

To: Sue Abbotson, Chair of UCC  
 From: Mike Michaud, Chair of Writing Board  
 Date: 5/9/16  
 Subject: Annual Report (2015/2016)

I am pleased to submit this report summarizing the activity of the Writing Board (WB) and Writing Board Chair for the academic year 2015/2016.

### **Writing Board Membership (2015/2016 & 2016/2017)**

The table below indicates Board membership for this past academic year and the one ahead. The numbers in parentheses indicate year of service in two-year term.

Position	2015/2016	2016/2017
<b>Chair</b>	Mike Michaud (2)	Mike Michaud (1)
<b>Director of (Writing)</b>	Becky Caouette	Becky Caouette
<b>Director (Writing Center)</b>	Claudine Griggs	Claudine Griggs
<b>Director (FCTL)</b>	Bonnie MacDonald	Bonnie MacDonald/Marie Beardwood
<b>Coordinator (First Year Seminar)</b>	Quenby Hughes/Julie Urda	Julie Urda
<b>Faculty (FAS) (2) -- 1 Math/CS</b>	Deb Britt (1) & Dave Abrahamson (2)	Deb Britt (2) & Sarah Knowlton (1)
<b>Faculty (FSEHD) (1)</b>	Martha Horn (2)	Martha Horn (2)
<b>Faculty (SOSW) (1)</b>	Jen Meade (1)	Jen Meade (2)
<b>Faculty (SOM) (1)</b>	Randy DeSimone (2)	Murat Aydogdu (1)
<b>Faculty (SON) (1)</b>	Deborah Kutonplon (1)	Deborah Kutonplon (2)
<b>Faculty (Adams Library)</b>	Tish Brennan (4)	Tish Brennan
<b>Faculty (Comp/Rhet)</b>	Mike Michaud	Mike Michaud

Blue = Ex Officio  
 Green = Rotating  
 Green = New Members

### **Writing Board Meeting Dates (2015/2016)**

- Fall 2015: 9/16, 10/21, 11/18
- Spring 2016: 2/10, 3/23 (SSTW Panel Presentations), 4/20

## **Writing Board Budget Allocations**

*Faculty Development Workshop (1/13/16): \$3718.94*

Food: \$2135.75

Honorarium: \$1000

Speaker Travel/Lodging: \$583.19 (\$504.19/\$79)

*Panel Presentation (3/23/16): \$207.75*

*WID Workshop (6/3/16): \$3950*

Food: \$250

Honorarium: \$1000

PDA: \$2700 (\$150/pp @ 18)

TOTAL: \$7876.69

## **Review of Writing Board Activity**

This year, the Writing Board sponsored and hosted three activities on campus:

### **1. First-Pages**

This was the third year the WB teamed up with the First-Year Writing Program to participate in a Writing Week event and exhibit, First Pages (10/19/15). We had ten readers and twenty-seven first-pages submitted. Participants read their First Pages and briefly discussed the challenges and opportunities of professional and academic writing. We heard from a diverse group of faculty from across the college. Attendance was around 15-20. First Pages continues to be a great event.

### **2. Faculty Development Workshop (FDW)**

This year marked the 20th year that the WB has hosted the FDW. Our speaker was Dr. Dan Melzer of the University of California. He shared research on writing assignments across the curriculum (WAC) and also outlined core tenets of WAC programs. Appendix A contains participation counts as well as feedback summaries from this year's FDW. Thirteen part- and full-time faculty members led break-out sessions in the afternoon, following upon our morning lecture and lunch. Appendix B contains screenshots of faculty participants from afternoon sessions.

This year the WB voted to end its association with the annual Adjunct Dinner, previously held the evening before the FDW.

### **3. WID Workshop**

This year the WB is hosting a WID workshop (6/3/16) to generate discussion among faculty about WID at the level of the department. Our consultant Neal Lerner (Northeastern University) will lead 18 full-time faculty in a discussion of WID, helping faculty to examine their department's WID plans and to consider how to generate WID outcomes and assessment mechanisms. This workshop represents the Writing Board's first effort to provide professional development for our faculty on matters related to writing and pedagogy that go beyond the level of the individual classroom.

