

GRADUATE WRITING TASK FORCE REPORT AUGUST 9, 2011

INTRODUCTION

Dr. Charles Caramello, Associate Provost for Academic Affairs and Dean of the Graduate School at the University of Maryland, convened the Graduate Writing Task Force in fall, 2010. In his charge (Appendix A) he asked the Task Force to recommend a plan that would expand and enhance existing graduate writing resources and improve the quality of graduate student writing. He stressed the importance of the development of a plan that was cost effective.

The Task Force met several times throughout the fall 2010 and spring 2011 semesters. During its initial meetings the Task Force reviewed the results of a survey of campus directors of graduate studies. This survey was designed to learn more about the graduate programs' views on the need for a writing initiative and to catalog programs' efforts to improve writing. The Task Force also discussed the results of preliminary research on graduate writing programs at universities across the nation with strong initiatives and centers in this area. Dr. Christine Feak met with the Task Force and shared her experience as a lecturer at the University of Michigan's English Language Institute.¹

The Task Force divided into two working groups. The first dealt with fairly straightforward writing issues such as sentence and paragraph structure, grammar, and punctuation. This group considered ways to provide support for graduate students who struggle with basic writing skills. The group consulted with key offices on the campus including MEI and the Writing Center (housed within the English Department, and which primarily focuses on undergraduate writing). The second group dealt with a broader set of issues that are relevant to all graduate students and focus on best practices across the campus. This group gathered information about writing resources from the 62 Association of American Universities institutions and compared them to resources offered at the University of Maryland (Appendix B).

Based on the work and discussions outlined above, the Task Force identified a clear demand for a significant effort to improve graduate student writing at the University of Maryland. The following report includes a brief discussion of what is needed and the Task Force's recommendations on ways to address those needs.

It should be emphasized that the Task Force sees the development of a writing initiative as a joint effort of the Graduate School, the campus graduate programs, and the colleges. The Graduate School can play an important role; it can, for example, coordinate programs across campus and providing limited initial funding for new efforts. At the same time, it is clear from the Task Force's findings and discussions that the specific needs for writing programs vary substantially across disciplines, even according to the times

¹ As a consultant, Dr. Feak also leads five of the six Ph.D. Completion Project workshops the Graduate School sponsors in the spring.

during a graduate students' career when such programs would be most effective. ***Thus it is the recommendation of the Task Force that the focus of any efforts to improve graduate student writing must be college- or unit-specific with leadership provided by the Graduate School.***

WHAT IS NEEDED

The survey and discussions with campus administrators and faculty convinced the Task Force that the University of Maryland community wants and needs significant additional resources to improve graduate students' writing. While virtually all of the DGS survey respondents identified key issues in their programs regarding graduate student writing, most said they had no formal activities to address these issues. The Directors of Graduate Studies who spoke with members of the Task Force made similar arguments.

Our meeting with Dr. Leigh Ryan, the director of the campus Writing Center, offered additional evidence that graduate writing resources are in short supply. The Writing Center, which is housed in the English Department, was created to help undergraduates with their writing and is overwhelmed with the demand for assistance. Graduate students often come to the Writing Center seeking assistance with course assignments, proposals, theses, and dissertations. The Writing Center, however, does not have the resources to meet the needs of the campus graduate students. Dr. Ryan explained that the Center is hard-pressed to cope with 26,000 undergraduates; it simply cannot deal with 11,000 graduate students as well. Moreover, as Dr. Ryan explained, undergraduate and graduate students have very different needs. It is clear that any writing center developed for graduate students would have to involve discipline-oriented faculty who have a thorough understanding of the writing needs and expectations of their discipline.

EXTERNAL EXAMPLES

The Task Force reviewed graduate writing initiatives at a range of universities. Below we briefly summarize programs at five AAU institutions. These programs include writing courses, workshops, dissertation "boot camps" and summer writing institutes. We have included these summaries in the report in part to show that other universities face similar challenges and to highlight the broad range of models the University of Maryland can consider. At the same time, after examining programs at the 62 AAU institutions, as well as other universities, it is clear that solutions to the writing issues we (and others) have identified are not simple, and not found at any single institution. Indeed, it may be that UMD will be in the position to provide national leadership in program development and pioneer in approaches to solutions.

