**Strategic Plan**

**2010-2015**

**Mission**

The Fred Meijer Center for Writing and Michigan Authors provides GVSU students, faculty, and staff the support and resources necessary to improve as writers.

**Vision**

We view the GVSU campus as a community of writers, all with their own writing processes, purposes, and goals. The center should enable students, faculty, and staff to achieve their writing goals toward full participation in our campus community as well as in larger academic, professional, and global contexts.

As writing is a communicative, social act, all writers can benefit from sharing their work with consultants trained to help writers think reflectively and rhetorically about their writing. Because students, faculty, and staff write for different purposes, in different genres, and for different disciplinary and workplace audiences, the center must provide multiple services, such as:

* One-to-one consultations to support to any writer on campus working on any writing project.
* In-class workshops for any writing-intensive course.
* Group consultations for collaborative writing projects.
* Workshops and seminars on topics that meet the needs of writers in specific situations, such as faculty finishing dissertations, graduate students working on theses and final projects, or undergraduates needing additional support in various writing issues.
* Online writing consultations for students, faculty, and staff at GVSU’s remote campuses.

**Values**

The Fred Meijer Center for Writing and Michigan Authors is founded on the principle that writing is a social act and that a writer’s peers—whether undergraduate, graduate, or faculty/staff—can, with proper training and support, provide a writer with valuable writing assistance. Therefore, we value:

* Dialogue and collaboration as essential components to a liberal education—and consultations as an embodiment of conversation as collaboration.
* The work of consulting as intellectual, integrative, and informed by theory, research, and the field’s best practices.
* Consulting strategies and pedagogical techniques grounded in research, theory, and best practices.
* Assisting the whole writer, not just assisting the writer with the specific piece of writing for which he or she seeks our help.
* Individualized consultations to appropriately address the writer’s purpose, skill level, and stage of the writing process.
* A writer’s goals as the focus of our consultations.
* The role that positive feedback can play in a writer’s development.
* Consulting techniques that feature the writer as an active participant in the consultation.
* Providing multiple avenues of writing support to serve the campus community: face-to-face consultations, online consultations, group sessions, workshops, electronic resources, books, writing retreats, and writing groups.
* Difference as it pertains to language, literacy, and writing.
* An environment safe for and supportive of the free exchange of ideas.

**Goals & Objectives, 2011-2015**

**Goal 1: Develop training, processes, programming for Knowledge Market (by Fall 2013)**

* 1.1: Collaborate with library and other KM partners to find cross-training opportunities
* 1.2: Collaborate with library and Institutional Marketing to build database for use in KM
* 1.3: Build hiring plan that will allow for adequate support of KM hours

RESOURCES NEEDED: Budget for student wages to enable staffing of KM hours; one-time money to support resources for new training necessary to support KM space.

**Goal 2: Become a nationally recognized writing center by earning the Conference on College Composition & Communication’s Writing Program Certificate of Excellence award.**

* Strategy 2.1: Meet CCCC application deadline of August 2012
* Strategy 2.2: Continue to encourage student and professional staff presentations at conferences
* Strategy 3.3: Continue growing faculty/staff support programs and discipline-specific consulting as markers of innovation & excellence

RESOURCES NEEDED: Travel budget for Assistant Director of the Writing Center

**Goal 3: Identify paths for community and alumni support of writing**

* Strategy 3.1: Build “Grandparents Day” participation
* Strategy 3.2: Build web page for public & alums that clearly describes our services & policies
* Strategy 3.3: Explore other opportunities with units that serve alumni and community constituencies

RESOURCES NEEDED: One-time funding for software and website intern.

#### Goal 4: Writers of all backgrounds will find the writing center supportive to their goals and needs.

#### Objective 4.1: Increase access to writing center services by nontraditional students.

#### Objective 4.2: Continue to hire/recruit a diverse staff

#### Objective 4.3: Continue to appeal to diverse users, both students and faculty

#### Objective 4.4: The center will increase the number of students coming to us from non-humanities disciplines—particularly STEM disciplines and majors in professional schools

*Measures*: Demographic info gathered from ScheduleIT and Institutional Analysis

* Strategy 4.1: Recruit from programs like Freshman Academy, Persistence Pals, ESP
* Strategy 4.2: Recruit from disciplinary faculty
* Strategy 4.3: Seek advice of Inclusion & Equity
* Strategy 4.4: Continue to advertise services broadly
* Strategy 4.5: Recruit nontraditional students to work in the center
* Strategy 4.6: By 2012, complete a needs assessment of regional campuses, downtown campus, and online writing support to better develop access for nontraditional, online, and graduate students.
* Strategy 4.7: By 2012, develop veteran student writing groups.