### **Review of Chair's Activity**

The WB Chair's responsibilities include leading the WB and devising and facilitating professional development opportunities for faculty. Towards these ends, I'd like to share my primary activities from this year.

#### **1. Summer Seminar for Teaching Writing (SSTW)**

2015/2016 marked the fifth year of the SSTW. Technically, the SSTW is offered under the Faculty Center for Teaching Writing (FCTL), but I teach it in my capacity as WB chair. This is one of those curiosities of administrative organization at RIC, where the SSTW is not officially affiliated with the WB, but is one of the most significant professional development initiatives at the college and so it very much furthers the work of the WB.

During 2015/2016, twelve faculty participated in the SSTW from across disciplines and departments:

- Suzanne Conklin (Biology)
- Michelle Crossley (Counseling, School Psych, Ed Leadership)
- Wendy Doremus (Nursing)
- Sarah Hess (HBS)
- Brian Knoth (Communication)
- Deborah Kutenplon (Nursing)
- Rebeka Merson (Biology)
- Elisa Miller (History)
- Silvia Oliveira (Modern Languages)
- Jessica Pearson (Theater and Dance)
- Jane Pryzbła (Accounting)
- Marianne Raimondo (Health Management)

These faculty shared their experiences with implementing best practices in the teaching of writing at a Panel Presentation event on Wednesday, March 23, 12:30-2:00pm. See Appendix C for a short article on this event that appeared in the Campus News section of the RIC website.

I'd like to thank and acknowledge these faculty for their work and effort.

I'd also like to thank and acknowledge all of the Deans for helping to cover the cost of this year's SSTW. Finally, I'd like to thank Dr. Ron Pitt, VPAA, for his ongoing financial support of this important professional development initiative.

I'm pleased to report that year six of the SSTW, 2016/2017, is about to begin, with full financial support again from Dr. Pitt and a class of eight faculty already signed up. The main work of the 2016/2017 seminar will take place during the week of May 16-20, 2016.

## **2. Co-Op Workshops and Ongoing Professional Development**

During the 2015/2016 academic year, I continued to offer professional development on writing and pedagogy by teaming up with the FCTL to offer co-op workshops. Three different types of workshops were offered:

a. *Student Writing Group*: This was a new initiative that I held only during the fall 2015 semester, where I met with a small group of faculty, all SSTW "graduates," to discuss examples of student writing. These were truly enjoyable and productive experiences, as faculty come together so rarely to discuss student work (meeting dates: 9/16, 10/7, 11/4, 12/2).

b. *The Research Says...*: This was a three-part workshop sharing writing research on various elements of writing pedagogy with faculty from across disciplines. The three workshops were:

- What Do 'Good Writers' Know?: A Model of Writing Expertise for Faculty and Students—Monday, September 14, 2:00-3:30pm
- What We Assign When We Assign Writing: Results of an Empirical Analysis of College-Level Writing Assignments—Monday, October 19, 2:00-3:30pm
- But Does Their Writing Ever Improve?: A Summary of Longitudinal Research on Writing Development During the College Years— Monday, November 16, 2:00-3:30pm

c. *Faculty as Writers*

This two-part series was an attempt to spur discussion about faculty writing and research here at the college:

- Wednesday, February 24, 12:30-2:00pm—Facilitated by Mike Michaud (English) and Kay Kalinak (English).
- Wednesday, March 16, 12:30-2:00pm—Facilitated by Mike Michaud (English) and Tom Malloy (Psychology).

d. *Teaming Up to Talk About Writing and Pedagogy with Faculty in the Disciplines*

Over the past three spring semesters, I've teamed up with individual faculty members to offer professional development collaboratively. Here's a list of the spring 2016 offerings:

- Didn't They Already Learn That?: Teaching Writing to Graduate Students (February 23, 4:00-5:30pm) w/Deborah Seigel, Michelle Crossley, and Elizabeth Holtzman
- At the End of My Rope: Finding New, More Effective, More EFFICIENT Strategies to Respond to Student Writing (Tuesday, March 22, 2:00-3:30pm) w/Edwin Calouro
- I Have to be THAT Direct?: Writing Writing Assignments Across the Disciplines (Tuesday, April 12, 2:00-3:30pm) w/Brian Knoth

In addition to these formal co-op workshops, I continue to consult with individual faculty and departments on matters related to writing and pedagogy on an ongoing basis.

