STOCKTON UNIVERSITY
ANNUAL REPORT FOR
2020 INITIATIVES PROJECT

PROJECT LEADER(S):	Aleksondra Hultquist & Melissa Zwick
PROJECT TITLE:	Faculty Academic Writing Network (FAWN)
DATE:	8/10/2019
CC:	

- *The boxes below expand as needed to accommodate your notes. You may also include/submit appendices or attachments, if needed.*
- *Email a copy of this completed form to Jessica Kay, Senior Planning Analyst at:* ***2020@stockton.edu*** ***or*** ***Jessica.Kay@stockton.edu*****.**

Please provide a summary of the project and your experience.

One of the challenges for faculty members at many institutions, Stockton University included, is making writing and publishing a priority while simultaneously maintaining excellence in teaching and contributing to professional and university service. In 2015 the Writing-Teaching Circle was created to address this need. However, the small scope of the Teaching Circle could not keep pace with the demand for academic writing support on a larger scale. The Faculty Academic Writing Network (FAWN) was developed to meet the need for broad-based academic writing support at Stockton University for faculty from all disciplines.

As FAWN Faculty Facilitators we (Aleksondra Hultquist and Melissa Zwick) do the vast job of organizing faculty members who are interested in making their writing and research a priority. We arranged writing groups, paired critical friends, scheduled show up & write sessions, organized and ran boot camp days; we coordinated a visiting speaker, provided individual consultations, and arranged for public relations to inform the university of our purpose. On a daily basis, we Facilitators inspired and supported our colleagues. Weekly "FAWN Thoughts" emails went out to encourage all writers and researchers. These regular announcements aimed to inspire confidence and remind the faculty that there is a community for them as they needed it, as well as remind them that we had daily, weekly, and monthly events to support their writing.

All of this required setting up logistical tools. Facilitators created the FAWN brand by working with Graphics to create a logo, posters, flyers, and bookmarks, and Publicity to organize photography and articles in on-campus publications. We worked closely with Event Services to organize all events and speakers. We developed, in conjunction with Information Technology Services, FAWN's website (https://stockton.edu/fawn/). We built the learning management system (Blackboard) to organize and communicate with members. Finally, we oversaw the purchase of writing resources for the library and the creation of a FAWN-specific subject guide with the expertise of Gus Stamatopoulos and Eric Jeitner (https://library.stockton.edu/fawn).

Additionally, we responded to writing demands as they arose. For instance, when participants pointed out a need for practical support in writing recontracting files, the Facilitators organized a specific space during the Winter Boot Camp Sessions and solicited mentors who could address individual concerns. Moreover, FAWN was able to work with the Interprofessional Education (IPE) committee when they wanted to sponsor an event to celebrate a recently published textbook. Furthermore, we provided leadership support for the writing groups, re-organized writing groups and critical friends, created extra writing opportunities, and hosted our own Writing Groups and Show Up & Write sessions.

We exceeded our expectations. In less than one year, FAWN has 75 faculty participants, who submitted 41 publications (articles, books, chapters, grants, posters, conference papers, and a lab guide). Word of mouth has brought in new members regularly. And we are repeatedly thanked for recognizing the need for scholarly support and providing and maintaining upkeep for that need.

Please attach a copy of your original proposal or list your stated objectives and expected outcomes.

Create a faculty-led network for academic writing to meet two main outcomes.

Outcome 1: Increase faculty scholarly writing productivity.
Outcome 2: Increase the number of grants, manuscripts, books, etc. submitted for publication by faculty.

The original proposal can be found in the appendix.

Please describe the results of your project and compare them to your original expectations. Elaborate on how well your objectives were met and how they might have changed. Note any particular obstacles that may have prevented your achieving full satisfaction on desired outcomes.

FAWN surpassed its goals during its inaugural year. FAWN implemented a variety of writing support events that were offered on a regular basis throughout the year. These included daily show up and write sessions, writing boot camp days, small writing groups, a campus-wide writing workshop led by a guest speaker, and an author chat event. In addition, the FAWN facilitators created and maintain a FAWN website and Blackboard page, purchased writing support books in collaboration with the Stockton Library, and spoke at new faculty orientation, program meetings, and union meetings. 75 faculty and staff participated in a FAWN event during AY 2018-2019 (see Table 1).

Table 1. Faculty participation in FAWN events during AY 2018-2019 by school and rank.

School		Rank	
ARHU	5	Adjunct Faculty	11
BUSN	4	Instructor	2
EDUC	8	Assistant Professor	33
GENS	11	Associate Professor	21
HLTH	18	Professor	7
Library	2	Staff	1
NAMS	11		
SOBL	16		
Total	**75**		**75**

The two main FAWN outcomes were successfully met based on fall 2018 and spring 2019 survey data (see appendix). The majority of survey responders, 83% (fall 2018) and 92% (spring 2019) indicated that they wrote more during this academic year than in previous years as a faculty member (seeTable 2). In addition, 58% (fall 2018) and 100% (spring 2019) of survey responders indicated they submitted more

writing for publication during the fall 2018 and spring 2019 semesters than in previous semesters as a faculty member (see Table 2). Fall 2018 survey responders indicated that they worked on a combined 33 writing projects and submitted **15** writing projects for publication. Fall 2019 survey responders indicated that they worked on a combined 35 writing projects and submitted **26** for publication (see appendix).