**Goal 5: Continue to build discipline-specific writing support as appropriate**

* Strategy 5.1: Publicize ways students can take advantage of discipline-specific writing consultants
* Strategy 5.2: Continue genre guides project—creation of one new disciplinary guide per academic year
* Strategy 5.3: Cull more joint grad assistantships as appropriate

**Goal 6: Continue to build effective graduate-level writing support**

* Outcome 6.1: Graduate students find our services useful, rating them with a high level of satisfaction.
  + *Measures:* Focus groups and ScheduleIT information
* Outcome 6.2: Graduate student usage of the writing center will double by 2015.
  + *Measure*: ScheduleIT information
* Strategy 6.1: Develop workshops for PACES, MBA, etc
* Strategy 6.2: Increase publicity and communication with grad students
* Strategy 6.3: Develop retreats, workshops, wtg groups for grad students
* Strategy 6.4: Continue to employ professional writing consultant to work w/ students on theses and to build liaison relationship with Graduate Studies

RESOURCES NEEDED: Graduate assistantships; funds for professional writing consultant

**Goal 7: Continue to provide effective in-classroom writing support**

* Objective 7.1: Students see value in working with writing consultants in classrooms
* Objective 7.2: Faculty find consultants’ work effective in the classrooms
* Objective 7.3: Consultants feel integrated into the life of the classrooms, so are able to work effectively with students.
* Objective 7.4: Consultants help students learn to give and get feedback in WRT 098 classrooms

*Measures:* surveys of faculty, students, and writing center staff; focus groups with WRT 098 students; observations of WRT 098 group consultations

**Goal 8: Students will receive services to help them become better writers to achieve their writing goals.**

* Objective 8.1: Writers will make global revisions to their writing, to improve it
* Objective 8.2: Students' consultations help them to develop as writers.
* Objective 8.3: Students gain confidence in writing ability

*Measures:* follow-up case studies; confidence as measured in evaluations of 098 and 150 classrooms; confidence as measured in ScheduleIT chapter; pre/post consultation information.

**Goal 9: Peer writing consultants working in the writing center will experience an effective, invigorating high-impact learning experience**

* Objective 9.1: Currently employed writing consultants show evidence of linking curricular and extracurricular activities
* Objective 9.2: Currently employed writing consultants see connections between their work as consultants and their futures in graduate school or the workplace
* Objective 9.3: Alumni of the center view their work as writing consultants as shaping their professional and intellectual lives.
* Objective 9.4: Consultants’ exit surveys reveal that they felt well-supported and prepared for their work on the job and post-graduation
* Objective 9.5: Writing center consultants continue to be retained and persist at rates higher than the university average.
* Strategy 9.1: Develop robust professional development workshop schedule that link curricular & cocurricular, current & future for consultants
* Strategy 9.2: Develop online consultant portfolio requirement to provide a space for consultants’ reflections and goal setting, and to document engagement in professional development opportunities
* Strategy 9.3: Maintain or increase the # consultants attending and presenting at conferences

*Measures:* Participation in Peer Alumni Research Project; reflective statements (see below); demographics & persistence/grad rates of consultants; survey of currently employed consultants; exit surveys when consultants graduate

RESOURCES NEEDED: Travel funds for administrative staff and students; funds to hire intern to build online portfolio site

**Goal 10: Faculty and staff receive effective services that support their needs as writers.**

* Objective 10.1: Increase the number of faculty served in workshops, retreats, and one-to-one consultations
* Objective 10.2: Faculty find our services useful, rating them with a high level of satisfaction.
* Objective 10.3: Faculty make strong progress & publish work

#### Objective 10.4: Faculty/staff gain insights about themselves as writers & become more active participants in writing community

*Measures:* usage information; evaluations of programs; follow-up survey in 2014; pre- and post-retreat surveys