While we think these are five useful models that offer a range of interesting ideas, the Task Force concluded that it would be infeasible for Maryland to copy any one program for at least two reasons. First, these programs would almost certainly cost more than the campus is ready to invest given the current and anticipated budget and competing needs on campus. Second, Maryland needs to learn much more about which types of programs are effective and which are not. Economists often talk about

“learning by doing.” Given how little Maryland has done to date to improve graduate student writing, there is a good deal of learning left ahead of us.

Brandeis

<http://www.brandeis.edu/writingprogram/writingcenter/grad.html>

Brandeis has a writing program that works across departments to develop Writing Intensive (WI) courses. A core group of faculty from various disciplines including politics, biology, sociology, theater arts, anthropology and English literature is working together to develop a set of standards for teaching and evaluating writing in the various disciplines. A campus "Writing Center" also exists within the broader Brandeis "University Writing Program" and includes consultants who are graduate students from a range of departments. The Writing Center also provides a separate "grammar consultant."

Northwestern

<http://www.tgs.northwestern.edu/research/nudirections/>

A set of faculty and staff across campus in a variety of disciplines including writing and editing will offer campus-wide lectures, workshops and individual coaching on dissertation writing, grant proposals, and effective writing.

Stanford University

http://www.stanford.edu/dept/undergrad/cgi-bin/drupal_pwr/hwc_graduates

The Hume Writing Center offers graduate student services, and is supported by the Office of the Vice Provost for Graduate Education. The Center provides comprehensive support with one-on-one tutoring, workshops, dissertation boot camps, and writing groups, and also offers programs for international graduate students.

University of California, Berkeley

http://grad.berkeley.edu/acapro/academic_services.shtml

Through the Graduate Division of Academic Services Unit, Berkeley helps graduate students develop academic skills necessary to successfully complete their graduate programs and prepare for future faculty and professional positions. This unit offers workshops for graduate students on topics including academic writing, grant writing, dissertation writing, editing, and preparing articles for publication, in addition to writing groups and individual consultations.

University of Kansas

<http://www.writing.ku.edu/>

The University of Kansas Writing Center offers writing groups (including options for space, in person writing exchange, and on-line writing exchange), write-in days (two day-long writing intensives), traditional appointments, and on-line consultations. There is also a Graduate Writing Program that includes 3-credit courses, workshops, and a summer writing institute.

RECOMMENDATIONS

The Task Force was asked to identify graduate writing issues on campus and offer suggestions for how to address those challenges. The Task Force's recommendations are based on several principles. First, efforts to improve graduate student writing must recognize the essential role a faculty advisor plays in shaping a dissertation and students' other scholarly writing. We are not proposing a substitute for the necessary close interaction between student and advisor. We are instead proposing a resource that in some cases graduate students and their advisors will find valuable and that, most importantly, will provide students with the background and wherewithal to approach writing with many more basic skills. This would allow the student in writing and the mentor in supervising to focus more on scholarship and much less on the mechanics of writing.

Second, it is essential to account for the fundamental differences across disciplines. Given these differences, programs and colleges will play an important role in developing any successful writing initiative. Third, it makes little sense to offer proposals that are not feasible given the campus's current and anticipated future budget.

Our recommendations are outlined in more detail below.

Campus Level

UMD Graduate Writing Resources Page

The Graduate School should establish and maintain a webpage that lists existing writing resources for graduate students at the University of Maryland. This website should provide both a brief description of resources and a link to their respective websites. For example, this webpage should include information about the Ph.D. Completion Project Workshops Series, Pepsi International Graduate Student Writing Pilot, and editing services for international graduate students. It could include links to writing resources such as style manuals for different disciplines, useful articles on writing, and examples of excellent graduate student writing in different disciplines. The web page could also serve as a vehicle for students to interact with one another. It could help students, for example, to critique each others' work and to discuss issues and problems they are facing with other graduate students. To avoid duplication, the Graduate School should consider partnering with the campus Writing Board, which already has a useful webpage.

