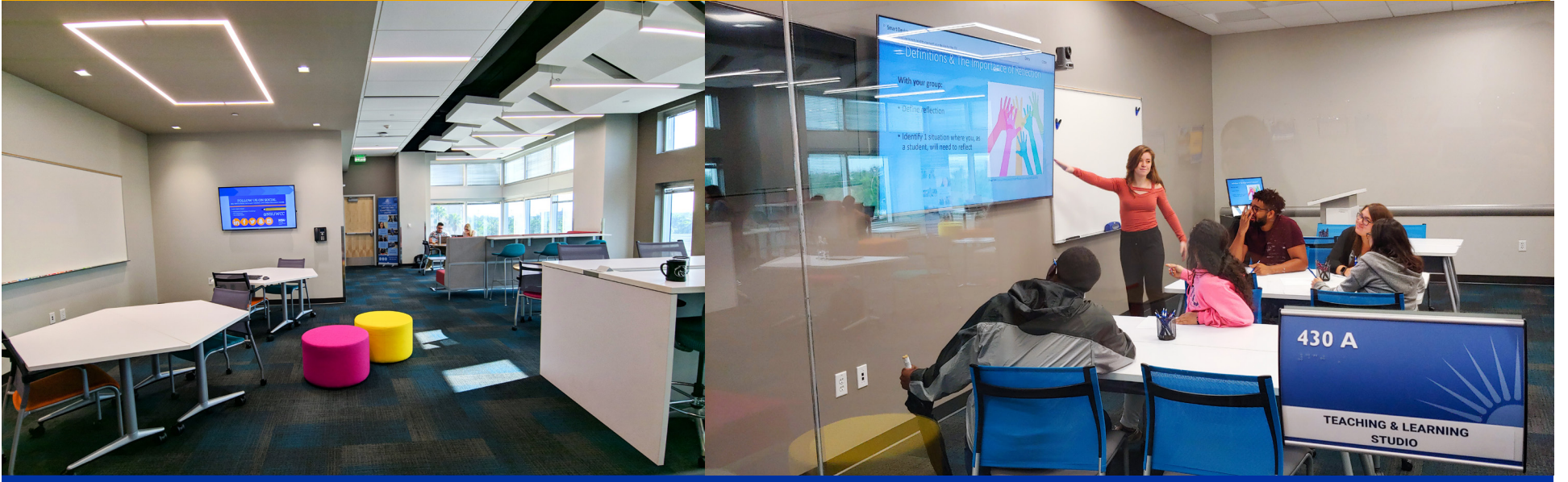


Nova Southeastern University Writing and Communication Center



Write From the Start
2018-2020



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OVERVIEW OF OUR MAIN LOCATION



This open work space is intentionally designed for comfort and mobility, providing opportunities for consultants and students to work together in a variety of ways. The space has mobile furniture, rolling and fixed whiteboards, and technology that promotes constant creativity and collaboration. It also has a touchscreen monitor that students can use to make appointments and complete assessment surveys.



Take a virtual 360 tour by scanning the QR code

The WCC is mostly desktop-free, allowing for greater flexibility in the utilization of the space. Students are encouraged to bring their own devices (BYOD – namely laptops and tablets) to work in the WCC. The WCC does have laptops and tablets that consultants can sign out to use during their sessions.

The Lobby

The lobby area provides students with a welcoming environment where they can check in at the front desk either by speaking with staff or by accessing the iPad stationed on there, sit on comfortable, modern, mobile furniture as they wait for their consultations to begin, and/or use a large touchscreen monitor to take post-session surveys. The colors of the furniture are vibrant, and the monitor showcases various WCC staff and events when not being used for assessment purposes.



SharkTanks I & II



These two collaborative multimodal spaces are equipped with large monitors, outlets, mobile chairs, and audio/visual recording capabilities.

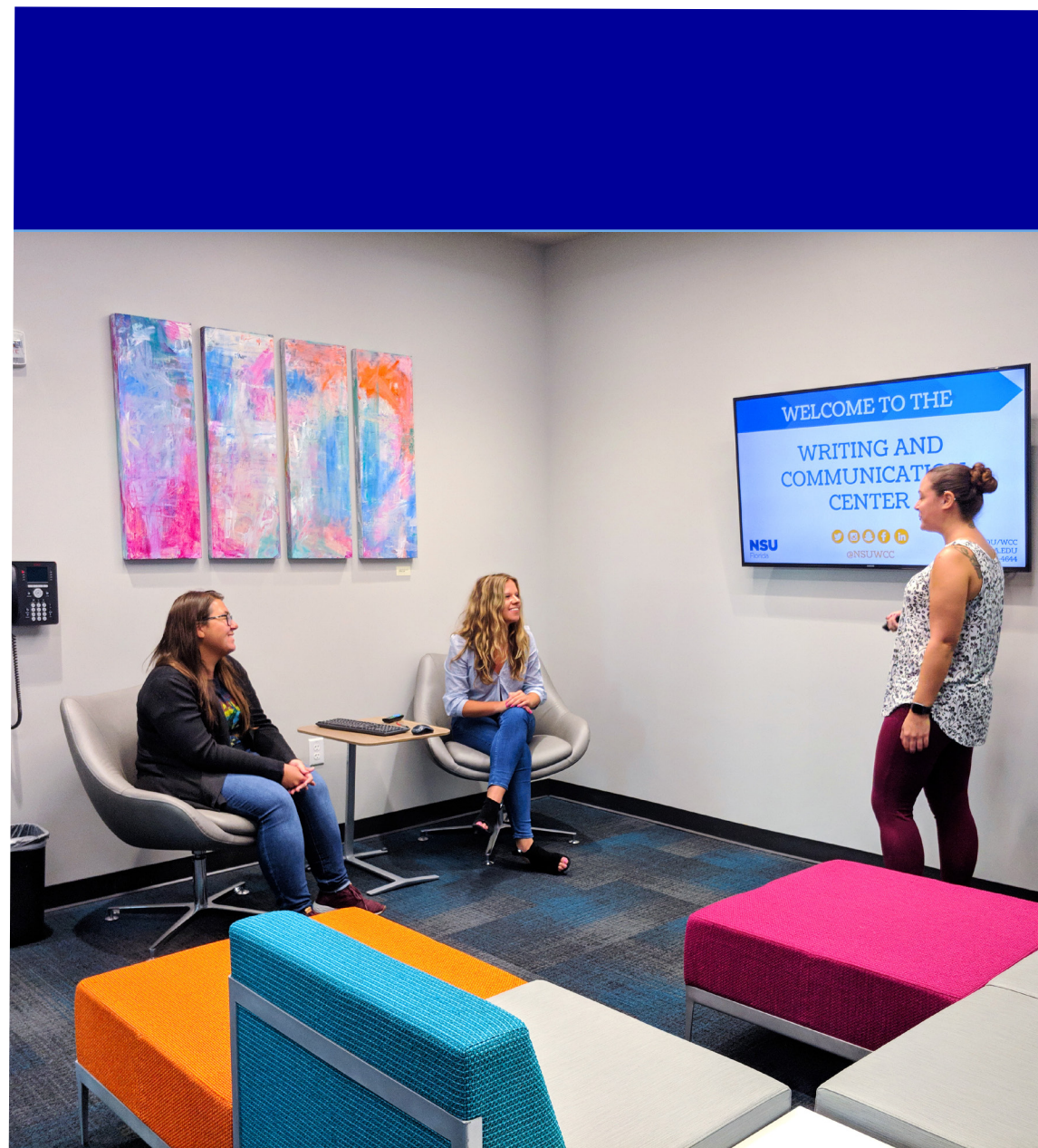
They are ideal spaces for students working on presentations or group projects, offering them the capability to record themselves and review their delivery. Mostly soundproof, these Shark Tanks provide a location for students who may prefer to work in a quieter setting. When available, they also serve as a space for consultants to host online sessions with students in remote locations.

Teaching & Learning Studio (TLS)



This interactive workspace is where students, faculty, and staff can attend weekly workshops to learn innovative strategies for writing, teaching, and communication. It is equipped with mobile seating and tables, whiteboards, large video monitors, and a video camera for recording or collaborating with others via online meeting, desktop sharing, and video conferencing software like GoToMeeting. Similar to the main Studio Space, the TLS is intentionally designed for comfort and mobility, allowing participants to (re)arrange the furniture to meet the teaching and learning needs of any moment.

