University of Nizwa

The UoN Writing Center

Functions and Policies

The Writing Center

We are here to help students improve!

University of Nizwa

Amended by the Provost for Academic Affairs on May 6th & May 9th 2012
Presented to the UoN Academic Council on Feb. 28th 2012
Amended by the UoN Executive Council on Feb. 14th 2012

By: Derek M.N. O'Connell

Table of Contents

Writing Center Expansion Plan

Overview

The inaugural opening of the first writing center in the Sultanate of Oman is accredited to the University of Nizwa for demonstrating the initiative in the development of quality academic writing support programs. The UoN's Writing Center officially began to provide English writing programs and services to students on April 18th 2009, consisting of a modest staff of only 2 full-time employees. Since that time, the perspicacious student support facility has come to be recognized as an invaluable learning facility for academic students, faculty, and the community alike, servicing the needs of more than 38,247 scheduled appointments in less than 3 years. The center has grown to a staff comprising of 5 full-time employees and 20 part-time student internships. As a learning support facility, the Writing Center at the University of Nizwa has proven itself to be a viable and trusted model to be emulated and expanded upon in aims of introducing the promotion of writing for additional languages under its tutelage and direction.

For all intensive purposes this document has been approved by the University Academic Council (UAC) and serves as a detailed plan to further expand the programs and services of TWC at the UoN to include the addition of essential languages in Arabic, French, and German. Moreover, it provides an overall administrative framework for the academic student support facility as potential services, programs, and languages are designed and implemented to benefit the needs of academic learners. The establishment of TWC's programs and services that would encompass the language support for English, Arabic, French, and German under a single united administrative entity as an integral part of the University of Nizwa is the primary purpose of this document.

Vision

The Writing Center will be recognized as an educational facility that provides quality instruction and academic support across all disciplines to further develop student's diverse writing abilities.

Mission

The Writing Center will cater primarily to academic students currently enrolled in their degree programs that need to improve their English, Arabic, and other essential languages proficiency in writing.

The Writing Center is a learning support service designed to promote a dynamic writing culture for students. The center will aim to improve student writing composition skills, reinforce quality study habits, support critical thinking, and encourage creativity and innovation. The Writing Center's programs, services, and extracurricular activities will reflect the Islamic and cultural values embraced by the Sultanate of Oman in order to assist in the development of quality graduates.

Objectives

The Writing Center aims to:

1. Assist in the development of student writing proficiency, so that learners can articulate their ideas and opinions in a concise and coherent manner.

2. Establish and maintain innovative writing programs and services that meet the needs of academic students across various interdisciplinary curriculums.

3. Promote academic excellence through comprehensive development of writing skills and familiarity of the writing process.

4. Develop student interest and participation in the Writing Center by providing valued tutoring, guidance, innovative workshops, diversified services, and extracurricular activities in support of independent learning.

5. Enhance the development of peer tutors in providing quality-writing support services to best aid academic students.

6. Build professional affiliations with international and regional writing centers that will aid staff professional development and promote high academic standards.

Values

The Writing Center aims to establish:

1. **The Promotion of Writing:** To encourage all types of writing in English, Arabic, and other essential languages as a valuable tool of personal expression and academic articulation.

2. **Academic Excellence:** To promote a writing culture conducive to the academic success and needs of students.

3. **Learning and Innovation:** To cultivate an educational learning environment that supports creativity and innovation through the collective exchange of ideas and opinions that is beneficial to the writing process.

4. **Respect and Understanding:** To uphold the cultural and religious values of Islam and of the Sultanate of Oman through a diverse and multicultural learning experience.

5. **Teamwork and Collaboration:** To provide services and programs based on various pedagogies and methodologies associated with writing centers that engage learners through a combination of student centered activities, independent discovery, and pair/group collaboration.

Primary Academic Focus
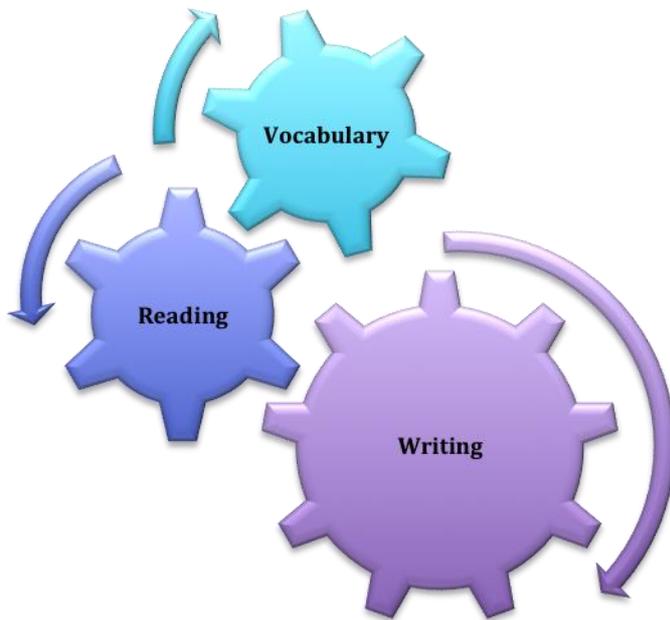
As other Writing Center's across the greater Middle East have expanded their repertoire of language support, the UoN's Writing Center seeks to follow exemplary models of multilingual centers that are established within the International Writing Center Association (IWCA) and the Middle East North African Writing Center Alliance (MENAWCA) as a guiding path to success for its various programs and services. The academic support provided by TWC will continue to emphasize support predominantly geared towards imparting quality writing habits, reading comprehension practice, and vocabulary acquisition exercises throughout all of its programs and services offered at the UoN. As such, an emphasis on the core essential skills of vocabulary, reading, and writing development will be at the forefront of TWC's planned curricula for all languages that it services.

