



First Annual Report

2019-2020

HU-SO English Writing Center

Burapha University

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PHOTO GALLERY

Executive Summary

The HU-SO (short for Humanities and Social Sciences) English Writing Center at Burapha University is the first writing center in Thailand. It was established to serve the Burapha student body, faculty members, and outside community members who might need assistance with writing projects. Since its grand opening in October 2019, the Writing Center has been administered by a hierarchy of ad-hoc committees that are comprised of instructors in the Department of Western Languages. Two cohorts of peer tutors have been recruited, and 62 consultations were provided to students at the Faculty of Humanities and Social Sciences during the first four months of implementation. Positive written feedback from tutees indicated initial success with writing center services.

Due to the Covid-19 outbreak in early 2020, all activities of the Writing Center, including peer-tutor training, have been suspended until the resumption of classes, projected for early July 2020. However, the main challenge remains the lack of sustainable funding. The current funding is extremely limited and only covers the minimal payments for peer tutor time. This needs to be addressed to ensure that the HU-SO EWC can fulfill its goals and thrive. Not only is the Center the first of its kind in Thailand, but it is also strategically situated in the Eastern Economic Corridor (EEC), an area in which innovative and highly-advanced industries are being promoted by the government. The HU-SO English Writing Center at Burapha University potentially can play a role in providing essential training and workshops for the workforce in the area and become a role model for other universities in the EEC area as well as in the greater Southeast Asia region.

I. Background

A. Project Inspiration

In October 2018, the Western Languages Department of Burapha University, in Chonburi, Thailand, received a grant of 1,200,000 Thai baht (\$38,870.40 U.S.) for a new Writing Center on the 8th floor of the university's Humanities and Social Sciences building. Physical work on the roughly 80-square-meter room was completed in February 2019 under the auspices of Dr. Suchada Rattanawanitpun, then the head of the department. The Writing Center was established to serve not only the approximately 1,200 English majors in the Western Languages Department, but also the Burapha student body (approximately 10,000 students), faculty members (approximately 1,000), and any community partners who might need assistance with writing projects.

The motivation for creating a university writing center sprang from Dr. Suchada's experience as a graduate student in the United States. When Dr. Suchada's Thai friend and fellow doctoral student at the same university was experiencing difficulty with academic writing in English, she eventually found her salvation at the university's writing center.

Keeping that in mind, Dr. Suchada, along with members of the ad-hoc committee overseeing the project, wanted the writing center to have a foundation of best-practice objectives and procedures, so that it would be able to serve the maximum target population productively, both in the short term and in years to come. However, because Burapha was the first public university in Thailand to establish a writing center, there were no local models for the best way to establish this foundation.

At the time physical work on the Writing Center was completed, an English Language Fellow from the U.S. State Department, Mindy Olson, was in her first year of service at Burapha's Western Languages Department. During the Thai TESOL conference in January 2019, Ms. Olson attended a talk given by Dr. Molly McHarg. The subject of Dr. McHarg's talk was her experience in establishing a university writing center in Doha, Qatar. Recognizing the possibilities, Dr. Suchada and Ms. Olson invited Dr. McHarg to Burapha in May 2019, where she gave a presentation to members of the ad hoc committee about the many aspects of establishing and maintaining a writing center, and training its staff, including students as peer tutors.

B. Project Foundation, Development, and Launch

At this point it became clear that the writing center at Burapha could benefit from Dr. McHarg's expertise over the long term. Alice Murray, the Regional English Language Officer in the U.S. Embassy, Bangkok, applied for a grant from the U.S. State Department's English Language

Program to fund Dr. McHarg's work at Burapha through an English Language Specialist designation. The grant was approved in August 2019.

In the fall of 2019, the ad-hoc committee appointed Weraphon Camesak director of the HU-SO English Writing Center, as it is now called. Dr. McHarg also visited Burapha University to conduct two weekends of faculty and peer training for writing tutor positions, and spent many hours consulting on physical, procedural, and policy issues. The HU-SO English Writing Center had its opening ceremony on October 22, 2019, with dignitaries from Burapha University and the U.S. Embassy, Bangkok, in attendance. A follow-up visit to assess progress took place in mid-December, with additional training sessions scheduled for spring 2020.

