

NOMINATION SIGNATURE PAGE

2021 Virginia Outstanding Faculty Awards

Please include this as the cover page of the nomination package PDF submission*

Name of Applicant:	Jennifer [Jenny] A. Koster
Institution:	Piedmont Virginia Community College
Category:	Outstanding Faculty Award
Signature of President or Chief Academic Officer:	
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PVCC Mission Statement

Piedmont Virginia Community College offers accessible, affordable, high-quality educational programs that promote student success and community vitality. Our mission is achieved through:

- Transfer programs that prepare students for admission to four-year colleges and universities and successful pursuit of a baccalaureate degree.
- Workforce programs that prepare students for employment or promotion in a career and promote a skilled regional workforce by meeting the training and educational needs of employers.
- Rigorous coursework and a full range of academic and student support services that assist students in achieving their educational and career goals.
- Developmental studies courses that prepare students for college transfer and career and technical programs.
- Community service that promotes community involvement, educational access, and opportunities for residents of the region.

Summary of Professor Jenny Koster's Accomplishments

This fall, Professor Jenny Koster began her 15th year at PVCC, in a career distinguished by a commitment to promoting and developing student voice through writing. As Professor of English, coordinator of the PVCC Writing Center, adviser to the Creative Writing Club, and active participant on many administrative committees, Jenny is a significant presence on campus and has been instrumental in creating an academic culture that supports writing.

In 2006, Jenny was hired to teach English and to establish PVCC's Writing Center. She was tasked with developing a center that addressed students' difficulty with writing, as composition is a "gateway course," meaning success in the course enables students to progress towards successful completion.

The Writing Center quickly became a trusted and respected resource on campus because of Jenny's knowledge of and belief in the process of writing, and because of her friendliness and collegiality. Through class presentations and innovative assignments shared with developmental instructors each semester, she increased usage of the center by students in developmental courses from 3% that first year to 21% by year four. In 2012, she created an embedded tutoring program to support a VCCS developmental redesign. She reached out to colleagues across disciplines, inviting them to meet with staff to discuss how the Writing Center could support their students. Faculty in humanities, social science, science and nursing were invited to attend Writing Center staff meetings, and the Writing Center sends tutor reports to faculty to encourage communication between faculty and students.

She has also become a respected teacher. Students write of the "positive and engaging learning environment" she creates, her "kind and respectful manner of dealing with all types of personalities," and her thoughtful and copious feedback. She is known for taking an interest in her students as individuals, as well as providing a course that will both challenge and stimulate. Her teaching evaluations across courses reflect their positive experiences, averaging a 4.6 out of 5 over the last four years. In 2018, PVCC faculty awarded Jenny the PVCC Teaching Effectiveness Award; in 2019, Jenny was awarded with the Faculty Excellence Award for achievement in all four domains of faculty responsibility. She is recognized on campus as making significant contributions to the college's mission of accessible, affordable, high quality education.

Teaching

- At PVCC, Jenny teaches developmental English, College Composition 1 and 2, Creative Writing, and Major American Writers; she is currently teaching a pilot support course, called EDE 11, which is paired with a College Composition 1 class. She teaches classes in person, asynchronously online, and synchronous online classes in Zoom. She also teaches in learning communities, including this fall's ENG 111-EDE 11.
- From fall 2015 to spring 2019, Jenny taught Honors Composition 1 and 2, developing immersive curricular experiences for Honors students. She incorporated PVCC's One Book into the Composition 1 classes, organizing the classes around themes related to homelessness, racism, and species extinction. One Honor's student wrote, "She effectively linked the power of writing and human experience to create a class that became more than just learning how to write for the sake of writing."
- Jenny was awarded the Phi Theta Kappa Faculty of the Month award each fall in 2016 [the year the award was initiated] through 2018.