Methodology

The Writing Center is a student support facility where teaching methodologies practiced are applied through a student-centered pedagogical approach to encourage independent learning and academic excellence. Writing workshops, tutorials, and conversation classes practice a communicative language approach, creating a relaxed, non-threatening learning atmosphere. Students are encouraged to participate in a hands-on manner to increase their proficiency and to foster the confidence that springs from repeated practice. Toward this end, classes and workshops do not follow the standard lecture format of most academic lectures. Workshops are practiced in a format where the bulk of time is spent on student-generated production of writing. In conversation classes, participation is encouraged from all members without regard for proficiency in grammar. In short, TWC methods encourage frequency and provide opportunity, which in turn, leads to fluency and improved proficiency.

TWC Affiliations for the Purpose of Benchmarking

TWC has accumulated nearly 40,000 appointments under its tutelage, and has aided in a consultancy role of newly established writing centers at Sultan Qaboos University, King Fahd University, Arab Open University, and Rustaq College of Applied Sciences. In addition, it is affiliated with the following organizations and institutions through various professional development conferences, institutional visits and exchanges, and mutual academic cooperation regarding writing center progress and development.

1. Middle East North African Writing Center Alliance (MENAWCA)
2. International Writing Center Association (IWCA)
3. European Writing Center Association (EWCA)
4. TESOL Arabia Membership and Publication
5. Sultan Qaboos University (SQU)
6. United Arab Emirates University (UAEU)
7. American University of Dubai (AUD)
8. University of Calgary Qatar (UCQ)
9. The University of Sharjah (UoS)
10. College of the North Atlantic Qatar (CNAQ)
11. The Lebanese American University (LAU)
12. Sohar University (SU)
13. Arab Open University (AOU)

TWC Key Performance Indicators

The Writing Center will strategically target the following areas of concentration for the continuous long-term success in providing quality educational writing programs and services to students at the University of Nizwa:

1. Student Success
2. Academic Excellence
3. Affiliations and Outreach

Distinction of TWC through *Student Success*:

A) Improve student writing proficiency and familiarity of the writing process.

Measurements:

1. Students that seek the services of the Writing Center will participate in a self-assessment of their improved writing skills.

2. Academic students that participate in a minimum of 10 Writing Workshops or 10 Academic Consultations at any of TWC labs during the course of a single semester, will improve their familiarity of the writing process and achieve a minimum passing grade of a C- or higher on written assignments.

B) Assist students in writing with course assignments related to academic degree programs.

Measurements:

1. Students that seek the programs and services of the Writing Center will participate in a survey that will rate the effectiveness of instructors and tutors of the center.

2. Faculty members will voluntarily participate in an annual survey that will rate the support provided by TWC instructors and tutors. In addition, faculty will be given the opportunity to provide feedback and suggestions for closer collaboration between various academic programs and TWC.

C) Present students with various learning opportunities, programs, and services to aid students' growth with understanding different writing styles, forms, and various skills.

Measurements:

1. Seventy-five percent of all students surveyed will assess the Writing Center's workshops, tutorials, and academic consultations as contributing factors for the improvement of their writing proficiency.

2. Seventy –five percent of all students surveyed will appraise TWC workshops, tutorials, and academic consultations as being a positive learning experience.

Distinction of TWC through *Academic Excellence:*

A) Provide students the opportunity to demonstrate their writing and communication skills through the endorsement of extracurricular activities, annual contests, and academic competitions.

Measurements:
1. More than 500 students will participate in TWC extracurricular activities, annual contests, and academic competitions.

2. TWC will establish and promote at least three (3) extracurricular activities and two contests or competitions per year.

B) Promote critical thinking skills and independent learning.

Measurements:
1. TWC English lab will strive to provide at least 6000 scheduled appointments per year. TWC Arabic lab will strive to provide at least 3000 scheduled appointments per year. TWC French lab will strive to provide at least 1000 scheduled appointments per year. TWC German lab will strive to provide at least 500 scheduled appointments per year.