RESOURCES NEEDED: Funds to maintain services of professional writing consultant

***Strategic Plan Grid 2015***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **University Objective** | **Brooks College**  **Objective** | **Unit Goals** | **Unit Objectives (s)** | **Metric** | **Baseline** | **Time-frame** | **Strategy(ies)**  **Action(s)** | **Responsible Person/Group** | **Resources** | **Status** |
| **5.2 & 5.2.1** |  | **Goal 1:** Develop training, processes, and programming for Knowledge Market in the new library building |  |  | TBD pending new Library completion | By Fall 2013 | 1. Collaborate with Library and other KM partners to find cross-training opportunities 2. Collaborate with library, IT, and Institutional Marketing to build database for use in KM 3. Build hiring plan that will allow for adequate support of KM hours & programming | WC Administrators | Budget for student wages (submitted by Lee VanOrsdel)  One-time funding of $750 to purchase materials, supplies related to new training needs & opportunities | In progress |
| **University Objective** | **Brooks College**  **Objective** | **Unit Goal** | **Unit Objectives (s)** | **Metric** | **Baseline** | **Time-frame** | **Strategy(ies)**  **Action(s)** | **Responsible Person/Group** | **Resources** | **Status** |
| 3.4 | **4.1** | **Goal 3:** Identify paths for community and alumni writing support |  |  |  | By 2015 | 1. Build “Grandparents Day” participation 2. Build web page for public and alumni that clearly describes services available to them and refers to other GVSU and West Michigan support 3. Explore opportunities for community engagement with units that serve alumni and West Michigan constituencies | WC Administrators | One-time funding for technology  One-time funding for student intern to build website | Not yet started |
| **University Objective** | **Brooks College**  **Objective** | **Unit Goal** | **Unit Objectives (s)** | **Metric** | **Baseline** | **Time-frame** | **Strategy(ies)**  **Action(s)** | **Responsible Person/Group** | **Resources** | **Status** |
| 2.5 & 2.7 | **2.7** | **Goal 4:** Writers of all backgrounds will find the writing center supportive to their goals & needs. Objectives include hiring/recruiting diverse staff; appealing to diverse users; increasing # of student-users from STEM and professional school majors; increase access of services by nontraditional students | Objective 4.1: Increase access to writing center services by nontraditional students. | Data from Institutional Analysis per user profile and consultant profile | Data in Self-Study 2011 report | Each year, show increase in all demographic profiles; 2014 Assessment Report | 1. Recruit consultants from programs like Freshman Academy, ESP, and Persistence Pals 2. Recruit from disciplinary faculty 3. Seek advice of Inclusion and Equity about how to increase diversity of applicant pool 4. Continue to advertise services and employment opportunities widely | WC Administrators | Slight increase in student wages to accommodate expansion of online consulting services and to support veterans’ writing groups | Ongoing |
| **University Objective** | **Brooks College**  **Objective** | **Unit Goal** | **Unit Objectives (s)** | **Metric** | **Baseline** | **Time-frame** | **Strategy(ies)**  **Action(s)** | **Responsible Person/Group** | **Resources** | **Status** |
| 3 |  | **Goal 5:** Continue to build discipline-specific writing support as appropriate**.** |  | Data generated by user visits | 1 jointly appointed GA in 2011; genre guides for 9 disciplines in 2011; user statistics in 2011 Self-Study Report | Growth each year; 2014 Assessment Report | 1. Publicize ways students can take advantage of discipline-specific writing support 2. Continue genre guides project, creating 1 new disciplinary guide per academic year 3. Cull more jointly appointed graduate assistantships with units interested in building writing support | WC Administration | Half-time graduate assistantships to share full-time G.A.’s with units around campus. | Ongoing |
| **University Objective** | **Brooks College**  **Objective** | **Unit Goal** | **Unit Objectives (s)** | **Metric** | **Baseline** | **Time-frame** | **Strategy(ies)**  **Action(s)** | **Responsible Person/Group** | **Resources** | **Status** |
| **3 & 27** |  | **Goal 6:** Increase number and access to services aimed at graduate students | Graduate students find services useful  Graduate student usage of the center doubles by 2015 | ScheduleIT information cross-tabulated with university data from Institutional Analysis  Focus Groups  Satisfaction surveys  Needs assessment | Data in 2011 Self Study report | 2014 Assessment Report | 1. Collaborate with PACES, MBA program, etc to develop relevant workshops for graduate students. 2. Increase publicity and communication with graduate students. 3. Develop retreats and writing groups for graduate students 4. Continue to employ professional writing consultant to work with students on theses and to build liaison relationship with Graduate Studies. |  | Graduate assistantships; funds to support professional writing consultant | In progress |