Table 2. Fall 2018 and Spring 2018 FAWN Survey Results

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)
Fall 2018					
I wrote more during this academic year than in previous years as a faculty member.	6 (50%)	4 (33%)	1 (8.5%)	1 (8.5)	0
I submitted more writing for publication during the fall 2018 semester than in previous semesters as a faculty member.	2 (16%)	5 (42%)	5 (42%)	0	0
FAWN events (boot camps, show up & write sessions, small writing groups) increased my productivity in scholarly writing.	8 (67%)	4 (33%)	0	0	0
Spring 2019					
I wrote more during this academic year than in previous years as a faculty member.	9 (69%)	3 (23%)	1 (8%)	0	0
I submitted more writing for publication during the spring 2019 semester than in previous semesters as a faculty member.	9 (69%)	4 (31%)	0	0	0
FAWN events (boot camps, show up & write sessions, small writing groups) increased my productivity in scholarly writing.	11 (85%)	2 (15%)	0	0	0

Selected feedback from FAWN participants:

“Weekly scheduled writing time helped me write consistently throughout the semester. Boot camps helped me jump start new projects. Discussions with colleagues helped me focus on the most important writing priorities. Writing side-by-side with colleagues made writing less lonely and more enjoyable.”

“Having a writing community to make writing a less solitary activity. I greatly appreciated both the intensive writing during bootcamps and weekly writing group meetings. As a writing group leader, I both got to know other faculty outside of my discipline and had a strong incentive to show up to work on my writing on a regular basis.”

“What was I doing before FAWN? How did I get anything done before FAWN? The level of productivity and positivity that I experienced at my first FAWN boot camp was extraordinary. What I most appreciated was the communal aspect of the writing session. Scholarly work can be a lonely endeavor. Along with that come all the attendant fears that only amplify in isolation: Wow, I'm really dragging my feet on this, what's wrong with me? Why am I stuck? Other people get so much done, why not me? etc. etc. FAWN writing sessions break the isolation and this downward spiral of negative scholarly self-talk (not to mention imposter syndrome) by embedding us in the community of scholars. After the boot camp, I was reminded that all scholars encounter setbacks and roadblocks, everyone has experienced their writing and analyses being routed, we all have to go back to the drawing board at times, and we struggle, muddle our way through, and persist. The extraordinary thing is that this feeling of community was present without it being explicit: we just had to be writing in the same room and take 10 min at the

beginning and at the end of the day to discuss our goals and progress for this to come through. I felt energized by my experience at just one day of the boot camp. It jump-started subsequent weeks of positive motivation to work on my research, instead of dreading it. Thank you, Aleksondra and Melissa, for designing a wonderful resource for our community of scholars. You're welcome to use any of this feedback if you find it useful."

Show Up & Write

The FAWN facilitators and other FAWN members led daily Show Up & Write Sessions to provide faculty and staff the accountability and camaraderie to stay focused and motivated on their writing projects. These sessions encourage standardized writing times and accountability. During the fall and spring semesters FAWN offered these sessions every day either online or face-to-face.

Writing Boot Camp

Boot camps allow participants to write in a distraction-free, structured environment. Participants bring their writing project and writing supplies (laptop, paper, notes, etc.) or join us virtually using Blackboard Collaborate. During the semester, boot camps are offered every month on a Saturday. During winter and summer break the bootcamps are offered during the week usually lasting 2-3 days. FAWN offered 19 boot camp days between June 2018 and May 2019. Boot camps were well attended (see Figure 1).

During the December boot camp days FAWN offered a separate writing room dedicated to faculty working on their recontracting file. Several tenured faculty members from each school were in the room to answer questions participants had but could work on their own academic writing when not answering questions. This was not a "How to Write a File" workshop but rather a place to work on an important document with support. The file writing boot camp was one of the best attended events FAWN offered with 22 faculty writing in this room over 2 days.