For a summary overview of the HU-SO English Writing Center development and establishment, the following video is available:

https://drive.google.com/file/d/1t_jM6LtumrMLMA0fun8nqJpL7_tcJv21/view

II. Vision, Mission, and Goals

A. Vision

The HU-SO English Writing Center operates with a broad vision of collaboration between the Faculty of Humanities and Social Sciences (HU-SO) and the outside community by giving peer consultations, supporting writers, and expanding literacy to students, teachers, and community members.

B. Mission

1. Provide consultations about different types of writing.
2. Provide English writing resources to support lifelong, independent learning.
3. Provide academic workshops for different purposes.

C. Goals

Since the HU-SO English Writing Center was established for the first time at Burapha University and the first time in Thailand, there was no model from the local context to learn from. Accordingly, for the first year of implementation, we set the following goals:

1. Provide writing consultations to serve students and faculty members of the Faculty of Humanities and Social Sciences.
2. Publicize our center to the other faculties in the university.
3. Improve all the systems to support the services provided in the center.

Initially, we provided writing consultations to serve students and faculty members of the Faculty of Humanities and Social Sciences because the peer tutors came from this faculty. Therefore, they were familiar with the content related to this field and could share ideas with the tutees effectively. In the future, we will try to recruit peer tutors from other faculties¹. Also, to increase the number of users or tutees, more public outreach is necessary. These, and other program improvements, will depend on securing permanent funding for the center.

III. Who We Are

A. Ad-hoc committees

The HU-SO English Writing Center is administered by ad-hoc committees comprised of instructors in the Faculty of Humanities and Social Sciences and the Department of Western Languages. There are eleven ad-hoc committees working in three different teams: the academic team, administrative team, and public relations team. Each team takes charge of the following duties:

1. Academic Team

The main duties include:

- Planning and designing services which include peer consultations and workshops, as well as researching and disseminating useful English writing resources for the center.
- Planning and designing the rules for use of the center.
- Planning and providing peer-tutor training.
- Providing information for the HU-SO English Writing Center web page.
- Checking and evaluating the quality of the center's services.
- Developing and facilitating ongoing professional development for peer tutors.

Since the center opened, the academic committee has recruited two cohorts of peer tutors and held two peer-tutor trainings for the first cohort, and one peer-tutor training for the second cohort (the second set of trainings was truncated by the coronavirus pandemic). Also, to develop the center to serve the users' needs, the committee has been planning to provide more activities and services in order to both publicize the center and to help tutees become better writers.

¹ It should be duly noted that, according to writing center best practices, writing center tutors are trained and able to provide writing assistance to all students, regardless of their discipline and field of study.

2. Administrative Team

The main duties include:

- Planning and supervising the appointment system.
- Collecting, managing, and analyzing statistical data that can be used to improve services.
- Designing and archiving the intake form for tutorial sessions.
- Managing schedules for each peer tutor.
- Recruiting and training peer tutors.
- Evaluating and revising the system to improve efficacy.

In order for the center to run smoothly, the committee has established the following systems:

Appointment system

The committee, with the help of Dr. Molly McHarg, has designed an intake form to record information including name, year of study, reason for consultation, and preferred time and date for the consultation. This allows the receptionist to manage the queue for consultation sessions. Information recorded will be used as data to improve both the appointment system and our services.

Data collection system

In order to keep records related to the number and the nature of visitors, the committee provides a visitors' book for everyone who signs in. This provides evidence to show how many students are interested in using the writing center services and what major they are from. Also, to check the satisfaction and performance of both peer tutors and tutees, a questionnaire is provided for tutees after every consultation session. This data will be used to improve our services, the peer tutor training, and the systems used to support the center.

