUAD)
- More in-person hours of tutoring (need more funding). (OC-Salmon Arm)

General Writing Support

- We would like to offer writing support to all of our students, face to face and online. We are interested in participating in the Write Away project. (JIBC)

Other

- We would like to offer for-credit writing studies and writing in the disciplines courses through the Writing Centre for both under-graduate and graduate students. We envision a number of these courses forming the basis of a tutor training program. (UFV)
- more of a defined writing lab with its own space and longer appointments (VCC)
- More one-on-one instruction on all of the elements of essay writing-it is too late when the student arrives panicked with a paper due that day or the next-they don't want to learn, they just want their paper "fixed" (CC-Lansdowne)
- In future, BCIT would like to offer "telephone service" - i.e. student works with tutor on work that is emailed to the tutor (BCIT)
- reading skills (UBC)
- There are many. Budget considerations limit our options. (TWU)
- Supplemental instruction tutoring. More service to the student's writing needs in the sciences. Research workshops or clinics in coordination with library faculty. (DC)

26. Which categories of students do you feel you under-serve? For what reasons do you think they tend not to use your service? 19 Responses

Urban Colleges	
CC	Constant 2 week wait - not enough resource for the demand
CC-Lansdowne	Overall, we are underserving all students due to understaffing and too few hours. However, by reducing the number of appointments from two/week to one/week, the Writing Centre books more appointments, 42/week, but students still make it clear that they would prefer longer appointment times and at least two appointments per week.
DC	We under-serve the Science and Technology department; we could provide more focused help to the Health Sciences department. We could also likely provide more help to Commerce and Business students with written assignments in their courses. One other category of student which we find difficult to serve well is ESL students. We serve many of them, but often feel like the help we give them is less effective than the help we provide to students who are already proficient with standard English.
JIBC	Students at a distance are underserved as we do not have online tutoring.
LC	Good students! We would like to see more "B" students. We also have a large ESL intensive program at the college, and those students rarely come in. We are trying to encourage them.
OC-Penticton	(No response)
OC-Salmon Arm	Business students are under-served, but are still welcome to use our writing support services. I believe this is because the wording in our promotional materials does not specifically mention Business as an area we provide support. Students taking only evening courses are underserved by our writing support services. I believe this is due to the limited number of tutor hours we have in our budget, and our choice to provide day-time hours in order to best serve the greatest number of students.
VCC	those who aren't willing to wait or are uncomfortable in crowded spaces; the shy or anyone who is uncomfortable sitting in an exposed area (the tutor desks are very visible from outside); weekend and late night studiers; surveys tell us that students who don't use the service generally feel they don't need it (even when their instructor begs to differ)

Rural Colleges	
CNC	Individuals working on basic literacy/writing skills.
COTR	The students in university transfer courses other than English. The students have to pre-book an appointment time and that requires some planning. Organizational and time management skills may be keeping them from using the service. Lack of awareness also seems to be an issue no matter how much we advertize and ask faculty to spread the information.
NLC	We have a lot of dual-credit and undergrad students with learning challenges that are being underserved. Also a lot of single parents who can't drop in to a class held during supertime.

Regional Universities and Institutes with 4-Year Programs	
BCIT	We underserve students studying in the trades programs
KPU	Students across the disciplines. The English department is seen all too often as the 'writing instruction' people as opposed to English faculty - working in the literary field. Some faculty teach writing skills within their courses, but largely faculty have limited time devoted to helping students write within their disciplines.
UFV	This is a challenging question to answer, as it is difficult to know what we don't know...which is to say that we know that our profile of use roughly maps onto our institution's demographic patterns...and yet we are also aware that we simply can not offer as many one to one consultations as our students may wish to take advantage of, nor are we able to allow individual students to access consultations as frequently as they may sometimes wish (though we believe we have sound pedagogical reasons for limiting access to unlimited consultations). Having said that, we have been working in a focused way over the past year to examine the ways in which we might better design our offerings for Indigenous students, as a priority of our institution involves Indigenizing the academy.

Small Universities	
ECUAD	Being such a small institution, the service has a high profile. As we offer a number of assignment based workshops for faculty we tend to reach the majority of students in some way or another, and the largest complaint we get is an inability to get an appointment at the last minute.
RRU	Undergraduate because they struggle with self-identifying a need and following up.
TWU	(No response)
UNBC	Regional First Nations students. These students are reported to have limited computer skills. There is also a lack of personal connection with these students due to their location.