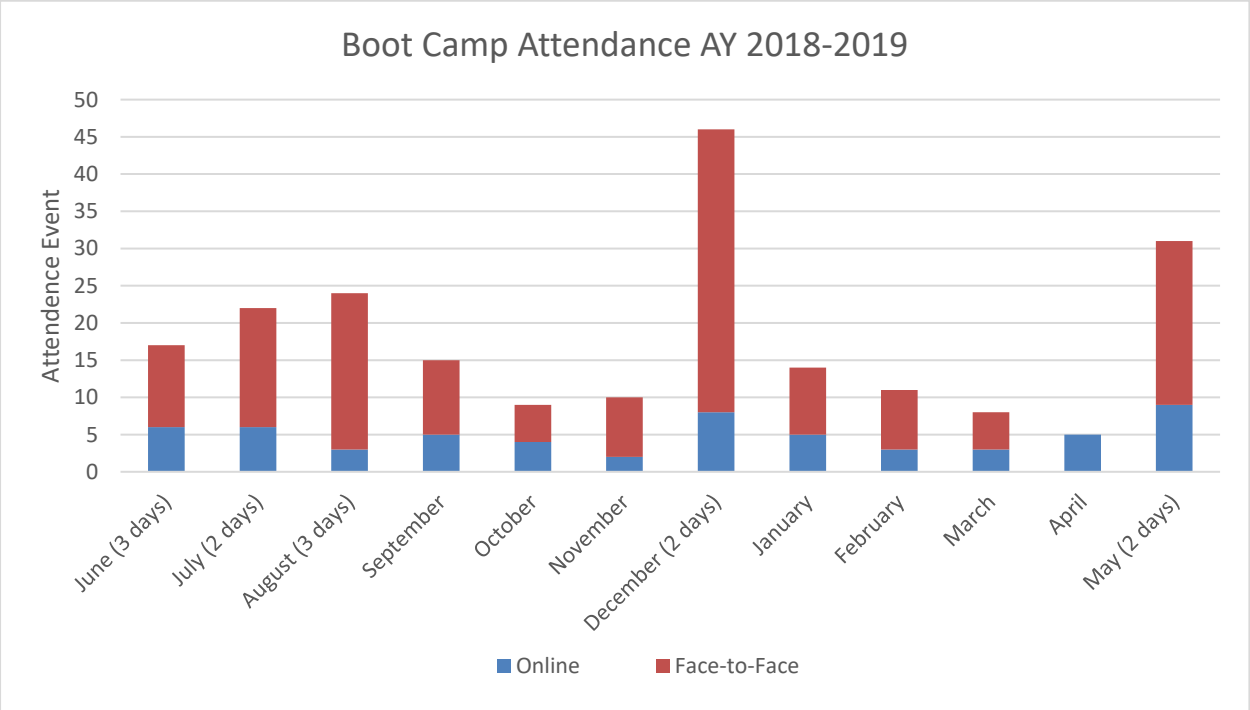

Figure 1. FAWN Boot Camp Attendance for AY2018-2019.

Writing Groups

FAWN facilitators assisted in the creation of 7 small writing support groups consisting of 3-5 members each. Small writing groups provide community, accountability, and feedback for all faculty (full-time, part-time, adjunct) and staff working on academic writing projects (journal articles, seminar papers, grant proposals, textbook chapters, etc.). Writing groups were organized depending on the specified writing needs and goals of the participants. These groups might be interdisciplinary for the sake of productivity, discipline-specific for discrete projects, proposal writing projects, or some mix. The groups may decide to meet weekly or monthly, online or face-to-face. FAWN facilitators organized writing groups based on a simple survey and provided writing groups with best practices associated with creating functional and productive groups. FAWN Facilitators also hosted a Group Leader Luncheon, where leaders shared challenges and solutions to leading a writing group.

Selected feedback from a writing group participant:

"My article that we reviewed in our writing group was accepted for publication and won an award. The award it won: The Mid-Atlantic Academy for Legal Studies in Business Best Conference Paper Award (came with a $250 prize!). Thanks for the feedback."

Guest Speaker

On January 11, 2019, Dr. Wendy Laura Belcher from Princeton University led an all-day writing workshop titled: **Writing Your Journal Article in Twelve Weeks.** The workshop focused on 1) identifying and focusing the author's main argument and 2) best practices in writing productivity. During the 6-hour workshop (9:00 am - 3:00 pm), participants applied the strategies to a writing sample that each participant brought to the workshop.

A total of 28 faculty members from varying ranks and schools participated in the workshop. Evaluation results indicated that all (100%) participants strongly agreed or agreed that they enjoyed the presentation style/format and learned something to make it worth their time (see Table 3). Participants also indicated the time invested in the workshop was well-spent, and that they would recommend this workshop to a colleague (see Table 3). Written comments were overwhelmingly positive, and the majority of attendees took away valuable tools to focus ideas and clearly articulate the arguments and claims (see appendix).

Selected feedback from workshop participants:

"Wendy offered an impactful presentation with time to complete my project. This was a very valuable and inspirational event. I am so thankful for FAWN!"

"The presentation was engaging and inspiring. Even though I have attended a number of writing workshops and this one was not geared toward my discipline, I gained new tips and techniques. I especially appreciated being challenged to articulate and improve the central argument of my manuscript in a supportive environment."

Table 3. Evaluation summary of Dr. Wendy Laura Belcher Workshop.

		1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
1	The presenter explained and met the workshop goals.	0	0	2	20
2	The presenter presented material/ideas effectively	0	0	2	20
3	The presenter was well prepared.	0	0	0	22
4	I enjoyed the presentation style/format.	0	0	2	20
5	I already knew the majority of the material.	2	12	7	1
6	I learned something to make this worth my time.	0	0	2	20
7	I will be able to apply what I have learned.	0	0	5	17
8	I would recommend this workshop.	0	0	3	19
9	I would recommend this presenter by used again.	0	0	3	19
10	I would recommend this topic be used again.	0	0	2	20

FAWN has already secured Rebecca Schulman as our Guest Speaker for January 2020. Dr Schuman is an author, translator, and independent scholar who has a serialized column on *Chronical Vitae*, titled "Scholarly Productivity: 'Are You Writing'?"