- Jenny's classes are recognized for intellectual challenge. In Major American Writers, a writing intensive, asynchronous course, students praise her thoughtful and probing discussion questions and her extensive feedback. One student wrote, "[A]s soon as Canvas notifies me that an assignment has been graded, I immediately look at it--not because I'm curious about my grade, but because I want to see the feedback." Thus, students are aware they are being heard.
- Jenny's classes are designed to engage a variety of learners with activities various modalities. She incorporates music, video, visual presentations, and movement into her composition courses. Students note that her classes are "consistently engaging with multiple sources of learning." She does "a great job of bridging the gap between instruction and hands-on creative work." She has a reputation of scaffolding assignments, or, as one student put it, "[taking] all of the scary out of writing essays." In thirteen years of teaching composition at PVCC, Jenny has had fewer than 10 students out of approximately 1000 fail the final exam essay, which is graded holistically by the department.
- Jenny's work in the Writing Center has also made her sensitive to student challenges—with learning differences, English language learning, or cognitive development. This enables her to create a differentiated learning environment. One student wrote, "Professor Koster was very sensitive to students who had difficulties reading aloud in class. She consistently provided support and understanding to her student's particular insecurities and made a way for them to feel relaxed. Her desire to have everyone participate according to their comfort zone paid off. By the end of the semester, students who at first were reluctant to share became confident enough to voice comments and ask questions."
- In Creative Writing 1, Jenny has developed a curriculum characterized by writing invention activities in most classes, following by discussion of readings about the craft of creative writing and model imaginative work, workshoping of students' own writing, with the final weeks focused on publication and interaction with published authors. Through this model, students begin to understand creative writing as a craft. One student wrote, "This class did more to help me develop as a writer than any other that I've taken. Some classes feel difficult to apply to one's work outside the context of the course itself, but I feel like I've gained tools from this class that I will continue to exercise as a student and beyond."

Discovery

- In September 2019, Jenny's article "Making Good on the Promise: A Community College in Virginia Collaborates with a Technical Secondary School in Buenos Aires, Argentina to Grow Student Success" was published as a book chapter in *Writing Centers at the Center of Change* (Routledge). The chapter examines PVCC's exchange with Escuela Técnica Otto Krause and the challenges two public schools—with different funding models and conceptions of tutoring—encounter in supporting student success.
- Jenny's poem "Lineage" was awarded second place by poet Gregory Orr in the University/Adult division of the University of Virginia's Writer's Eye competition.
- Jenny's recent engagement with Writing Center scholarship around anti-racism and tutoring students with disabilities has led to presentations at the Learning Assistance Professionals Peer Group Conference ["Tutoring in a Polarized Climate," which encouraged tutoring coordinators to prepare their staffs to engage in challenging conversations with tutees and questioned the stance of "neutrality"] and the Humanities Peer Group ["Preparing for Writing Workshops with Students with Learning Differences and Autism Spectrum Disorders"].

Integration of Knowledge

- Jenny's research on anti-racism and learning disabilities led to the creation, in collaboration with tutors, to the creation of three tutor education modules, "Navigating Challenging Conversations," "Anti-Racism in the Writing Center," and "Working with Students with Learning Disabilities."
- As a result of participation in the Kettering Foundation's Community College Deliberative Dialogue Project, Jenny incorporated Deliberative Dialogue into her Composition 2 classes. In Honors Composition 2, students wrote Deliberative Dialogue issue guides in teams and selected one for deliberation. Her materials were lauded by Verdis Robinson, director of Community College Engagement at Campus Compact and fellow at the Kettering Foundation, as the embodiment of the project's goals. Jenny has played a key role in bringing Deliberative Dialogue to PVCC, organizing a faculty-staff training from Kettering representatives, training student facilitators, and moderating annual campus-wide dialogues, beginning in 2018.
- In 2018-2019, Jenny completed the American College and University Educators Teaching Effectiveness Course, a program of 25-modules completed over the course of an academic year. Jenny has incorporated several ACUE principles into her courses, including syllabus reconnaissance activities, discussion rubrics, and concept mapping, among other strategies.

Service

To College and VCCS:

- On PVCC's Survey of Student Engagement, the Writing Center consistently scores in the high 90% percentile, and three times, has achieved a 100% satisfaction rating. The Writing Center has held over 18,000 tutoring sessions and leads annual workshops on **topics** such as college application essays and comma use. She also initiated English Conversation Circle, an opportunity for English language learners at PVCC and in the community to practice conversational English. Students from five continents have attended ECC since its inception in 2016.
- Jenny identified the need for and wrote the proposal to establish a Learning Assistance Professionals Peer Group. The group began in 2008; Jenny chaired it until 2013, planning three peer group meetings. In 2020, she became Vice-President.
- In spring 2020, Jenny received a PVCC Teaching & Learning Grant to support student success in English 111. She collaborated with two English departments to deliver "Building Successful [Online!] English 111 Courses," which was attended by twenty-two PVCC English full, part-time, and dual-enrollment faculty in July 2020.
- In fall 2018, Jenny initiated the Writing Center's English 111 Personal Essay Contest to celebrate the best examples of an assignment across all composition sections. Writing tutors select winners from 111 on-campus and dual enrollment sections, as well as from the Fluvanna County Correctional Center for Women. Jenny designed a booklet of the winners; one PVCC staff member wrote, "I was knocked sideways by the deep humanity pouring out in some of these writers. Thanks for your efforts to help give them a voice."
- In August 2018, Jenny applied for and received certification for the PVCC Writing Center from the Southeastern Writing Center Association's Center Acknowledgement and Recognition of Excellence program, becoming the first community college to do so.