### **3. Formation of WID Planning Group**

For some time now, the Writing Board has expressed interest in supporting the development of our WID requirement here at RIC. Towards these ends, during the late fall of 2015, I formed the WID Planning Group in an effort to facilitate discussion of our WID requirement with key stakeholders. Members of this ad hoc committee include

- Mike Michaud (Writing Board)
- Becky Caouette (FYW Program)
- Claudine Griggs (Writing Center)
- Ron Pitt (VPAA)
- Jim Magyar (COGE)
- Maureen Reddy (Assessment Coordinator)
- Sue Abbotson (UCC)

This group met on 2/2/16 to initiate a discussion of WID at RIC. The decision was made that COGE, the WB, and the FCTL would lead a series of "sharing sessions" with faculty who teach WID courses to learn more about their experiences and needs. Initial plans were for these sessions to be held during the spring 2016 term, but given the number of high-level initiatives taking place on campus this semester, the decision was made to defer the WID sharing sessions to fall 2016.

### **4. Writing Board Budget**

This year I spent considerable time and effort consulting with the Board on matters related to our budget, which is currently around \$8,000 per year and housed within the budget of Dean Earl Simson. There were two considerations under discussion:

a. *Should the Writing Board have its own budget?* Additionally, and not necessarily related to budgetary issues: *Should the Writing Board's institutional location be re-aligned, away from*

*UCC and towards the office of the Vice President of Student Affairs?*

The answer to both questions, we decided, is Yes. However, given the present situation at the college, with a changing administration, we have decided to table these two questions for now and revisit them during the 2016/2017 academic year.

*b. How should the Writing Board should allocate its budgeted funds?*

Towards these ends, with the help of the WB I drafted a memo (see Appendix D, below) and met with members of the administration to discuss the way the WB spends its funds. The main concern of the Board in revisiting this issue of spending was this: What is the best way to deliver professional development to our faculty given limited resources?

My argument is that spending our entire budget allocation on a single-day event is not the most productive use of our funds and I/we were able to act on this argument this year by cutting our spending on the FDW almost in half, thus freeing up funds for other professional development initiatives (i.e. the WID workshop). I think I speak on behalf of the entire Board when I say that we are excited to develop new professional development opportunities in the years ahead.

## **5. Writing Board Chair Professional Development**

Towards the ends of my own professional development, I undertook three initiatives this year:

- a. Videos: The How To of Peer Review (tutorial video) and SSTW Testimonials: During the fall 2015 semester, I was granted a course release to work on two video projects, the first, a tutorial for RIC faculty which walks them through the ins and outs of using the teaching practice known as peer review, the second, a series of testimonial videos, with SSTW graduates (three of the latter are now posted to the FCTL webpage, [here](#)).
- b. Publication: "A WID Failure That I'm Trying to Learn From": This is a short article I wrote based on my experience here at the college navigating our WID requirement which will appear in the forthcoming book *Sustainable WAC: A Whole Systems Approach to Launching and Developing WAC Programs* (forthcoming, eds. Dan Melzer & Michelle Cox)
- c. Workshop: "Generating WAC/WID/WIC/WEC Action Plans: Strategies for Advancing Writing Through Faculty Development" (April 6, 2016): At this year's Conference on College Composition and Communication (CCCC) in Houston TX (April 2016), I was a co-leader for a workshop on WAC/WID development aimed at other WAC/WID leaders.

In closing, I'd like to thank the members of the Writing Board for their good will, good suggestions, and good company. I'd like to thank Dave Abrahamson for his service. I'd like to thank Randy DeSimone, a founder of the WB, for his many years of service. Randy has made innumerable contributions to the work of the WB over many, many years. He will be very much missed in the years ahead. Finally, I'd like to thank the college for its ongoing support of the

work of the Writing Board.