Critical Friend/Writing Buddies

Critical friend/writing buddies formed organically this year. We have found that when facilitators formally pair critical friends, the likelihood for success is much lower than when relationships emerge from interactions that occur during FAWN writing events.

Library Resources

FAWN partnered with the Stockton library to purchase 12 books that focus on academic writing support with the help of Gus Stamatopolous (see appendix for complete list of books). Book topics included 1) productivity and academic writing, 2) dealing with writer's block, and 3) working within the norms of scholarly writing. The books are housed in the library collection, are cataloged for FAWN, and are prominently displayed in the FAWN library subject guide, created by Eric Jeitner, which also includes academic journal directories and other resources in one easy to navigate location. We also purchased 15 copies of Wendy Belcher's Writing Your Journal Article in 12 Weeks. FAWN members can sign these out for their own use so that all members have the chance to take advantage of this world-renowned resource.

FAWN Website & Blackboard Course Page

FAWN worked with members of media services and graphics to create a website that highlights the services offered by FAWN and an events calendar. https://www.stockton.edu/fawn/ The website allows participants to register for events and provide feedback through surveys. The facilitators also maintain a FAWN Blackboard (Bb) course page. Participants at FAWN events are automatically added to this page which offers the ability to join any of our writing events virtually using Bb collaborate and access additional resources. To date, 75 faculty and staff are enrolled in the course page.

New Faculty Orientation

The facilitators were invited to speak during new faculty orientation to share the resources FAWN offers and best practices associated with increasing scholarly writing productivity. By engaging new faculty during their first year of service we aim to facilitate their transition to Stockton and maintain a level of support and writing productivity that will allow them to advance their careers.

FAWN/IPE Author Chat & Celebration Event

FAWN also teamed up with the Interprofessional Education (IPE) Committee to host an Author Chat & Celebration event. This event celebrated faculty co-authors Dr. Margaret Slusser, Dr. Luis Garcia, Dr. Carole-Rae Reed, and Dr. Patricia McGinnis on the launch of their new, co-authored textbook, *Foundations of Interprofessional Collaborative Practice in Health Care*. The authors shared tips on writing and publishing a textbook. The collaboration between FAWN and IPE was due to the authors wanting to recognize the predecessor to FAWN, the Writing-Teaching circle, for providing them with support during the writing of the textbook.

Faculty Writing Consultations

FAWN Facilitators met with individuals who were working on specific projects and needed explicit feedback. Consultations addressed: the best way to process and edit peer readers' reports; how best to edit for clarity, argument, and cohesion in articles and book chapters; how to prioritize and organize writing goals and create strong writing habits.

Summary

Our experience facilitating FAWN was an overwhelmingly positive experience. The faculty and staff participation at events exceeded our expectations. We were also pleasantly surprised by the overwhelmingly positive feedback we received from faculty and staff that attend FAWN events. This further illustrates the how valuable FAWN is to the Stockton community.

Please list any follow-up actions (publications, presentation venues, etc.)

FAWN is funded through AY 2019-2020 and will continue to offer all the activities described above in addition to the following:

1. We plan to hold events where colleagues can meet up and pair with critical friends on their own, again facilitating the support needed for consistent, productive research and writing.

2. We plan to offer specific workshops on writing challenges, such as: organizing a project; different ways to work when stuck; creating good writing habits; a Writing Your Article in 12 Weeks weekly-led working group.

3. Creation of an easily accessible smart phone application so that participants can quickly find information about FAWN events and log in to Virtual Writing sessions.

Are you recommending the continuation of this project? If so:

- **What are the next action steps you foresee or recommend?**
- **What are the expected budget requirements going forward?**
- **Please identify the program, department, or division you should be working with to secure continuation of funding for your project.**

[Note: continuation proposals must be approved and incorporated into the appropriate budget process. This report will not constitute a request for permanent funding.]

We will use the experiences and assessment gathered during the 2-year FAWN pilot to propose and develop a permanent solution, a Faculty Academic Writing Center. The data presented in this document overwhelming indicate the need for a permanent Faculty Academic Writing Center with a dedicated space. The positive impact that it has already had on the Stockton community is clear based on the evidence presented.

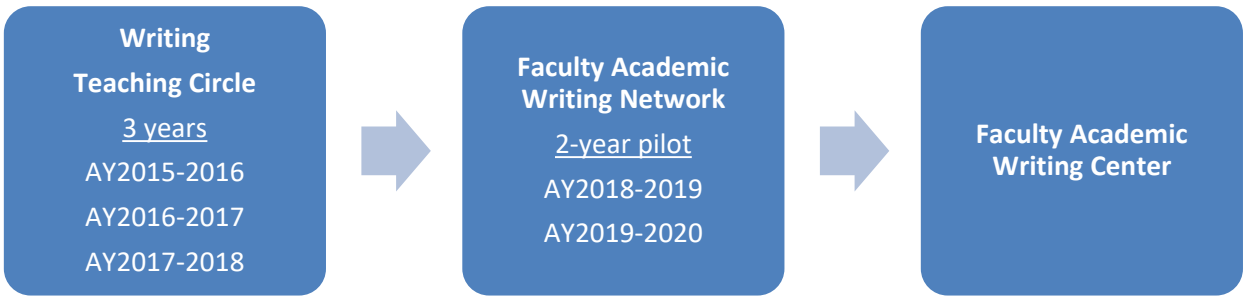

Figure 2: Schematic describing the current and proposed phases of faculty academic writing support at Stockton.