2. The Writing Center's programs and services will be aligned with the University of Nizwa's vision, mission, and objectives.

C) Foster an academic learning environment beneficial to student needs.

Measurements:
1. Seventy-five percent of all students surveyed will favorably evaluate the conducive and unique learning environment of TWC.

2. TWC will preserve a low student to instructor ratio. Workshops will be limited to a maximum of 15 students and tutorials and academic consultations will be restricted to a one-on-one ratio of interaction.

D) Promote and encourage academic honesty and integrity.

Measurements:
1. Provide a leadership role within the institution at the UoN to raise student awareness of plagiarism.

2. Provide workshops and academic consultations that promote proper citation and referencing of sources, and effective paraphrasing and summarization writing skills.

Distinction of TWC through *Affiliations and Outreach:*

A) The Writing Center will be recognized for excellence in the promotion of student writing.

Measurements:
1. TWC will establish a Multilanguage Newspaper that is for UoN students and the academic community.

2. TWC will publish winning compositions of its Annual Essay Competition.

B) Build affiliations with writing centers regionally and internationally.

Measurements:
1. Create relationships with other institutions that have established writing centers.

2. TWC will establish relationships with the following international organizations: MENAWCA and IWCA

TWC Steering Board

As TWC aims to further develop and expand, it is vital in securing its continued long-term success for the composition of the steering board to be reassessed, so that it may effectually deal with the growing needs of the pre-existing center and newly established centers on the horizon. It is evident, that a newly established steering board should reflect the primary stakeholders that have a genuine concern in the development of the forthcoming Writer Center expansion.

a) Membership:

1. Vice Chancellor for Academic Affairs – Chair
2. Pro Vice Chancellor for Academic Affairs – Co-chair
3. Assistant Dean for Academic Affairs CAS - Member
4. Assistant Dean for Academic Affairs CEMIS - Member
5. Assistant Dean for Academic Affairs CEA - Member
6. Assistant Dean for Academic Affairs CPN - Member
7. Director of the University Library - Member
8. Director of the Student Support Fund - Member
9. Director of the Writing Center – Member and Convener
10. TWC Supervisor *(Provisional Rotational Appointment)*

b) Role and Responsibilities of TWC Steering Board:

The Steering Board will make recommendations to the Chancellor as regard to the policies, management, and development of the various laboratories of the Writing Center. In particular, the Board will review:

- TWC's human and material needs.
- The proposed Annual Budget
- TWC Director's Annual Report

The Steering Board will hold a minimum of two meetings per semester.

c) Role and Responsibilities of the Director of TWC:

The Director of TWC will be responsible for:

- The successful operation of the various laboratories of the Writing Center.
- Implementation of policy directed by the Chancellor as well as the TWC Steering Board.
- Submission of the various laboratories of TWC needs to TWC Steering Board.
- Coordination with other departments and colleges within the UoN.
- Preparation of TWC's Annual Report and Annual Budget.
- Evaluation of TWC staff performance, recommendation of hiring needs, and appointment of coordinators.