Graduate Writing Center

The campus should consider developing a Graduate Writing Center. The Center would offer one-on-one discipline specific writing assistance. In some cases this assistance might be focused on improving a particular piece of writing such as a chapter of a dissertation or a paper. It would also provide fundamental and structural writing assistance to graduate students. The Center would be responsible for supporting and coordinating graduate writing initiatives across the campus.

Writing centers on the scale of those at Michigan and UCLA are very expensive. We have something much more modest in mind. The Center initially could be fairly small; if it proves to be successful then the campus could invest additional resources. We believe the Center would require a full-time Director and two graduate assistants. One of the graduate students *might* be from one of the STEM fields and the other from a field outside STEM. We would expect the Center to seek external funding. We believe the Center could also prove to be an excellent development opportunity; the Center might be a naming opportunity that would be attractive to a donor.

It is clear that a director and two graduate assistants could not possibly meet the needs of the campus's 11,000 graduate students. The Center could take advantage of our large pool of emeritus faculty who would be invited to participate to work with individuals or small groups of students. Directors of graduate studies told us repeatedly that their faculty mentors spend a great deal of time working with their graduate students on basic writing and editing. The idea here is to have the emeriti take some of the responsibility for the *form* of dissertations, leaving advisors more time to deal with the *substance* of dissertations. The Writing Center would link emeritus faculty with graduate students seeking help in a particular discipline, and provide a comfortable place to meet that is conducive to discussion. The Center could also provide videoconferencing facilities that would allow students and the emeritus faculty to interact remotely.

College/Department Level

Pilot 'W' Courses

The Graduate School should encourage colleges and departments to propose pilot graduate writing courses. These should be branded marquis courses (for example 'W' courses) and focus on raising the level of graduate writing and preparing students to complete course and dissertation requirements and eventually publish scholarly articles. The Graduate School could issue a call for proposals and offer seed money to provide incentives to participate. These courses should be organized around specific writing projects and could be co-taught by writing "experts" and faculty from the department or field. Here again, the emeritus faculty might prove to be a valuable resource.

It is important that the Graduate School and other programs learn from the success (and failure) of these pilot courses. Faculty members who teach these courses could meet periodically to share their experiences, much as is planned for the new undergraduate I courses. Pilot courses should be carefully evaluated at the end of each semester.

The campus will need to think carefully about tuition if these pilot courses are offered for credit. This could prove to be an unpopular initiative if faculty members need to build additional tuition for their research assistants into grant proposals.

Mini Centers

The Task Force has determined that one-on-one graduate writing editing assistance in the various disciplines should be made available at the college level, possibly in the form of mini centers. The Graduate School or Provost's office could advertise a call for proposals and offer to match college level funding for this as well.

Appendix

- ✓ Charge
- ✓ Resources (table of AAU institutions)

**TASK FORCE ON GRADUATE STUDENT WRITING
OUTLINE OF CHARGE TO TASK FORCE
NOV. 8, 2010**

Premises

Dissertation adviser most important person in writing of dissertation: that is basic principle of doctoral work.

Dissertation adviser should not have to be the only person involved and should not have to assume the entire burden.

Graduate students must do a good deal of writing (in some disciplines a great deal of writing) *prior to* and concurrent with the dissertation.

Disciplines vary enormously in kind of writing and in specific protocols for writing.

Charge

Map existing campus initiatives and resources and develop a set of recommendations for expanding and improving them.

Recommend a plan that (a) helps graduate students with writing and (b) improves the quality of graduate student writing; and that (a) adds value to students and programs, (b) is feasible with respect to organization and resources, and (c) remains fully responsive to disciplinary demands and differences.

Specifics

Survey, analyze, and map existing campus initiatives and ascertain best practices.

Survey and examine initiatives at peer campuses for best practices and costs.

Solicit input and secure buy-in from relevant campus units and organizations, including student groups. Process should be consultative and collaborative.

Develop a practical tripartite plan that includes initiatives at campus, college, and program levels; that can be coordinated for maximum effectiveness and efficiency; and that will not be onerous or costly to programs.

Propose a plan, including objectives, estimated costs, and implementation timetable. Please submit the plan before end of the Spring 2011 semester.