The two collaborative work spaces provide students and consultants opportunities to work in pairs or small groups using large monitors and wireless keyboards while in comfortable seating. Both spaces have outlets within close range, making it easy to bring one's own device and keep it charged as you work.



Collaborative Work Space (Nook)

Regional & Satellite Locations



Health Professionals Division (HPD), Terry Building, Rm. 3152

Our satellite location in the HPD library is open Monday through Friday. It is also open on select weekends. Students are able to receive help with their papers, professional projects, personal projects, and digital projects.

Veterans Resource Center/ Rosenthal Student Center, Rm. 218

Students are able to receive help on Tuesdays from 11 - 1 p.m.



Leo Goodwin Classroom

Dorm students are able to receive help on Sunday nights from 9 - 11 p.m. in the Leo Goodwin Classroom.

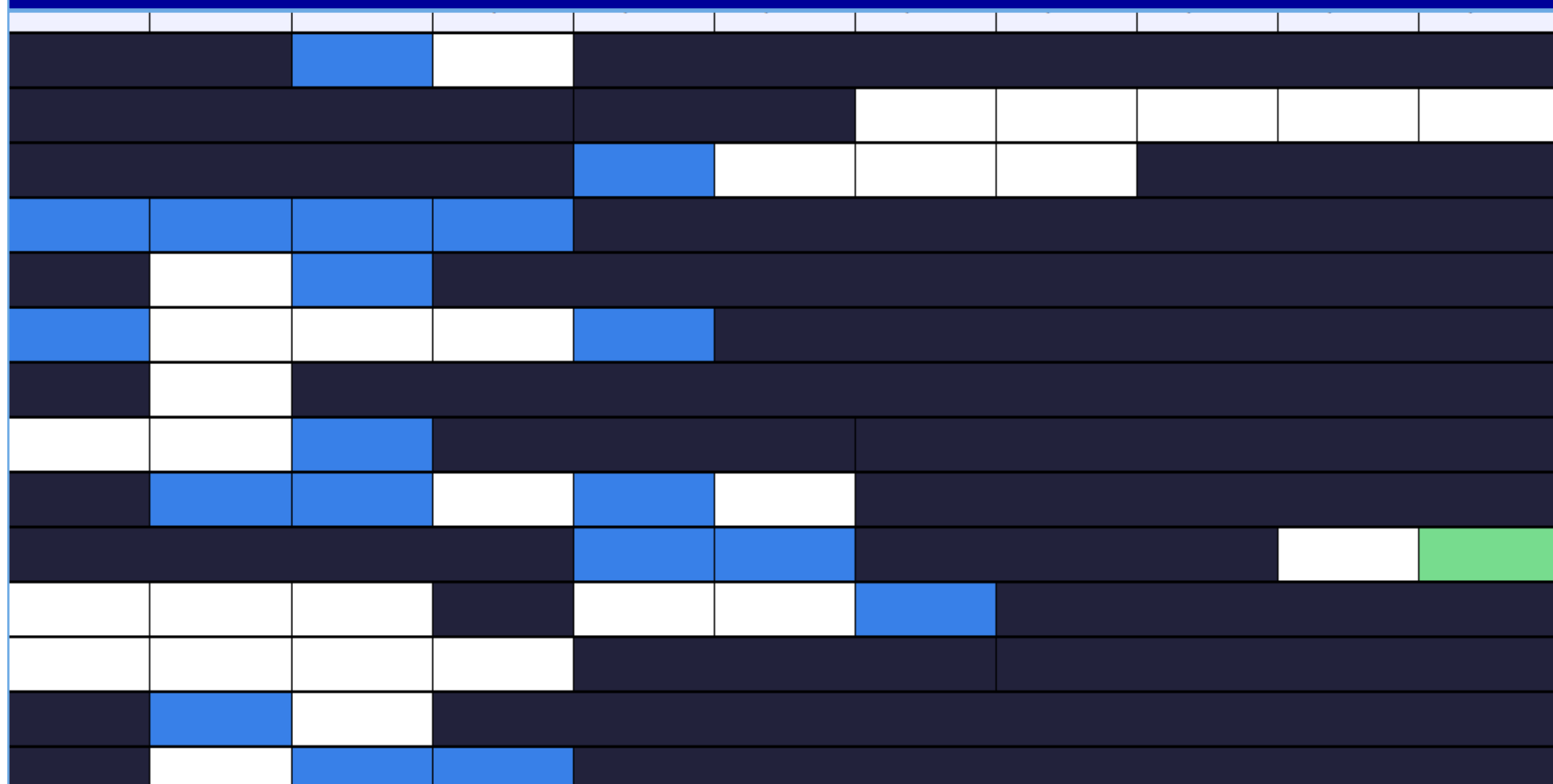
Miami, Rm. 211-

NSU students can also receive in-person help at our Miami center on Thursdays from 3-6 p.m. in the Leo Goodwin Classroom.



Students that attend classes at any of the NSU campuses are allowed to make online appointments. This includes the campuses located in Jacksonville, Fort Myers, Miami, Miramar, Orlando, Palm Beach, Tampa, and San Juan.

Online Consultations



If students are unable to make it to our main space, we have satellite locations. Additionally, we offer online consultations through Zoom.

PAGE LEFT BLANK FOR FUTURE ONLINE WRITING CENTER
CONTENT & BYOD POLICY

Creating an Online Writing Center



Beginning March 23, the WCCM transitioned to completely online as a response to campus closures attributed to COVID-19. A month into the transition on April 23, the WCC reached a total of 1,000 consultations.

Leadership Team



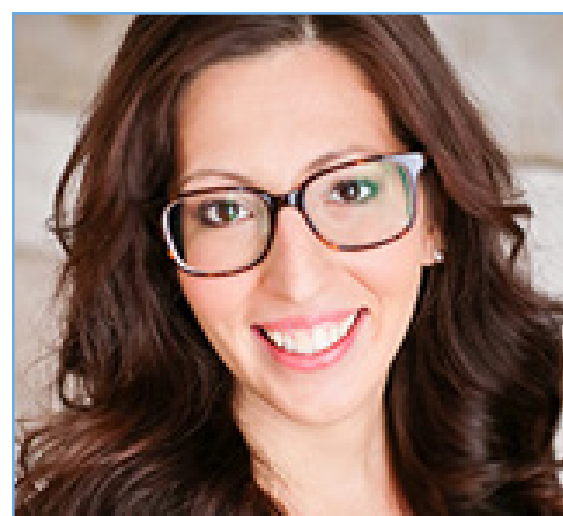
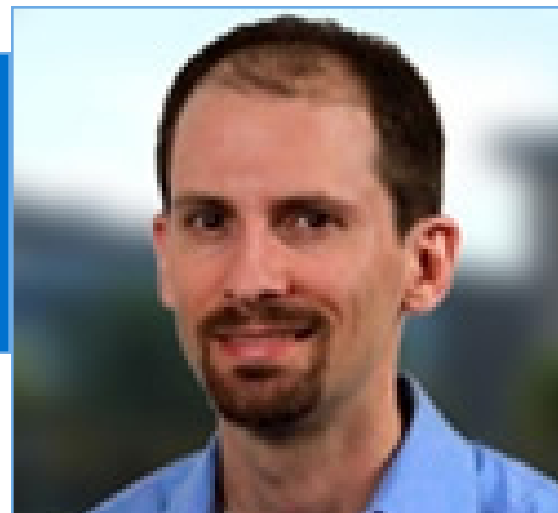
Kevin Dvorak, Ph.D.
Executive Director

Nikki Chasteen
Administrative Coordinator



Kelly Concannon, Ph.D.
Faculty Coordinator

Eric Mason, Ph.D.
Faculty Coordinator



Janine Morris, Ph.D.
Faculty Coordinator



On-Going, Layered Mentorship

The WCC fosters on-going, layered mentorship throughout the program. The Executive Director and Faculty Coordinators work closely with the Graduate Assistant Coordinators (GACs), holding formal leadership team meetings and regular informal conversations about WCC concerns. The team uses Slack to continue conversations and answer questions when individuals are not on site.

The GACs are placed in leadership roles, too, as each is assigned mentor groups of 7-10 peer consultants. GACs check in bi-weekly with their mentees, providing guidance on a variety of work-related concerns; since GACs often work at the same time as their mentees, a lot of their interactions are daily and their conversations are on-going. GACs provide regular reports on their mentees to leadership.

