

MEMO

To: Paul Faber, Dean

From: Eric Leuschner

Re: Report on Reassigned Time (spring 2016)

For the Spring 2016 semester, I was granted Track II Reassigned Time by the Provost for the purpose of serving as editor of *Teacher-Scholar: The Journal of the State Comprehensive University*. During the spring 2016 semester, I completed work on the seventh issue of the journal. The contents of issue seven include five essays and three book reviews. Topics include organizational culture, blended and asynchronous course effectiveness, recessionary strategies, inclusive learning environments, and assessing high-impact practices. Authors of essays represent a range of universities, including Minnesota State University, Mankato, Missouri University of Science and Technology, Michigan State University, University of the District of Columbia, Grambling State University, and University of Washington, Bothell. This range reflects the reach that the journal is working to attain

Most of the editorial work was completed during the spring semester, but this year the issue had to be submitted to University Relations for approval. After a minor cover change, the final version of the issue submitted to the University Print Shop in June. Unfortunately, there was a major printing error in the first printing and those had to be redone. The issue is now complete and has been distributed.

In addition to completing the issue, I began moving the journal to a new online platform. With the help of Jennifer Sauer, Forsyth Library, the journal is now available on the Scholar's Repository (Digital Commons) through Forsyth Library. Not only will this allow the submission and review process to be automated, it will hopefully raise the visibility of the journal.

I would like to thank the Provost for the Reassigned Time and additional support, which has provided valuable release time in order to accomplish the duties necessary to produce the journal.

Report on Composition Program
Fall 2015, Spring 2016

As Director of Composition I conducted class observations of Morgan Chalfant, Lisa Jones, and Paulia Bailey, and Amanda Fields, as well as reviewed syllabi for composition composition courses. I maintained email contact with Kathy Wagoner who is teaching a concurrent enrollment course at Hays High School; my site visits in the two previous visits had not revealed any problems. I completed 18 evaluations of composition coursework from other institutions for transferability in summer and fall 2015, and spring 2016.

Report on Writing Center

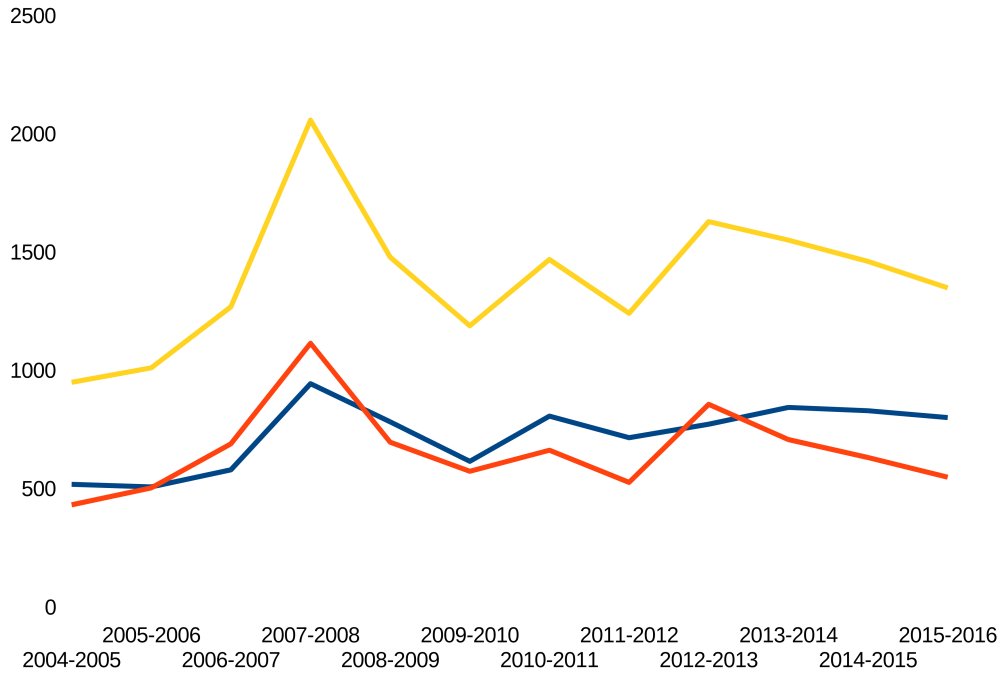
1. Usage statistics.

