

**TO:** Sue Abbotson, Chair of Undergraduate Curriculum Committee (UCC)  
**FROM:** Mike Michaud, Chair of Writing Board (WB)  
**DATE:** 3/29/19  
**SUBJECT:** Report on WB Activity

## **Work of the Writing Board**

### **Meetings (SP2019)**

2/20/19

3/27/19

### **Faculty Development Workshop**

The Writing Board held its 23rd annual Faculty Development Workshop on 1/16/19. I'm linking here to copies of the promotional [poster](#) and [program](#). I've provided data on attendance and a summary of participant feedback in the Appendix.

### **Membership Notes**

- Re-Up: Deborah Kutenplon (Nursing), Andrea Del Vecchio (FAS)
- Step-Down: Deb Britt (FAS), Jiyun Wu (Business)
- Waiting to Hear: Stefan Battle (Social Work)
- Retirement: Claudine Griggs (Writing Center)

## **Work of the Writing Board Chair**

### **WID Visibility Project Update**

My work with this initiative is ongoing. I am tracking the work [here](#). I've met with a representative from almost every department/program at this point. I've followed up with many to track their progress. We have one WID webpage up. We will likely get a handful more up by the end of this year. I am happy to continue to pursue this work during the 2019/20 academic year. I think it's important and needs to be done. It will be possible to begin updating RhodeMaps--not all, but a good number of them--at the end of this academic year.

Additionally, I have scheduled a photoshoot (4/11/19) with the campus photographer to create stock images we can use for the WID webpages. Three students have volunteered to help and I will give each \$20 amazon gift cards to thank them.

## **9th Annual Summer Seminar for Teaching Writing (SSTW)**

We have received funding and approval to run the SSTW again this summer and recruitment is about to begin. We will offer a “Special Topics” course this summer: How to Build a WID Course. The SSTW will run during a new time this year, as well, 9am-noon, 5/13-17.

### **New Project: Online Mini Course: How to Get Good Writing From Students**

This semester I received a course-reassignment to create a second online interactive professional development mini-course that focuses on how to create successful writing assignments. This work is in process and my plan is to run the course for the first time during the fall 2019 term (like the existing course, The How To of Peer Review, it will consist largely of instructional videos and the chance to post responses on the discussion board in a Bb course and it will run for one week).

### **Existing Professional Development: Online Mini Course: The How-to of Peer Review**

I am not offering any F2F Co-Op Workshops this spring in the FCTL but, per usual, running the online mini-course The How To of Peer Review. It is, in fact, running this week. This is what the schedule looks like, for those who are curious:

#### *Deadlines:*

Tuesday 3/26 (end of day): Watch Unit 1 videos (30 min); post introduction to Discussion Board; post questions/comments to Unit 1 forum in Discussion Board.

Thursday 3/28 (end of day): Watch Unit 2 videos (21 min); post questions/comments to Unit 2 forum in Discussion Board.

Sunday 3/31 (end of day): Watch Unit 3 videos (20 min); post questions/comments to Unit 3 form in Discussion Board.

Nine faculty enrolled, six are actively participating.

### **Ongoing Projects**

- I continue to engage with the School of Social Work on its SWRK 580: Professional Writing in Social Work course and plan, with my co-teacher Christine Lambert, to meet with the full MSW faculty to discuss our experience teaching the course (by end of term).
- I am serving on an ad hoc committee to study class size and class caps at RIC (I am advocating for course caps on WID courses)
- I am consulting with the Office of Sponsored Programs on a grant-writing workshop they are hoping to run this summer

- I am consulting with The Dialogue on Diversity and Inclusion Committee on a new project to create a peer review board
- I am consulting with the School of Nursing graduate faculty on the revision of their summer MA Thesis proposal writing course
- I am hosting a Brown Bag with faculty from the School of Nursing to discuss faculty writing projects (4/10)
- I continue to consult with individual faculty members on matters related to writing and pedagogy--this is one of the most enjoyable parts of my job. I field email questions and phone calls about specific problems/concerns, review writing assignments and occasionally scholarly manuscripts to offer input/advice, and am in the early stages of collaborating with three faculty members on research projects in advance of the 2020 International Writing Across the Curriculum conference.
- I am in the early stages of planning spring 2019 professional development workshops (½ day) to utilize remaining Writing Board funds. My hope and plan is to try to make contact with new RIC faculty to establish a new annual tradition to offer PD to new faculty (i.e. years 1-3).

### **WB Chair Professional Development**

I am excited to have been accepted to attend the 2019 Writing Across the Curriculum Summer Institute at the University of Denver (6/23/19-6/26/19). More info is [here](#).