TWC Management Structure

```
                          UoN
                       Chancellor
                           |
                          Vice
                     Chancellor of
                       Academic
                        Affairs
                           |
                       Provost for
                        Academic
                        Affairs
                           |
         +-----------------+-----------------+
         |                                   |
     Director of                         TWC Steering
        TWC                                 Board
         |
    +----+----------------------------+
    |                                 |
   TWC                            TWC
Administrative                 Executive
Supervisor                     Committee

  English Lab   Arabic Lab   French Lab   German Lab
  Supervisor    Supervisor   Supervisor   Supervisor
      |             |            |            |
   English       Arabic       French       German
  Coordinator  Coordinator  Coordinator  Coordinator
```
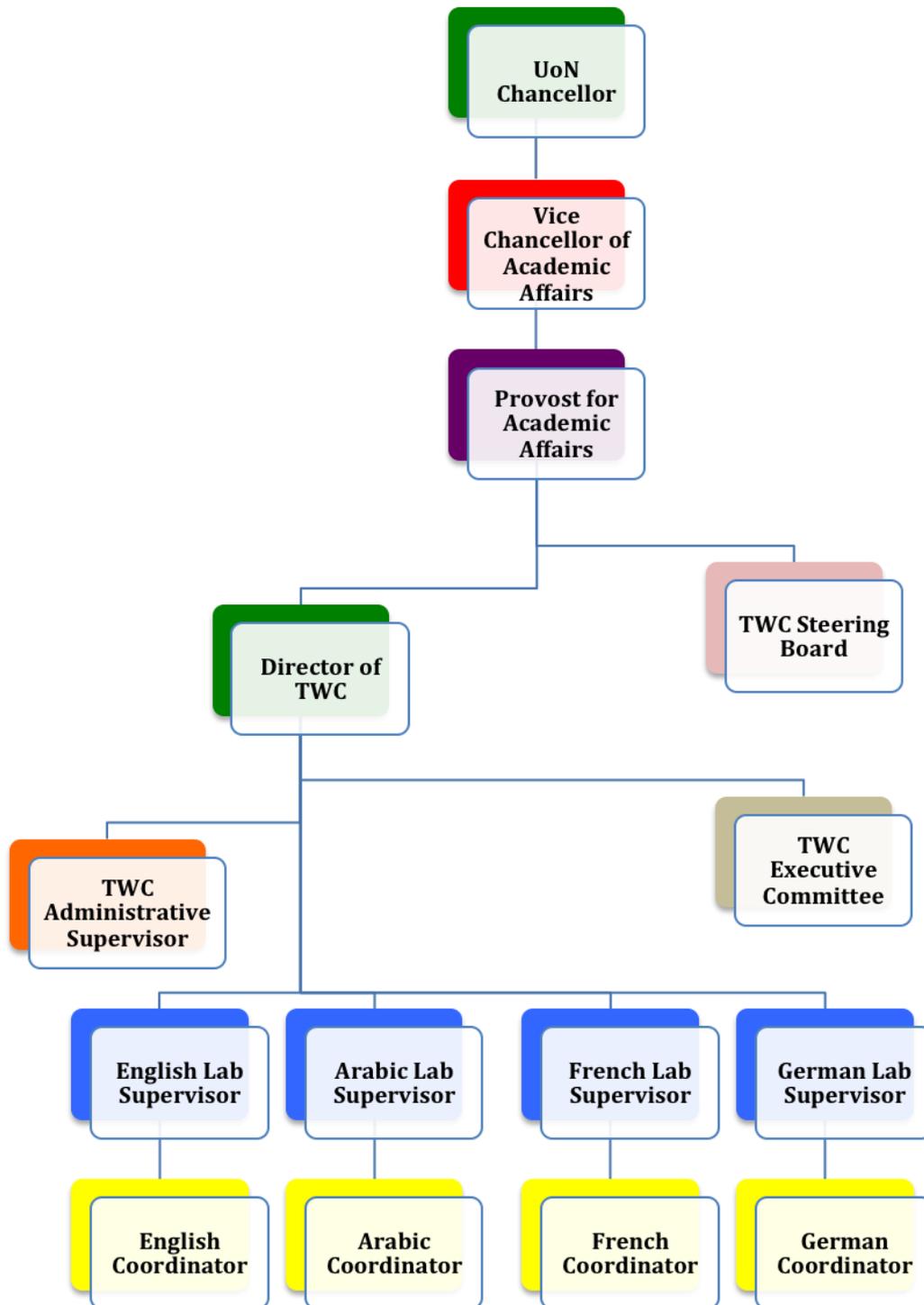
Remark

It is envisaged that each laboratory of TWC would follow the same model set by the original center, which would operate under a single administrative and management structure know as TWC, with four subsequent divisions: English Lab, Arabic Lab, French Lab, and German Lab. The alignment of the 4 language laboratories of TWC will be administered and managed under a single entity to ensure a more economical and cohesive practical delivery apparatus that could build upon the existing precedence currently established as The Writing Center. The instructional staff of all TWC labs will hire qualified bilingual and trilingual ESL/EFL, DFL, FFL, and ASOL professionals to assist students with writing for the various languages administered under TWC.

TWC Executive Committee

a) Membership:

1. Director of the Writing Center – Chair

2. TWC Administrative Supervisor – Convener

3. English Lab Supervisor – Member

4. Arabic Lab Supervisor – Member

5. French Lab Supervisor – Member

6. German Lab Supervisor – Member

7. English Coordinator - Member

8. Arabic Coordinator - Member

9. French Coordinator - Member

10. German Coordinator – Member

11. Senior Peer Tutor (Semester Rotational Basis) – Member

***Co-Chair to be decided at the first inaugural TWC Executive Committee meeting. ***

b) Roles and Responsibilities of TWC Executive Committee:

The TWC Executive Committee will be responsible for:

- Providing input and implementing policies as instructed by the Director of TWC regarding any matters concerning the center or each of the various labs.
- Ensuring quality standards are set and maintained continuously throughout each of the four TWC labs.

- Assisting the Director of TWC with the effective organizational and administrative operations of the center.
- Offering recommendations for the continuous improvement for the support academic of students.
- Presenting progress reports and updates to the Director of TWC for programs and services affiliated with all aspects concerning TWC's daily operations.
- Participating and leading professional development opportunities for the administrative, instructional, and tutorial staff.

Key Responsibilities of the Administrative & Supervisory Positions

The administrative and Supervisory Branch of TWC is designed to provide supervision and administrative needs required for the immediate and daily operations of each of the four language laboratories of the center.

