

Learning College Innovative Initiative Teams  
Updated Status Report (Please respond in bullets.)

**Innovative Initiative Team: Writing in the Disciplines**

**Team Co-Leaders: Rita Kranidis, Jason Fuller, Tanya Allison, Deborah Stearns, Melanie Pinkert, Benedict Ngala**

**Team Members: Tony Hawkins (CTL), Paula Matuskey, Outcomes Assessment, Writing and Reading Center Directors, Advisory Group consisting of 12 faculty, staff, admin's**

**Date of the Report:1/10/08**

<b>Initial Charge from 2003; additional charges 2006; modified charges 2007</b>	<b>Current Status (AY—2007-2008 )</b>
1. Develop a rationale to support implementing this initiative (brief narrative).	This initiative is already implemented. The purpose of WID is to facilitate and support a college-wide focus on creating stronger student writers and to provide the tools with which this can be accomplished.
2. Whom have you brought into the discussion and how? (Units, governance groups, support centers)	1. The Outcomes Assessment team, for discussions on measuring the goals and results of this effort. 2. The Writing and Reading Centers collegewide, to ensure that our agendas are mutually supportive. 3. Service Learning, to discuss the writing component of Service Learning projects (eg, co-sponsored a guest speaker expert on SL and writing). 4. First-Year Experience, supportive role in providing cross-disciplinary writing assignments relevant to common reading; participant in program development committee as well 5. Accounting department, Rockville-- working on a Perkins grant with Jim Nelson to design ways of supporting student writers in Auditing course, who will be taking the CPA exam (includes essay question).
3. Identify changes in membership.	This year the program enjoys the contributions of 4 faculty campus coordinators. We are now a team that works very closely together to ensure best planning and practice. This is a great improvement.
4. Describe the Collegewide	1. Faculty development workshops, some of which are co-sponsored by the

<p>strategies that you are currently using to achieve your objectives. How would you assess the effectiveness of these strategies?</p>	<p>Writing and Reading Centers. Effective in sharing strategies for integrating writing in all discipline courses and facilitating discussions on same.</p> <ol style="list-style-type: none"> <li>2. Faculty fellowship through CTL, in which more than a dozen faculty members from all disciplines study WID scholarship and pedagogy and then revise one course and create new tools for teaching with writing</li> <li>3. Guest expert speakers who share most current information on best practices for writing in the disciplines</li> <li>4. By-invitation workshops at academic areas and/or departments</li> <li>5. Workshops focusing on needs of second-language students</li> <li>6. Workshops focusing on writing in a specific academic area</li> <li>7. New faculty orientation presentations</li> <li>8. Conference presentations and participation in various faculty and College development training programs</li> </ol>
<p>5. What are the next steps to move this initiative forward?</p>	<ol style="list-style-type: none"> <li>1. Continued support through a CTL fellowship once each year</li> <li>2. Continued coordinator support as at present</li> <li>3. Enhanced participation in Gen Ed revision discussions, especially in facilitating collegewide discussions on the role of writing in Gen Ed courses</li> <li>4. Enhanced participation on OA discussions as writing competency comes to forefront, especially in facilitating collegewide conversations on setting a common standard for "effective writing"</li> <li>5. A more comprehensive role in the FYE program that will include collaboration with all campuses' projects</li> <li>6. Additional staff support for the program, especially so that program coordinator can take on the work of seeking external funding</li> <li>7. A collegewide publication of exemplary student writings across the disciplines, selected and submitted by departments (will be a teaching/learning tool for instructors and students)</li> <li>8. A small grant or travel grant for faculty doing research on writing for their disciplines and/or traveling to WID/WAC conferences.</li> <li>9. A new focus on analysis of the program; publication and dissemination of our work and our findings</li> <li>10. New focus on applying for external funds.</li> </ol>
<p>6. What is your timeline for implementing the next steps?</p>	<p>Over the next two years</p>

<p>7. What barriers do you anticipate with respect to continued implementation? (For example, institutional concerns, financial resources)</p>	<p>There is no resistance to this program but much enthusiasm and support. Currently, however, it is uncertain that the CTL fellowships will continue.</p> <p>Ultimately, the funds this program requires are substantial, and there is need for additional funds to make sure that we support, encourage and reward faculty who take on the challenge of requiring writing in their courses (and doing so in ways that are pedagogically sound).</p>
<p>8. What resources do you anticipate will be required for continued implementation? (Ballpark is fine, or categories of need)</p>	<p>Currently, the bulk of the support for this program is in ESH for faculty coordinator reassigned time; our spending budget is \$3,600 per year, which is not sufficient for all current operations and the planned enhancements of the program.</p> <ol style="list-style-type: none"> <li>1. Grant funds for travel to WID/WAC conferences for interested faculty, awarded through a competitive application and selection process (\$3,000)</li> <li>2. Summer research grant funds for faculty who wish to do focused and extended writing on writing in their discipline, for publication and presentation; to be awarded through a competitive application and selection process (\$2,000)</li> <li>3. Funds for a collegewide hard-copy and online publication of exemplary student writings across the disciplines, selected and submitted by departments (approximately \$2,500)</li> </ol>
<p>9. What do you need from the Executive Vice President's office?</p>	<p>WID has enjoyed excellent support from the EVP's office! We are very grateful.</p> <p>Will certainly need lots of support and help with getting additional funds (as above)-- reiteration of the message that this is an important task.</p>
<p>10. How often will your team meet during each semester? (Provide dates if possible)</p>	<p>There is one advisory group meeting each semester; all coordinators meet at least 2-3 times as a group and communicate a great deal in between. Date for advisory group meeting has not been set yet.</p>

Form revision: 1/07/08 CAS