- In response to the pandemic in March 2020, Jenny researched and successfully moves all tutoring online between the Wednesday of Spring Break and the resumption of classes the following Wednesday, thus allowing students consistent support through the upheaval.
- As adviser to the Creative Writing Club, Jenny established PVCC's literary magazine, *The Fall Line*. Under her guidance, the literary magazine has become a showcase of student writing, art, and design. Collaborating with the advanced computer graphics class, the literary magazine has given graphic design students the opportunity to design a professional publication and, through Jenny's work to secure funding, see it through printing by a professional printer.

Professional Service:

- On October 3, 2020, Jenny will host the SWCA-VA's first tutor collaboration, TuColla-VA, "Developing Our Voices," bringing writing tutors from across Virginia together for the first time [in Zoom] to share ideas and receive professional development. As conference chair, Jenny has organized proposal review, programming, registration, and promotion of the conference. Over 100 tutors are expected to attend.
- As Chair of the Virginia Writing Center Association [or SWCA-VA], Jenny has organized directors' meetings around the state since 2016. She has helped to select relevant topics and created a planning guide for hosts. In summer 2020, Jenny hosted a Zoom director's meeting, "Best Practices in Online Tutoring," for 40 Virginia Writing Center directors, the largest group to ever attend an SWCA-VA meeting. The conference gave directors practices that could be immediately implemented during the COVID pandemic.
- In June 2020, Jenny began serving as a reviewer for the SWCA CARE's program, reviewing and certifying two programs. She is helping to develop the CARE web presence.
- Jenny mentors Writing Center staff, encouraging them to write proposal presentations for state and regional conferences and advocates for funding to send them to professional conferences. Tutors have made presentations at three professional conferences in the past three years.

Community Service:

- Jenny is a Vice President of the Fry's Springs Beach Club's Board of Directors. She advocates for stewardship of the historic property and for increasing board diversity. She uses her training from the Center for Nonprofit Excellence Board Academy to create governance documents. She served on the task force to write the club's first Strategic Plan in 2018, and her work on Board's 100-Year Anniversary Committee helped to establish a nonprofit entity to increase access to FSBC "to the poor and underserved."
- In the spring semester of 2020, Jenny "clerked" the Tandem Friends School 50th Year Anniversary Service Project. She gathered a committee of parents, teachers, former parents and students to identify a community service project in which the entire school could participate. Jenny wrote the proposal for "Tandem Feeds," a service project the seeks to promote food equity, which will be instituted in 2020-2021.
- Jenny served as treasurer and secretary to Venable Elementary School's PTO. In her role as treasurer, Jenny instigated the process for the PTO to apply for nonprofit status, which was achieved the following year.

Jenny Koster's Personal Statement

My desire to teach grew out of my parents' core belief, born of their experience as first-generation college students, that education was the key to a better life. It also grew out of my mother's work with the families of migrant farmworkers who came to Southern Illinois, where I grew up, to work the orchards in summer and fall. My mother directed a school for migrant children, who often had gaps in their education from frequent moving. The school served more than their academic needs; it served meals; it provided translation services for the parents, who primarily spoke Spanish, and, each Friday, the entire school went to a local lake for swimming lessons because migrant children drowned at high rates. I worked at this school every summer into young adulthood and saw how education could be most effective when it served the whole student, the whole family.

My desire to teach writing grew out of my own feeling of voicelessness as the youngest of five children and out of my inability to speak Spanish to the migrant families who filled our lives and to my own Mexican grandmother. In my mother's desire for her children to assimilate, and my father's lack of Spanish, we were not raised bilingual. This inability to communicate and the resulting disconnection has been the seed for my work as an educator.