	University	Department or Program	Graduate Writing Activities/Programs (Please include frequency)	Activity Goals, Assessment & Outcomes	Funding Method	Additional Information	Website Link
1	Brandeis University (1985)		broader Brandeis "University Writing Program." Center provides services for graduate students (ESL and other help). Includes consultants who are graduate students from range of departments. Also provides separate	working across departments to develop Writing Intensive (WI) courses. Some involve	Davis Educational Foundation	from various disciplines including politics, biology, sociology, theater arts, anthropology and English literature is working together to develop a set	http://www.brandeis.edu/writingprogram/writingcenter/grad.html
2	Brown University (1933)		undergraduates and graduate students. Graduate students can bring in papers, course syllabi, and dissertation or thesis chapters, as well as personal essays for job or grant applications. The Writing Center is	Individual appointments and workshops	(not specified)		http://www.brown.edu/Student_Services/Writing_Center/
3	California Institute of Technology (1934)	search provided no results. One link noted "Hixon Writing Center" but could not find through CalTech			posting from 2000 indicated \$1.1 million donation to establish		
4	Carnegie Mellon University (1982)	Communication Center for nonnative English speakers. No other resources identified.]					http://www.cmu.edu/icc/
5	Case Western Reserve University (1969)		provides services to undergraduates and graduates. In addition to single tutoring sessions, graduate and professional students may wish to enroll in a formal course in English language and writing. Each semester,		(not specified)	Introduction to Composition This section of English 148 is open to non-undergraduates (i.e.,	http://www.case.edu/artsci/engl/writing/gradprof.html
6	Columbia University (1900)		sponsors a writing center in 310 Philosophy Hall that offers individual writing instruction and consultations to students enrolled in Columbia University courses. Students may visit the center at any stage in the writing	(not specified)	(not specified)	http://www.columbia.edu/cu/ssw/write/	http://www.college.columbia.edu/bulletin/core/writing.php

	University	Department or Program	Graduate Writing Activities/Programs (Please include frequency)	Activity Goals, Assessment & Outcomes	Funding Method	Additional Information	Website Link
7	Cornell University (1900)		in the Disciplines at Cornell University supports writing seminars and writing intensive courses in a broad spectrum of academic disciplines and at all levels of undergraduate education; it also engages in a variety of outreach	(not specified)	(not specified)	services: Tutors do not proofread or edit. That is, they do not actually make corrections for the writer at the sentence level. Rather, they help writers	http://www.arts.cornell.edu/knight_institute/index.htm
8	Duke University (1938)		University undergraduate and graduate students an opportunity to meet with trained writing tutors to discuss individual writing concerns. Graduate and postgraduate student tutors from a number of different	(not specified)	(not specified)		http://guides.library.duke.edu/writingstudio
9	Emory University (1995)	Graduate school	Writing Center Graduate Fellowship	Fellows responsibilities in the writing center	Internal: Graduate School & Dean's office	which looks like it turned into a 'grant writing program.' 1) proposal writing institute 2)grant writing forum 3)funding opportunities.	http://writingcenter.emory.edu/contact_us/ewc_fellowship.html
10	Georgia Institute of Technology (2010)		30 Britain Fellows who work in the writing center	WOVEN program - multiple modes of communication - across campus		Has graduate courses "in great demand"	
11	Harvard University (1900)	Graduate School of Arts & Sciences Resources for Current Students	http://www.gsas.harvard.edu/current_students/student_work_and_thorny_issues.php			a website with writing resources	http://www.gsas.harvard.edu/writing
12	Indiana University (1909)					writing tutorial services - http://www.inside.iastate.edu/2011/0120/rwt.php 2. faculty member's page with some great PDF references -	