Each mentorship group typically has one or two Undergraduate Student Coordinators (StuCos), peer consultants who have demonstrated leadership qualities during their work at the WCC. StuCos assist in the work at the center and also have specific roles, such as BIOL Lead Fellow and Residence Hall Liaison. Typically, weekly or bi-weekly check-in meetings are utilized to ensure teams meet goals, achieve professional development expectations, and feel supported while assisting both graduate and undergraduate students.

Professional Development

Introduction

On-going professional development for peer consultants is an integral part of WCC work. To that end, we have created multiple sites through which consultants can continue to develop professionally, regardless of their majors, experience, and interest levels. The WCC employs a leadership model that ensures all consultants feel supported.



Education, Training, and On-Going Professional Development: Combining Writing Center Praxis with NACE Career Readiness Skills

The WCC prepares peer consultants to work with other student-writers by combining lessons on writing center praxis with NACE Career Readiness Skills development. We believe combining these two areas helps us develop a staff that is highly-skilled at assisting writers through all stages of the writing process in a fully professional manner. This co-curricular approach to professional development promotes strong collaboration among WCC peer consultants, and it helps them recognize how the skills they develop as consultants will transfer to their careers.

Writing Center Praxis

The WCC privileges training that allows for both the application and reflection of theory. Consultants are introduced to disciplinary conversations that address issues related to literacy, reading, and writing to create a common vocabulary, which typically occurs through three different methods--pre-semester training in August, online training housed in Canvas, and Professional Development Workshops offered throughout the year. For example, consultants are introduced to current research related to literacy, ESOL, linguistics, and rhetorical theory and explore how this research can impact their approach to sessions. Throughout the year, consultants engage in multiple opportunities to reflect on how these theories materialize throughout their everyday work with students across the university. The impact of this training has implications beyond refining their skills as practitioners in the WCC.

NACE Career Readiness Skills

The National Association of Colleges and Employers (NACE) defines Career Readiness as the attainment and demonstration of essential skills that broadly prepare college graduates for a successful transition into the workplace. WCC peer consultants practice the following skills almost every day the work; these skills are honed and developed via WCC education and training, as well.

NACE Career Readiness Skills

<p>Critical Thinking/Problem Solving</p> <p>Peer consultants analyze students' work, ask complex questions, analyze students' work, and help students make decisions.</p>	<p>Oral/Written Communication</p> <p>Peer Consultants work with students on different types of assignments, discussing ideas; offer advice students use to revise; and write client report forms that summarize each consultation.</p>	<p>Teamwork/Collaboration</p> <p>Consultants work with students from diverse backgrounds, cultures, races, ages, religions, lifestyles, views, and disciplines . They communicate thoroughly to ensure a mutual understanding of ideas.</p>
<p>Digital Technology</p> <p>Consultants learn and use various technologies in order to conduct effective consultations.</p>	<p>Professionalism/Work Ethic</p> <p>Consultants create action plans before each session, know the importance of scheduling and timeliness, are aware of the way professional appearance and conduct affects work environment, and are aware of academic integrity.</p>	<p>Global/Intercultural Fluency</p> <p>Consultants work with students from varying backgrounds, perspectives, and experiences. They interact respectfully and prioritize common goals, while being sensitive to differences.</p>

Leadership - Consultants

Identify emotions that students bring into consultations and tailor the experience to meet their needs

Are aware of the emotions that students experience during certain times of the semester (for example, midterms, finals, professor experiences).

Learn to find the balance between empathy and productivity.

Are aware of the time constraints and hot to prioritize tasks during a session.

Consultants grant the opportunity to guide fellow students in a direction to make choices independently

Consultants lead presentations and workshops, as well as attending conferences and engage in cross-disciplinary research.



WCC Professional Development Fall 2018

In the Fall 2018 semester, a series of professional development workshops were introduced. Consultants were required to attend at least 2 of the professional development workshops. Workshops covered a wide range of topics including how to create effective relationships with students, how to cultivate an open mindset, and how to address issues related to grammar. The presentations were collaboratively designed with graduate students, who served as mentors in the Writing and Communication Center. The creation of the workshops involved a series of meetings that included brainstorming sessions and practicing the final materials.

Presentations for the fall semester included the following:

- Noemi Nunez, Monique Scoggin, Jacob Weiers, and Veronica Diaz. "Assessing Power Dynamics in One-on-one Sessions." 19 Sept. 2018.
- Veronica Diaz, Destinee Hughes, and Noemi Nunez. "Wellness Workshop." 2 Oct. 2018.
- Noemi Nunez, Anyssa Gonzalez, Carol Reynolds-Srot, and Monique Scoggin. "Gettin' Grammatical: History and Practical Application in Writing Center Work." 5 Nov. 2018.

Professional Development Workshop Series



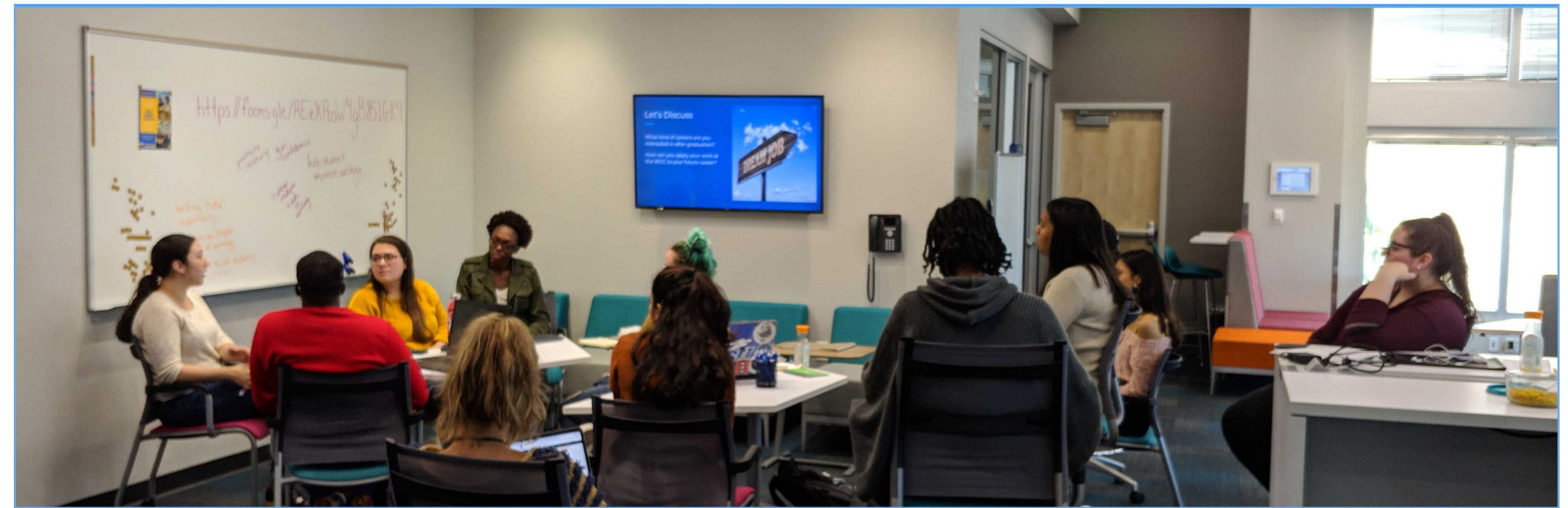
WCC Professional Development Winter 2019

After a successful professional development series in the fall 2018 semester, we made several revisions to the professional development series. This included mandatory library sessions around MLA/APA or Chicago. Twenty-six peer consultants attended one of these sessions in either the fall or winter semester. In addition, we designated a team of graduate students to serve as leadership for overseeing the creation and execution of the sessions. A total of 49 students attended workshops as part of the winter professional development series.

During the Winter 2019 semester, presentations included assessing dynamics that impact consultations; wellness; building confidence during consultations; how to effectively engage with and assess student writing; and incorporating WCC work into the resumes of consultants.