FINANCES: Based on your proposal, please outline below how the award has been spent.		
	Amount	**Notes/Comments**
Beginning Budget Balance as of:	**$ 7303.00**	
Salary Expenditures		
• Stipends	$ 0.00	
• Full-time staff salaries	$ 0.00	
• Full-time faculty salaries	$ 0.00	
• TES salaries	$ 0.00	
• Fringe Benefits	$ 0.00	
Total Salary and Fringe Expenditures	$ 0.00	
Non-Salary Expenditures *(supplies, travel, etc.)*		
• Guest Speaker Fee	$ 5085.00	
• Catering for Writing Workshop	$ 224.75	Breakfast
• Catering for Writing Workshop	$ 392.00	Lunch
• Catering for IPE Author Chat	$ 260.07	Refreshments
• Printshop	$ 64.22	Fliers, bookmarks, etc.
• Book Budget for FAWN library	$ 376.23	12 books purchased for library collection
• 15 Copies of Wendy Belchers Book	$ 720.00	
Total Non-Salary Expenditures	$ 7122.27	
Total Salary + Non-Salary Expenditures	**$ 7122.27**	
Ending Budget Balance as of: 7/1/2019	**$ 180.73**	

If there are remaining expenditures required to complete the project, and your project was approved for multiple fiscal years, please itemize them with expected amounts and timing for payment.

IMPORTANT: ***Unused funds reverted to the general 2020 Initiative Fund at the end of the fiscal year 2019, if not approved and encumbered for project costs in the next FY.***

Item	Expected Amount	Expected Timing for Payment
Speaker Fee	$5800.00	January 2020
Hotel (121.00 x 2 nights)	$242.00	January 2020
Travel (Airfare)	$300.00	January 2020
Refreshments (breakfast and lunch for 30)	$461.00	January 2020
Writing Resources	$300.00	April 2020
Promotional Materials/Printing	$200.00	September 2019
Total	7303.00	

Faculty Academic Writing Network (FAWN)

Annual Report for 2020 Initiative Project

Appendix

1. Summary of Fall 2018 FAWN Feedback Survey
2. Summary of Spring 2019 FAWN Feedback Survey
3. Evaluation of Wendy Belcher's Writing Workshop
4. List of Academic Writing Books bought for the Stockton Library
5. Examples of Promotional FAWN Promotional Materials
    a. FAWN Fact Sheet
    b. IPE Author Chat & Celebration Flyer
    c. FAWN Bookmark
    d. FAWN Boot Camp Flyer
6. FAWN 2020 Initiative Project Proposal

Fall 2018 FAWN Feedback Survey

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)
I wrote more during this academic year than in previous years as a faculty member.	6 (50%)	4 (33%)	1 (8.5%)	1 (8.5)	0
I submitted more writing for publication during the fall 2018 semester than in previous semesters as a faculty member.	2 (16%)	5 (42%)	5 (42%)	0	0
FAWN events (boot camps, show up & write sessions, small writing groups) increased my productivity in scholarly writing.	8 (67%)	4 (33%)	0	0	0
FAWN helped me set clearer writing goals.	6 (50%)	4 (33%)	0	0	0
FAWN events (boot camps, show up & write sessions, small writing groups) encouraged me to write more than I would.	7 (58%)	5 (42%)	0	0	0
I would participate in FAWN events in the future.	12 (100%)	0	0	0	0
I would encourage other faculty members to participate FAWN events.	12 (100%)	0	0	0	0

	Number of Writing Projects							
	0	**1**	**2**	**3**	**4**	**5**	**>5**	**Total**
How many writing projects did you work on during the fall 2018 semester?	0	2	5	1	3	0	1	**33**
How many writing projects did you submit for publication during the fall 2018 semester?	2	6	3	1	0	0	0	**15**

What were the most effective aspects of FAWN?

- Show up & write sessions
- Structured writing time; accountability
- Weekly scheduled writing time helped me write consistently throughout the semester. Boot camps helped me jump start new projects. Discussions with colleagues helped me focus on the most important writing priorities. Writing side-by-side with colleagues made writing less lonely and more enjoyable.
- Accountability - knowing that I needed to have something to show my writing circle. Dedicated time - knowing that the time was established to meet with my writing circle and the boot camps Emails - encouraging and reminders from Aleksondra and Melissa
- The weekly writing group kept me motivated and even though it was only an hour per week, it added up to about 15 hours (almost 2 boot camp days). The boot camps were especially effective to get a lot of work done in a structured work environment. It's so helpful to be with others. The productive energy is palpable.
- The addition of bootcamps this year was excellent. I appreciated having blocks of time for writing scheduled ahead of time on days that I easily could have spent time on non-writing tasks (summer, Saturdays, grading week). It gave me an incentive to organize my writing projects ahead of time to make the most productive use of these blocks. The social aspect of writing together in a room helps greatly with motivation, and I carried the camaraderie of these sessions on to my solo writing in the weeks that followed the bootcamps. Show up & write sessions have similar benefits of promoting regular, scheduled writing time. I also continue to benefit from writing support groups in which I get to review the work of colleagues in a variety of disciplines and receive their outside perspective on my writing.