The Administrative Supervisor is responsible for:

- Ensuring the effective administrative operations and logistical support between the four diverse language laboratories (English, Arabic, French, and German) of the center with the Director of TWC.
- Submission and collection of the four labs' daily, weekly, monthly attendance records to the Director of TWC.
- Quality control in addressing student related matters, suggestions, and inquires.
- Administrative orientation for all new TWC staff members.
- Providing assistance to the Director of TWC with the successful operations of TWC when called upon or the need arises.

It is the responsibility of the Lab Supervisors of TWC to:

- Keep appropriate and accurate records and uphold TWC policy in regards to student appointments records for various programs and services offered at each of the four TWC linguistic laboratories.
- Report absence & tardiness of staff and peer tutors to Director of TWC.
- Regulate the student attendance for various TWC programs and services conducive to independent learning and a student centered learning environment.
- Regulate the starting and finishing times of assorted workshops, tutorials, academic consultations, and conversation sessions.
- Submit various attendance reports and paperwork to the Administrative Supervisor on a daily, weekly, and monthly basis.

- Assist the Director of TWC with the successful operation of TWC on all student related matters when called upon or the need arises.

Key Responsibilities of the Language Coordinators

Each of the four coordinators will assist in the management of their designated teaching staff teams and for the daily academic programs and services of an assigned branch of TWC. All language coordinators will be assigned to both administrative and academic teaching responsibilities. In addition, it will be the duty of each coordinator to be responsible for the following as part of their duties:

- Provide supervision, orientation, support, and training of teaching staff and peer tutors.
- Monitor daily progress of quality teaching practices of both full and part-time staff.
- Work closely with the Director of TWC in order to ensure quality control of productive educational pedagogies and to assist in the fulfillment of TWC's vision, mission, and objectives.
- Promote active use of TWC's programs and services for the development of quality academic writing.
- Coordinate extracurricular activities for TWC.
- Assist the Director of TWC with the successful operation of TWC on all curriculum and academic related matters conducive to student needs.

Key Responsibilities of the Writing Instructors

The most important functions of this position are to:

- Provide assistance, consultation, and quality teaching aimed to support students' improvement of their overall writing proficiency and communication skills.
- Support a student centered teaching approach that promotes critical thinking skills and creative ideas.
- Possess extensive familiarity of the writing process, to be fluent in Arabic, English French or German, and have a considerable talent to teach all levels of students in an ESL, EFL, ASOL, FFL, or DFL surrounding.
- Grasp the functions of TWC and support the broader academic mission as a service providing facility within the institutional apparatus and academic culture of the University of Nizwa.
- Interact with all university faculty members in order to ensure familiarity and understanding of the requirements of academic students' written

course assignments, projects, research, and presentations.

- Provide an instructional teaching approach that is sensitive and respectful towards the Omani cultural and Islamic traditions, and the beliefs at the UoN.
- Provide writing assistance to academic students, university administrators, faculty members, and all of which would procure writing assistance from TWC.
- Committed to a 40-hour workweek as a UoN employee supported with an instructional load of 30 hours per week consisting of any combination of workshops, tutorials, consultations, and training sessions.
- Fulfill various duties conducive to the needs of TWC and be responsive the academic needs of students.
- Participate in academic venues and cultural events organized by UoN.
- Provide editing services to UoN faculty members for the purpose of publication.

Writing Center Programs & Services

TWC's current curriculum format of various English workshops, academic consultations, peer tutorials and conversation sessions are transferable and can be applied to other languages with relative ease and efficiency. The Writing Center will provide students as a resource tool to improve their writing abilities in English, Arabic, and other essential languages by offering various workshops, tutorials, and academic consultations based on the core curriculum content, peer tutorials and conversation sessions.