Presentations included the following:

- Noemi Nunez, Monique Scoggin, Jacob Weiers, and Veronica Diaz. "Assessing Power Dynamics in One-on-one Sessions." 19 Sept. 2018.
- Veronica Diaz, Destinee Hughes, and Noemi Nunez. "Wellness Workshop." 2 Oct. 2018.
- Noemi Nunez Anyssa Gonzalez, Carol Reynolds-Srot, and Monique Scoggin. "Gettin' Grammatical: History and Practical Application in Writing Center Work." 5 Nov. 2018.
- Noemi, Nunez Macy Roderick, Monique Scoggin, and Logan Stewart. "Building Confidence In and Out of Sessions." 23 Jan. 2019.
- Noemi Nunez, Melissa Bianchi, Ph.D; Molly Scanlon, Ph.D; Monique Cole, and Monique Scoggin. "Breaking Down The Process: How to Effectively Engage & Assess Student Writing." 4 Feb. 2019.
- Noemi Noemi, Jacqueline Lytle, Kevin Dvorak, Ph.D; and Ginny Gilroy. "Incorporating WCC Work into Your Resume." 19 Apr. 2019.



WCC Professional Development Fall 2019

- Nicole Chavannes, Sabrina Louissaint and Meg Provenzale, "Academic Writer." 23 Sept. 2019.
- Laura Bennett and Desmond Daniels, "Title IX." 4 Oct. 2019.
- Sabrina Louissaint, "Cultivating Wellness as Writing Center Consultants." 7 Oct. 2019
- Noemi Nunez & Monique Scoggin, "Power and Privilege." - 12 Nov. 2019.
- Carlos Rodriguez Rosa and Jordan Guido, "Incorporating WCC Work Into Your Resume." - 18 Nov. 2019
- Nicole Chavannes, Sabrina Louissaint and Monique Cole, "Incorporating WCC Work into Your Resume" 4 Dec. 2019.



WCC Professional Development Winter 2020

- Carlos Rodriguez Rosa, Jordan Guido, Sabrina Louissaint, "Find and Serve: Finding Yourself within Your Work," 14 Jan. 2020.
- Meg Provenzale and 'Aolani Robinson, "Digital Wasteland: Multimodality in the WCC," 13 Feb. 2020.
- Nicole Chavannes, Sabrina Louissaint and Kelly Concannon, Ph.D. "Cultivating Wellness as a Writing Center," 27 Feb. 2020.
- Meg Provenzale and 'Aolani Robinson, "Beyond Academic: Creative Consulting," 9 March 2020.
- Monique Cole and Sabrina Louissaint, "Incorporating WCC Work into your Resume," 30. April 2020.

On-Going Education and Training



Fall Pre-Semester Training

Every fall semester, consultants are required to attend a fall orientation session. A multitude of topics are covered regarding how to effectively consult students on their writing and communication. It is also a day for building rapport among staff. This full day is attended by over 50 staff members.

Training Modules

Peer consultants are provided Canvas-based online learning modules that are completed over the course of each semester. The modules introduce consultants to a common vocabulary and research related to literacy, ESOL linguistics, and rhetorical theory. Modules are intended to create a working vocabulary for students to utilize when engaging with students. Engagement with the content is measured through a consultant's ability to reflect on the material through both online exercises (e.g., discussion board posts) as well as their one-on-one sessions. Prior to working with students, consultants are also required to engage in one-on-one mock sessions where they role play scenarios that could emerge during a session.

Specialized Writing Enriched (WE) Course Training

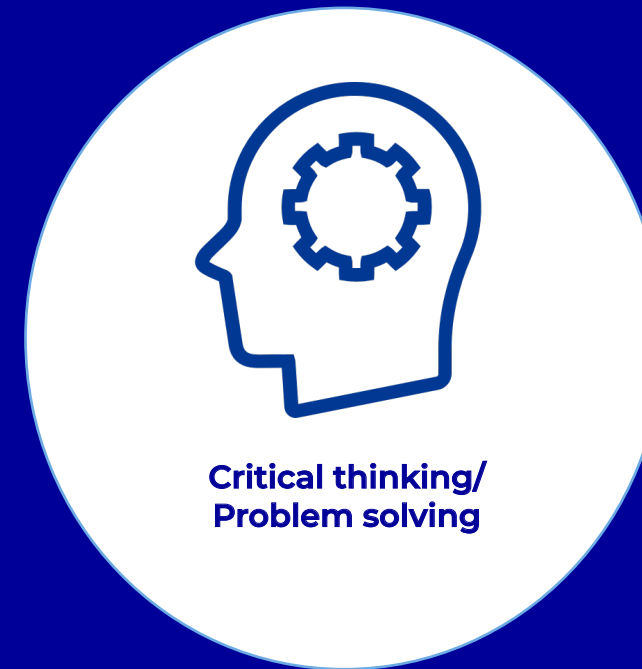
Peer consultants are assigned to particular courses (Writing Embedded Courses), where they are afforded leadership opportunities amongst their peers. WE peer consultants meet throughout the semester to discuss content related to their assigned course and have the opportunity to collaborate with faculty across the university. In most cases, peer consultants run workshops connected to course content (for both faculty and students); create and implement peer writing workshops in WE classes; and meet regularly with faculty to discuss strategies for more effectively meeting course expectations and outcomes.

Badging

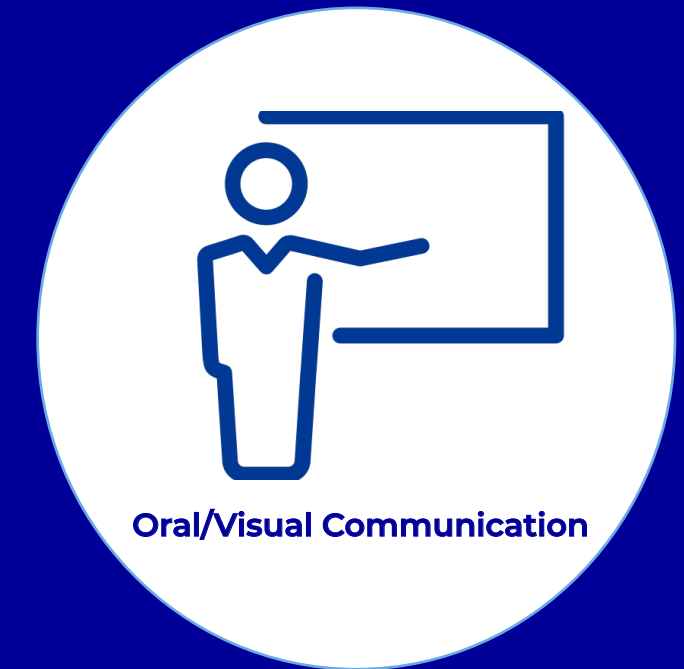
Summer 2019 - Creation of Badging System

In the Summer of 2019, WCC leadership created a badging system for peer consultants. The badging system recognizes peer consultants' accomplishments across the university as well as in the WCC. Peer consultants will meet with their assigned leadership team to submit evidence for their completion of badges.

Badges are awarded based on the following categories:



Critical thinking/
Problem solving



Oral/Visual Communication



Teamwork/Collaboration



Digital Technology



Global/Intercultural Fluency



Leadership



There are three types of badges:

1. Milestone Badges- These badges commemorate the personal and professional progress of writing consultants.
2. Training Badges- These badges identify the degree of training that writing consultants have completed.
3. Core Value Badges- These badges recognize writing consultants who go above and beyond in their commitment to the NSU Core Values.



Core Value Badge Concept Art

Milestone Badges

- “One of Us” - Consultant earn this badge by being hired to work at the WCC.
- “One Small Step” - Consultants earn this badge by viewing any of the Level 0 training resources in Canvas.
- “Go Tell It In the Classroom” - Consultants earn this badge by serving as a writing fellow in a non-COMP course.
- “50 is New Number of Consultations I Have Done” - Consultants earn this badge by conducting 50 consultations.
- “100 is the New 50” - Consultants earn this badge by conducting 100 consultations.
- “Conference Call” - Consultants earn this badge by presenting at an academic conference
- “To Correct and Serve” - Consultants earn this badge by reporting a grammar or spelling error found on WCC materials (website, presentations, handouts, etc.)
- “Member of the StuCo-mmunity” - Consultants earn this badge by serving as “StuCo” -- a student coordinator
- “Feedback w00t” - Consultants can earn this badge by receiving positive feedback from a student via survey, email or phone call.
- “See Your Name in [Calibri] Lights” - Consultants can earn this badge by having an academic or creative work published.
- “In It to Win It” - Consultants can earn this badge by winning one of our semesterly contests/brackets
- “GAC- academic Excellence” - Graduate consultants can earn it by serving as a GAC -- a Graduate Assistant Coordinator
- “200 is the New 100” - Consultants earn this badge by conducting 200 consultations.
- “300 is the New 200” - Consultants earn this badge by conducting 300 consultations.
- “Cardinal Win” - Consultants earn it by earning their first of eight WCC Core Value Badges.