## Appendix A

### *Signed In*

- Total: 64
- WB: 7
- FT: 49
- PT: 23
- Staff: 3
- Administration: 2

### *Feedback By the Numbers*

Session	VS	S	SS	D	VD
Morning	27	4	3		
Afternoon***	20	4			

### *FDW by Words*

#### Morning:

- Enjoyed his talk, thought-provoking
- Clear, well-organized, informative, inspiring, speaker had excellent sense of humor as well as being very well-informed and enthusiastic
- He made a strong argument for WAC. Were the decision makers here at RIC invited? Who are you trying to sell this concept to?
- Dynamic speaker, great on teaching methods, institutional stuff irrelevant to me
- very reinforcing, feeling like we are moving in a very positive direction.
- two 20-min presentations combined with the Q and A offered a nice contrast with the longer morning presentation by Dr. Melzer
- dynamic speaker, well-presented
- the presentation gave me valuable information that can translate well into strategies to use in the classroom
- liked Melzer's energy and democratic approach to listening and comments and feedback. Connected well with audience.
- I'm interested in the speaker's analysis of our own writing requirements
- Brought up many considerations I never thought about
- heartening that many of my routine practices fall in line with WAC best practices
- Very engaging speaker
- I'm onboard with everything presented. Gave confirmation that my present efforts are on the right track



- He didn't seem to know where we were in our WID/WAC development and too much was convincing us to do what we are already doing!

Afternoon:

- Post Session discussion (wrap-up) was great. People were thoughtful and helpful
- enjoyed individual faculty presentations, thought two per session is right
- particularly liked hearing from students about assignments they liked
- grateful for the practices/ideas these faculty members shared. Lots of good, practical and thought-provoking ideas for future use
- Really enjoyed talking with faculty about writing
- it's useful to get sometime listening to other faculty members concerning how they approach writing in their classrooms and what assignments they are giving students
- It was very good to learn more about what the Writing Center offers. I'll probably make more referrals in the future
- The writing center presentation was great!
- I would encourage each speaker to both let us know about discipline specific issues while also thinking about how their assignment could be used more generally
- interesting topics, learned a lot
- Really nice Discussion with tutors and Claudine (x 4)
- Claudine Griggs is an ASSET to this campus

*Suggestions:*

- How do we get more faculty to participate? The ones who really need it weren't here.
- Would like to see more faculty involvement after lunch
- How can we, instructionally, help our students with pluralistic language skills improve in writing? (future potential topic)
- please continue these development workshops
- today's format, overall, was an improvement on previous years
- I would prefer to do the workshop earlier in the week/break. It would give me more time to make changes before the start of the spring semester
- I like having break-out sessions before lunch (x 3)
- Maybe a session on how to provide feedback on writing would be helpful

Other:

- Thank you for combining adjuncts with full time staff (networking time is great)
- great to have one breakout BEFORE lunch
- SSTW is one of the best faculty development programs ever

## Appendix B

### Session A (11-11:50am)

Room	Title	Name	Description
Alg 103	Writing, Not Typing: Writing Center Tutors Talk Writing Assignments	Writing Center Tutors	Writing Center tutors will discuss their experiences with disciplinary writing assignments.
	Helping Students Consider What THEY Want THEIR Words to Do	Claudine Griggs (Writing Center)	I will discuss a low-stakes, in-class writing assignment based on a video clip from the documentary "What I Want My Words to do to You" (focuses on a prison writing group).
Alg 105	An Introduction to Reading and Writing in Biology	Suzanne Conklin (Biology)	I will share a sequence of assignments for introductory courses where students read bits of scientific literature and later write about an experiment of their own design.
	From Paper to Portfolio: Helping Students Find Their Voice	Natasha Seaman (Art History)	I will share a research portfolio assignment I have developed in which students become acquainted with the process of writing an art history research paper.
Alg 106	Thinking and Writing in the Discipline	Elisa Miller (History)	Drawing on an assignment from a lower-level history course, I'll discuss elements of assignment design that reinforce the kinds of thinking and skills that the discipline requires.
	A Worksheet to Guide Students' Research and Writing of a Term Paper	Glenn Rawson (Philosophy)	I'll share and discuss a worksheet I use to guide students in identifying a research topic, searching for scholarly resources, formulating a thesis, and writing a term paper.
Alg 109	Real World Projects: A Meaningful Way to Learn	Marianne Raimondo (Management):	I will share a project in which students interview professionals to test knowledge gained in the classroom against the real challenges and problems faced by health care organizations.
	Creating a Final Exam that Elicits Application of Learning (And is Quick to Grade)	Wendy Doremus (Nursing):	I will share an exam that gives students the opportunity to demonstrate understanding through an application of their learning to a realistic scenario.