Teaching

I want students and tutors to feel a sense of belonging, to have choice in their work, and to engage them. I also want them to learn something about themselves, as, according to psychiatrist William Glasser, this is when the most significant learning takes. Thus, I construct classroom experiences that are dynamic, taking care that participants are engaging with instructional materials, with me, and with one another. Students often tell me they look forward to coming to class. One student said, "Ms. Koster created a really good, positive atmosphere in her classroom. I always left feeling uplifted and refreshed." When tutors were asked to answer the question, "Why work in the Writing Center?" for a recruitment brochure, they named the supportive environment: "We work in an atmosphere of harmony, respect and support, where cordiality and joy motivates us every day."

I believe that writing is best learned as a process. I want students to feel confident they can complete any writing task because they have a process to do so. I have students practice with low-stakes ways of generating ideas before crafting those ideas into more formal papers. In all of my classes—from composition, to literature, to creative writing—, students work collaboratively to give and receive feedback. Initially, students express hesitancy to share their writing; in mid and end-of-semester reflections, they say that working with others is the most valuable aspect of the course. One student said, "It is the only one of my classes where I know everyone's name."

I also believe in revision, which allows students to learn from mistakes and hone their voice. I give careful feedback on drafts and ask students to revise. One student said, "[Her feedback] was helpful, encouraging, and let me know that she really cared about what we wrote--she wasn't just scanning it in order to give us a grade." Feedback forms the backbone of our writing center work as well. Students who discover their voice become advocates for themselves and in their communities. One of the joys of teaching writing is watching this transformation take place.

Finally, I relish the art of teaching. I love creating new ways to engage students in learning. In my on-campus classes, students move around the room; they might draw or use scissors and glue. I use my background in marketing to teach them how to present their writing in other

modes, incorporating principles of layout and design. I've embraced moving online, discovering ways to bring that sense of engagement, belonging, choice, and fun to the virtual classroom. In challenge, there are gifts.

Service

A variant of a Rumi poem is taped above my desk: "I am a drop in the ocean, but I am also the ocean." This reminds me to take action while also reminding me that my behaviors influence others. Coordinating the college's writing center has fostered cross-division partnerships. I have a foot in student services, collaborate with the art department on creative writing initiatives, and with the math center coordinator on tutoring, with the political science professor on civic engagement and deliberative dialogues, and with our library on research and documentation supports for students and tutors. I serve on significant committees each year and have played key roles in developing and writing the college's last two successful QEPs. I have chaired the promotions committee, evaluated scholarship applications, written proposals for addressing the needs of adjunct faculty, among many other committees. My belief that learning assistance professionals benefit from opportunities to share resources and receive professional development has resulted in my active involvement and leadership of the VCCS LAP peer group, the Southeastern Writing Center Association's Virginia chapter, and the SWCA Board.

I am active in the community as well. I have served in PTO leadership roles at my children's schools, taught poetry writing lessons to elementary school students, and created promotional flyers for school events. I have lent my voice to political campaigns, canvassing and making phone calls for state and federal elections. I give back to the organizations that enrich our lives.

Discovery

At professional conferences, community college faculty, whose primary mission is teaching rather than research, are often dismissed. Thus, just as I encourage my students to raise their voices, I have challenged myself to raise mine. In 2019, I published an article in the book *Writing Centers at the Center of Change*. I continue to work on my own creative writing for publication, recently winning second place in the University of Virginia Art Museum's Writer's Eye Competition. I instigated an SWCA-VA Directors meeting focused on original research, and currently lead a cross-institutional project on the impact of writing tutor on tutoring alumni. Thus, I am committed to developing this area of my scholarship.

Integration of Knowledge

My work in the Kettering Foundation's Community College Deliberative Dialogue Project gave me tools to structure productive conversation in the classroom at a politically divisive time. My work as a Writing Center coordinator improves my teaching and the work of my department. My collaboration with four-year schools in the SWCA-VA has instigated revision to the composition curriculum, with the incorporation of multimodal work in our classes. Research into supporting students with learning disabilities led to changes in my class workshops, then to presentations for my department and the VCCS. Writing Center work on anti-racism has led to a sequence of classroom assignments that have students examine racial inequity, and to the revision of placement documents and discussion about evaluating non-standard English in my department. In 2019, I presented at LAP about respectfully and bravely engaging in challenging conversations when students bring racist and xenophobic essays into the Writing Center. Thus, at the classroom, college, and system-level, I strive to support the developing voices with which we work.

