

To: Sue Abbotson, Chair of UCC
 From: Mike Michaud, Chair of Writing Board
 Date: 5/6/19
 Subject: Annual Report (2018/2019)

I am pleased to submit this report summarizing the activity of the Writing Board (WB) and Writing Board Chair for the academic year 2018/2019.

Writing Board Membership (2018/2019 & 2019/2020)

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

Position	2018/2019	2019/2020
Chair	Mike Michaud (1)	Mike Michaud (2)
Director of (Writing)	Becky Caouette	Becky Caouette
Director (Writing Center)	Claudine Griggs	TBD
Director (FCTL)	Chris Marco	Chris Marco
Coordinator (FYS)	Maureen Reddy	Maureen Reddy
Faculty (FAS) (2) -- 1 Math/Science	Deb Britt (2) & Andrea Del Vecchio (2)	Peter Little (1) & Andrea Del Vecchio (1)
Faculty (FSEHD) (1)	Martha Horn (1)	Martha Horn (2)
Faculty (SOSW) (1)	Stefan Battle (2)	Josh Diem (1)
Faculty (SOM) (1)	Suchandra Basu/Jiyun Wu (2)	TBD
Faculty (SON) (1)	Deborah Kutonplon (2)	Deborah Kutonplon (1)
Faculty (Adams Library)	Tish Brennan (1)	Tish Brennan (2)
Faculty (Comp/Rhet)	Mike Michaud	Mike Michaud

Blue = Ex Officio
 Green = Rotating

Review of Writing Board Activity

Writing Board Meeting Dates (2016/2017)

- Fall 2018: 9/19, 10/24, 11/28
- Spring 2019: 2/20, 3/27

Budget allocations for the year can be found in Appendix A.

This year, the Writing Board sponsored and hosted two main events on campus:

1. First-Pages

This was the sixth year the WB teamed up with the First-Year Writing Program and Writing Center to host a Writing Week event and exhibit, First Pages (10/22/19). We had ten readers and twenty-nine first-pages submissions. Attendance was at 15-20. This continues to be a terrific event.

2. Faculty Development Workshop (FDW)

This year marked the 23rd year that the WB has hosted the Faculty Development Workshop. Our theme this year was on intersections between research and writing pedagogy, our workshop title, “You CAN Always Get What You Want: Teaching the Research/Writing Process.” Dr. Barbara D’Angelo (Arizona State University), a teacher of composition and scholar of information literacy, was our speaker. We had a record-breaking turn-out with over 100 faculty registered and 89 attending. Appendix B contains results of participant feedback. Appendix C contains a screenshot of the program.

The WB is pleased to continue to offer this signature professional development event, but we have decided to experiment with format during the 2019/2020 academic year. Rather than bring in a speaker, we will draw on local faculty to offer hands-on opportunities for attendees to improve their teaching practices. In this way, we hope to make the workshop more interactive and engaging. This is not a permanent change, but, rather, a one-year pilot.

Review of Chair’s Activity

The WB Chair’s responsibilities include leading the WB and devising and facilitating professional development opportunities for faculty on writing and pedagogy. Towards these ends, I’d like to share my activity from this year.

1. Summer Seminar for Teaching Writing (SSTW)

The 2018/19 academic year marked the eighth 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. Seven faculty members participated this year:

- Amy Berg (Philosophy)
- Megan Charette Gaynor (Nursing)
- Karen Hetzel (Nursing)
- Melissa Marcotte (Psychology)
- Margaret Mock (Nursing)
- Medini Padmanabhan (Physics)

- Leslie Schuster (Gender and Women's Studies)

At the conclusion of the yearlong seminar, these faculty shared their experiences implementing best practices in the teaching of writing at a Panel Presentation event open to the university community on Wednesday, March 20, 2019. I'd like to thank them for their time and effort.

