



## New Front Desk



The LAC front desk has been moved out of French Hall 2441 to the French Hall lobby, which will enable more fluid access for students. Upon entering French Hall's main floor, students will be able to immediately see the LAC's front desk and access our services. Our front desk assistants are stationed there to help students schedule appointments and meet with their tutors and academic coaches. To assist students with the transition, signage is being updated, but please let your students know as well! Instead of directing students to French Hall 2441 to access LAC services, please refer students to **French Hall 2510B**.

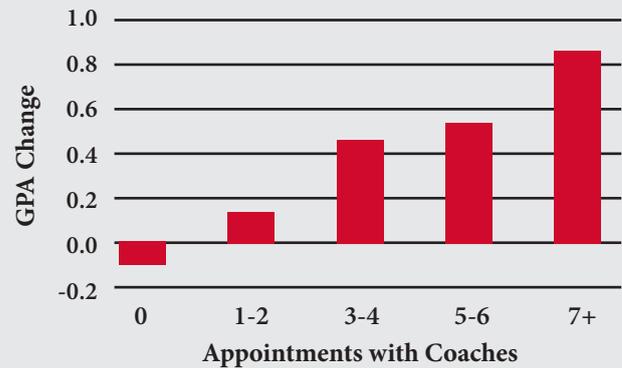
## Striking Stats

In the 2016 academic year, LAC services reached **5,500 unique students** across **60,100 hours**.

**Tutoring:** **99.14%** of students said they would recommend tutoring to a friend.



2016AY Academic Coaching GPA Impact



## A New Partnership

We are pleased to announce a new partnership between the Academic Writing Center and the Graduate School that will assist hundreds of graduate students at UC. In order to help graduate students acquire the writing skills necessary to succeed in their programs, the Graduate School is partnering with the AWC to develop dedicated resources and tutoring.

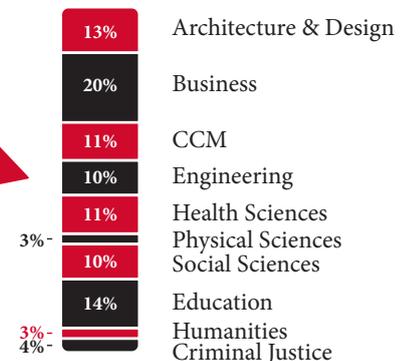
This partnership is a crucial part of a developing **Graduate Writing Collaborative (GWC)**, a growing collection of university departments and programs that are collaborating for more focused support for graduate students. In addition to increasing synergy among the different programs, the GWC will be providing writing workshops to graduate students, building a library of online resources, and increasing professional development opportunities.

For more information, visit the AWC website at [uc.edu/awc](http://uc.edu/awc).



## AWC Usage by Class

### Graduate Student Usage by Discipline



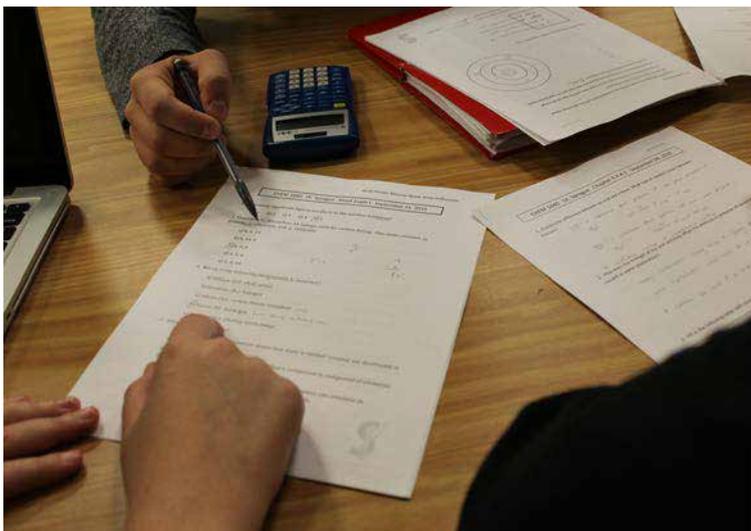


## Self-Selection and Academic Success

Self-selection is a major hurdle in post-secondary interventions. This year, the LAC will explore what makes students more likely to opt into LAC supports for calculus courses. By collecting demographic, achievement, and affective data on participating and non-participating students, we plan to identify what makes students more or less likely to use our services. This information will help us better reach students we are currently not serving; it will also provide a more sophisticated understanding of our impact on student success. If you're interested in looking at self-selection practices in your classroom, contact us at lac@uc.edu.



lac + college of nursing



The LAC has partnered with the *College of Nursing (CON)* to implement the **Pathways for Emerging Healthcare Leaders grant**, with the goal of increasing the diversity of the health professions workforce pipeline through a partnership with *Cincinnati Public Schools* and *Hughes STEM High School*. The Pathway engages students from grades 9-12 in a variety of programs including weekend academies, a summer bridge program, a health pathways club, and individualized planning and counseling. The LAC will offer support in the form of assisting with ACT Prep and training student navigators to pair health professions college students with Pathway students and to serve as mentors and guides for high school progression and college readiness.

## Student Spotlight: Lindsey Kurz



Lindsey Kurz is the new Graduate Assistant for the Academic Writing Center. Lindsey is a PhD candidate in the Literature and Cultural Studies program. She specializes in twentieth and twenty-first century American literature, with particular interests in modern expatriate writers and LGBTQ fiction. Her dissertation focuses on the resurgence of the tragicomedy genre in contemporary American LGBTQ writing and television. She has written about works ranging from Edith Wharton's *House of Mirth* to *RuPaul's Drag Race*. Lindsey earned her Master of Arts degree from the University of Manchester, and her Bachelor of Arts from Oregon State University. In addition to tutoring in the AWC, she teaches English 1001, 2089, and 2001.

Lindsey grew up in Encinitas, California (a beach town north of San Diego) where she discovered an interest in literature after reading *Their Eyes Were Watching God* in eleventh grade English class.

Before moving to Cincinnati with her girlfriend, Julia, a recent UC graduate with a PhD in Creative Writing, she lived in San Francisco. While there, she taught second and fifth grade, directed a high school Teen Center, and worked as a humane educator at the San Francisco SPCA. When she's not in Langsam or McMicken, Lindsey enjoys riding her bike and spending time with her dogs, Dolores and Humphrey.