Abbreviated Curriculum Vitae for Professor Jenny Koster

Education

M.F.A. Creative Writing, Virginia Commonwealth University, May 2003. Concentrations: Fiction and poetry. The Honor Society of Phi Kappa Phi.

M.A.T. English Education, University of Virginia, May 1994.

B.A. English, University of Virginia, May 1994. Concentration: American Studies. Dean's List all semesters. Awarded Varsity Track & Cross Country Scholarship.

Teaching Experience

- *English Professor & Writing Center Coordinator*, Piedmont Virginia Community College, Charlottesville, VA. August 2006 to present. Teach College Composition—on campus and online, developmental writing courses, Major American Writers and Creative Writing.
- *Visiting Writer*, Blue Ridge Community College, Weyers Cave, VA. Spring 2002. Co-taught a workshop to assist college and adult-age students in articulating responses to the events of September 11. Responses published in an on-line journal dedicated to the project.
- *Adjunct Instructor, English*, Piedmont Virginia Community College, Charlottesville, VA. Fall 1996 through December 1998. Courses: Preparation for College Writing I, Preparation for College Writing II, College Composition and American Literature: 1865 to present.
- *Adjunct Instructor*, Curry School of Education, University of Virginia, Charlottesville, VA. Summer 1998. Course: Teaching Composition.
- *English and Journalism Teacher*, Western Albemarle High School, Crozet, VA. February-April 1999; August 1996-June 1997; Atlee High School, Mechanicsville, VA. August 1994-June 1996.

Recent Scholarly Works & Activities

2020: Writer's Eye Competition, Fralin Museum of Art, University of Virginia. 2nd Place, Poetry, University/Open Category, February 2020.

2019: Making Good on the Promise: A Community College in Virginia Collaborates with a Technical Secondary School in Buenos Aires, Argentina to Grow Student Success." Book chapter, *Writing Centers at the Center of Change*, Routledge.

2019: Deliberative Dialogue Community College Focus Group, The Kettering Foundation.

2019: Center for Nonprofit Excellence, Board Academy, Charlottesville, VA.

2012: LEADERS Institute for Women in Community Colleges, Baltimore, MD, June 17-22.

2011: The VCCS Chancellor's Developmental Education Institute, June 2011.

2011, 2006: WVTF Radio Essay, "Street Life,"(2011) and, "Living with the In-Laws"(2006).

Selected Conference Presentations

2020: Southeastern Writing Center Association Conference: Led Virginia state meeting.

2019: Southeastern Writing Center Association Conference: "Two Heads (or More!) are Better than One: Developing a Multi-Institutional Research Project." Led Virginia state meeting.

2019: Learning Assistance Professionals Peer Group, "Tutoring in a Polarized Climate" & "Collaborating Across Contexts: Working with Writing Center Peers for Professional Development." Led Virginia state meeting.

2018: Southeastern Writing Center Association Conference, "Off the Page: Facilitating Conversational English Practice for Non-Native Speakers in the Writing Center."

2018: VCCS Humanities Peer Group, Writing Workshops with Students with Disabilities.

2018: Escuela Tecnica Otto Krause, Buenos Aires Argentina "Después de las protestas: Los eventos de 11 y 12 de agosto, Charlottesville"

- 2018: Southeastern Writing Center Association Conference, "Designing and Evaluating Multimodal Group Projects," with Lori Jacobsen and Sharon Zuber, The College of William & Mary
- 2018: Mid-Atlantic Conference on College Composition and Communication, "Argumentation without Polarization," with Dr. Tamara Whyte.
- 2017: VCCS English Peer Group, "Designing and Evaluating Multimodal Group Projects," with Lori Jacobsen and Sharon Zuber, The College of William & Mary