I'm pleased to report that year nine of the SSTW is about to begin, with full financial support from the college and a class of ten faculty members signed up to participate. The main work of the 2018/19 seminar will take place during the week of May 13-17, 2019. An important change in the SSTW this year, however, is that we will focus on the design/redesign of departmental WID courses. In this way, we will more closely align the work of the SSTW with the college's WID initiative.

2. Co-Op Workshops, Professional Development, Consultations

This year I continued to offer the online mini-course The How to of Peer Review, in collaboration with the FCTL. This course ran in the fall, during the week of 11/12, and in the spring, during the week of 3/25. Enrollment is capped at 10 faculty per session.

With the help of a course re-assignment during the spring 2019 term, I am creating a second online mini-course, the How To of Assignment Design, that I am excited to offer for the first time during the fall 2019 semester.

There are a number of other professional development initiatives in which I engaged this year that I'd like to mention:

- A. SWRK 580: Professional Writing for Social Work: I team-taught this course with Chris Lambert of the School of Social Work during fall 2018 term. While it does not qualify as PD of the sort in which I typically engage, it is a notable development in my work as a cross-disciplinary writing specialist and, further, Chris gained considerable insight, through our collaboration, of effective writing pedagogy. At the MSW department meeting on 5/7, Chris and I will share reflections and thoughts on our teaching experiences and look forward to teaching the course again in the future.
- B. Collaboration to Revise Nursing Graduate Seminar: Throughout the fall term I consulted with graduate faculty in the nursing program to reconsider the curriculum of their summer research proposal writing course. This has resulted in important revisions to the MSW graduate program as regards thesis production.
- C. SSTW: While the SSTW meets primarily during May, the work of supporting faculty participants in the seminar is ongoing throughout the academic year as I meet with each participant individually to discuss their progress during the fall term and convene the entire group for two follow-up meetings. There are also, often, additional consultations

that take place with these faculty via phone and/or email.

- D. Dialogue on Diversity: During the spring term I consulted with Stefan Battle of the School of Social Work to discuss a new peer review project that he is developing for Dialogue on Diversity.
- E. Grants Office: I am working with the Office of Research and Grants on a new initiative to support faculty and staff engaged in grant-writing. I will speak at their workshop in August.
- F. College Lecture Series Speaker: During the spring term I collaborated with the Environmental Studies program to bring a guest speaker, Iain Ward, to campus to speak to a ENST class about his work as a land consultant and about the role of professional writing in this work. I have submitted a proposal to bring a speaker to campus in January 2020 to give a talk at the FYW Summit (this is in collaboration with FYW Director, Becky Caouette, of course).
- G. Faculty Consultations: I continue to serve as a consultant to our faculty on matters related to writing and pedagogy. This means the occasional phone call or email asking for guidance and/or assistance. Here, for example, is one of the more hilarious notes I received from a faculty member this year:

*I'm doing peer review in earnest for the first time!!!!!!!!!!!! Right now!!!!!!
Aaack!!!!!!!!!!!! (These are muddy waters into which I'm wading!) (I haven't been
so nervous about teaching a class in a LONG time.) I think I like what I'm hearing
around the room!!!!!!!!!!!!*

- H. Writing Center Director: On May 9, Writing Center director Claudine Griggs, a long-serving member of the Writing Board, will retire. Along with Becky Caouette, I have worked for over a year to advocate for a shift in the Writing Center director position which would require the college to hire a full-time, tenure-line faculty member with expertise and/or interest in Writing Center theory/practice. RIC is long overdue on this. Claudine has done a terrific job over the past decade and Meg Carroll was also terrific before her, but it is time that we make the director position a tenure-track faculty member with a line in the English Department. I feel strongly that hiring a director into a tenure-line position would help the college achieve its retention and graduation goals.
- I. Ad Hoc Committee on Class Size (UCC): This is one of the most important projects I've been a part of this year. When the WID requirement was established during the Gen Ed overhaul around 2011/12, there was little discussion of course caps for WID classes. In the intervening years, I've heard from faculty members who have shared the challenges of teaching WID courses with 25 or even 30 students in them. The NCTE/CCCC

recommends that writing courses in post-secondary institutions be capped at no more than twenty. Here's a passage from their statement on course size:

Institutions can provide reasonable and equitable working conditions by establishing teaching loads and class sizes that are consistent with disciplinary norms. No more than 20 students should be permitted in any writing class. Ideally, classes should be limited to 15. ([Source](#))

I've felt fortunate to be a member of the ad hoc committee on class size this year, to help shape discussions about policy around course caps for WID (and other) courses going forward. If we are able to create policies which limit the number of students in WID courses to reasonable numbers, I think we will go a long way towards ensuring that faculty and students in such courses will be able to be successful in accomplishing the kinds of work that such courses are intended to accomplish.

- J. Collaboration with Institute for Portuguese and Lusophone World Studies: I helped organize and the WB co-sponsored a lecture by Pulitzer Prize Winner Diana Marcum (10/11/18).
- K. Emergent scholarly WAC/WID Initiatives: In June 2018, I organized a panel presentation with three other RIC faculty at the International Writing Across the Curriculum conference at Auburn University. This work has yielded new opportunities to extend professional development work into the realm of research and scholarship. Currently I have two such projects underway (w/Andrea Del Vecchio, Physics, and Sylvia Ross, Nursing).
- L. Rhode Island Writing Program Leaders (RIWPL): I am a member of the RIWPL, a small group of writing program leaders who meet periodically to discuss pedagogy, curriculum, and writing program administration. We have sponsored our first event, which will be held at RIC on 5/7/19, a book talk with Howard Tinberg, winner of the 2018 Conference on College Composition and Communication book award.
- M. Invited Talk: In February, I visited Bridgewater State University and gave an invited lecture to faculty and students on writing and pedagogy.

3. WID Visibility Project

One of the most significant undertakings of this past academic year has been my work on the WID Visibility Project, an effort to raise awareness among faculty and students about the college's WID requirement. I'm linking [here](#) to the spreadsheet I have used to track my progress with departments and programs on this initiative and will include a separate copy of this document as Appendix D. I'd like to offer a few take-aways from this work:

A. *Work Completed*: To date, I have received completed web content, one element of this three-part project, from just five departments/programs (Math/CS, Sociology, Communication, and Psychology). I have many, MANY folks who have promised to get me the content once the dust of this term has cleared. We will see.

B. *A Need For Continual Updates*: The initial WID requirement was minimalist in its approach. It did not specify, for example, how/when WID Plans should be updated after their initial submittal. As I learned this year, departments/programs frequently update their curricula. New majors and programs are created, new courses are developed. Minimally, we need to devise a system whereby departments/programs are required to continually revisit their WID Plans to ensure that they align with the most recent version of their majors. I would suggest that this be done every 3-5 years.

Additionally, there is no formal process in place at the current moment for COGE to review and/or approve changes to departmental/programmatic WID Plans. While departments “own” WID courses, it does seem reasonable that COGE might develop a rubric to help departments/programs sort through whether their WID proposal makes sense. Leaving it up to departments to decide for themselves what WID can result in poorly informed decision-making. Art 231 and 232, for example, are designated as WID courses by the Art Department. Yet, a) these courses regularly enroll 30 students, b) are a mix of majors and non-majors, c) are regularly staffed by part-time faculty. None of this is advisable.

In terms of how to formalize the process of WID Plan review, I’m thinking, here, of the way that Connections courses are also “owned” by departments, but Connections proposals must be vetted by COGE and the fact that there is an official process for such vetting (and a form). Something similar, ideally, would be put into place for WID Plans.

C. *Course Caps*: While many, perhaps even most, WID courses enroll small numbers of students, there are WID-designated courses that regularly enroll more students than is advisable. Sociology 302, for example, regularly enrolls 24 students. Anthropology 233, Art 231 & 232, and Math 300 all enroll 30 students. Thirty students is far too many for faculty members to meaningful impact students’ writing skills and abilities.