- Finding a dedicated time to scholarly work is a big issue with the academic rigor and FAWN helped with that dedicated time commitment.
- I love the opportunity for several activities throughout the semester.
- I love the group support. Even if I don't attend meetings or boot camps, it's nice to know that there are faculty breathing down my neck to WRITE :-)

What were the least useful aspects of FAWN?

- Can't really say since what wasn't useful to me (goal setting exercises) appeared to be very useful to others.
- N/A
- All the people who never came (or came once) but had "great" ideas about how FAWN could do more for them.
- I can't think of any. The structure of FAWN is flexible enough, that any individual or group can tweak it to meet specific needs.
- Nothing comes to mind
- I'm not sure how to answer this. I guess the only comment I could make is concerning the weekly one-hour sessions. By the time everyone arrives, greets each other, and chitchats about their week and writing project, we might have lost ten to fifteen minutes. Maybe increasing the weekly session to an hour and a half would guarantee a solid hour of work. I'm not sure.
- None!
- My class timings would be a problem, virtual FAWN might be helpful.
- N/A
- None that I can really think of...I just don't have the time to attend as a junior faculty member...

Suggestions for changes or improvements to FAWN.

- More advertisement about it especially for mid-level and senior faculty. Perhaps have FAWN make a presentation in the School meetings.
- More money, more participants, more events, and more FAWN-sponsored celebrations.
- The main suggestion I have is to have even more colleagues participate in FAWN :-). Perhaps having more 'show up and write' sessions at different times throughout the week might help people with different schedules? Could there be a call for 'show up and write' hosts at the start of the semester, so that anyone willing to commit to being a host for the semester could hold one? This might open up more times?
- Add one more boot camp in the semester?
- I missed the larger group that we had in the last academic year for reviewing writing samples. I'm not really suggesting that we change back, because the smaller groups are better for frequent feedback and more time to discuss individual writing challenges. However, I found the variety of feedback from a bigger, interdisciplinary group useful and the reviewing process inspiring. My group was particularly small due to scheduling conflicts, and an actual group of 4-5 is probably a good size.
- Group work based on similar interest may be helpful.
- N/A

General comments.

- FAWN offers me solace in a wacky academic world. FAWN really makes a difference in my life. Thank you for doing this!
- Thank you for creating and organizing FAWN! It effectively meets the need to support faculty scholarly writing efforts that is not addressed elsewhere. It offers structure, accountability and a sense of camaraderie. It helps individual faculty members and is an invaluable asset to the university.
- I'm looking forward to more boot camps, the writing circle, and the workshop this spring!
- I want to express my sincerest thanks to Melissa and Aleksondra for their guidance and for encouraging me to put my writing higher up on the "to-do list" during the semester. You taught me that I can dedicate an hour or two weekly to my writing. It's so easy to get caught up in service obligations and teaching and overlooking one's academic writing, and I wasn't sure I could do it. I'm now a believer. Thank you!!! Keep up the great work!
- The FAWN faculty fellows provide excellent leadership. Melissa Zwick does an impressive job of tracking logistics, collecting survey data, running writing meetings, and organizing high profile workshop speakers for the

campus. Aleksondra Hultquist is an inspiring presence at our writing sessions, keeping us motivated and focused on goals (yet lighthearted), and counseling peers through writing difficulties.

- Both Alex and Melissa are fun to work with and I really enjoyed the writing time. Looking forward to more productive work this year.
- This is an excellent program.

Spring 2019 FAWN Feedback Survey

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)
I wrote more during this academic year than in previous years as a faculty member.	9 (69%)	3 (23%)	1 (8%)	0	0
I submitted more writing for publication during the spring 2019 semester than in previous semesters as a faculty member.	9 (69%)	4 (31%)	0	0	0
FAWN events (boot camps, show up & write sessions, small writing groups) increased my productivity in scholarly writing.	11 (85%)	2 (15%)	0	0	0
FAWN helped me set clearer writing goals.	8 (62%)	3 (23%)	2 (15%)	0	0
FAWN events (boot camps, show up & write sessions, small writing groups) encouraged me to write more than I would.	12 (92%)	1 (8%)	0	0	0
I would participate in FAWN events in the future.	13 (100%)	0	0	0	0
I would encourage other faculty members to participate FAWN events.	13 (100%)	0	0	0	0

	Number of Writing Projects							
	0	**1**	**2**	**3**	**4**	**5**	**>5**	**Total**
How many writing projects did you work on during the spring 2019 semester?	0	2	2	3	5	0	0	**35**
How many writing projects did you submit for publication during the spring 2019 semester?	1	4	3	4	1	0	0	**26**

What were the most effective aspects of FAWN?