3. Public Relations Team

The main duties include:

- Planning and designing marketing strategies for the center and its services.
- Developing a web page, Facebook, and any other useful outreach channels.
- Publicizing writing center activities and services through all channels.
- Strategizing and managing the branding and image of the center.
- Checking and evaluating the public relations system and the avenues of outreach.

Initially, in 2019 and in the beginning of 2020, the writing center used posters as the primary means of promotion and publicizing information. In early December, a half-hour interview with Dr. Suchada and Ms. Olson aired on a local television and radio media network (video can be found at: https://www.facebook.com/watch/live/?v=755391921604942&ref=watch_permalink). Another channel of outreach was a Facebook page, “Hu-So English Writing Center,” which continues to be used to disseminate news of the writing center and to publicize the center’s services.

B. Peer Tutors

Peer tutors are one of the most important elements of our writing center. Students need to complete specific steps and training to become peer tutors as follows:

The recruitment of peer tutors

In the initial phase, approximately 14 students (undergraduates and graduates) made up the first batch of tutors. These students expressed an interest in peer tutoring, were recommended by their English faculty, and completed 6 hours of training workshops facilitated by Dr. Molly McHarg. They began peer tutoring after the Grand Opening on October 22, 2019.

In December 2019, the second batch of peer tutors was recruited. To qualify, they needed to be interviewed to check both English proficiency and their attitude toward being a peer tutor. Additionally, a sample paragraph was distributed to the tutors to test their English writing proficiency as well as their ability to provide feedback. Candidates also needed to have a minimum GPA in their English courses and strong recommendations from faculty.

All of the second-batch peer tutors were undergraduate students in their second and third years of study.

The table below shows the number of peer tutors in each year.

Year of study	First batch (No. of tutors)	Second batch (No. of tutors)
Graduate		
Year 1	1	0
Year 2	5	0
Undergraduate		
Year 2	0	7
Year 3	3	2
Year 4	5	0
Total	14	9

The work of peer tutors

Peer tutors worked, as their schedules permitted and based on appointment bookings, between 1:00 and 5:00 PM from Monday to Saturday. Each session was booked for 30 minutes, although some sessions were shorter or longer. After a tutee made an appointment for a consultation, the administrative staff would inform peer tutors of their tutoring session on a daily basis. A tutor would not know who he or she would meet, and a tutee could not choose a specific peer tutor. There was no walk-in service for students to meet with a peer tutor.

How peer tutors connect

The Administrative Committee created a “Line” group to enable all peer tutors to keep in touch, get to know one another, and share experiences and concerning issues across cohorts. They also have opportunities to meet with one another at the writing center, as it is an open space for all.

C. Administrative support

The HU-SO English Writing Center remained active with the support of staff and students from the Department of Western Languages. We had three part-time staff working as receptionists during the first six months. They all were students who received scholarships from the Faculty of Humanities and Social Sciences, and were assigned to work in the center according to their contract with the faculty.

For short-term planning, because of budget limitations, we need to recruit either volunteer students or faculty, in addition to the students who receive scholarships, as receptionists for the coming year. For long-term planning, we need to discuss with the committee and relevant departments to create a sustained budget that includes funds for a writing center director and

receptionist.

IV. Statistics and Financials

A. Total tutorial sessions

From October 22, 2019 to February 14, 2020, the HU-SO EWC has held a total of 62 writing consultations as shown in the table below.

	Year / Month		Tutees				Total Tutorials	Cancellations
			1 st Year Students	2 nd Year Students	3 rd Year Students	4 th Year Students		
1	2019	October	0	0	0	0	0	0
2		November	0	0	38	0	38	2
3		December	0	2	0	0	2	0
4	2020	January	0	16	0	0	16	1
5		February	0	6	0	0	6	0
Total			0	24	38	0	62	3

According to the table, the tutees were comprised of only second- and third-year students. Because many second-year students enroll in Course 22322259, Paragraph Writing, they are assigned writing assignments throughout the semester; those instructors recommended that their students visit peer tutors in the writing center. However, only around one third of all the students enrolled in this course made an appointment with the peer tutors. Accordingly, we need to publicize our center much more. Similarly, many third-year students enroll in Course 22332359,

Essay Writing, and that instructor encouraged the students to consult peer tutors as well. Of those third-year students enrolled in the 22332359 Essay Writing class, about half consulted peer tutors. This might be because there were only two sections of the class, and the one instructor for the course offered extra credit to students who completed an appointment at the writing center.

