

TO: Sue Abbotson, Chair of Undergraduate Curriculum Committee (UCC)
FROM: Mike Michaud, Chair of Writing Board (WB)
DATE: 2/19/16
SUBJECT: Report on WB Activity (Jan/Feb)

Work of the Writing Board

In January, the Writing Board hosted the 20th annual Faculty Development Workshop. This is our biggest event of the academic year. Our speaker focused on writing across the curriculum from a programmatic perspective, sharing his research on assignments across the curriculum, helping us to understand how WAC/WID programs typically work, and sharing with us model programs that we might consult as we continue to refine our approach to cross-disciplinary writing instruction at RIC. I've included a summary of attendance figures and feedback in Appendix A.

The Writing Board continues to reconsider its funding mechanism and allocations. Our main goal for this year was to rethink the existing mechanism, where virtually all of our funding is allocated to the January event. We were successful in trimming our budget for the FDW and in ending the annual Adjunct dinner (note: comment from adjunct faculty member in Appendix A who acknowledges and appreciates this change).

We are in the process of creating plans for new forums for professional development that will be funded by the money we saved in January. In years ahead, we will continue to organize the FDW and make this our show-case event of the year, but wish to find additional ways to support faculty on writing and pedagogy throughout the academic year.

Work of the Writing Board Chair

Please find, in Appendix B, a list of my professional development offerings for the spring 2016 term. I am excited to offer one new kind of event, focused on the writing that we, as faculty, produce.

I am pleased to report that funding has been approved for the sixth year of the Summer Seminar for Teaching Writing (SSTW), which will run in May 2016. We will begin recruiting faculty for this year's SSTW around the time of spring break.

During the fall 2015 term, I used a course release to create an online tutorial for faculty aimed at teaching them how to facilitate peer review. I have begun to share this tutorial

with select faculty and the feedback thus far is positive.

During the fall 2015 term, also as part of my course release, I created a series of testimonial videos with faculty who have participated in the SSTW, in order to share with the campus community the success of this program. These will be posted soon, I hope, on either the FCTL or the WB webpage.

On March 23, 2016 the WB will collaborate with the FCTL in hosting the annual Panel Presentation event in which SSTW participants share their learning with the campus community.

My primary focus this term is on designing new professional development opportunities on writing and pedagogy for both full and part-time faculty. As I indicated above, the WB was able to cut its expenditures on the FDW this year and so we are working to determine how else we will spend funds in order to support faculty on the teaching of writing.

Thank you for the opportunity to share these developments.

Appendix A

Feedback Summary of January Events (2016)

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

Professional Development Offerings (Spring 2016)

Series 1: Faculty as Writers

As faculty, we spend a good deal of time looking at, thinking about, and responding to student writing. But what about our own writing? How do RIC faculty identify writing and research topics? What is the writing process like? How do you get writing done? These are just a few of the questions we'll discuss during two co-operative workshops that will focus on faculty as writers:

2/24/16, 12:30-2pm (w/Kay Kalinak)

3/16/16, 12:30-2pm (w/Tom Malloy)

Series 2: Teaming Up to Talk Writing & Pedagogy with Faculty in the Disciplines

Didn't They Already Learn That?: Teaching Writing to Graduate Students

2/23/16, 4-5pm (w/Michelle Crossley, Deborah Seigel and Elizabeth Holtzman)

During this panel discussion, we'll discuss the ins and outs of working with graduate students on writing and research.

At the End of My Rope: Finding New, More Effective, More EFFICIENT Strategies to Respond to Student Writing

3/22, 2-3pm (w/Edwin Calouro)

During this discussion, we'll talk about what works and what doesn't when responding to and grading student work.

I Have to Be That Direct?: Writing Writing Assignments Across the Disciplines

4/12/16, 2-3pm (w/Brian Knoth)

During this discussion, we'll talk about how to create formal writing assignments that anticipate students' questions and concerns and give them everything they need to know to write the kinds of papers you want to read.