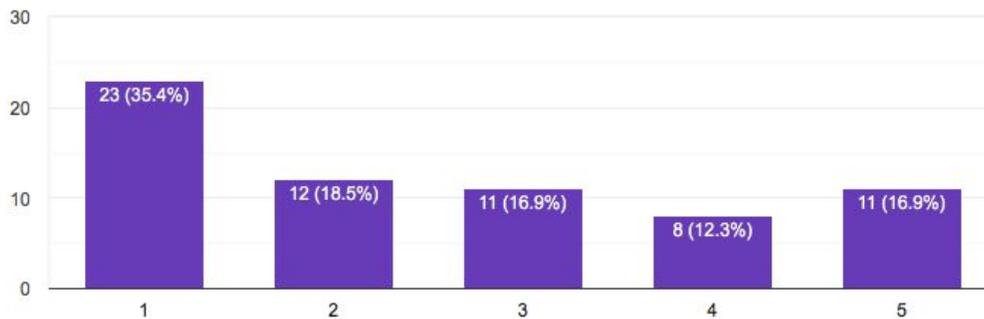
## Appendix

### Summary of Feedback: Faculty Development Workshop (2019)

Attendance: 89

How satisfied were you with the workshop speaker, Dr. Barbara D'Angelo?

65 responses



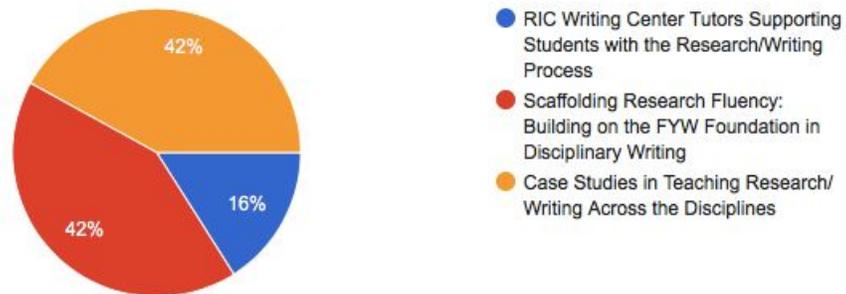
#### Representative Comments About Speaker:

1. She was good - but the title of the workshop did not really reflect how much the talk would focus on peer review (although I concede it was always there in the fine print). That is a good topic, but not the only one I would have liked to have covered. The afternoon sessions partly made up for this.
2. Knowledgeable and engaging. I especially enjoyed the faculty dialogue.
3. Her three-step "describe, evaluate, and suggest" was the most memorable part. I think I can incorporate it in peer reviews or adapt it to other activities.
4. The topic was great, and Dr. D'Angelo had some really good ideas. At the same time, the session was too long--it was hard to focus by the end--and some of Dr. D'Angelo's tips only seemed workable if courses centrally focused on peer review. It would have been nice to get a better sense of how some of her strategies could scale down for those of us who don't do as much peer review.
5. One of the most helpful writing workshops I have attended. Practical, useful info with opportunities to discuss and report out.
6. I liked the fact Dr. D'Angelo stopped her presentation at least four times to allow breakout sessions and then had presentations from individuals, groups, tables, etc. Her responsiveness to the questions and problems posed was interesting. I also learned more about the peer review process and am more likely to use it as a result.
7. While the speaker had many interesting and some useful strategies to present, the fact that these strategies were geared towards online courses made what she had to say less relevant to the RIC environment.

8. I liked the ideas and information and have already added them to this semester's courses: (1) peer reviews early in the semester; (2) peer reviews of many components of the writing process, particularly the "100 word abstract" and "single research question" that usually are opening salvos. However, I think that some in the audience were not clear about D'Angelo's message. She needed to illustrate her ideas with concrete examples.
9. Dr. D'Angelo gave us a very practical process of using structured peer review for greater student engagement. I plan to use it in research writing.
10. She had an OK presentation but it wasn't worth a whole morning. Her activities were not well developed. Many of us left unconvinced that the approaches described were relevant for courses that are not within the discipline of writing.

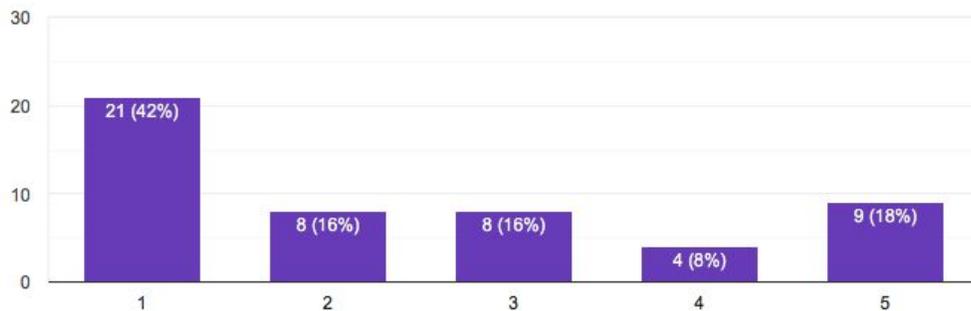
### Which of the three break-out sessions did you attend in the afternoon?