At the time when the initial WID requirement was put into place, most departments simply identified existing courses where “skills” are taught as their WID classes. Nothing was said about HOW MANY students enroll in those courses or whether or not they were feasible to deliver effective writing instruction. Research methods courses, often designated as WID courses, as in the case of Psych 221, are often already crammed with content and not ideal for WID designation. As the ad hoc committee on course size moves forward with its proposal to UCC, I look forward to continued dialogue on course caps for WID courses. Creating an environment in which faculty and students can effectively engage with writing is, next to defining what constitutes a WID course in the first-place, essential to the success of a WID initiative.

D. *What is A WID Course?* As I met with department/program chairs and/or their designated appointees, I was frequently asked for input on WID plans. There was a lack of clarity about what a WID course is and how it might differ from other kinds of classes.

Minimally, a simple handout that clarifies the purposes and common features of WID courses would go a long way towards helping department/program chairs and their faculty to understand what WID is and which courses might best fit into a WID Plan.

E. *Ongoing Visibility* How do we keep WID in front of departments/programs going forward? Here are a few additional questions for consideration.

- As new faculty members arrive and they are asked to teach WID courses, how do we ensure that they know, minimally, that they are doing so (and understand what that means)?
- As existing faculty members cycle into WID courses, how do we educate them about what it means to teach a WID class and how doing so differs from a more traditional class?
- As new chairs/directors assume responsibility for departments/programs, how will they know to remind their faculty to include department WID statements on syllabi so that students will know when they are enrolled in a WID class and understand what this means?
- What more can be done at the level of Records to mark WID courses as such in the catalogue and/or in MyRIC?

During the spring 2018 semester I was appointed interim WID coordinator by COGE and charged with the work of implementing this visibility initiative. Suffice it to say that, despite my best efforts, we have not yet accomplished the work the initiative was designed to accomplish during this academic year. I hope to continue this work during the summer and during the 2019/2020 academic year. Having met with a representative of nearly every department/program this year, the work ahead is to a) stay on top of those who made promises to submit materials, b) assist, when necessary, in the editing/revision of website content, and c) update RhodeMaps as information becomes available to do so.

4. Professional Development

In terms of my own professional development, I am pleased to announce that I have been accepted to participate in the 2019 WAC Summer Institute at the University of Denver (June 23-26). According to its website,

The Institute's primary goal will be to assist new and prospective leaders of WAC/WID or similar initiatives in the US and internationally at planning and developing their programs. The Institute will also support experienced directors who face new challenges or wish to expand, update, or revitalize their programs.

I look forward to this opportunity to expand my knowledge and skills as a cross-disciplinary writing specialist.

5. Suggestions and Recommendations

Only one: I would like to propose that the requirement that the WB chair submit a monthly report to UCC be revised. A twice-a-year report, one at the close of each term, seems sufficient for covering WB and WB chair activity.

In closing, I'd like to thank you for the chance to share these developments and for the college's ongoing support of the work of the Rhode Island College Writing Board.

Appendix A

Writing Board Budget Allocations

1. First Pages (10/22/19): \$130
2. Faculty Development Workshop (1/10/18)

\$2000 (honorarium, speaker)
\$102.40 (dinner, speaker)
\$383.60 (flight, speaker)
\$23 (train, speaker)
\$270.07 (hotel, speaker)
\$2496 (food for FDW)

\$5275.07

3. Other Expenses

\$277.64 (books & materials)
\$75 (student gift cards)

\$352.64

4. WID Workshops (5/2017):

- Nursing N225 Workshop (5/28): \$600
- How To of Peer Review Follow Up (5/24): \$1800