For first-year students, their lack of engagement with the Center might be because they have not enrolled in a writing course yet, and most of their courses focus on grammar and speaking skills. A follow-up consultation with Dr. McHarg and the ad hoc committee resulted in the recommendation to add and promote grammar consultation as a new service. This will primarily serve tutees who have challenges concerning grammar in writing and for those who enroll in grammar courses. We plan to advertise this service to the first-year students of the Faculty of Humanities and Social Sciences on orientation day in the coming semester. Fourth-year students, who are only enrolled in one English course, rarely even come to the university campus. Accordingly, we have seen few fourth-year students visit our center. We hope to improve this statistic by recruiting more graduate students as peer tutors, as well as by increasing awareness of the advantages of peer review of student writing regardless of level.

B. Financial expenses

Financial expenses have been divided into two main parts: compensation for the peer tutors and center operating costs (e.g. publicizing cost, office staff, etc.). To date, the Western Languages Department has supported the funding for both parts.

Compensation for peer tutors

After each consultation, peer tutors are compensated at 30 baht per session, in cash by the receptionist. The following table shows the total compensation the center spent in the first five months of operation.

Year/Month		Total Tutorials	Total Amount (30 baht/session)
2019	October	0	0
	November	38	1,140
	December	2	60
2020	January	16	480
	February	6	180
Total		62	1,860

Center operating cost

The center's operating cost during the first six months included money spent on public relations, office staff, and refreshments (for meetings and trainings). Details of each category are presented in the table below.

Category	Total (baht)
Public Relations	1,500
Office Staff	2,000
Refreshments	4,000
Total	7,500

For long-term planning and sustainability, the funding challenge needs to be addressed.

V. Benefits and Impact

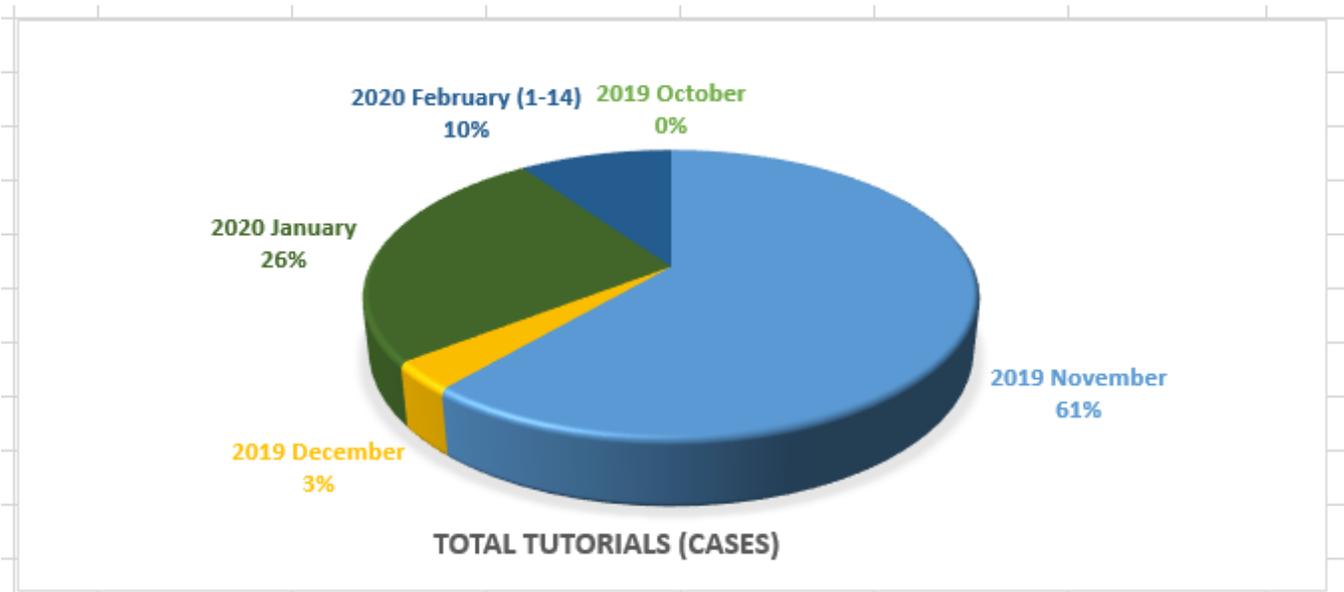
The Writing Center started strong, with 38 peer-led tutorials in the first six weeks of operation and a total of 62 peer-led tutorials through February 18, 2020, with 24 of those comprising 2nd-year English major students, and 38 comprising 3rd-year English-major students. In addition, one 4th-year English major came in for tutoring multiple times for help with a scholarship application. Factors that affected the Writing Center's operations from its opening on October 22, 2019 through February 18, 2020 included: a two-week semester break from November 16-30, as well as several holidays, including the Western New Year holiday, the Chinese New Year holiday, and the Makha Bucha Buddhist holiday. In mid-February, the Covid-19 pandemic led to diminished hours and, finally, the closure of the Writing Center until the resumption of classes, projected for early July 2020.