“One of us”



“One Small Step”



“Go Tell It In the Classroom”



“100 ia the New 50”



“Conference Call”



“To Correct and Serve”



“Member of the StuCo-mmunity”



“Feedback w00t”



“See Your Name in [Calibri] Lights”



“In It to Win It”



“GAC-academic Excellence”



“Cardinal Win”

Core Value Badges

“Academic Excellence”

“Academic excellence is the provision of the highest quality educational and learning experiences made possible by academically and professionally qualified and skilled instructional faculty and staff, opportunities for contextual learning, state-of-the-art facilities, beautiful surroundings, and effective resources necessary to support learning at the highest level. Additionally, academic excellence reflects the successful relationship between engaged learners and outstanding instructional faculty and staff.”

“Student Centered”

“Students are the focus of institutional priorities, resource decisions, and planning. We are stewards of student needs and advocates for student academic success and professional development.”

“Integrity”

“Students are the focus of institutional priorities, resource decisions, and planning. We are stewards of student needs and advocates for student academic success and professional development.”

“Innovation”

“Students are the focus of institutional priorities, resource decisions, and planning. We are stewards of student needs and advocates for student academic success and professional development.”

“Opportunity”

“Students are the focus of institutional priorities, resource decisions, and planning. We are stewards of student needs and advocates for student academic success and professional development.”

“Scholarship/Research”

“Research and scholarship products are disseminated and evaluated through intellectual discourse, application, assessment, and other mechanisms of the relevant peer community.”

“Diversity”

“Students are the focus of institutional priorities, resource decisions, and planning. We are stewards of student needs and advocates for student academic success and professional development.”

“Community”

“Students are the focus of institutional priorities, resource decisions, and planning. We are stewards of student needs and advocates for student academic success and professional development.”

Training Badges

“Certified Level 1 Consultant” - Consultants earn this badge by completing training in the following areas:

- Basic writing center praxis
- Writing as a social and rhetorical activity
- Contextual grammar
- Genre and rhetorical situation
- Research Methods



“Certified Level 2 Consultant” - Consultants earn this badge by completing training in the following areas:

- Advanced writing center praxis
- Effective online consultations
- Multilingual writers
- Multimodal composition
- Hard/soft professional skills

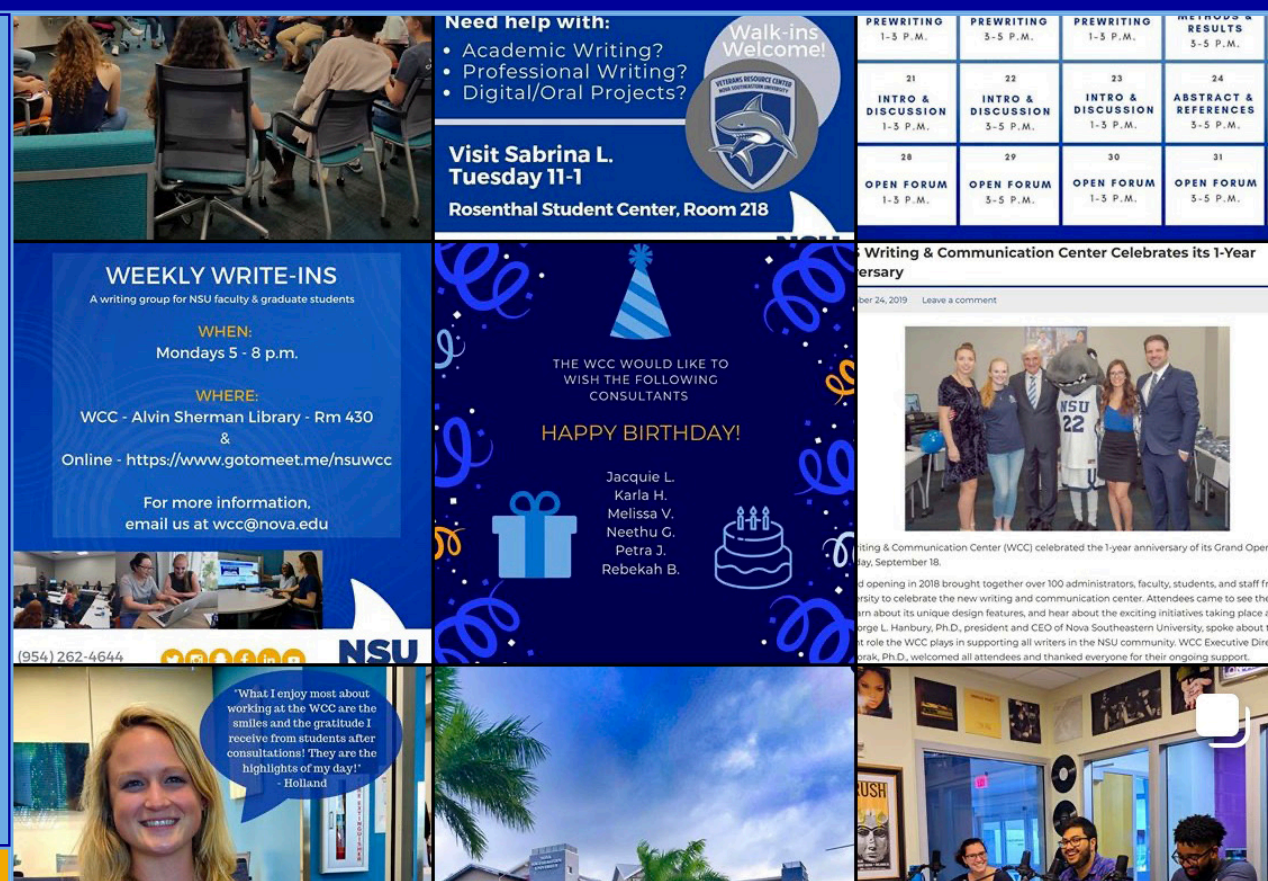


“Certified Level 3 Consultant” - Consultants earn this badge by completing training in the following areas:

- Professional writing center praxis
- Creation of educational materials for WCC
- Relationship between WCC work and NSU Core Values
- Facilitation of WCC workshops/open studios/education sessions
- Advanced hard/soft professional skills



Social Media & Marketing



Social Media Overview

One of the things that distinguishes the NSU's WCC from other writing and communication centers is our innovative and collaborative approach to social media. Over the semesters, our social media plan has been modified to best fit the needs of our center and achieve high levels of engagement. We currently operate four social media platforms, including Instagram, Twitter, Facebook, and LinkedIn.

Engagement & Growth

The WCC collaborated with the Department of Writing and Communication's Winter 2018 COMM 3200 - Principles of Public Relations and summer 2018 WRIT 5250 - Social Media Writing and Strategy classes. Students in these courses, under the direction of DWC Assistant Professor, Dr. Whitney Lehmann, designed marketing campaigns and social media strategies specifically for the NSU WCC. After implementing many of their suggestions, the WCC took a strategic approach to social media engagement in the center.

Since Winter 2018, the social media has scheduled weekly posts, tracked followers, and engaged with NSU and writing center community social media accounts. The result is a steady increase in social media followers and engagement each semester.

FOLLOW US @NSUWCC



Social Media Team

Students who are part of the social media team gain valuable experience developing content, covering events, engaging with others, and acting as leaders in writing center social media. They also practice NACE Career Readiness skills such as Critical Thinking/Problem Solving, Oral/Written Communication, Teamwork/Collaboration, Digital Technology, Global/Intercultural Fluency, and Leadership, that help prepare them for their careers.

2018-2019 Social Media Team

The social media team in the WCC is a collaborative effort involving WCC leadership (Janine Morris, Ph.D., and Kevin Dvorak, Ph.D.), graduate students, and undergraduate students. The team creates social media content; develops marketing and promotional materials for the WCC internal and external events; attends and photographs events; and engages with others in the NSU and writing center community.



Our 2018-2019 team included Autumn Bishard, Rebekah Bollinger, Amanda Barrera, Janine Morris (faculty advisor), Nikki Chasteen, Monique Cole, Adam DeRoss, and Kevin Dvorak (Executive Director).

Students who are part of the social media team gain valuable experience developing content, covering events, engaging with others, and acting as leaders in writing center social media.