### Session B (1-1:50pm)

Room	Title	Name	Description
Alg 103	Writing, Not Typing: Writing Center Tutors Talk Writing Assignments	Writing Center Tutors	Writing Center tutors will discuss their experiences with disciplinary writing assignments.
	Helping Students Consider What THEY Want THEIR Words to Do	Claudine Griggs (Writing Center)	I will discuss a low-stakes, in-class writing assignment based on a video clip from the documentary "What I Want My Words to do to You" (focuses on a women's writing group in a maximum security prison).
Alg 105	Teaching Writing at the End of the World	Joe Zornado (English)	I will share the process by which I create writing assignments across an entire term by "reverse engineering" the final "critical essay" assignment.
	Learning & Doing: A Public Service Announcement Writing Project	Brian Knoth (Communication)	I will share an assignment where students develop a unique concept for a 1-minute Public Service Announcement for both radio/podcast and TV/video.
Alg 106	Creature Feature: Write for Me Then Write to Them	Rebeka Merson (Biology)	I will share a multipart assignment with a twist: research and write a technical essay about a vertebrate animal that is of conservation concern, then use the knowledge from the research to inform the public with a poster and an oral public service announcement.
	Writing for an Authentic Audience	Carol Cummings (Health Education)	I will discuss a writing assignment in which students analyze data from food logs and then create a report in which they analyze dietary choices and propose a course of action that supports healthy eating.
Alg 109	Blogging as a Means for Reflective and Interactive Writing	Jiyun Wu (Management)	I will share an assignment in which students write and publish their reflective writing on Blackboard, in blog format, to share with peers, who then make comments on the writing.
	Pop Culture Therapy: Using Celebrities to Depict Understanding of Theoretical Concepts	Michelle Crossley (Counseling)	I will discuss a two-part assignment based on characters from popular culture that asks students to work in groups to present on their topic and to write a paper.

## Appendix C

An article entitled "[RIC Faculty Engage in Writing Instruction Seminar](#)" by Tina Agudelo and Michael Michaud appeared in RIC's Campus News space on the RIC website on April 6, 2016. Below is the text from that article.

*Ten faculty members from across campus shared their experiences in learning and implementing effective writing instruction at the Fifth Annual Summer Seminar for Teaching Writing (SSTW) Panel Presentation, held late last month in the Reinhardt Room of Adams Library. The event was hosted by the Faculty Center for Teaching and Learning and the Rhode Island College Writing Board.*

*The panel presentation represents the culmination of the 2015-16 seminar. Limited to roughly a dozen faculty members per year, the effort is led by RIC Associate Professor of English Michael Michaud, cofounder of SSTW. The seminar commences with a one-week intensive class during summer break. Participants meet each day to share and discuss their experiences and to learn about evidence-based practices for the teaching of writing. During the fall term, these faculty members come together twice to discuss the challenges and successes of implementing what they learned in the summer seminar and to meet with Michaud individually to discuss their progress.*

*Assistant Professor of Communication Brian Knoth, a SSTW "graduate," explained during his presentation that one thing he learned from the seminar was the importance of transparency when teaching writing. "Students appreciate when you are clear about expectations and deadlines," he pointed out during his talk, citing feedback from course evaluations to underscore this point.*

*In her presentation, Assistant Professor of Biology Suzanne Conklin noted that faculty must "teach students how to write well, not just expect them to write well."*

*Wendy Doremus, an adjunct nursing professor, reminded the audience that "learning to write well is an ongoing process. You can't just teach it in one course."*

*"I learned from the seminar that you have to teach students that writing is a process," explained Associate Professor of Communication Anthony Galvez, a past participant of SSTW. "You start by helping students formulate an idea or question and work on a first draft. Then there's a second draft and sometimes a third. Students complain that professors' expectations can sometimes be a mystery. Since participating in the SSTW, I've learned to teach my students about my expectations before they hand in their papers. No more mysteries."*

*"The reality is that college faculty members are subject-matter specialists," explained Michaud. "Most of us don't receive training in teaching, much less in the teaching of writing."*