Nevertheless, the Writing Center was able to generate some feedback and data on the tutees and tutors over the short period of its operation that will help to inform operations going forward.

Of the 62 peer-led tutorials for the period the Writing Center was open, the timeline was as follows:

Total number of tutorials								
Items	Months	First year students	Second year students	Third year students	Fourth year students	Total tutorials	Cancellation	
						(Cases)	(Cases)	
1	2019	October	0	0	0	0	0	
2		November	0	0	38	0	38	2
3		December	0	2	0	0	2	0
4	2020	January	0	16	0	0	16	1
5		February (1-14)	0	6	0	0	6	0
			0	24	38	0	62	3

When seen as a pie chart, it is clear that most tutoring sessions occurred in November, at the end of the fall semester, and in January, at the beginning of the spring semester.



Some of qualitative data received included positive written feedback from tutees, although it must be considered that students who visited the writing center received extra credit in a 3rd-year Essay Writing class. The following are three of about 20 examples:

1) *Hello teacher Mindy! I'm Blossom 60020693 sec.Monday afternoon*

In the afternoon, I went to writing center and got a peer review about comp & cont essay . I got a lot of advices and good suggestions to improve my writing. Thank you for inviting me to writing center.

2) *Hi Aj. Mindy,*

I went to the Writing Center last Friday! It was very nice, and I also got some advices from my peer tutor that were very useful for my writing skills.

3) *Good afternoon Mindy! I went to Writing Center on Friday, 8. Also, I got so many suggestions from the peer tutor. The peer tutor is very kind, and he recommended me everything such as grammar and vocabulary. I'm so glad to meet with him! Thank you Mindy.*

In addition, a survey (Google Form) sent to third year students who used the Writing Center in November 2019 yielded mostly positive results from ten (10) anonymous respondents. On a Lykert scale from 1-5, 7 respondents said their experience in the center was “very satisfying,” or 5 on the scale, and 3 rated it as 4, or “satisfying,” and the same proportion said the atmosphere in the writing center felt “5: very friendly and helpful,” or “4: friendly and helpful” when making an appointment. In terms of ease of making an appointment, 3 responded that it was “very easy.” 4 said “easy,” and 1 respondent each said it was “medium,” “not easy,” or “not very easy.” This discrepancy may be due to the limited hours of the Writing Center, or the fact that it sometimes had to close during times it was scheduled to be open because of staffing issues, especially in the early days.