	University	Department or Program	Graduate Writing Activities/Programs (Please include frequency)	Activity Goals, Assessment & Outcomes	Funding Method	Additional Information	Website Link
13	Iowa State University (1958)		Resources and thesis writing tips			ISU developed software to boost student research writing skills - http://www.inside.iastate.edu/2011/0120/rwt.php	http://www.grad-college.iastate.edu/thesis/resources.html
14	The Johns Hopkins University (1900)	Writing Center				course in grant writing (seminar) (1 cr) & another one - writing for publication (1 cr) - http://www.son.jhmi.edu/academics/academic_pr	http://sites.jhu.edu/writingcenter/about.html
15	Massachusetts Institute of Technology (1934)	Writing & Communication Center				Learning to learn -- writing resources - http://web.mit.edu/uaap/learning/teach/integrity/maintain.html	http://writing.mit.edu/wcc
16	Michigan State University (1964)	Workshop on writing processes & strategies for academic writing (3 hour workshop)	writing center - http://writing.msu.edu/			writing the dissertation - resources on line - http://grad.msu.edu/prep/late.aspx?category=Writing%20the%20Dissertation	http://grad.msu.edu/workshops/workshop.aspx?id=44
17	New York University (1950)	Graduate School of Arts and Sciences	The Graduate School holds separately a Master's Thesis Workshop and a PhD. Application Workshop	These are mini-orientation meetings that are apparently only one-time lectures of 2 hours each.		Requires a course on "Approaches to Historical Research and Writing" in both first and second year of the PhD program. This requires development of	http://draperprogram.blogspot.com/
18	Northwestern University (1917)	Graduate School	A collaborative effort of faculty and staff across campus in a variety of areas including writing and editing as well as 6 other areas of professional development.	(i) lectures to large audiences, (ii) comprehensive coverage of individual topics, and (iii) individual	Graduate School	dissertation writing, grant proposals, and effective writing. Workshops are offered on grant writing, dissertation writing, and writing term papers and	http://www.tgs.northwestern.edu/research/nudirections/ and many local links from there

	University	Department or Program	Graduate Writing Activities/Programs (Please include frequency)	Activity Goals, Assessment & Outcomes	Funding Method	Additional Information	Website Link
19	The Ohio State University (1916)	Center for the Study and Teaching of Writing	This site describes a variety of efforts.				log/writing-across-curriculum-tip-au-09-collaborating-colleagues-improve-student-learning-and-writi
20	The Pennsylvania State University (1958)	Graduate School	Holds one-time, 2-hour grant writing workshops in eight different general topical areas	To improve graduate student grant writing		Attendance can be 250	http://www.gradsch.psu.edu/current/grant-writing.html
21	Princeton University (1900)	Princeton Writing Program	Grad students completing dissertations can apply for 1-year positions as Teaching Fellows at half-time salary of \$25,750	They present topic-based writing seminars and participate in workshops on writing pedagogy.	?	Stage 1 involves insights from faculty on choosing a topic and the following process; Stage 2 involves prospectus development seminars -	http://www.princeton.edu/writing/seminars/opportunities/gradstudents/
22	Purdue University (1958)	Graduate School	Offers a variety of workshops that appear to be one-time lectures	Workshop is 2 hours. A dissertation/thesis writing strategies workshop is 90 minutes.			http://www.cla.purdue.edu/anthropology/resources/PUWorkshopsSept08.pdf
23	Rice University (1985)	Experimental Biosciences	Offers a research writing course	It teaches how to write a research paper	Traditional coursework		http://www.ruf.rice.edu/~bioslabs/tools/report/reportform.html
24	Rutgers, The State University of New Jersey (1989)	School of Arts and Sciences	Offers a course entitled "Writing Workshop: Publishing Essays"		Traditional coursework		http://english.rutgers.edu/graduate/courses/spring2011/1573-350500.html