Social Media Scholarship 2018 - 2019

2018 Southeastern Writing Center Association (SWCA) Tutor Collaboration Day, "Let's Get Social How to Implement Social Media Into the Writing Center" - Nikki Chasteen, Adam DeRoss, Veronica Diaz, and Jacqueline Lyte. 29 Sept. 2018

2019 Southeastern Writing Center Association (SWCA) Conference, "The Ongoing Conversation" - Myrtle Beach, South Carolina "Launching a Strategic Social Media Presence for the NSU Write from the Start Writing and Communication Center" - Janine Morris, Ph.D., Whitney Lehmann, Ph.D., Nikki Chasteen, Monique Cole, Adam DeRoss, Petra Jurova, and Noemi Nunez. 22 Feb. 2019.

Cole, Monique. Chasteen, Nikki., DeRoss, Adam. "Expanding Professional Development Opportunities for Consultants: How to Incorporate Social Media Into a Communication Center." Communication Central Journal, vol. 5, no. 1, 2019, pp.113-119

Dvorak, Kevin, Ph.D., Morris, Janine, Ph.D., Lehmann, Whitney, Ph.D. "Social Media and Communication Centers: An Introduction." Communication Central Journal, vol 5. no.1, 2019, pp. 102-112



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The 2018-2019 team included Janine Morris (faculty advisor), Nikki Chasteen, Monique Cole, Adam DeRoss, Kevin Dvorak (Executive Director), Anthony Laboriel, Patricia Linoz, Sabrina Louissaint, and Meredith (MeMe) Sharp.



Social Media Content

The WCC has four social media accounts: Facebook, LinkedIn, Twitter, and Instagram. As a result of the creation of the social media team, the WCC is able to post five days a week during the academic school year. Social media is used as one of the communication channels to market events and services offered by the center. Social media is also used by the center to create a sense of community within the center, members of the university, and other writing centers.

The WCC social media team creates content that is in alignment with NSU's branding and style guide. Our team is constantly researching social media trends to make sure that it is sustaining a relevant and innovative social media presence. Over the years, some of the additions we have made to our content production include the use of videos, stop motion posts, photo collages, testimonials, Instagram highlights, and event takeovers. The following section provides an overview of growth and platform popularity. For Twitter, Instagram, and Facebook, tracking of numbers did not begin until the Winter 2018 semester.

Facebook

Purpose: Facebook allows the WCC to create photo albums highlighting events and showcase narrative spotlights on alumni or consultants.

Growth Overview:

Winter 2018 (Start) = 83 followers / Winter 2018 (End) = 83 followers

Fall 2018 (Start) = 89 followers / Fall (End) = 95 followers

Winter 2019 (Start) 96 followers/ Winter 2019 (End) = 110 followers

Summer 2019 (Start) = 110 followers / Summer (End) = 114 followers

Fall 2019 (Start) = 114 followers/ Fall (End) = 114 followers

Winter 2019 (Start) = 114 followers

3rd most popular platform

Twitter

Purpose: Twitter allows the WCC to share quick updates about events or center highlights.

Growth Overview:

Winter 2018 (Start) = 182 followers / Winter 2018 (End) = 202 followers

Fall 2018 (Start) = 214 followers / Fall (End) = 233 followers

Winter 2019 (Start) 235 followers/ Winter 2019 (End) = 251 followers

Summer 2019 (Start) = 251 followers / Summer (End) = 257 followers

Fall 2019 (Start) = 257 followers/ Fall (End) = 276 followers

Winter 2019 (Start) = 276 followers

2nd most popular platform

Instagram

Purpose: Instagram allows us to showcase and archive events via Instagram Highlights. We are also able to reflect our brand by creating a feed that is themed by color and selected images.

Growth Overview:

Winter 2018 = 148 followers / Winter 2018 (End) = 182 followers

Fall 2018 (Start) = 212 followers / Fall (End) = 313 followers

Winter 2019 (Start)= 311 followers/ Winter 2019 (End) = 370 followers

Summer 2019 (Start) = 370 followers / Summer (End) = 386 followers

Fall 2019 (Start) = 386 followers/ Fall (End) = 504 followers

Winter 2019 (Start) = 504 followers

Fastest Growing platform

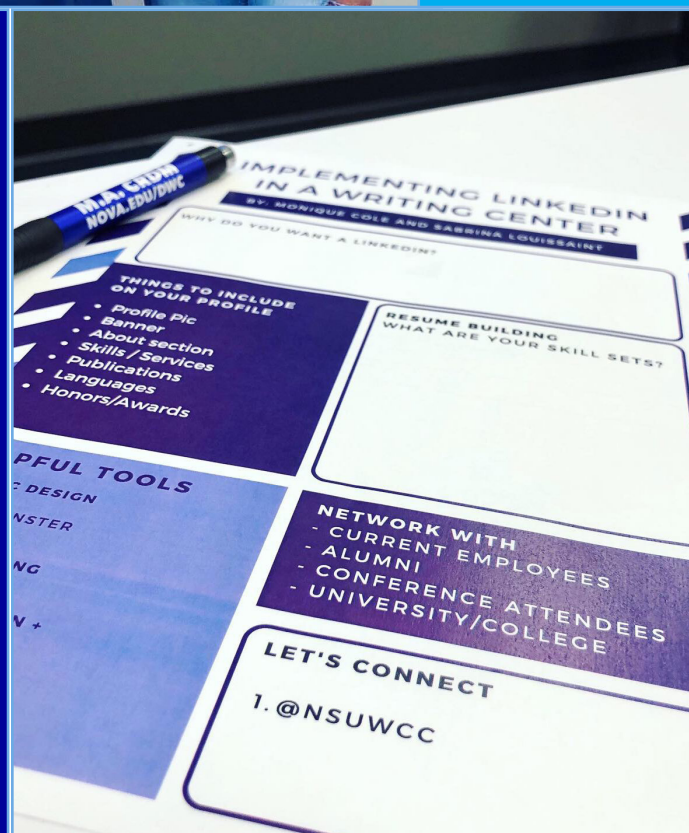


LinkedIn

Purpose: LinkedIn provides us the opportunity to expand our professional development resources for consultants. We use the site to network with current and past employees. Employees can showcase their achievements while working at the WCC by displaying their training badges (refer to p. 15).

Growth Overview:

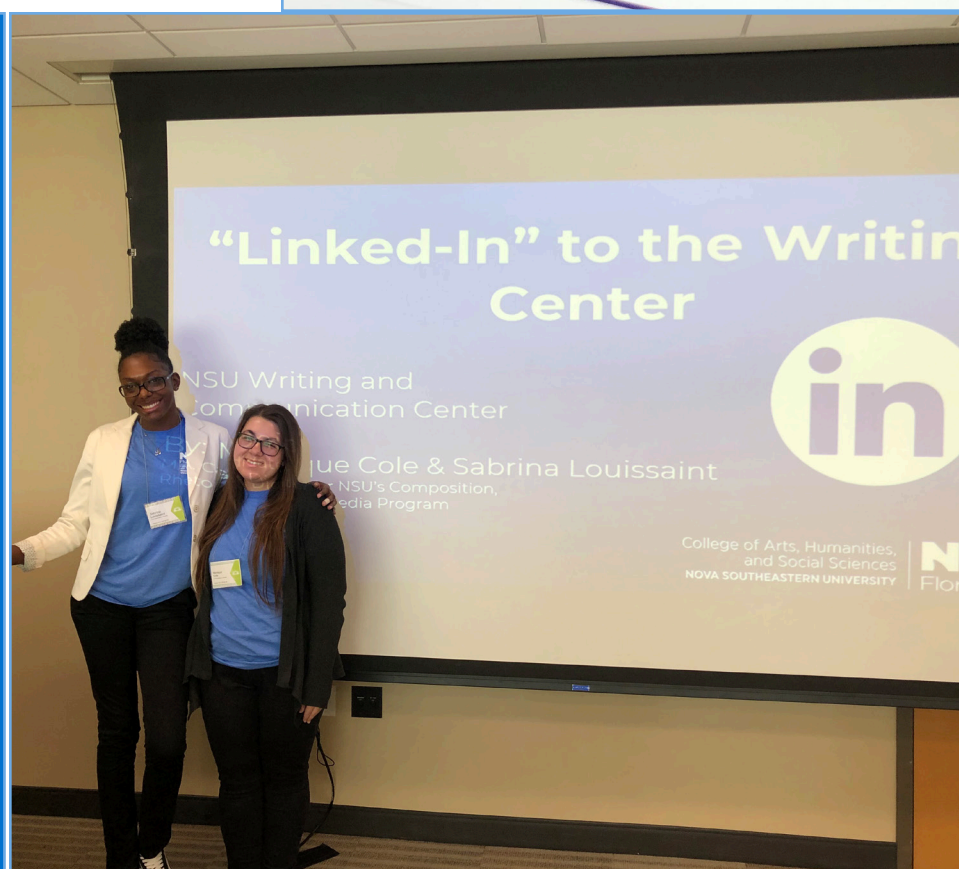
Winter 2019 (Start) = 0 connections/ Winter 2019 (End) = 8 connections
 Summer 2019 (Start) = 8 connections / Summer (End) = 9 connections
 Fall 2019 (Start) = 9 connections/ Fall (End) = 61 connections
 Winter 2019 (Start) = 61 connections