TOTAL: \$8157.71

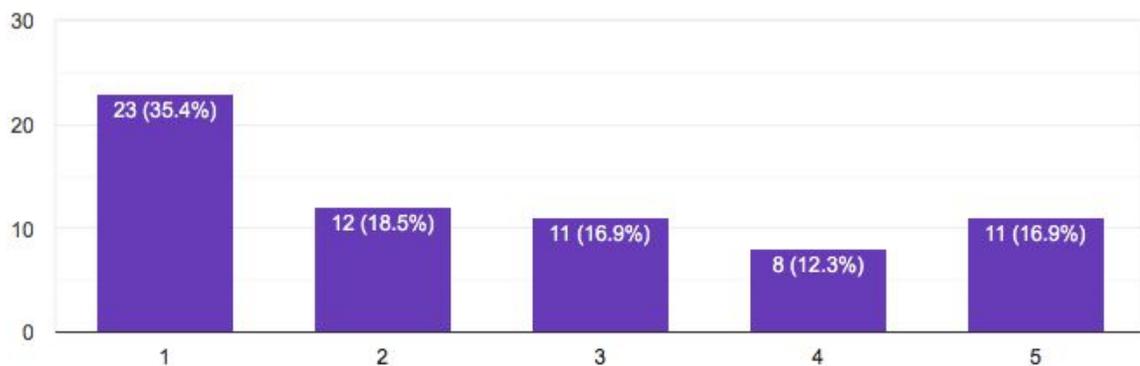
Appendix B

This year we again administered an online survey to request feedback on the Faculty Development Workshop. We received 67 responses. Here's what we learned:

Summary of Feedback: Faculty Development Workshop (2019)

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

65 responses



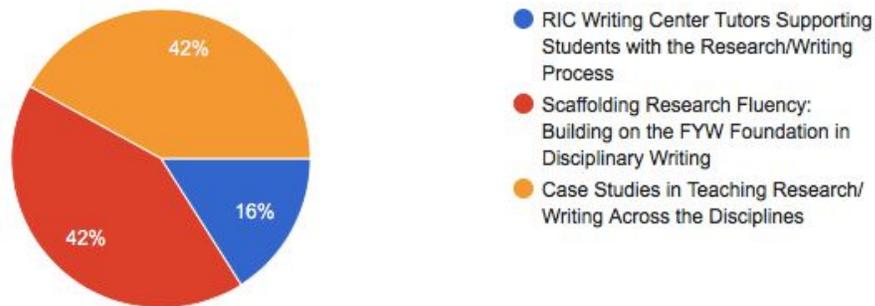
Representative Comments About Speaker:

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.

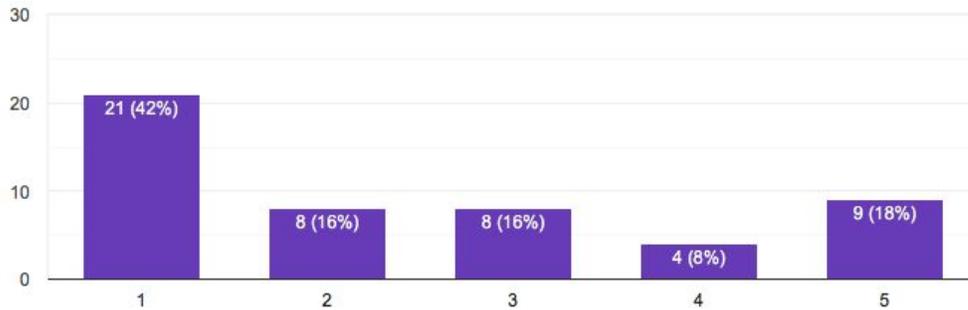
Which of the three break-out sessions did you attend in the afternoon?

50 responses



How satisfied were you with this break-out session?