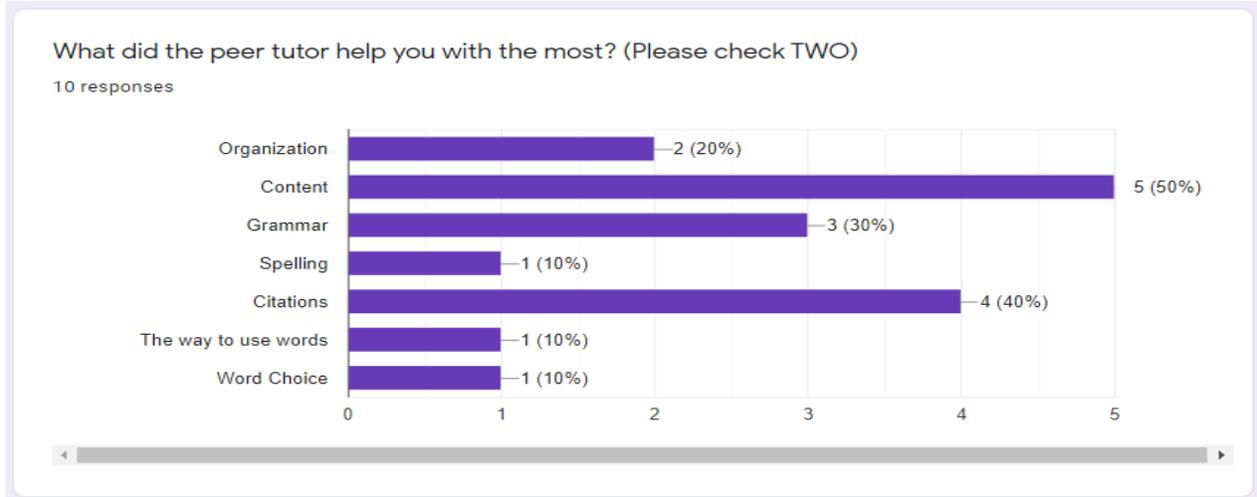
According to the survey, 7 out of the 10 respondents were “on time” for their appointments, whereas tutors were 90% on time. As to how the tutees felt about the tutors, 5, or half, the respondents said their peer tutor was “very helpful and professional,” and 3 deemed the peer tutor “helpful and professional.” One respondent said the peer tutor was “not helpful and professional,” and one more said the peer tutor was “very unhelpful and unprofessional.”

One of the key tenets of peer tutor training is that the writer who is seeking help is always the one to hold the pen or pencil; that is, the tutor’s job is not to do a line edit of the writing, but to help the writer identify and self-correct any issues. Accordingly, one question on the survey was, during the tutoring session, “Who held the pen or pencil to write on your paper?” Of the ten respondents, 7 said they had held the pen or pencil and 3 said they and the tutor “took turns” holding the pen or pencil.

Almost all the tutoring sessions in November were for 30 minutes; 90% of respondents said their session lasted 30 minutes, while one person said it was less than 30 minutes. Because all the

tutees were in a 3rd-year essay class, 90% sought help with a comparison/contrast essay, and one sought help in writing an argumentative essay.

The following chart depicts the areas in which students sought help:



One question asked if the respondents planned to visit the writing center again, if they were to receive extra credit. Six out of ten said they were “very likely” to revisit the writing center, 2 were in the middle of the Lykert scale, and one each responded that they were “unlikely” or “very unlikely” to revisit the writing center. When the same group was asked if they would revisit the center without extra credit, the results were the same, except the group of six that had previously been “very likely” to revisit was reduced to three, the other three having moved to the “likely” column.

Finally, respondents were asked how they would review the writing center to other students. Six said they would give it a “very positive” review, 2 said they would give it a “positive” review, one was in the middle of the Lykert scale, and one respondent said he/she would give the WC a “very negative” review. According to Google Analytics, all responses that reflected a negative experience at the center came from one respondent, who remained anonymous.

An open-ended question soliciting responses yielded the following comments:

-- Everything is ok about writing center. It helps me so much.
-- Thank you for having a Writing Center. This place helps me a lot.