Social Media Scholarship 2019-2020

2019 Southeastern Writing Center Association (SWCA) Tutor Collaboration Day, "Implementing LinkedIn in a Writing Center" - Monique Cole and Sabrina Louissaint, 4 Oct. 2019

2020 Southeastern Writing Center Association (SWCA) Conference, "Growing Our Centers" - Birmingham, Alabama "Linked-In" to the Writing Center" - Monique Cole and Sabrina Louissaint. 20 Feb. 2020



Alumni Project + Badging

When building our LinkedIn, we have also revised our alumni spreadsheet. The WCC strives to track alumni to stay in touch with consultants past graduation. We love highlighting our alumni's achievements that showcase their success after working at our Center.

Social Media Instagram Takeovers

- KLNAP WINTER 2018 (145 views)
- Sharkapalooza 2019 (154 views)
- BNAP FALL 2019 (128 views)
- NDOW FALL 2019 (138 views)
- KLNAP WINTER 2019 (154 views)
- Mini-Golf 2020 (157 views)
- SWCA Conference Coverage (TBA) @nsudwc
- WCC Takeover (635 views) @sharkadmissions

All takeovers can be viewed by scanning the QR Code (TO BE ADDED IN THE FUTURE)

The WCC social media team uses the Instagram highlight feature to showcase events and services offered by the center. The feature is an opportunity to collaborate with other NSU campus organizations and academic institutions. Refer to the events section (p. X) for more information about WCC events.

WCC Production Team 2019-2020

The WCC production team was established during the 2019-2020 academic school year. The team seeks to provide support for multimedia productions of the WCC such as print, audio, video, and web projects. Members have developed projects such as the WCC podcast, newsletter, handouts, Canvas modules, and online tours of the WCC space. I don't know if you plan to put discussion of these teams together, or built into other sections, but they all represent opportunities for graduate students that don't fit into the traditional categories of research or teaching assistantship duties.

Our 2018-2019 team included Adam DeRoss, 'Aolani Robinson, Jordan Guido, Carlos Rodriguez Rosa, and Kevin Dvorak (Executive Director).

The Writer's Edge Podcast (TWE)

The WCC has created its own podcast to explore what it takes to succeed as a writer in academia and beyond titled "The Writer's Edge."

"The Writer's Edge" podcast features the following:

- Interviews with NSU faculty highlighting writing in their discipline
- Topical episodes on writing issues (coming up with ideas, dealing with writer's block, etc.)
- Interviews with NSU authors discussing their writing process and product
- Podcasts by NSU students and faculty
- Discussions of writing-related events and projects on campus

TWE is hosted on anchor.fm and available on Spotify and other platforms. We record out of Shark Tank #2, one of the multimedia collaboration rooms in the WCC, which students and faculty can reserve for recording, presentation practice, and collaborative work. We plan on posting 2 interviews per month, as well as additional episodes highlighting events and student podcasting projects.

We're always looking for faculty to talk to, have topics you'd like us to address that would be interesting to students, or student podcasting projects to highlight, so please contact us at wcc@nova.edu if you have an idea or question about how you can get involved.

Marketing Strategy

Marketing Overview

The WCC markets its services and engages with the NSU community in several different ways main and regional campuses in order to inform students and faculty about the different services offered. In order to reach a wide-ranging audience, the WCC implements the following strategies.

- Strategy 1: Email Blasts
- Strategy 2: Print Marketing Materials
- Strategy 3: Digital Marketing Material
- Strategy 4: TBA

Strategy 1: Email Blasts

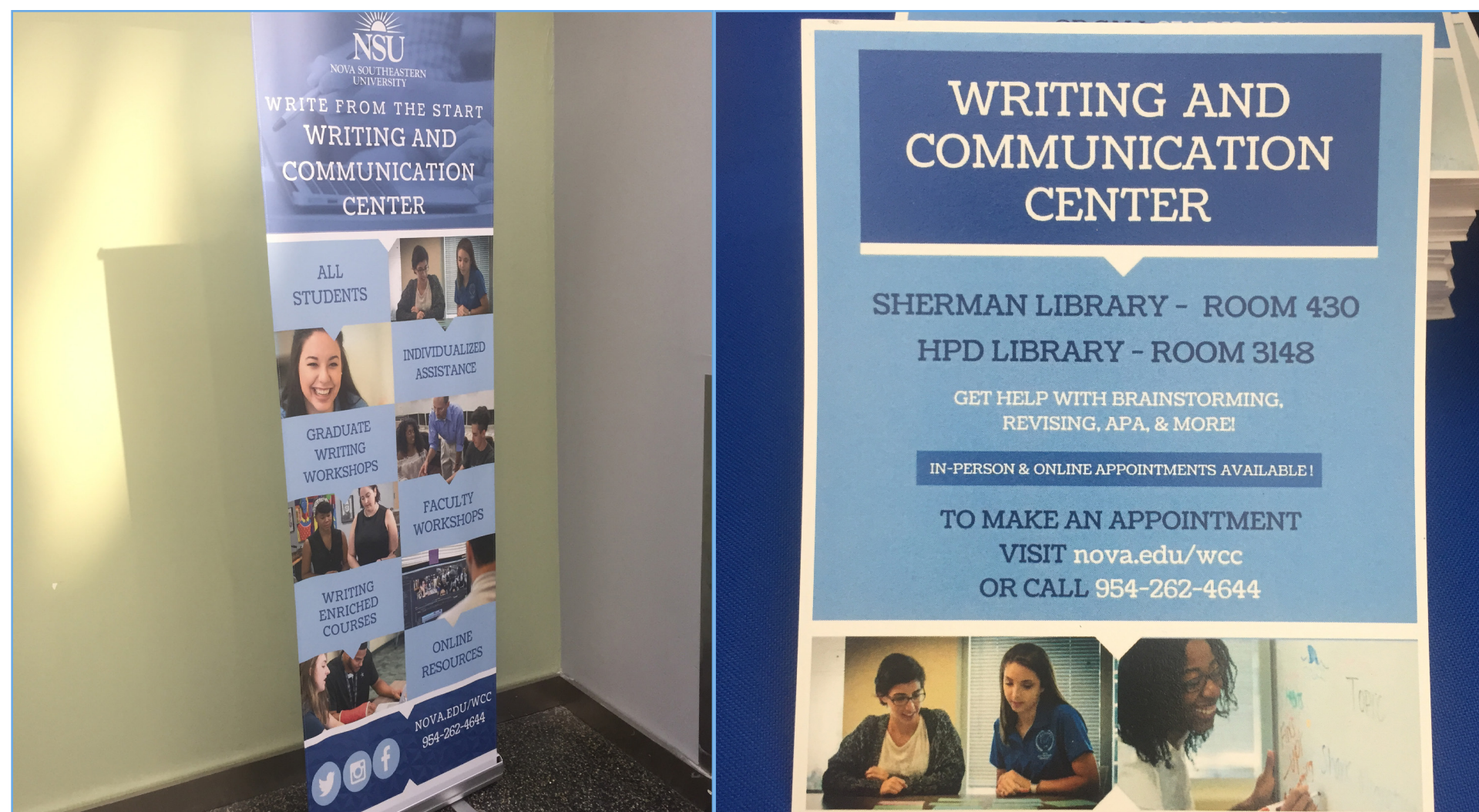
The WCC regularly emails NSU faculty and student listservs to inform different groups about upcoming workshops and events in the WCC.

Strategy 2: Print Marketing Material

Graduate assistant coordinators in the WCC work each semester to design marketing campaigns that appear on flyers, banners, and posters around NSU. The print are brought to campus events throughout the year to educate students about our services and upcoming events.