Selected Academic Service

- Learning Assistance Professionals Peer Group, Virginia Community College System. Founder & Chair, Fall 2008-Spring 2013. Vice-President, June 2020 to present.
- Southeastern Writing Center Association, Virginia representative to SWCA Board, on second of two two-year terms, Feb. 18 to present. Serve on Scholarship Committee, Awards Committee, and Marketing Committee.
- Virginia Writing Center Association [SWCA-VA], Chair, 2018 to present. Coordinate two meetings per year. Established first statewide Tutor Collaboration, coming in October 2020.
- Creative Writing Club Adviser. Publish PVCC's literary magazine, *The Fall Line*. Host two contests per year, The 600-Word Short Story Contest & Peep-o-Rama.
- Observed and evaluated English department adjunct faculty, Fall 2019.
- Participated in panel of Community College Faculty for UVa English graduate students.
- PVCC QEP Leadership Team, "Civic Sense," 2017-2019; "Write Here, Write Now," 2007-2009. Topic Selection, Development & Writing Committees.
- VCCS Online Tutoring Vendor Selection Committee, January-May 2019
- Editorial Board of Inquiry: The Journal of the Virginia Community College System, Fall 2014 to Fall 2018
- Judge, Virginia Poetry Society, Villanelle & Sestina division, February 2010.

Community Service

- Tandem Friends School, 50th Anniversary Community Service Selection Project Committee, Clerk, Spring 2020. Tandem Speaks Speaker Series, House Manager, Fall 2018.
- Fry's Spring Beach Club Board of Directors. September 2018 to present. Vice-President, Sept. 2018 to present. Serve on Executive Committee, Strategic Planning Committee, 100 Anniversary Committee, Swim Team and Social Committee.
- Venable Elementary School, PTO Executive Committee, Secretary, 2014-2015; Treasurer, 2013-2014. Library Volunteer, Fall 2011 to Fall 2019. Art Club Coordinator, Spring 2013, Fall 2013. Poetry in the Garden lessons, Spring 2014.
- University Montessori School, Newsletter Editor, September 2009 to May 2011; September 2012 to May 2013. Events Committee, Fall 2013 to Spring 2016.
- Canvas and make phone calls in state and federal elections, 2008 to present.

Awards

- PVCC Faculty Excellence Award, May 2019.
- SWCA Center Acknowledgement & Recognition of Excellence for The PVCC Writing Center, Fall 2019.
- PVCC scholarship recipient, Center for Nonprofit Excellence 2019 Board Academy.
- PVCC Teaching Effectiveness Award, May 2018.
- Carbondale Community High School's Athletic Hall of Fame Inductee, August 2018.
- Full Fellowship, Writing. The Vermont Studio Center, Johnson, VT. July 2004. [Month-long residency]. Mentor writers: David Gates & Joyce Carol Oates.

Excerpted Letters of Support for Professor Jenny Koster

Frank Friedman, President, Piedmont Virginia Community College: Jenny is a seasoned, consummate professional. She works effectively with students with diverse need and shares that information with her colleagues at PVCC and throughout the Virginia Community College System. As the coordinator of PVCC's Writing Center, she fosters an atmosphere of respect and support and tirelessly pursues the College's mission of access and high-quality support services. When the COVID-19 pandemic forced the college to close, Jenny moved the Writing Center entirely online and remained available to students without interruption, even adding weekend hours to increase access. She collaborates across divisions within PVCC and with four-year institutions as coordinator of the Virginia chapter of the Southeastern Writing Center. For all of her accomplishments, I heartily support Professor Koster for the SCHEV Outstanding Faculty Award.

Leonda Keniston, Dean of Humanities, Fine Arts, & Social Sciences, PVCC: Few work as hard as Professor Koster. Prior to the COVID-19 pandemic, she strategically expanded the Writing Center's resources to address the diverse needs of students and faculty. However, the pandemic imposed unique challenges and unexpected opportunities, and Professor Koster innovated. She oversaw the planning, training, integration, and implementation of a variety of online strategies development—in collaboration with two colleagues—of interactive online workshops for English faculty to bolster student success. I mention but a few of the initiatives Professor Koster has creatively implemented to provide robust online academic support of students and faculty through PVCC's Writing Center. She is a remarkable talent, worthy of the SCHEV Outstanding Faculty Award.