	University	Department or Program	Graduate Writing Activities/Programs (Please include frequency)	Activity Goals, Assessment & Outcomes	Funding Method	Additional Information	Website Link
25	Stanford University (1900)		Student Services, "thanks to the generous support of the Office of the Vice Provost for Graduate Education." Seems to be a comprehensive system of support with one-on-one tutoring, workshops, dissertation boot camps &				http://www.stanford.edu/dept/undergrad/pwr/hwc/graduates/index.htm
26	Stony Brook University-State University of New York (2001)		graduate students , but the wording of the WC home page suggests that all are welcome: "The Stony Brook University Writing Center, located in Humanities 2009, aims to support writing at Stony Brook University. We				http://www.stonybrook.edu/writrhet/wcabout.shtml
27	Syracuse University (1966)		undergrads, in addition to a Graduate Editing Center (GEC) with free editing and proofreading services. Matrix provided to help student determine whether she needs the general Writing Center or the GEC (Will edit degree				http://wc.syr.edu/grad.html
28	Texas A&M University (2001)		A University-wide center that serves graduates & undergraduates/separate link to "Graduate Writing" from central webpage; nature and quality of support not clear--videos, presentations, podcasts listed				http://writingcenter.tamu.edu/c/how-to/graduate/
29	Tulane University (1958)		Studio tutors do not review/edit the following: Essays written for Graduate/Professional classes, conferences, or publications One graduate program recommends a book Fleury's How to Survive				http://www.eebio.tulane.edu/graduate/academic-skills.php
30	The University of Arizona (1985)		The Department of English occasionally has funding for graduate students currently enrolled in one of the department's graduate programs to work as Graduate Peer Consultants in the UA Writing Center. These positions				http://english.arizona.edu/index_site.php?id=324&print=1

	University	Department or Program	Graduate Writing Activities/Programs (Please include frequency)	Activity Goals, Assessment & Outcomes	Funding Method	Additional Information	Website Link
31	University at Buffalo, The State University of New York (1989)		provides the following services through the Graduate Writing Center: Editorial Assistance, Writing Workshops, and Tutorial Support. These services are provided for the assistance of Graduate Students who				http://gsa.buffalo.edu/Funding%20and%20Services/editorial.html
32	University of California, Berkeley (1900)		Services Unit assists graduate students in the development of academic skills necessary to successfully complete their graduate programs and prepare for future faculty and professional positions. This unit offers workshops				<i>(See also bibliography of guides to dissertation writing.)</i> grad. berkeley.edu/acapro/pdf/academic_services.pdf
33	University of California, Davis (1996)		graduate students helping with developing writing ideas (not doing grammar, etc.) Also have writing workshop program. This all part of Graduate Writing Program that looks worth exploring. This includes setting	They indicate that they do not have much money			http://writing.ucdavis.edu/programs-and-services/graduate-writing-fellows-1 (2) http://writing.ucdavis.edu/programs-and-
34	University of California, Irvine (1996)		writing tutor who is available for help a few days a week. They also have workshops on professional development and this may include some on writing, but nothing here is obvious.				
35	University of California, Los Angeles (1974)		Has a graduate writing center with lot of support. No charge to students. Run by GSA. They have workshops that are targeted to arts, humanities, sciences.	Unclear, but run by Graduate Student Assn out of their fees	consultants all seem to be senior graduate students. They do not		http://gsrc.ucla.edu/gwc/
36	University of California, San Diego (1982)		Nothing found in searching writing or graduate education.				

	University	Department or Program	Graduate Writing Activities/Programs (Please include frequency)	Activity Goals, Assessment & Outcomes	Funding Method	Additional Information	Website Link
37	University of California, Santa Barbara (1995)		graduate students, but seem to be undergrad courses given for graduate credit. Also GS has one person who is a "writing peer" to help with some writing. But no apparent formal programs.				http://www.writing.ucsb.edu/gradstudents.htm
38	The University of Chicago (1900)		Not seem to have much. Do have a "dissertation write in" for 20 students in spring to be together to write their dissertations and stop procrastination, but nothing else I could find.				
39	University of Colorado at Boulder (1966)		Appears to have nothing				
40	University of Florida (1985)		Have a course for writing for international students. NOTE, this page has UF policies on writing for international students that may be worth exploring.	\$700/semester that cannot come from tuition remission. No credit for course			http://www.lin.ufl.edu/sw.html
41	University of Illinois at Urbana-Champaign (1908)		Writers Workshop staffed by a mix of instructors and graduate students.				http://www.cws.illinois.edu/workshop/
42	The University of Iowa (1909)		Writing Center which is open to international, undergraduate and graduate students. Has provided some form of writing assistance to students since 1934. Staffed by a mix of faculty and graduate students.	Writing Center is to improve writers, not pieces of writing, thus the active involvement of the writer is central to	Well established unit at university.	They have semester-long enrollment, as needed appointments and on-line tutoring.	http://www.uiowa.edu/~writingc/index.shtml