PHOTOS TO BE ADDED:

- POP UP BANNER
- SIGNS AROUND THE WCC
- TBA



Strategy 3: Digital Marketing Materials

TBA

Social Media (See pp. 19-25)

Digital Flyer in the Alvin Sherman Library

ROUGH DRAFT OF MARKETING SECTION/PAGES WILL EVOLVE TO INCLUDE MORE UPDATED IMAGES & STRATEGIES

WCC Events

NSU Writing & Communication Center Grand Opening



The NSU Write from the Start Writing & Communication Center celebrated its grand opening in Alvin Sherman Library 430 on September 18, 2018 from 10:30-11:30 am. During the event, over 100 people from the NSU community came to see the new space, learn about its unique design features, and hear about the exciting initiatives taking place at the WCC.



WCC Community Events



Along with writing-related assistance, the NSU WCC hosts events that engage WCC staff, NSU students and faculty, and the broader South Florida community. These events bring participants together in the WCC and on campus and give students opportunities to interact with consultants in fun and engaging ways. The WCC hosts events that involve the broader NSU community in celebrating writing and the work the WCC does. The events demonstrate to students the value of writing support in multiple ways.

National Day on Writing



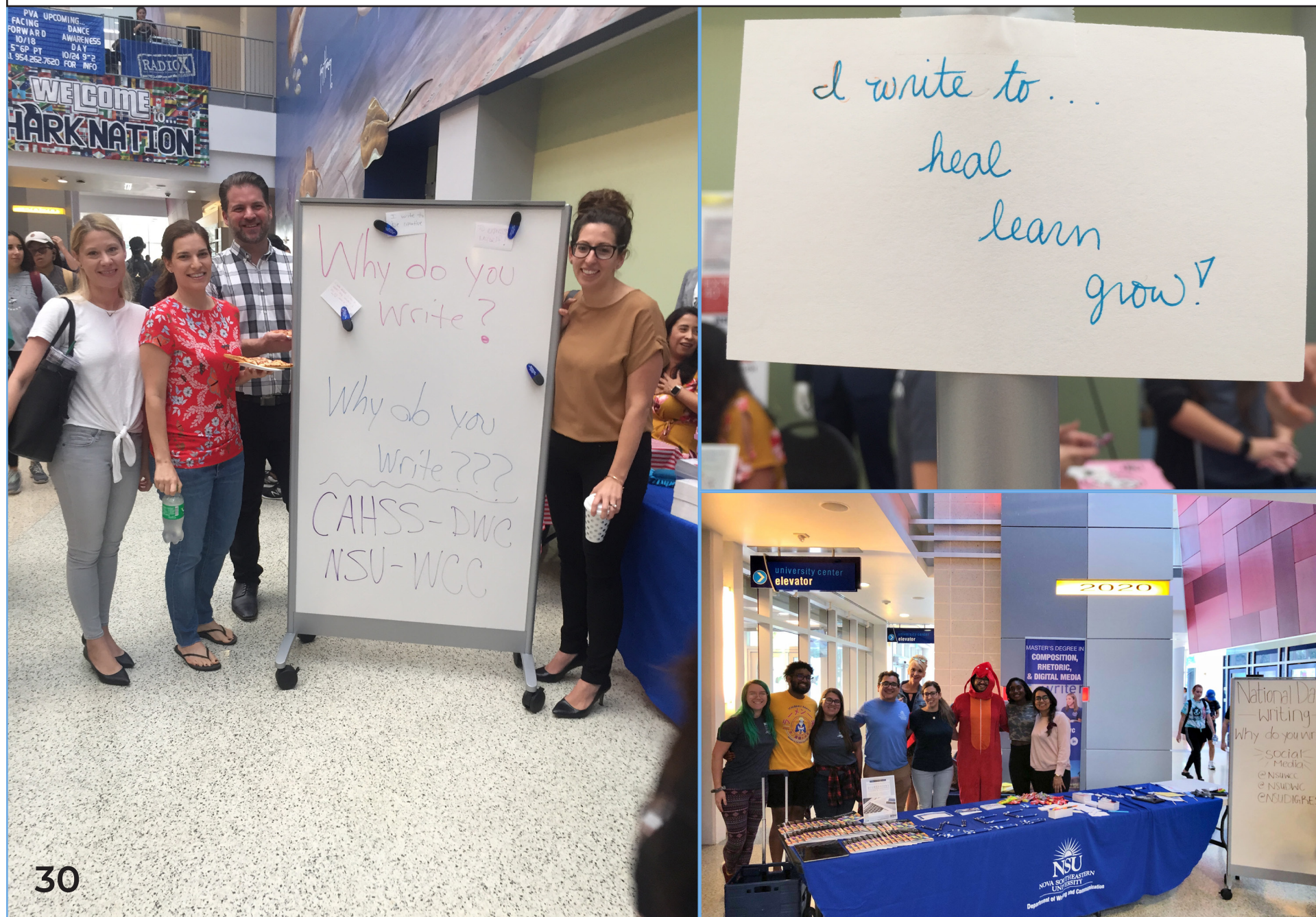
#WhyIWrite

The National Day on Writing (NDOW) is an annual event that emphasizes the importance of writing and critical literacy. With the tagline #WhyIWrite, NDOW opens up conversations across university campuses around the role writing plays in our lives. The event is held in October in the UC Spine. NSU Sharks are asked by consultants why they write. Responses each year are compiled and are available for others to view in the WCC.



Kinda Long Night Against Procrastination (KLNAP)

In collaboration with Alvin Sherman Library librarians, the WCC hosts a semesterly "Kinda Long Night Against Procrastination" (KLNAP). During KLNAP, the WCC has open sessions available for all students working on final projects. Librarians and consultants are available to work with students one-on-one or in small groups to enhance productivity and help them complete their assignments. Typically, between 50-150 students attend.



BIOL Night Against Procrastination (BNAP)



Over 175 first-year biology students visited the NSU Writing and Communication Center (WCC) for its first BIOL Night Against Procrastination (BNAP) on Sunday, October 27th, 2019, from 6 – 10 p.m. Students received assistance on writing their major enzyme lab reports from WCC Biology Fellows and BIOL 1500 Lab Assistants. The event was part of a collaboration between the WCC and the Halmos College of Natural Sciences and Oceanography Department of Biological Sciences that provides course-embedded writing assistance to all sections of BIOL 1500: Biology I/Lab. The overall project is based on collaborative efforts of Dr. Kevin Dvorak, Executive Director of the NSU WCC; Dr. Kelly Concannon, Associate Professor in the CAHSS Department of Writing and Communication and Faculty Coordinator at the WCC; Dr. Aarti Raja, Associate Professor in the Halmos College Department of Biological Sciences; and Melissa Vaz-Ayes.

WCC Staff Events

SWCA Tutor Collaboration Day

2018



Demonstrating local, field-based leadership, the NSU WCC hosted the SWCA Florida Fall 2018 Tutor Collaboration Day on September 26, 2018. Tutor Collaboration Day brings together tutors from across the state to learn together about topics pertaining to writing center work. The 2018 TCD brought over 60 consultants and administrators to the WCC and included a virtual keynote and virtual sessions with Florida State University's Reading and Writing Center.

2019



The NSU Writing and Communication Center (WCC), hosted the 2019 Southeastern Writing Center Association Florida Tutor Collaboration Day (TCD) on Saturday, September 28, 2019. Each fall, TCD brings together local writing center tutors and professionals for a day of workshops, roundtable discussions, and presentations on current trends in the field.

Approximately 60 participants from south Florida visited NSU for the day-long affair that consisted of hands-on sessions focusing on improv, working with students with exceptional cases, creative writing, and queer inclusion. In addition, the WCC teamed up with Florida State University's Reading and Writing Center to facilitate virtual workshops attended by participants at both NSU and FSU. A keynote presentation by Russell Carpenter, Ph.D. from Eastern Kentucky University was streamed between both locations. Participants from Florida International University, Florida Atlantic University, Daytona State College, and Palm Beach Atlantic joined consultants from NSU for the day-long event.



Breakfast For Lunch (B4L)



Breakfast for Lunch is a potluck held in the WCC each semester where consultants and faculty can relax, get to know one another, and enjoy delicious food. Approximately 40 staff members attended in Winter 2019.

**PAGES LEFT INTENTIONALLY BLANK
FOR FUTURE EVENTS**