

The Future of Tutoring & Writing Center (TWC) and Related Services at Rollins.

We are beginning to explore the impact of ideas like multi-modal literacy and meta-literacies on student learning and therefore on the services we need to provide, and how we might provide those within an integrated library, writing, and (content) tutoring center. Since 2013, in a successful and positive three way partnership, we have gradually begun integrating the services of the Center with those of the Library and also with Instructional Design & Technology (IDT), who are also located in the Olin Library building (but continue to report to Information Technology and our CIO.) We are also anticipating the retirement of our long serving Coordinator of the Tutoring & Writing Center, Susie Robertshaw, in 2017 and need to identify the kind of leadership necessary to move these academic services forward.

Other relevant issues that are active on campus include: a comprehensive review of the governance and administration of academic affairs at Rollins, growing enrollment of international students and the need to think carefully about support for English language learners; the future role of the Center for Teaching Excellence, which reports to the Provost; the English Department's current search for a tenure-track faculty member to teach writing studies and direct college writing programs (first year writing and academic writing); pressure from the faculty to support students' work on assignments involving diverse digital technologies (perhaps through "tech tutors"); and the training of student consultants and tutors in the TWC to assist students with resume and cover letter writing in support of the Southern Association of Colleges & Schools Quality Enhancement Plan on career and life planning.

At this time of significant change and leadership transition, an external review of our existing Tutoring & Writing Center, how it has been integrated with the library and IDT, and options for the future, will help us determine a strategic direction –in terms of a vision for services, staffing, and our physical facility.

Questions

1. As Rollins rethinks the governance and administrative structure of the faculty and the Academic Affairs Division, is the location of the Tutoring & Writing Center (physically and organizationally) with the library, and reporting to the Provost appropriate?
2. Should Rollins consider integrating the services of the Center for Teaching Excellence with Instructional Design & Technology and the Library? What are the advantages and disadvantages of collocating that center in the Olin Library building?
3. Are there other services that we should consider integrating into this service model and space?
4. As international enrollment grows at Rollins, should services for English Language Learners be integrated into the existing services of the Tutoring & Writing Center? If so, what kinds of services?
5. Students are increasingly asked to produce multimedia, video, online presentations, in-person presentations, and to manipulate and present data. Should the services of the Tutoring & Writing Center expand to cover this proliferation of media and formats? If so, how?
6. The Tutoring & Writing Center services are based on individual, one-on-one, in person interactions between the peer educator and the student client. Should we consider other models of service (group consultations, online consultations, asynchronous services?)

7. Since 2013 the Tutoring & Writing Center and the librarians have made tentative moves to integrate content tutoring and writing consultation with information literacy instruction. Have we done enough? If not, what more should we be considering?
8. For many years Tutoring Services and the Writing Center, while working closely together had separate coordinators. In 2009, this staffing was reduced and one person coordinated both services with 75% clerical support. Particularly in light of some of the potential changes envisaged in these questions, is this staffing adequate?
9. We are facing the imminent retirement of the long time Coordinator of the Tutoring & Writing Center. What kind of professional preparation and experience should we be seeking in the replacement(s) for the position?
10. How can we assess the effectiveness of our tutoring and writing services in improving students' mastery of course content and improved writing and other skills?

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