Large Universities	
SFU	We suspect we've just scratched the surface of all of our student groups, despite working to capacity during busy "paper season" (the second half of the term. We believe the more word spreads about our services, the more demand there will be.
UBC	(No response)
UBC-O	lab reports
UVIC	distance students, because we can't currently offer online tutoring

WriteAway

27. Are there groups of students that you choose not to serve? Please explain. 11 responses

No (COTR, UBC, OC-Salmon Arm)

Yes (UFV, BCIT, DC, RRU, UBC-O, UVIC)

- We have had requests over the years to offer Writing Centre consultations in other languages, primarily French, so that students taking French courses may be able to seek feedback on the writing they are doing in French. We have not foregrounded this rather good idea in our hiring decisions, and we don't have plans to at the moment, as other priorities persist. Apart from these students, any student in any program at UFV may access consultations on their written work. (UFV)
- We would not be in a position to serve graduate-level students (BCIT)
- We tend not to serve students in continuing education courses; we provide very little service to lower level ESL and literacy level courses. We do not serve students from other institutions. (DC)
- ESL support currently is provided by another unit. (RRU)
- Graduate students - new centre can assist them and Graduate students are not in our AVP students mandate (we work closely with the new centre and ensure all students get the help. there are always special circumstances) (UBC-O)
- Those who are not registered as undergraduate or graduate students, i.e., continuing studies students, as they don't pay for the writing centre through their course fees (UVIC)

Other (CC-Lansdowne, JIBC)

- Not applicable (JIBC)
- Not a definitive, but the Writing Centre does encourage upgrading and International students to use the English Help Centre, specifically designated to help them, since the Writing Centre is designated for domestic students. (CC-Lansdowne)

WriteAway

28. What writing support do you think your institution offers that meets students' needs very well? 20 responses

Urban Colleges	
CC	(No response)
CC-Lansdowne	The Writing Centre is integrated into the Library Learning Commons, at least physically. This enables the library staff and the Writing Centre Instructional Assistant to liaise with one another for support. The Learning Commons also provides the students with an all-in-one service of multiple resources under one roof.
DC	For both our F2F tutoring and our Online tutoring, our service to courses which require essay writing and research writing is where we provide the best help – this means helping students learn how to participate in the genre of academic writing; we primarily help students who are learning how to write short essays and research papers (3-7 pages) and how to document sources for MLA, APA, and Chicago Style papers. We also frequently help students who must do reflective, journal type writing (Social Work students and Nursing students).
JIBC	Our English instructor's writing clinics held in the Library are in high demand.
LC	Face-to-face one-on-one.
OC-Penticton	(No response)
OC-Salmon Arm	Our face-to-face tutoring sessions seem to meet the needs of our students very well. Drop-in hours also seem to be successful, to make the most of our limited availability.
VCC	very high level of help. tutors are very experienced and knowledgeable.

Rural Colleges	
CNC	One-on-one proofreading/editing assistance.
COTR	The face-to-face writing lab. The reference desk in the library is also useful for students for any research/citation related questions.
NLC	If students are able to take advantage of it, the face-to-face time with this faculty member could be very useful. Our challenged students also have the option of a hired tutor that probably works well for some.

WriteAway

Regional Universities and Institutes with 4-Year Programs	
BCIT	academic writing, business writing, tech writing, ESL
KPU	We have a long way to go - while we offer support, getting students and faculty invested in accessing this support is our current challenge.
UFV	In-person and on-line help by writing faculty that has the student's long-term development as a writer in mind. We focus on the type of support that often goes beyond the sentence, the assignment, and even the discipline, that extends to the students' efficacy beyond the concerns of their immediate course. Having said that, we see students as novice knowledge-makers in their areas of study, and the writing they are engaged in as a meaningful part of apprenticeship in scholarly and professional practice. We find that focusing on the substantive and constitutive nature of their writing in disciplinary communities helps them develop an identity as knowledge practitioners, contributing to their understanding of writing as knowing, writing as knowledge-making. This keeps our focus on the larger concerns of the text and teaches students that it is these larger concerns that shape the text.