It must be noted that this survey had only 10 respondents out of the 38 who used the center in November.

In addition to the benefits to the students who sought writing advice and help from the HU-SO English Writing Center, the peer tutors also benefited from the training they received, and from

the practice they got in analyzing, evaluating, and advising other students on their writing projects.

Of the 14 peer tutors who completed the training, six continued as active tutors. The other trainees either had post-graduate work that required their attention, or had schedules that were not convenient for tutoring. In addition, it may have been that some peer tutors were just more enthusiastic and ready to go from the beginning, and so they became the “default” tutors, who would be called first when appointments were being scheduled. As is often the case in writing centers staffed by peer tutors, the busiest time for appointments -- just before mid-term and final exams -- is also the least convenient time for peer tutors.

Total number of tutorials of each peer tutor							
Items	Peer tutors	October	November	December	January	February	Total tutorials
		(cases)	(cases)	(cases)	(cases)	(cases)	(cases)
1	Yod	0	13	0	0	0	13
2	Bank	0	3	0	8	3	14
3	Pooh	0	3	0	4	1	8
4	Mo	0	11	1	4	0	16
5	Few	0	5	0	0	1	6
6	Princess	0	3	1	0	1	5
Total		0	38	2	16	6	62

VI. International Presence

A number of events and activities during the 2019-2020 academic year have placed the HU-SO Writing center in the international spotlight.

A. Local model of writing center for the Eastern Economic Corridor (EEC)

- a. In addition to being the first Writing Center in Thailand, the HU-SO English Writing Center at Burapha University is also strategically located in the EEC area in which innovative and highly advanced industries are being promoted by the government. Developing human resources for the EEC is, therefore, imperative for this endeavor. The HU-SO English Writing Center at Burapha University can potentially play a role in providing essential training and workshops for the workforce in the area. The focuses can be on Business English, economic cooperation, development, employability, etc.

- b. There is also a possibility for the HU-SO English Writing Center to create a consortium of writing centers with the other three universities in Chonburi.

- B. The HU-SO English Writing Center at Burapha University is literally on the map; it is now listed in the International Writing Center Directory:
<https://web.stcloudstate.edu/writeplace/wcd/Asia/thailand.html>

- C. On January 31, 2020, faculty from Burapha University presented “Developing a Writing Center at Burapha University” at the International 40th Annual Thai TESOL conference. The Thai TESOL conference brings educators from around the world together. This presentation showcased the history and development of the HU-SO EWC.

- D. On February 23, 2020, two Burapha University faculty members, in collaboration with English Language Fellow Mindy Olson and English Language Specialist Dr. Molly McHarg, presented “Developing the First Writing Center in Thailand” at the Twelfth Annual WCAJ Symposium on Writing Centers in Asia in Osaka, Japan.
<https://sites.google.com/site/wcajapan/>

- E. There are plans underway for additional research and international publication plans. Dr. Molly McHarg was interviewed for the next Middle East-North Africa Writing Center Alliance (MENAWCA) newsletter, scheduled to be published in late spring 2020.

- F. The authors of this annual report are also planning to collect more data and disseminate findings as the writing center re-opens.

VII. Challenges

The key challenge at HU-SO EWC is the lack of a sustainable funding source. Since its opening, the center has been funded by the Faculty of Humanities & Social Sciences (Western Languages Department); however, there have been no guarantees for continued funding. Furthermore, the current funding is extremely limited and only covers the minimal payments for peer-tutor work during appointments. This means that faculty members are expected to keep the center alive and growing with no additional compensation.

In order to maintain and develop a truly robust writing center that would serve the maximum number of students, faculty, and community members, the following services would require committed funds:

1. Guaranteed funding for peer tutor work (see “Statistics and Financial Details” section above for details).
2. Funding for the Writing Center Director -- possibly making this a position in itself, with fewer or no other teaching and service duties

3. Honorariums for Ad Hoc Committee Members. This would include stipends so faculty could offer workshops in the writing center and for their ongoing administrative efforts (PR, logistics, evaluation) related to writing center development.
4. Discretionary budget for additional writing center development (e.g., prizes for writing contests, new materials, PD for peer tutors, etc.).