| **University Objective** | **Brooks College**  **Objective** | **Unit Goal** | **Unit Objectives (s)** | **Metric** | **Baseline** | **Time-frame** | **Strategy(ies)**  **Action(s)** | **Responsible Person/Group** | **Resources** | **Status** |
| **3** |  | **Goal 7:** Continue to provide effective in-classroom writing support | 1. Students see value in working with writing consultants in classes  2. Faculty find consultants’ work effective  3. Consultants feel integrated into the life of the classrooms, so are able to work effectively with students  4. Consultants help students learn to give & get feedback in 098 and 150 classes | Surveys of students, faculty, and writing center staff.  Focus group with WRT 098 and 150 students.  Observations of WRT 098 group consultations | Self-Study 2011 data | 2014 Assessment Report |  | WC Administrators |  | Ongoing |
| **University Objective** | **Brooks College**  **Objective** | **Unit Goal** | **Unit Objectives (s)** | **Metric** | **Baseline** | **Time-frame** | **Strategy(ies)**  **Action(s)** | **Responsible Person/Group** | **Resources** | **Status** |
| **3** |  | **Goal 8:** Students will receive services to help them become better writers and achieve their writing goals | 1. Writers will make global revisions to texts, to improve them.  2.Consultations help students to develop as writers  3.Students gain confidence in writing ability | Follow-up case studies  Confidence as measured in 098/150 evals and ScheduleIT check-out data  Pre/post consultation surveys  Textual analysis of students’ drafts & revisions | Data as reported in Self-Study 2011 | 2014 Assessment Report |  |  |  | Ongoing |
| **University Objective** | **Brooks College**  **Objective** | **Unit Goal** | **Unit Objectives (s)** | **Metric** | **Baseline** | **Time-frame** | **Strategy(ies)**  **Action(s)** | **Responsible Person/Group** | **Resources** | **Status** |
| **2.6 & 3.5** | **1.4 & 2.2** | **Goal 9:** Peer writing consultants in the writing center will experience an effective, invigorating high-impact learning experience | 1.Currently employed writing consultant show evidence of linking extracurricular and curricular activities  2.Currently employed writing consultant see connections between their work in the center and their future graduate school/career activities  3.Alumni of the center view their work as writing consultant as shaping their professional & intellectual lives  Consultants’ exit surveys reveal they were well-supported and prepared for their work on the job and post-graduation  Writing center consultant continue to be retained and persist at rates higher than the university average | Participation in national Peer Writing Tutors Alumni Research Project  Analysis of Reflective Statements in online consulting portfolios  Persistence & retention data  Survey of consultants  Exit surveys & focus groups |  |  | Develop robust professional development workshops schedule that links curricular & co-curricular, present & future for consultants  Develop consultant portfolio requirement to provide a space for consultants’ reflecdtions and goal-setting beyond WRT 306, and to document engagement in professional development opportunities  Maintain or increase the # of student consultants attending & presenting at conferences | WC Administrators | Travel funds for administrative staff & students;  Student wages for creation of consulting portfolio website | Ongoing |
| **University Objective** | **Brooks College**  **Objective** | **Unit Goal** | **Unit Objectives (s)** | **Metric** | **Baseline** | **Time-frame** | **Strategy(ies)**  **Action(s)** | **Responsible Person/Group** | **Resources** | **Status** |
|  | **5.1** | **Goal 10:** Faculty & staff receive effective services that support their needs as writers | 1.Increase # of faculty and staff served in workshops, retreats, and one-to-one consultation  2.Faculty find services useful, rating them with a high level of satisfaction.  3.Faculty make strong progress on their writing & publish their work.  4.Faculty/staff gain insights about themselves as writers & become more active participants in writing communities | Usage information  Evaluations of programs  Follow-up survey to data reported in 2011 Self-Study Report  Pre/post-retreat surveys | Data reported in Self-Study 2011 | Assessment Report in 2014 |  | WC Administrators | Funds for professional writing consultant | Ongoing |
| **OTHER GOALS** |  | **Unit Goal** | **Unit**  **Objective** | **Metric** | **Baseline** | **Time-frame** | **Strategies** |  | **Resources** | **Status** |
|  |  | **Goal 2:** Become a nationally recognized writing center by earning the Conference on College Composition & Communication’s Writing Program Certificate of Excellence award. |  | Awarded certificate |  | August 2012 | 1.Meet application deadline of August 2012  2.Continue to encourage student & professional staff presentations at conferences  3.Grow faculty/staff outreach programs and disciplinary writing programs (per other goals) as markers of innovation & excellence |  | Travel funds for Assistant Director | In Process |