Small Universities	
ECUAD	In-class assignment based workshops, writing seminars for graduate students, one on one appointments with very well qualified faculty.
RRU	In-class instruction and individual support.
TWU	Our Writing Centre gets very high ratings from students. With more resources we could offer more services to a larger number of students.
UNBC	Tutoring, consultations, and online tutoring.

Large Universities	
SFU	Our in-person consultations and read-ahead service are both extremely popular and receive great feedback from students.
UBC	Academic English Support program
UBC-O	Referencing style - essay assistance
UVIC	a variety of workshops a great, inexpensive writing guide for undergraduate students

29. In your opinion, what is the biggest obstacle to writing support success? 22 responses

Funding/Resources (VCC, JIBC, ECUAD, BCIT, UBC, TWU, UVIC, CC, NLC, DC, SFU)

- Funds to expand services to meet demand. Wait for tutoring can be very long. (VCC) Funding.
- Lack of funding and administrative support for visible "student success centre" (NLC)
- Acquiring sufficient funding that guarantees robust administrative staff support to ensure that all the hiring, scheduling, supervising of tutors, and problem solving of operational glitches are taken care of to keep the tutors up and running as scheduled. The behind-the-scenes support that keeps an adequate pool of tutors well supervised, trained, and supported is key. (DC)
- capacity (SFU)

Lack of Integration (CC-Lansdowne)

- The Writing Centre at Camosun needs to be administratively integrated into the Library Learning Commons, in order to gain maximum advantage of collaboration with colleagues, to better assist students. At this time, the Writing Centre is an appendage of Student Services, which operates in another building, making it difficult to provide resources or colleague support to the Writing Centre. Additionally, severe funding cuts have reduced the Writing Centre to a one person operation, offering an average of 24.5 hours of service per week. This falls substantially short of the demand. (CC-Lansdowne)

Understanding of the Writing Process (UFV)

- Institutionally, it could be the lack of appreciation for the field of writing studies, and the associated view that, by first year (or after a couple of Writing Centre visits), students should be inoculated against ever making an error, or writing a badly structured sentence or paragraph. We are lucky that on our campus consultants' status as faculty does a lot to waylay this attitude. Amongst students the main obstacle would be the illusion of the quick fix, that writing has much to do with a "right" way to say things, and not much to do with engagement and interaction. A further substantial obstacle is the belief, shared by many, that learning to write involves learning a set of skills, which, once mastered, can then – some day, magically – be rolled out for authentic writing experiences in authentic situations. This belief, while compelling and certainly appealing to funders, misses the situated and embedded nature of rhetorical engagement. (UFV)

Student Perceptions (COTR, OC-Salmon Arm)

- Students who are afraid to ask for help. Many students seem very reluctant to engage with their instructors, never mind others outside of the classroom. (COTR)
- Students lack of awareness of the writing process (support we can provide at each stage and also what each stage looks like), lack of awareness of what exactly the services we offer are, and a lack of motivation to take that extra step to be more successful are the largest obstacles for success in our writing support services. In general an expectation of the tutor to do the work for a student instead of mentoring students to become independent learners and to provide strategies for writing success can also be a barrier to writing support success. (OC-Salmon Arm)

WriteAway

Time/Staffing (RRU, CNC, UBC-O, LC)

- An adequate number of staff to respond to student requests. For example, students ask a lot of APA-related questions which can take significant time to answer and take time away from other support opportunities. However, those APA questions are also important because they are often gateways to other questions and further enhanced writing support. It is difficult to parse aspects of writing support into specific tasks, which means that sufficient staff need to be available to address all types of questions. (RRU)
- The time required to deliver writing support vs. the staffing levels affordable due to budget constraints. (CNC)
- During peak times (mid-end of term) tutors are overloaded (UBC-O)
- More release time is needed so the centre is not just treading water but is able to try new ideas. We are about to introduce a voice activated on-line service, but we need to get training, so that takes time. We need lots of hours to get all the handouts on line and updated too. (LC)

Other (KPU, UNBC, OC-Penticton)

- Faculty skill levels for and attitudes to teaching writing within their courses. This is a work in progress. (KPU)
- Meaningful opportunities for development. Most feedback that students receive is for marks, which does not foster writing as a form of empowerment. When students identify writing a useful skill, they improve quite rapidly. (UNBC)
- Promotion of the service. (OC-Penticton)