Transferable Framework & Curriculum

Core Curriculum Content
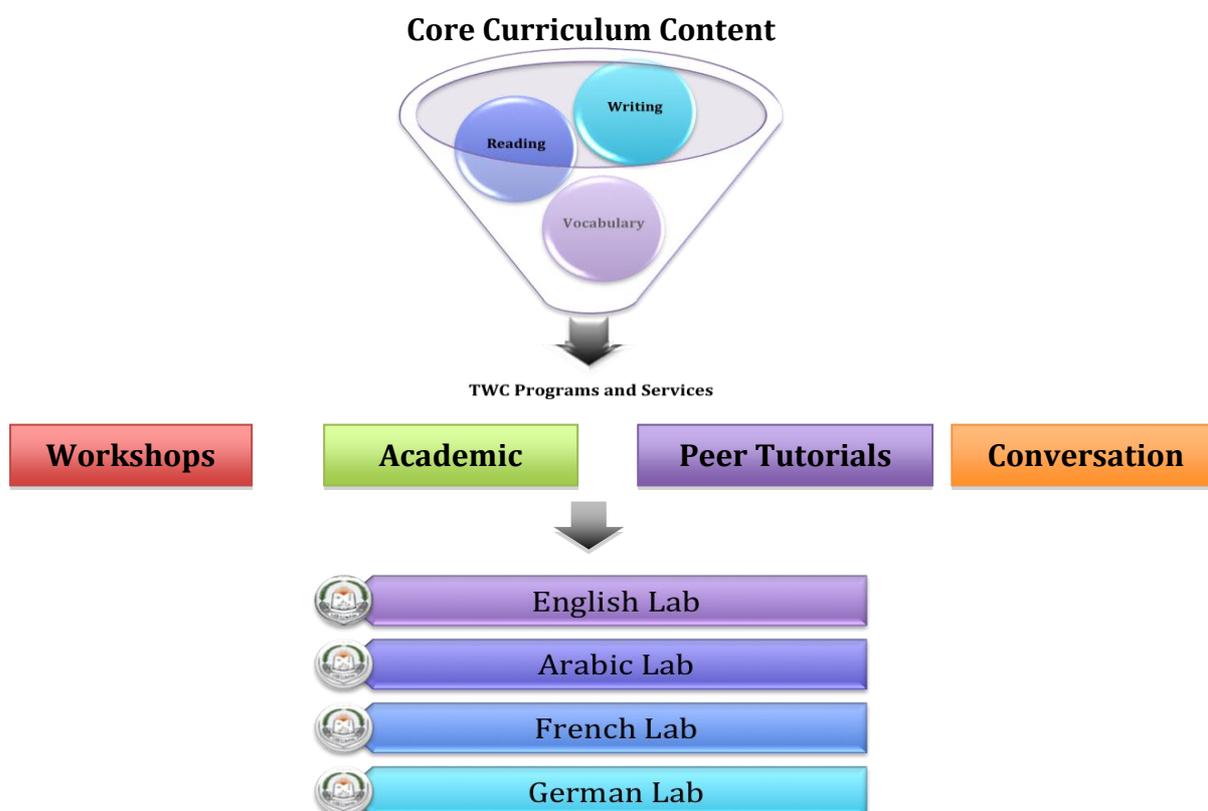
Immediate Challenges & Possible Solutions

1. Aligning and implementing policies, procedures, programs and services of new upstarting writing centers for Arabic, French, and German languages with a dependable, professional, and autonomous staff. Learning from the mistakes of the past, it is important for all branches of TWC to be recognized as employees of the TWC, rather than shared entities or personnel from other departments or colleges.

Solution:
- Use existing TWC framework as a template for other branches to emulate.
- Hire instructors specifically for the purpose of being employed at TWC.
- Focus on hiring instructors that are bi-lingual and have related experience in a second language acquisition-teaching environment.

2. Establishing a productive administration and instructional staff for the new emerging writing centers as a cohesive team, striving for the same goals and aspirations under a single united entity. It is pertinent that the expansion of TWC into other languages ensures that succeeding

19

administrators, instructors, and coordinators are effectively working together as part of a single united team, backed with the motivation to inspire students to academically excel and promote a dynamic and multicultural writing atmosphere.

Solution:
- Utilize the hiring process and opportunities available for face-to-face interviews
- Utilize the March 2012 TESOL Arabia Job Fair as a platform to initiate the hiring process.
- Hire bilingual and multilingual instructors to serve the needs of TWC.
- Hire a versatile and diverse professional staff.

3. To accelerate the development of newly emerging Writing Centers in Arabic, French and German to the level of competency and student involvement as compared with the English Writing Center in the shortest timespan possible. Staff integration and cooperative efforts will determine the level of acceleration of development for each new branch of TWC.

Solution:
- Utilize the experience of former peer tutors that have graduated from the UoN as potential administrators for the various expanding branches of TWC.
- Hire instructional staff externally from the institutions so that they can be shaped and molded without any predispositions or reservations.

4. Despite the abundance in the number of students that attend TWC each semester, the center is in reality only visited by 20% of the academic student population on a consistent basis representing the four various colleges across the campus at the UoN. These students tend to be highly motivated learners that are driven by academic achievement and excellence. Consequently, students with limited academic motivation more often than not tend to avoid utilizing the programs and services of the center as a result of low language proficiency, and the discretionary nature of seeking academic assistance. Hence, it is important for the TWC to uphold the purpose and values indoctrinated in its mission statement, while it seeks to expand a higher percentage of academic students, but as an entity it must be aware and vigilant against the endangerments of becoming a remedial facility.

Solution:

- The principal notion of all TWC programs and services are intrinsically based towards fostering independent learning on an elective basis rather than being made compulsory, in order promote a productive learning environment conducive to the needs of improving academic writing proficiency and articulation of written expression.
- Students that frequent TWC need to established basic language proficiency, which is a prerequisite to being able to effectively communicate in writing.
- Promote scholarly academic competitions to influence and promote the importance of academic writing skills.