50 responses



### How satisfied were you with this break-out session?

50 responses

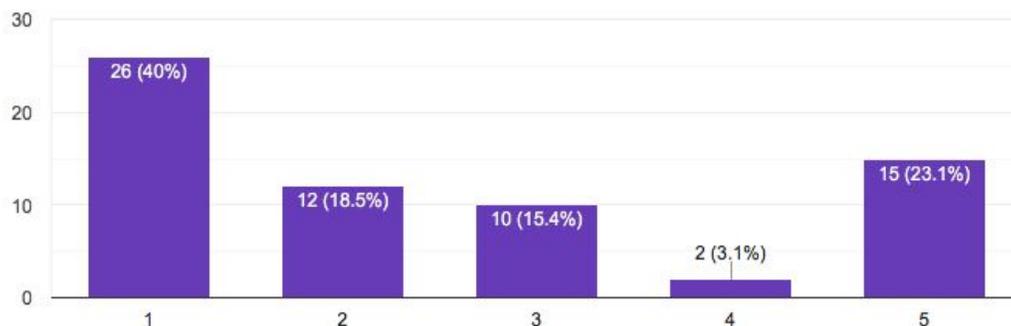


1. Impressive students, well facilitated.
2. It is always interesting to learn from professors in a wide range of disciplines.

3. Would have liked more interactivity.
4. Good to hear what the faculty teaching FYW are teaching
5. Mikaila's handouts are very helpful. I like it that there is something I can bring back and digest some more.
6. There was not enough time for three presenters
7. It was interesting to see how I could adapt how other disciplines approached research to my own.
8. I enjoyed hearing from and talking to Claudine Griggs and the four peer tutors: James, Angela, Nick and Mike. I now better understand how the Writing Center works, what type of assistance the tutors provide, etc. I am even more likely to suggest students consider availing themselves of the services there.
9. Very helpful to hear how panel members were approaching FYW course. Also, really grateful to Becky Caouette for sharing so many helpful documents with me after the workshop.
10. It was well meaning, but I didn't get much out of it.
11. Have more if you can get them.
12. The roundtable was interesting and informative. Comments and practical strategies to increase research fluency in the classroom were welcomed.

### How satisfied were you with the food/meal options (e.g. breakfast, lunch, afternoon)?

65 responses



### How can we improve the Faculty Development Workshop in future years?

- I've been attending for a few years now and find that we often cover similar ground each year. Is there a way to switch things up, reinvent and renew somehow?
- Don't give in
- Minimal if any improvement needed. Wondering how we could get the afternoon final gathering to have more attendees.

- Generally it's very good -- I loved the breakout groups. Maybe just a bit more clarity in the names of sessions.
- maybe two presenters...
- I would add the ten minutes back into lunch and the breakout sessions.
- Keep it going
- Seemed perfect
- This was great...
- Unlike previous workshops, there was no break built in from 9:15 to 11:45 during Dr. D'Anglo's presentation. As a result, people left the room/hall repeatedly to use the restrooms, check their phones, etc. I suggest an interval be put in the schedule for these things around 10:15 am.
- one thought: shorten keynote so that attendees have time to join a breakout session both before and after lunch.
- With speakers, you never know if they are going to hit the mark. Perhaps be very explicit about the goals for the presentation and the needs that the workshop wants to address - eg what faculty competencies you want to increase.
- Great job Mike. Boiled eggs.
- Somehow find a way to integrate departments. Everyone sat with their own group and little to no interaction with others. We had a new faculty member from a different department with us and you could feel his uncomfortableness because he was new and knew no one.
- I think opportunity for round tables with other faculty would be productive.
- You're doing a great job! Look at the attendance this year!
- As someone who has attended nearly all of the Faculty Development Workshops over the years, my continuing record of attendance argues strongly that I leave each session feeling that I have benefited in multiple ways. Whether it is in learning new skills and approaches from the speaker or in gaining new insights from comments made by other faculty, I leave feeling my eyes have been opened to something I didn't "see" before. Nevertheless, I do find it a lengthy session, essentially six hours, just at a time when one is also busy preparing for the upcoming semester.
- It's great to see a broad range of disciplines in the room, but it is also interesting to see what parts of the institution do not participate. Keep working on expanding the attendance: Perhaps finding ways to engage those who have not attended in the past few years. In my department, for example, there are several who always come, and several who never come. The "nevers" are the challenge. I think they will come back, once you get them through the door.
- I have learned a great deal from the workshops. Their organization has been effective.
- The structure and logistics seem to work. Much depends upon the speaker,