2017-2018
ANNUAL REPORT
OF
UNIVERSITY WRITING COMMITTEE

Presented at the
780th Regular Meeting of the Faculty Senate
October 18, 2018

COUNCIL MEMBERSHIP

Laura Hartenberger, CNS (Co-Chair)
Ginny Chandler, Nursing (Co-Chair)
Brian Baldi, TEFD
Carol Barr
Jessica Barr, Comp-Lit
Alice Cheung, Biochemistry/Molecular Biology
John Coviello
Rebecca Dingo
Herman Fong, ISOM
Katherine Freedman, Library
Deborah McCutchen
Becky Miller, Biochemistry/Molecular Biology
Matthew Moore, Food Science
Kimberlee Perez, Communications
MJ Peterson
Evan Ross, Environmental Conservation
Annual Report of the University Writing Committee, 2017-2018

The principal work of the Committee for the academic year 2017-2018 was to respond to the recommendations of the Junior Year Writing Program Review Report, which it completed in October 2017. The report recommended that the UWC “help organize cross-campus connections for JYW faculty.” During 2017-2018, the Committee worked to accomplish this in 3 ways:

Firstly, members of the Committee reached out to Junior Year Writing faculty from across campus to solicit interest in forming a mutual mentoring team. After several initial meetings, a core group of 10 diverse faculty members from a range of departments and disciplines was formed. A core group of Ginny Chandler, Evan Ross, Haivan Hong & Becky Miller prepared a grant proposal, consulted with the other members and successfully won a TEFD Mutual Mentoring Grant to create UWRITE: University Writing to Reflect, Inspire, Teach and Empower. The goal of UWRITE is to counter feelings of isolation among JYW faculty members in departments across the university by establishing a sustainable network of faculty teaching JYW courses. This will occur through monthly meetings in AY 2018-2019 that will encourage JYW faculty to forge valuable connections, foster ongoing support, share pedagogical ideas, and champion current innovations. The grant will also allow UWRITE to bring in experts in the field to support the teaching practices of UWRITE faculty.

Secondly, the Committee presented 4 faculty workshops and colloquia on writing pedagogy, open to all university instructors teaching writing intensive courses, with JYW instructors particularly encouraged to attend. The Committee responded to the Junior Year Writing Program Review Report recommendation by using a colloquium model for the Spring term workshops in order to encourage the formation of cross-campus connections between faculty. We are grateful to the faculty who shared their teaching practices and resources. The workshops and colloquia centered on the following topics:

- Sequencing and Designing Assignments in Writing-Intensive Courses (Workshop) - November 2017
- Teaching Peer Review: Sharing What Works in Your Writing Intensive Classroom (Colloquium) – February 2018
- Teaching Information Literacy (Colloquium)– March 2018
- Addressing Writing Differences in Your Writing-Intensive Classroom (Colloquium)– April 2018

Thirdly, the UWC created a subcommittee to investigate the possibility of creating a Teaching Award in order to support and encourage JYW faculty. The work of the subcommittee will continue in AY 2018-2019.

Additionally, the UWC reviewed 5 courses and added Junior Year Writing status:
- Educ390A
- Mideast 389: Topics in Middle Eastern Studies
- Judaic 389: Topics in Judiac Studies
- Biochem 430H: Senior Honors Seminar
- Theater 393J: Asian American Theater History
During AY 2017-2018, the Committee also planned for its upcoming review of the First Year Writing program. The previous review of the FYWP examined how student writing aligned with curriculum goals. However, the Committee decided to expand the scope of the upcoming review to examine the philosophy and goals of the FYWP based on curriculum and best practices at peer institutions, student and instructor perception, and instructor training. In order to conduct a review that examines how the FYWP aligns with national standards, the Committee voted to use an external consultant-evaluator from the Council on Writing Program Administrators (CWPA), a nationally recognized assessment group. The Committee took initial steps to prepare an extensive self-study document in preparation for the review to occur in AY 2018-2019.

The committee held 7 meetings in 2017-2018. Michelle Trim stepped down as Chair at the end of Fall 2017. Laura Hartenberger and Ginny Chandler began their two-year terms as co-chairs in the Spring 2018 semester. Rebecca Dingo, as Director of the Writing Program, continued to serve on the committee ex officio. Deborah McCutchen continued to serve as Associate Director of the Junior Year Writing Program.

The following Committee members served on the UWC in 2017-2018: Alice Cheung (Biochemistry and Molecular Biology), Evan Ross (CNS), Herman Fong (ISOM), Susan McKenna (CHC), Katherine Freedman (Library), Dina Navon (Graduate Student Representative), Casey Kelleher (Undergraduate Student Representative), Becky Miller (Biochemistry), Deborah McCutchen, (CNS), Rebecca Dingo (Writing Program), Laura Hartenberger (CNS), Genevieve Chandler (Nursing). New members Matt Moore and Gloria DiFulvio joined in Spring 2017.

The Committee’s primary task for the next academic year will be completing the quinquennial review of the First Year Writing program, which will include preparing an extensive self-study report, supporting the WPA consultant-evaluators in their campus visit, and responding to their review. Additionally, the Committee will continue to foster support for a more connected JYW faculty network across campus through UWRITE, regular workshops, and the potential creation of a teaching award.