- Show up and write, boot camp.
- Moral support and sounding board of my writing group.
- Show up and write, boot camps; working alongside other faculty members
- Having a writing community to make writing a less solitary activity. I greatly appreciated both the intensive writing during bootcamps and weekly writing group meetings. As a writing group leader, I both got to know other faculty outside of my discipline and had a strong incentive to show up to work on my writing on a regular basis.
- Places to gather; food / coffee at some of the events (that really, really helps - keeps from distraction in leaving)
- Accountability to writing group, designated times to write.
- The workshop with Dr. Belcher was very helpful in providing strategies how to be successful with writing. I also really appreciated the regular show up and write sessions and the boot camps I attended. Having the support of other faculty and dedicated time to write has really increased my productivity as a writer. Also, I appreciate the resources that FAWN offers, such as books and workshops on writing.
- Set time to write
- Weekly accountability; writing groups
- FAWN provides reinforcement.
- Workshops
- Encouragement to set aside regular dedicated time for writing.
- Collegiality, support, and accountability around academic writing projects.

What were the least useful aspects of FAWN?

- None
- none I can think of - I appreciate all of the effort, even if I do not necessarily use all of the resources
- All of FAWN's aspects have been useful.

Suggestions for changes or improvements to FAWN.

- Blackboard Collaborate works pretty well for virtual writing meetings, but an ideal platform would have a calendar sign-up function for attendees and automated record-keeping of who showed up to write.
- keep supporting it!!!
- Would love to get some writing help and partnering for publication
- N/A

General comments.

- Fantastic program - very grateful to have it on campus
- The FAWN leaders are awesome resources! Having faculty members in charge of logistics and motivation is essential to maintaining the strong community size and participation that we have now.
- Dr. Melissa Zwick and Dr. Aleksondra Hultquist have done an exceptional job in creating a supportive environment for faculty and staff who wish to focus on their writing. The FAWN activities and resources have been essential in increasing my writing productivity in Spring and Summer 2019. Thank you!
- I appreciate all the work that goes into organizing and promoting the FAWN events.

Presenter: **Wendy Laura Belcher**
Workshop Title: **Writing Your Journal Article in Twelve Weeks**
Date: **Friday, January 11, 2019**

		1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
1	The presenter explained and met the workshop goals.	0	0	2	20
2	The presenter presented material/ideas effectively	0	0	2	20
3	The presenter was well prepared.	0	0	0	22
4	I enjoyed the presentation style/format.	0	0	2	20
5	I already knew the majority of the material.	2	12	7	1
6	I learned something to make this worth my time.	0	0	2	20
7	I will be able to apply what I have learned.	0	0	5	17
8	I would recommend this workshop.	0	0	3	19
9	I would recommend this presenter by used again.	0	0	3	19
10	I would recommend this topic be used again.	0	0	2	20

Comments

- The presentation was engaging and inspiring. Even though I have attended a number of writing workshops and this one was not geared toward my discipline, I gained new tips and techniques. I especially appreciated being challenged to articulate and improve the central argument of my manuscript in a supportive environment.
- Fantastic! This really helped me focus my ideas and clearly articulate the arguments, claims, etc. for my writing.
- Thank you, thank you, thank you! As a newly tenured faculty member, I'm finding more pressure to spend less time on scholarship and research, so it helps to have some voices supporting the idea that we are scholars and can prioritize writing.
- Wendy offered an impactful presentation with time to complete my project. This was a very valuable and inspirational event. I am so thankful for FAWN!
- Really helpful and informative. I feel more confident now, especially with journal selection and significance! Thank you!!!
- Overall this was a very useful workshop.
- Excellent - thank you so much! Yummy lunch too.
- Lunch was too long; maybe 45 min - 1 hr to finish earlier in the day
- Super helpful especially for new faculty! Making writing a priority can be difficult for anyone so this kind of workshop is super important for all of us.
- Using the argument was helpful. The explanation for 15 min was very helpful.
- Consider making presenters power point/notes available to participants. Lunch was absolutely amazing!! Great day - very productive.
- I really enjoyed it! Thanks!
- Excellent workshop. Thanks very worthwhile.

- Fabulous workshop. Speaker was effective, the organizers (Aleksondra & Melissa) did an amazing job with prep and keeping the workshop on task.
- Fantastic workshop - very useful + timely. It will help me with my edits and submission of my first article in 2 weeks. Thank you for having this. Great speaker!
- Good workshop.
- Very productive, motivating, and useful.
- Could be improved with flipped class - more of the power point in advance and more breakdown and writing on our papers for improvement.
- The workshop was great! It would help to work with multiple partners.

List of books purchased with FAWN funds that are housed in the library. These textbooks are indexed under FAWN and are cataloged in a FAWN Subject Research Guide for easy access. Gus Stamatopoulos purchased the books and Eric Jeitner created the Subject Research Guide.