	University	Department or Program	Graduate Writing Activities/Programs (Please include frequency)	Activity Goals, Assessment & Outcomes	Funding Method	Additional Information	Website Link
43	The University of Kansas (1909)		special tab for graduate students which lists a. variety of writing groups (including options for space, in person writing exchange, on-line writing exchange etc.) b. write-in days (two day-long writing intensives) c.	Program Mission: The Graduate Writing Program supports the international, research and			http://www.writing.ku.edu/
44	University of Michigan (1900)		Language Institute and a few college/discipline specific writing centers. Sweetland is open to undergraduate and graduate students and offers specific services for graduate students including a	Institute's Mission: is to provide English language instruction to members of the University of Michigan			http://www.lsa.umich.edu/sweetland/
45	University of Minnesota, Twin Cities (1908)		Center for Writing: Student Writing Support for graduate and undergraduate students. Face to face and on-line assistance offered.				http://writing.umn.edu/sws/index.htm
46	University of Missouri-Columbia (1908)		Center for Writing only for undergraduates.				
47	University of Nebraska-Lincoln (1909)		N/A				
48	The University of North Carolina at Chapel Hill (1922)	The Writing Center					http://www.unc.edu/depts/wcweb/

	University	Department or Program	Graduate Writing Activities/Programs (Please include frequency)	Activity Goals, Assessment & Outcomes	Funding Method	Additional Information	Website Link
49	University of Oregon (1969)	University Teaching and Learning Center/Writing Lab					http://tlc.uoregon.edu/
50	University of Pennsylvania (1900)	Marks Family Writing Center					http://writing.upenn.edu/critical/writing_center/
51	University of Pittsburgh (1974)	The Writing Center					http://english.pitt.edu/writingcenter/
52	University of Rochester (1941)	Writing and Studies Skills Center					http://www.esm.rochester.edu/offices/?i=wssc
53	University of Southern California (1969)						
54	The University of Texas at Austin (1929)	Sanger Learning and Career Center					http://www.lifelearning.utexas.edu/l_graduateschool.html

	University	Department or Program	Graduate Writing Activities/Programs (Please include frequency)	Activity Goals, Assessment & Outcomes	Funding Method	Additional Information	Website Link
55	University of Virginia (1904)	The Writing Center					http://www.engl.virginia.edu/undergraduate/writing/center.shtml
56	University of Washington (1950)	Odegaard Research & Writing Center	assists graduate students and undergraduates. Staffed by graduate students or advanced undergraduates. They advertise possibly making a tutor-moderated group available if enough graduate students from one discipline		disciplines have their own writing centers but they are almost all	English Dept. Writing center shut down in 2009 due to budget cuts.	http://depts.washington.edu/owrc/
57	The University of Wisconsin-Madison (1900)	Writing Center	teaching assistants or professional staff serves undergraduates and graduate students. On their website they're listed as Writing Center instructors and Writing Center fellows (6 Prof. Staff, 47 GAs, 55 UAs). They clearly state that	Wisconsin-Madison's Writing Center helps undergraduate and graduate students in all disciplines		underwrites the Writing Center which has a huge staff and comprehensive website. All searches lead back to the Writing Center.	http://www.writing.wisc.edu/
58	Vanderbilt University (1950)	Writing Studio	professional staff and undergraduate and graduate students. There is a specific tab for graduate students which informs them about the process including to the differentiation between appointments for short			The home page includes a tab for students to make appointments with a dedicated Science Writing Specialist.	http://www.vanderbilt.edu/writing/index.php
59	Washington University in St. Louis (1923)	N/A	Writing assistance offered through Writing Programs for undergraduates.				
60	Yale University (1900)	Graduate School of Arts & Sciences Graduate Writing Center	advisors and graduate writing fellows all from varying disciplines staff the Graduate Writing Center along with a Director and Administrative Associate. The website lists a series of workshops which are only made	Writing Center (GWC) helps graduate students become prolific and successful academic writers. It offers		offers links to resources they call tutorials and are pdf articles on different topics. They also have links to proposal examples which could be	http://www.yale.edu/graduateschool/writing/index.html