*"In the seminar, we try to meet faculty where they are, instead of blaming them for what they don't know or haven't already learned," he said. "In turn, we ask them to approach their work with students in the same way: Meet the students where they are and teach them what you*

*want them to know and do.”*

*The SSTW, now entering its sixth year on campus, is dedicated to teaching RIC faculty across the disciplines to become better teachers of writing and to use writing as a tool to better teach disciplinary content. The seminar provides faculty with an opportunity to learn something that most were never taught in graduate school.*

*To learn more about the Summer Seminar for Teaching Writing, to watch testimonial videos from faculty who have participated in the seminar or to submit an application for this year’s seminar, please visit the RIC Faculty Center for Teaching and Learning at [www.ric.edu/fctl](http://www.ric.edu/fctl).*

**Appendix D**

**TO:** Ron Pitt (VPAA), Earl Simson (Dean of FAS),  
**FROM:** The Writing Board  
**SUBJECT:** Revised Funding Mechanism for Writing Board  
**DATE:** 11/29/15

**Objective**

Our goal is to secure a new funding mechanism for the campus Writing Board (WB). We wish to

- re-allocate portion of funding provided for the annual Faculty Development Workshop (FDW) to other kinds of professional development;
- transform conditional funding provided through the FCTL into more permanent funding for the WB.

**Request**

*Yearly Spending on Writing Across the Curriculum at RIC, 2011-15*

<b>Events/Programs</b>	<b>Allocation</b>
Faculty Development Workshop	\$7-8000
Summer Seminar for Teaching Writing	\$10-11,000
<b>TOTAL</b>	<b>\$17-18,000</b>

*Proposed Spending on Writing Across the Curriculum, 2016-2020*

<b>Events/Programs</b>	<b>Allocation</b>
Faculty Development Workshop	\$3600
Summer Seminar for Teaching Writing	\$9600
WID Outcomes & Assessment Workshops	\$4300
Refreshments, etc. for other Events	\$1000
<b>TOTAL</b>	<b>\$18,500</b>

## Justification

As the entity on campus “charged with the responsibility to coordinate writing across the curriculum in an advisory capacity and as a forum for discussion of writing,” we see our proposal as a response to both the college’s new “Strategic Plan -- Vision 2020,” which explicitly touches on matters related to writing and pedagogy in its “Culture of Learning Goals” (see CL-2, 5, 6, & 15), and to the following important developments on campus:

1. The establishment of new First-Year Seminar and Connections courses, each of which is charged with meeting the college’s Written Communication outcome;
2. The establishment of a new Writing in the Disciplines (WID) requirement which asks departments to attend to teaching writing in their disciplines;
3. Changing faculty demographics, with an influx of new faculty;
4. Increased demand for the campus Writing Center.

The proposal for a revised funding mechanism for the WB that we have outlined above and argue for below is a direct response to these developments. **In short, we have more faculty teaching more courses which are explicitly charged with providing writing instruction than ever before.** These faculty, especially those who are relatively new to teaching and new to the college, need the opportunity to learn about evidence-based practices for teaching writing in the disciplines. RIC faculty consistently report that they receive no such training as part of their graduate education. Our proposal works to meet their needs by offering continued professional development on teaching writing across the curriculum (WAC).

As important, our proposal expands professional development work on WAC at RIC from an individual to a departmental or programmatic level. It’s not enough to train individual faculty members in WAC best practices. **Departments and programs need to think systematically about how they will respond to campus-mandated writing requirements and they need guidance in doing so.** Our WID Outcomes & Assessment Workshops will work to meet this need while also working to build a shared vision of WAC at the college.

In sum, for the past twenty years, Rhode Island College has supported professional development for WAC principally through funding a single-day event that the Writing Board hosts, the annual Faculty Development Workshop (FDW). In this proposal, we seek to extend the college’s long-term commitment to WAC beyond a single-day model, which we see as no longer serving the needs of our faculty.

In what follows, we outline the specific recommendations of our proposal.