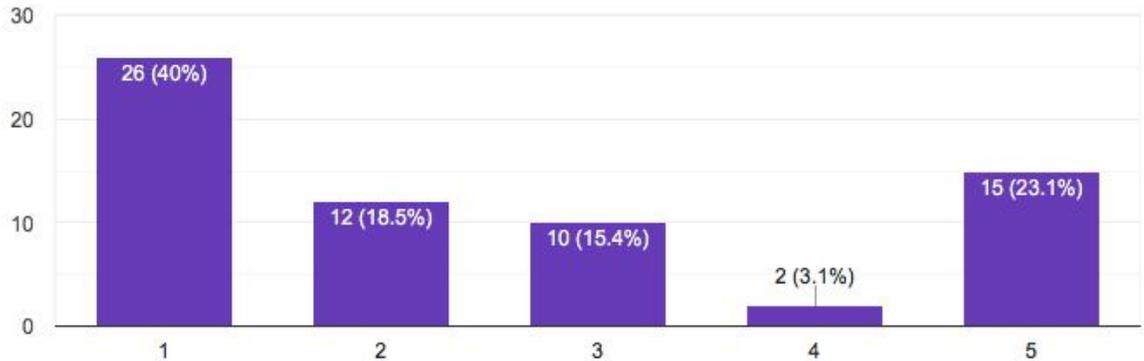
50 responses



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'Angelo'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,

The RIC Writing Board Presents

The 23rd Annual Faculty Development Workshop



You CAN Always Get What You Want: Teaching the Writing/Research Process

January 16, 2019, 8:30am-2:30pm (Alger Hall)

Schedule

8:30-9:00	Breakfast & Registration (Alger 110)
9:00-9:15	Welcome, Dr. Sue Pearlmutter, Interim Provost/VPAA
9:15-11:45	Workshop, Dr. Barbara D'Angelo (Arizona State University)
12:00-12:50	Lunch
1:00-1:50	Breakout Discussion Sessions

Room	Session	Facilitators	Description
106	1. RIC Writing Center Tutors Supporting Students with the Research/Writing Process	Claudine Griggs (Writing Center Director) & Writing Center Tutors	Tutors will discuss their work supporting students with the research/writing process.
107	2. Scaffolding Research Fluency: Building on the FYW Foundation in Disciplinary Writing	Tish Brennan (Adams), Becky Caouette (Director of Writing), Reference Library Faculty and FYW Instructors	Roundtable discussion will discuss efforts to teach research fluency in FYW and consider implications for writing in the disciplines.
108	3. Case Studies in Teaching Research/Writing Across the Disciplines	Mikaila Arthur (Sociology), Melissa Marcotte (Psychology), Jamie Towle-Weicksel (Chemistry)	Three RIC faculty members share strategies for effectively teaching research/writing in the disciplines.

2:00-2:30 Closing Discussion w/Refreshments (Alger 110)

Funding and support for this day of professional development come from the Office of the Provost/Vice President for Academic Affairs and the Dean of the Faculty of Arts and Sciences.