The Writing Center was open from 8/24/2015 to 5/12/2016. During this period, the Center served 511 unique clients in 1354 consultations.

Table 1.
Writing Center's usage: historical perspective

	fall	spring	annual
2004-2005	518	431	949
2005-2006	507	503	1010
2006-2007	579	689	1268
2007-2008	943	1114	2057
2008-2009	782	696	1478
2009-2010	615	573	1188
2010-2011	806	662	1468
2011-2012	715	526	1241
2012-2013	772	856	1628
2013-2014	843	707	1550
2014-2015	829	631	1460
2015-2016	800	548	1348

Figure 2.
Writing Center's usage: historical perspective



2. Client base.

Descriptive statistics for the client base are given in Tables 2 through 5.

Table 2.
Distribution of clients by class

Class	Fall	Spring	Total
JR	27	49	76
SO	33	89	122
GR	41	56	97
SR	48	49	97
FR	16	103	119

Table 3.
Distribution of clients by residence

	Fall	Spring	Total
Domestic	103	102	205
International	97	202	299

Table 4.
Distribution of clients by gender

	Fall	Spring	Total
Female	119	194	313
Male	81	109	190

Table 5.
Distribution of appointments by course

ENG	503	37.31%
COMM	192	14.24%
ENG	96	7.12%
IDS	85	6.31%
MGT	59	4.38%
HIST	39	2.89%
MBA	38	2.82%
GSCI	35	2.60%
LDRS	32	2.37%
PSY	30	2.23%
MKT	29	2.15%
NURS	12	0.89%
INT	12	0.89%
HHP	10	0.74%
POLS	9	0.67%
ACCT	8	0.59%
COMM	8	0.59%
SOC	7	0.52%

LDRS	7	0.52%
TEEL	7	0.52%
THM	7	0.52%
NUR	6	0.45%
TECS	6	0.45%
BCOM	6	0.45%
BIO	5	0.37%
ECFI	5	0.37%
GEO	5	0.37%
ESL	5	0.37%
SOCW	5	0.37%
PHYS	4	0.30%
ART	4	0.30%
CSCI	4	0.30%
AEP	3	0.22%
PHIL	3	0.22%
THTR	3	0.22%
BUS	3	0.22%
BIOL	3	0.22%
GLE	3	0.22%
BCOMM	3	0.22%
EDU	3	0.22%
HESA	2	0.15%
AGR	2	0.15%
JUS	2	0.15%
GEO	2	0.15%
GBUS	2	0.15%
PHY	2	0.15%
MGT	2	0.15%
INF	2	0.15%
MATH	2	0.15%
NURS	2	0.15%
ACC	1	0.07%
READ	1	0.07%
EGN	1	0.07%
AGRI	1	0.07%
TEEL	1	0.07%
ESL	1	0.07%

JUS	1	0.07%
ACCT	1	0.07%
UNIV	1	0.07%
PHY	1	0.07%
CHEM	1	0.07%
GIS	1	0.07%
COMS	1	0.07%
MATH	1	0.07%
TESP	1	0.07%
CSC	1	0.07%
HRM	1	0.07%
GBGS	1	0.07%
TEEP	1	0.07%
GIC	1	0.07%
MLS	1	0.07%
NUR	1	0.07%
ATEP	1	0.07%
TESP	1	0.07%

3. Consultants' performance.

Table 6 provides mean results for the evaluation of tutors by clients.

Table 6.
Evaluation of consultants by students

helpfulness	4.86632200886
knowledge	4.85893648449
respect	4.89364844904