### *1. Preserve but Revise Faculty Development Workshop*

We feel strongly that the FDW should continue. This event draws a sizeable crowd of faculty and has become a tradition on our campus. Having said this, with changing demographics (i.e. an influx of new, young faculty) we have witnessed a slight decline in attendance at the FDW (see Appendix A for more information on attendance at the FDW and Adjunct Dinner). While we will continue to work hard to recruit faculty to attend the FDW, we feel that a one-day professional development event no longer serves campus needs. We propose the following changes to the FDW:

a) Reduce the honorarium to featured speaker

Market research on speaker's fees indicates that the honorarium we pay is at the high end (although in-line for a half-day workshop, of which we have done three in the past five years). We propose cutting our honorarium in half and limiting our speaker to a 60-90 minute lecture/presentation (this was the original model for the FDW).

b) Reduce spending on meals

Due to the high cost of food/refreshments on campus and a desire to spend funds for WAC more strategically, we feel that streamlining our food/refreshments budget is necessary. We will cut back on spending for breakfast and afternoon snacks/coffee but maintain allocations for lunch.

c) End association with Adjunct Faculty Dinner

After several years of discussion, the WB proposes the end of its association with the Adjunct Dinner for the following reasons:

- the event was originally conceived of as an “appreciation” dinner for part-time faculty, a purpose which falls outside our primary mission;
- we wish to encourage our part-time faculty to join with full-timers at an inclusive single event aimed at our *entire* faculty;
- we wish to find better ways to reach our part-time faculty when it comes to professional development for WAC;
- with declining attendance rates at both events, but especially at the Adjunct Dinner (see Appendix), it only makes sense to consolidate these two events.

Table 1, below, visualizes our past and proposed budget for the FDW.

	<b>Existing Allocation</b>	<b>Revised Allocation</b>
Honorarium	\$2000	\$1000
Travel/Lodging (speaker)	\$600	\$600
Food	\$4500 ***	\$2000
<b>Totals</b>	<b>\$7100</b>	<b>\$3600</b>

\*\*\* This number represents the average amount spent on food for both the Adjunct Dinner and the FDW during 2014 & 2015.

### *2. Preserve the Summer Seminar For Teaching Writing (SSTW)*

In 2011, in collaboration with the FCTL, the WB chair began facilitating the Summer Seminar for the Teaching of Writing (SSTW), a year-long intensive workshop in which a small cohort of faculty drawn from across campus meet to learn about evidence-based practices in teaching writing across the curriculum. The SSTW represents the first institutionally-supported and sustained effort to expand WAC at RIC beyond the annual FDW.

Through the SSTW, which has now run for five years, we have trained 57 full-time faculty members, including several department chairs and one dean, in the “how to” of effective writing instruction (see Appendix B for a list of participating faculty). The SSTW has been instrumental in the grassroots work of training individual faculty members to develop effective writing pedagogies.

We feel strongly that the SSTW should continue, but its funding has been contingent upon a yearly renewal request. In the same way that the FDW was made a regular budget item of the WB in or around 2012, we wish to make funding for the SSTW a regular part of the WB budget. We request that the current funding allocation for the SSTW, where ten full-time faculty members are compensated for their participation with a \$700 professional development reimbursement and the facilitator is compensated with 2 FLHs, be maintained.

### *3. Create new WID Outcomes & Assessment Workshops*

One of the most substantial new initiatives at the college that intersects with the mission of the WB is the creation of the new Writing in the Disciplines (WID) requirement. Our proposal for WID Outcomes & Assessment Workshops speaks specifically to this requirement by offering departments and programs the opportunity to come together to build WID outcomes statements and assessment procedures that are in keeping with evidence-based practices in the field of



WAC. While the SSTW is aimed at work with individual faculty, WID Outcomes & Assessment Workshops will aim at departments and programs, attempting to create shared understandings and visions for writing in the disciplines *across* faculty and, ultimately, across departments.

WID Outcomes and Assessments Workshops will take place during the summer months. Departments will be invited to apply to participate and modest professional development reimbursements will be provided to attending department members (the WB chair will be compensated in FLH).

### **Closing**

For many years, Rhode Island College has generously supported professional development for its faculty on writing across the curriculum. Research in the WAC community suggests that such funds are well-spent, as they positively impact student learning and retention. We believe that our proposal for revised WAC funding for the Writing Board honors and builds on the tradition of WAC professional development at the college by preserving long-standing commitments, furthering recent initiatives, and introducing new projects that speak to the evolving needs of our faculty and students.

Thank you for taking the time to consider our proposal.