Appendix D

Department/Program	Chair	Contact (email)	Meeting	Course Caps	Notes	Post Meeting Follow up	Materials Submitted
Africana Studies Program	Sadhana Bery	10/17/2018; 2/4; 4/22			Hit her back in mid-April.		
Anthropology Department	Praveena Gullapalli	10/10/2018;4/22	10/23	233 (30); 560 (15)	they will likely address this in the spring.	3/4	
Art Department (Art Education)	Douglas A. Bosch	10/17/2018; 4/11; 4/22	11/13	231 (30), 232 (30), 400 (15)	"I gave them until the middle of April to complete their work, though they will likely finish earlier than that. When they finish their work I will send it along to you." (3/6)	3/4	
Biology Department (Health Sciences Program; Medical Imaging)	Rebeka Merson	9/3, 9/7, 9/19, 10/17, 1/25; 4/22	2/27		They are planning to have this finalized by May 30 (Conklin)		
Communication Department	Arlene Gibbs	10/10	11/27	200, 243, 340, 351, 302, 312, 339, 255, 320 (all 20)	She's going to work on it and get back to us (Giselle Auger).	3/4	4/4
Computer Science	Susan Mello-Stark		3/6	212 (24); 401 (24)	Would like to keep what they have been will revisit.		4/15
English Department (Creative Writing)	Daniel Scott	10/10			Followed up with Daniel on 3/4.		
Environmental Studies Program	Mary Baker	10/10/2018; 2/4	2/7		Will work on it and get back, likely after summer.		
Film Studies Program	Vincent Bohlinger	10/10/2018; 2/4			No need to meet; they'll take care of it (Vince).		
Gender and Women's Studies Program	Leslie Schuster	12/20/2018, 1/23; 4/22	2/25		Good meeting. She's on it, says she will try to get it done by spring break.		
Global Studies	David Espinosa	10/17/2018; 11/30; 4/22	1/30				
History Department	David Espinosa	10/17; 11/30; 4/22	1/30		Great meeting and discussion. They are working on it.		
Liberal Studies	Thomas Schmeling	8/30; 12/20; 4/22	4/29	461	He will get back to me by end of May		
Mathematics	Stephane Guata	10/10; 10/16	3/6	300 (30); 461 (20); 458 (30)	Plan to revisit existing WID plan but likely no substantial changes. Going to work on it and get back to us in a few weeks.		4/15
Modern Languages Department	Eliani Basile	8/30; 12/20; 2/25; 4/22			I will not be able to meet you until I have been able to discuss the document you sent to me with my colleagues at the ML. Our next department meeting will be in April due to the intense work with an ongoing tenure-track search during the month of March. I will contact you whenever my colleagues and I have anything to share with you.		
Music, Theater and Dance Department	Ian Greitzer	8/30; 12/20; 2/25	4/30				
Philosophy Department	Aaron Smuts	8/30; 12/20; 2/25	4/22	351 & 356, 205 or 305, 460	Glenn will draft answers, run by his DAC and get back by June 1		
Physical Sciences Department (Chemistry)	Sarah Knowlton	8/30; 12/7; 2/25	3/21	205 (24), 206 (24), 404 (18), 407 (12), 416 (18)	Needs summer and/or will try to delegate to someone else.		
Physical Sciences Department (Andrea)	Andrea Del Vecchio	4/22	3/25	315 (12), 320 (12), 321 (12), 313/413 (15)			
Political Science Department (Public Administration, Geography)	Michelle Brophy-Baermann	10/17; 12/7; 2/25	3/7				
Psychology Department	Randi Kim	10/17/2018; 4/22	11/20	221 (30)	Followed up with Megan Smith (4/22)	3/4	
Sociology Department	Natalie Arbo	9/30	Fall 2018	302 (24); 460 (15);	Revised WID program		12/4
Justice Studies	Jill Harrison	9/30	10/18	309 (30); 466 (15)	Check back in mid-May (w/Tanni)	4/4	
Elementary Education Department	Carolyn Obel-Omia	9/30	10/1		Met w/Martha Horn; they will get back in spring.	3/4	
Special Education Department	Ying Hui-Michael	9/30; 12/7; 2/25	4/1		Talk again in fall 2019 as they are revamping program.		
Educational Studies	Lesley Bogad	9/30; 12/7			Discussion in their DAC in January		
Health and Physical Education Department	Robin Kirkwood Auld	9/30/2018; 4/22	10/15		Working on it. She checked back on 12/11. (Elizabeth Kennedy-England)	3/4	
Community Health and Wellness	Carol Cummings	9/30/2018; 4/22	10/15		Working on it. She checked back on 12/11. (Elizabeth Kennedy-England)	3/4	
Accounting and Computer Information Systems Department	Lisa Bain	9/30; 12/7; 2/25	3/7				
Economics and Finance Department	Alema Karim	9/30; 12/7, 2/25	3/7		Followed up again on 3/4.		
Health Care Administration	Marianne Raimondo	9/30; 12/7, 2/25	3/7				
Management & Marketing Department	Connie Milbourne	9/30; 12/7; 4/22	2/4		Working on it.		
School of Nursing	Claire Creamer	9/30; 12/7, 1/25; 4/22	2/11		Met with karen hetzel, they are going to take look at existing WID		
Social Work Department	Wendy Becker	9/30; 12/7	2/6		Will create website content summer 2019.		