Efforts have been made to explore sustainable funding sources, but none have yet yielded permanent funding.

The HU-SO EWC has great plans and ambitions for increasing the services provided to the community -- these include workshops for faculty and students, more training and development for peer tutors, and even providing English writing services to the local community. However, none of these goals can be realized without a more permanent, stable budget.

Another great challenge for the HU-SO EWC in 2020 has been the Covid-19 pandemic. Two training sessions for the next cohort of peer tutors, as well as training for BUU faculty as peer-tutor trainers, were scheduled for February/March of 2020. A cohort of eight peer tutors, chosen from a field of 10 applicants, attended the first training session, led by Dr. Sutraphorn Tantiniranat, an English lecturer at Burapha University, with Dr. McHarg attending as mentor. However, the advent of the pandemic resulted in the cancellation of the second workshop for peer tutor and faculty training, as well as ending all face-to-face consultation in the writing center. As of now, the HU-SO EWC has postponed all training sessions to July 2020, or possibly later, depending on government restrictions and student/faculty capability. If necessary, the HU-SO EWC will consider providing online training sessions to peer tutors and for writing center consultations.

VIII. Future Goals

The HU-SO English Writing Center remains optimistic and ambitious in its planning for the 2020-21 academic year. The following are the goals we set:

1. Funding

To realize the goals outlined above, the HU-SO English Writing Center staff is keenly aware of the urgent need for sustained funding. Many of these goals cannot be successfully reached without funding. Accordingly, we anticipate the HU-SO English Writing Center and the Department of Western Languages will work together to find the best solution in both the short and long term.

2. The number of tutees

According to the information mentioned in Statistics and Financials (see above), only second and third year English major students have made appointments with the peer tutors. Therefore, in 2020-21, our goal is to increase the number of tutees, especially the English major students.

For the students from other departments, we will focus on the students who are studying for the English minor. Then we will use this group of students to publicize our center to other students in their respective departments.

2. Activities and services

In 2020-21, the academic committee plans to provide more activities related to both writing and grammar. We also plan to hold at least one or two workshops to serve faculty members, and/or outside community members. Our ability to provide such services will depend heavily on secure funding for the Center.

PHOTO GALLERY



Dr. Molly McHarg, English Language Specialist and Aj. Weraphon, HU-SO English Writing Center Director, at the Grand Opening on October 22, 2019.



Dr. Suchada Rattanawanitpun and Aj. Mindy Olson



At the Writing Center's Grand Opening, October 22, 2019. The back row includes Mr. Parin Thongprab, Vice-Dean of the College of Commerce, Assistant Professor Dr. Nayot Kurukitkoson, Vice President of Burapha University, English Language Specialist Dr. Molly McHarg, Alice Murray (RELO, U.S. Embassy Bangkok), Dr. Suchada Rattanawanitpun (Dean, Hu-So Faculty), English Language Fellow Mindy Olson, and Assistant Professor Dr. Watunyoo Suwannaset, Lecturer of Faculty of Education. The front row includes Aj. Weraphon Carmesak (Writing Center Director), Assistant Professor Dr. Thanyarat Saguansri, Oriental Languages Department Head, Ms. Pichsinee (Eve) Antananit (RELO Assistant, U.S. Embassy Bangkok), Ms. Pornpun Ruenkong, Lecturer of Department of Economics, and Dr. Kanokporn Tunwattana, Vice Dean, Hu-So Faculty



Peer tutor training completion certificates awarded at Grand Opening ceremony.



September 2019 Peer Tutor Training



September 2019 Peer Tutor Training



Peer Tutor consultations, November 2019



Peer Tutor consultation on citations, November 2019



Dr. Sutraphorn Tantiniranat leading February 2020 Peer Tutor Training



February 2020 Peer Tutor Training