

Statement on Service
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My primary service contributions result from my duties as Director of Writing, a position that subsumes two previous administrative roles, Director of Composition for the English department and Writing Center Director for the university. Thus, this enlarged position provides me opportunities to serve at both the department and the university level.

As the administrator responsible for the department's writing programs, I serve by overseeing approximately 195 sections of writing annually. For these courses, I am accountable for establishing policy, hiring new adjunct instructors, maintaining staffing, mentoring teachers, conducting assessment, investigating students' complaints, consulting on plagiarism charges, and responding to transfer requests. In addition, I am responsible for the relationship of the writing program to other departments; thus, I oversee special sections of 110 that are linked to the curricula of such departments as business, psychology, and English. I also consult with individual departments about the integration of 110 with their major requirements and desired writing outcomes. For this position, I also attend weekly meetings to consult with the English department's other directors, serve on Executive Committee, and convene biweekly meetings with the assistant writing program administrators. I also collaborate with the department Chair about writing program budget issues and the Associate Chair about its staffing issues.

Related to my writing program work, I participate in the preparation of graduate students for the job market. I have twice offered a workshop on the preparation of the teaching portfolio, and I have participated in the job committee's mock interviews. I also consult individually with graduate students applying for writing-related positions. (For additional information, see related materials under "Department Service.")

In addition to the service I have given as a direct result of my administrative position, I have also served the department in contiguous areas. I have chaired two national searches for three positions, for example, and participated in the department's implementation of online evaluations. As part of the online evaluation initiative, I helped develop the department instrument, developed questions specific to the writing program, and oversaw the implementation of this instrument in writing courses. (For additional information, see related materials under "Department Service.")

Just as my administrative role provides a range of opportunities for department service, my role as Director of Writing includes responsibility for the writing center and so provides a broad venue for college and university service. In the writing center, I oversee a staff of 36 (12 undergraduate peer tutors, 11 TAs, 8 professional staff and 5 work study students) in a center that offers approximately 3,000 hours of tutoring annually. In addition to supervisory responsibilities, I am accountable for establishing writing center policy, maintaining staffing, conducting assessments and responding to faculty questions about writing center services. Additionally, I meet weekly with the center's assistant director, meet weekly with its office supervisor and meet biweekly with the professional

staff. As the writing center reports directly to the Dean's office, I also attend monthly meetings for: the College of Arts and Sciences, the humanities portfolio and the university-wide chairs' caucus. I am responsible for annual appraisals of writing center professional staff, for management of its budget, and for its annual report to the Dean's office. (For additional information, see "Writing Center Related Service.")

As well as daily administrative responsibilities, my work in the center has also included a range of writing-related initiatives. I proposed and coordinated a three-day campus visit by national writing-across-the curriculum authority John C. Bean. I have led the development of a new web presence for the center (<http://www.english.udel.edu/wc/>) that includes information about the center, an online scheduling system, a database of usage statistics, and a range of writing resources. (For additional information, see "Writing Center Related Service.")

My university service has included serving on a range of writing-related committees. As a University Assessment Fellow, for example, I attend monthly meetings, consult with departments interested in assessing writing and have spoken on the writing program's assessment at the Assessment Fellows regular meeting. (For further information, see "Assessment Fellows" in the "Other University Service" section.) At Dean Apple's request, I am also chairing a "Writing in the Majors" ad-hoc committee that is tasked with looking at curricular-based methods for promoting writing across the disciplines. (For further information on this committee, see the memo "CAS Writing in the Major Proposal" in the "Other University Service" section.) I also serve on the Provost-appointed Academic and Student Services Council, which is charged with enhancing the integration of students' experiences in and outside of the classroom (For further information on this committee, see "University of Delaware Academic and Student Services Council" in the "Other University Service" section.) I am chair of an Academic and Student Services Council assessment subcommittee, which is examining students' perceptions of the integration of their academic lives. In this role, I designed the assessment activity and created the assessment tool. I am currently in the process of gathering data for analysis. (For further information on this project, see Integrated Education Project materials in the "Other University Service" section.)

Complementing these long-term contributions to department and university service is a series of service-related informational presentations and workshops. I have given presentations on writing-across-the-curriculum, writing program staffing, first-year writing outcomes, assessment, and GTA preparation to a variety of campus stakeholders. (For additional details, see "Representative College and University Presentations" in the "Other University Service" section.)

Supporting and enhancing my service to the University of Delaware is my national service to the profession. For two years, I have served as the Chair of the Assistant Professor Administrator's Special Interest Group (APA SIG), a cross-organizational collaboration that is affiliated with the Council of Writing Program Administrators and the International Writing Center Association. In the role, I have twice chaired an APA SIG workshop on succeeding as an Assistant Professor Administrator at the Conference

for College Composition and Communication, organized a mentoring workshop on promotion and tenure at the 2006 conference of the Council of Writing Program Administrators, and chaired the APA SIG session at the 2005 conference of the International Writing Center Association. (For further details, see the APA SIG materials in “National Service to the Profession”.)

In addition to building coalition between the Council of Writing Program Administrators and the International Writing Center Association (IWCA) through APA SIG, I have further served the writing center community. I was a member of the 2005-2006 IWCA Executive Committee, for example, and I have served on that organization’s Outstanding Article Selection Committee (2005) and its Outstanding Book Selection Committee (2006). I have served as a peer reviewer for writing center related book manuscripts for both Utah University Press and Lawrence Erlbaum, and I serve on the review board for *The Writing Center Journal*. In July 2005, I worked as a consultant to the Center for Writing Excellence at the University of Miami-Ohio, which has received a 10.5 million dollar gift to develop a writing center. For this project, I conducted a two-day site visit, met with on-campus stakeholders and made recommendations to the director of the Center for Writing Excellence. My expertise in rhetoric and composition has thus provided the means to serve nationally, as well as at the program, department, college and university levels.