Writing Center Academic Tutor Internship

The Writing Center requires qualified academic students with a high level of language proficiency in Arabic, English, French, or German to serve in a mentoring capacity at TWC as peer-tutors and assist learners that require support in academic writing. Peer tutoring internships are ideal opportunities and highly desired positions sought by high achieving academic students to gain practical teaching and job experience in preparation for life after graduating from the University of Nizwa.
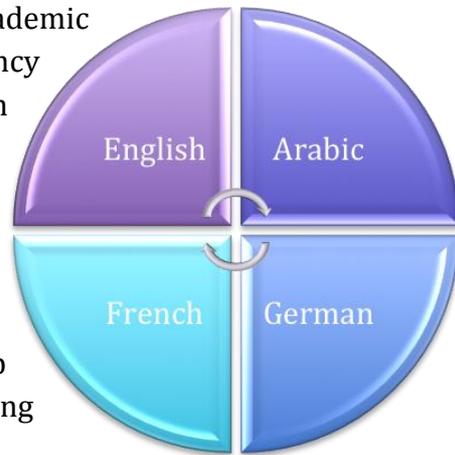
Responsibilities of TWC Lab Peer Tutors:

- To provide assistance to students in improving academic writing skills.
- To be able to communicate effectively with students.
- To participate in the continuous training program twice a week at the Writing Center.
- To be supportive and understanding to students needs as a mentor.
- To be able to use the Internet effectively in terms of assisting students with research.
- To be committed to improving their own writing skills and maintain a daily journal.
- To be able to uphold the policies and procedures of TWC.
- To be able to offer assistance to full-time Writing Center staff with planned activities.

Working hours of a Peer Tutor:

Peer Tutors will be required to fulfill the working obligations in regards to the following:

1. Committed to working at the Writing Center for the duration of minimum of 1 semester. Peer Tutors will be given the option to renew their obligations at the Writing Center after the completion of 1 semester based on performance and evaluation by the Director of TWC.

2. Peer Tutors will be obligated to work at the Writing Center for a total of 60 hours per month, 15 hours per week, which equates to 3 hours per day 5 days a week. Graduating Students are obligated to work 120 hours per month, 30 hours per week, 6 hours a day, 5 days a week. *(Please note the following chart)*

	Hrs. / Month	Hrs. / Week	Hrs. / Day	Days / Week
Student Enrolled in more than 4 Courses Per Semester	60	15	3	5
Graduating/Graduate Students with limited enrolment, or in the process of conducting projects or research	120	30	6	5

Hiring Requirements for English Lab Peer Tutors

Every TWC Lab peer tutor will be required to fulfill all criteria of the hiring process prior to be eligible to work at the Writing Center:

1. Obtained a minimum G.P.A. of 3.0. The peer tutor must submit verification of their G.P.A. grade from their Academic Advisor to the Director of TWC.

2. Obtained a minimum score on the TOEFL examination of 500+. The peer tutor must submit verification of their TOEFL score from the Department of Records and Registration to the Director of TWC.

3. Submitted in proper format a 5-paragraph essay. The essay must be typed using Microsoft Word; no hand written submissions will be accepted.

4. Passed a minimum of 60 credit hours towards the completion of their degree in order to initially qualify for the Student Support Fund.

5. Passed an interview with the Director of TWC and TWC Coordinators to evaluate their oral and written proficiency in English. Interviews will not be offered to prospective tutors until they have completed the first 3 steps of the hiring process.

Hiring Requirements for Arabic Lab Peer Tutors

Every TWC Lab peer tutor will be required to fulfill all criteria of the hiring process prior to be eligible to work at the Writing Center:

1. Passed a minimum of 90 credit hours towards the completion of their degree in order to initially qualify for the Student Support Fund. Arabic lab tutors must be able to demonstrate a high level of oral proficiency in oral and written Arabic, Classical Arabic, and poetry.

2. Obtained a G.P.A. of 3.0 or higher. The peer tutor must submit verification of their G.P.A. grade from their Academic Advisor to the Director of TWC.

3. Obtained a minimum score on the TOEFL examination of 470+. The peer tutor must submit verification of their TOEFL score from the Department of Records and Registration to the Director of TWC.

4. Submitted in proper format a 5-page, double-spaced opinion essay. The essay must be typed using Microsoft Word; no hand written submissions will be accepted.

5. Passed an interview with the Arabic Lab Supervisor and Lab Coordinator to evaluate their oral and written proficiency in Arabic. Interviews will not be offered to prospective tutors until they have completed the first 4 steps of the hiring process.

Hiring Requirements for Other Essential Language as Peer Tutors

Every TWC Lab peer tutor will be required to fulfill all criteria of the hiring process prior to be eligible to work at the Writing Center:

1. Obtained a minimum G.P.A. of 3.0 or higher. The peer tutor must submit verification of their G.P.A. from their Academic Advisor to the Director of TWC.