Professor Jessica Kingsley, Chair, English Department: There is not a doubt in my mind that if anyone is deserving of the SCHEV Outstanding Faculty Award, it is Jennifer Koster. Even though Jenny does the work of a small army as the Director of the Writing Center, she also excels as a classroom instructor. I've had ample opportunity to *observe* Jenny teach, to teach *with* Jenny, to be taught *by* Jenny, and to utilize Jenny's teaching materials. I have never worked with a more prepared, dedicated, creative, and thoughtful instructor. She is always thinking about *creating experiences* for students--not just conveying information. She engages her students in meaningful activities that improve writing and foster community, cooperation, and critical thinking. This is all in addition to Jenny's many contributions to the English Department, where she often takes on leadership roles. One of the many reasons I feel lucky to work at PVCC is my wonderful colleagues; but one of my greatest fortunes is that Jenny Koster is among them.

Ruth Yoder, Tutor: In the seven years I have worked at the Writing Center at PVCC, I have learned much from Jenny. Her openness and willingness to discuss questions or problems creates an atmosphere that not only encourages students and tutors to seek help when necessary and work together toward a solution but also makes working in the Writing Center enjoyable and fulfilling. Jenny models research-based practice and encourages tutors to expand their understanding of writing center scholarship, helping them find areas of interest and delve into research. She has created extensive, ongoing training that prepares tutors to work with diverse students. This year, she has organized a tutor collaboration for writing centers in Virginia, which will allow tutors to share ideas and learn from one another. Jenny and other organizers have worked hard to create a meaningful, useful collaboration in this challenging time.

Brian McTague, Writing Center Director, Virginia Commonwealth University, SWCA Vice President: Jenny is a trusted colleague from our work on the Southeastern Writing Center Association and SWCA-VA boards. Her tireless efforts in support of her own diverse students, and those of the larger collegiate community, inspire me to reach higher in my own goals. I was pleased to have her contribute to my book, *Writing Center at the Center of Change*, which details possibilities for cross-cultural exchange in a way that most benefits students, something that is at the heart of all of Jenny's work. I am in awe of Jenny's unwavering commitment to learning processes that build stronger, more confident, socially conscious individuals.

Ann Lyons, Assistant Dean of Academic Technology & Learning Support, Germanna Community College: Jenny has worked tirelessly for many years to organize professional development opportunities for learning assistance professionals throughout Virginia. In 2009, she collaborated with colleagues throughout the state to create a Learning Assistance Professionals (LAP) peer group. Jenny served as the chair of LAP for six years, building membership and organizing conferences and professional development. The peer group has grown over the years, and the work of its members has played an important role in state-wide developmental education initiatives. While simultaneously serving as a leader for other learning assistance professionals, Jenny continually seeks innovative ways to better serve PVCC students.

La'Tasha Strother, student: What I find most intriguing about Professor Koster is her level of commitment to grow, evolve, and perform. In spring 2020 these traits held the students of ENG 111 together. I have witnessed Professor Koster take her online courses to another level. Recently, in ENG 211, Creative Writing, Professor Koster had her students write a collaborative essay in Google slides. The way she setup the exercise simulated an on-campus classroom experience. The adaptability and creativity that Professor Koster has demonstrated during the pandemic is indicative of her teaching in general. She engages and develops students from all backgrounds.

Hailee Kidd, student: I want to point out three things Professor Koster did that made her exceptional. First, she was an incredible communicator. I reached out to her personally multiple times, and she would respond within the hour each time (even on Sunday evenings!). This is huge, as an online class can often lead to student confusion. Second, Professor Koster would explain assignments well, return grades quickly, and give an abundance of feedback. [She] never gave a grade without explaining it and giving feedback for improvement. Finally, Professor Koster constantly challenged me. With difficult readings, long research topics, or testing discussion questions, she always made sure her students put thought into every word they wrote. I learned an enormous amount due to Professor Koster's push, and I plan to use the tools she has taught me for many, many years to come.

Melissa Henriksen, Ph.D., PMP, FSBC President: Professor Koster serves as the Vice President of the Board of Directors of the Fry's Spring Beach Club, and it is in that role that I have come to appreciate her leadership and contributions. As Vice President, Jenny is part of the Board's Executive Committee, which addresses the Club's most significant issues, before the entire Board is brought in. This requires discretion, ethics, and a deep understanding of the history and culture of the Club. At our monthly Board meetings, Jenny always shows a concern for diversity and inclusion, making sure we are considering different points of view and that different voices are heard. She carefully considers the impact on member experience whenever the Board considers new initiatives. She is an active participant of the Swim Team Committee, and co-chair of the Social Committee, both of which involve planning many projects, coordinating many groups and motivating many volunteers, all year long. She is the kind of member who makes things happen.