2. Obtained a minimum score on the TOEFL examination of 480+. The peer tutor must submit verification of their TOEFL score from the Department of Records and Registration to the Director of TWC.

3. Submitted in proper essay format a 5-paragraph essay. The essay must be typed using Microsoft Word; no hand written submissions will be accepted.

4. Passed an interview with the prospective Lab Supervisors and Lab Coordinators to evaluate their oral and written proficiency in French or German. Interviews will not be offered to prospective tutors until they have completed the first 3 steps of the hiring process.
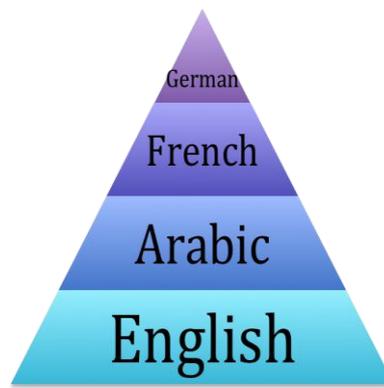
Addendum

TWC Immediate Hiring Needs:

A third administrator is needed immediately to alleviate student congestion and the administrative workload. In addition, the current TWC Head Administrator is expecting to give birth to twins this summer and will take annual leave and maternity leave requiring the immediate fulfillment of a 3rd administrative/supervisory position as soon as possible prior to her absence. It has been TWC's intent to prefer to hire from within, and seek to fill positions with qualified Omani staff that have prior experience working at our writing center and have graduated from the UoN with a Bachelor's degree.

1. Immediate Recommendation for English Lab Administrative/Supervisory Position:

Name: Huda Nasser Said Al Amri
Nationality: Omani
Residence: Muscat, Mabeela North
E-mail Address: huda1212@yahoo.com
Contact Number: 99636253

- Graduated from the UoN with a BA in English Language and Translation 2010
- Served TWC from Jan. 2nd 2010 ~ Jan 31st 2011 as a senior peer tutor and proved to be one of our best of all time.
- Served the UoN Deanship of Admission and Registration from Feb. 16th 2006 ~ April 28th 2009
- Her resume has been prepared and is willing to make a meaningful contribution to TWC straightaway.

2. Immediate Hiring Needs for Academic Writing Instructors for the English Lab:

TWC needs to hire 2 full time writing instructors for the Fall Semester 2012, one position to accommodate the growing needs of the center, and the other position to replace existing staff members that foreseeably will be returning permanently to the USA. TWC needs to commence with the hiring of TESOL Arabia candidates as soon as possible, or risk losing the opportunity of hiring highly effective applicants that are youthful, proficient in referencing and citation, and academically qualified.

TOTAL ENGLISH LAB POSITIONS: THREE (3)

3. TWC Arabic Writing Lab:

A minimum of 2~3 instructors will be required that are qualified and proficient in Arabic and Classical Arabic, translation, and poetry. A few prospective qualified instructors were interview at TESOL Arabia and would be an excellent asset to the institution in supporting students' needs with sound translation pedagogy. In

addition, 2 administrative/supervisory positions need to be hired and it is recommended that these positions are extended to graduated students from the UoN that have serviced TWC that display excellent work ethics and possess continued motivation to learn.

TOTAL ARABIC LAB POSITIONS: FIVE (5)

4. TWC German Writing Lab:

It is recommended that the start of a modest German lab be planned for January 1st 2013, so that top prospects from the Department of German are given opportunity to graduate from the University of Nizwa. A prime candidate for this position is the top academic student of the entire German Department, Jamal Al Habsi. He is expected to conclude his studies in December 2012, and graduate in the spring of 2013. Jamal Al Habsi is a leading academic student, and has been a peer tutor at TWC for almost two years. With his experience and motivation, he should be able to maintain a small German lab assuming all administrative and tutorial duties as a fulltime employee of the UoN.

TOTAL GERMAN LAB POSITIONS: ONE (1)

5. TWC French Writing Lab:

TWC needs to employ one fulltime instructor to service the needs of a French writing lab. The TESOL Arabia conference yielded potential candidates that were fluent in multiple languages including, English, Arabic, French and German. In addition, an administrative/supervisory position needs to hire preferably by a graduated TWC peer tutor selected by the Director of the Writing Center.

TOTAL FRENCH LAB POSITIONS: TWO (2)

The Writing Center Summary of Hiring Needs

TWC Labs	Instructional Position	Administrative/Supervisory Position	TOTAL
English	2	1 ***IMMEDIATELY***	3
Arabic	3	2	5
French	1	1	2
German	1	0	1
TOTAL	7	4	**11**

Hiring Estimates Per TWC Laboratories

TWC Laboratories	Supervisors and Administrators	Coordinators	Instructors	Peer Tutors	Total # of Staff
English	3	1	3	30	37
Arabic	2	1	2	15	20
French	1	1	1	3	6
German	1	1	1	3	6
English	3	1	3	30	37
					TOTAL: 67