Productivity and Academic Writing	
Robert Boice	Professors as Writers: A Self-Help Guide to Productive Writing
Paul J. Silvia	How to Write a Lot: A Practical Guide to Productive Academic Writing
Helen Sword	Air & Light & Time & Space: How Successful Academics Write
Eviatar Zerubavel	The Clockwork Muse: A Practical Guide to Writing Thesis, Dissertations, and Books
Daniel Hall	Real Fast Writing: How To Write Faster 25 of the Hottest, Easy-to-Implement, Under the Radar Strategies
Patricia Goodson	Becoming an Academic Writer: 50 Exercises for Paced, Productive, and Powerful Writing
Dealing with Writer's Block	
Roseanne Bane	Around the Writer's Block: Using Brain Science to Solve Writer's Resistance
Jane Anne Staw	Unstuck: A Supportive and Practical Guide to Working through Writer's Block
For Working within the Norms of Scholarly Writing	
Helen Sword	Stylish Academic Writing
Wendy Laura Belcher	Writing Your Journal Article in 12 Weeks
William Germano	From Dissertation to Book
Gerald Graff and Cathy Birkenstein	They Say/I Say: The Moves that Matter in Academic Writing
Michael Larson	How to Write a Book Proposal

FACULTY ACADEMIC WRITING NETWORK (FAWN)

FAWN
FACULTY ACADEMIC WRITING NETWORK
STOCKTON UNIVERSITY

FACT SHEET

2020 funded initiative that provides the support you need to concentrate on the "research" portion of your CV*

WRITING GROUPS

PROVIDE FEEDBACK & ACCOUNTABILITY

BOOT CAMPS

PROVIDE INTENSE, DIRECTED, DEDICATED TIME TO WORK FOR SEVERAL HOURS IN ONE DAY

Writing is lonely–**FAWN** is your built-in support community

SHOW UP & WRITE

DAILY SESSIONS PROVIDE A DEDICATED TIME AND SPACE TO WORK ON YOUR RESEARCH FACE-TO-FACE OR VIRTUALLY

FACULTY

ANY
- FULL-TIME
- PART-TIME
- STAFF
- ADJUNCT

ACADEMIC

ANY WRITING THAT GOES UNDER THE "RESEARCH" PORTION OF YOUR CV

WRITING

ANY ASPECT OF MOVING YOUR RESEARCH TO PUBLICATION: DATA CRUNCHING, LITERATURE REVIEWS GRANT WRITING, CONFERENCE PAPERS, POSTERS, PROPOSALS, JOURNAL ARTICLES, BOOK CHAPTERS, ETC.

NET-WORK

WITH YOUR COLLEAGUES WHO HAVE MADE THEIR RESEARCH AND WRITING A PRIORITY

AY 2018-2019 STATS

- **1** GUEST SPEAKER
- **7** ACTIVE WRITING GROUPS
- **21** BOOT CAMP DAYS
- **38** PUBLICATIONS SUBMITTED
- **100,000+** WORDS WRITTEN

ALEKSONDRA HULTQUIST
Aleksondra.Hultquist@stockton.edu

MELISSA ZWICK
Melissa.Zwick@stockton.edu

stockton.edu/fawn

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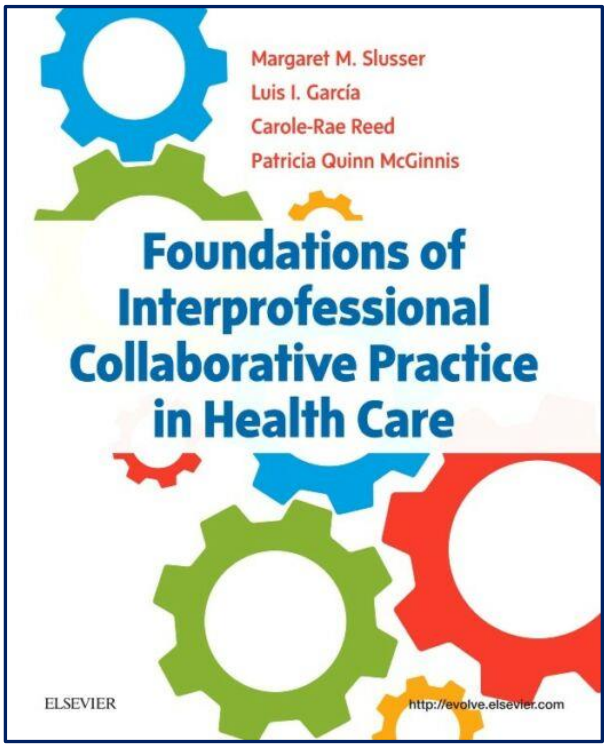
*We are not an editing service, and we do not allow course preparation/grading/committee work in our sessions.

Author Chat & Celebration



Wednesday
April 10th

•

4:00 – 6:00 pm

•

2nd Floor
of the new
Health Science
Building

•

Refreshments

Please join Margaret Slusser, Luis Garcia, Carole-Rae Reed, and Patricia McGinnis at the launch of their new, co-authored textbook, *Foundations of Interprofessional Collaborative Practice in Health Care*.

They will share tips on writing and publishing a textbook.

- **Writing a prospectus**
- **Querying publishers**
- **Writing with collaborators**
- **Navigating contracts**
- **Producing a manuscript**

IPE
STOCKTON UNIVERSITY
Interprofessional Education

FAWN
FACULTY ACADEMIC WRITING NETWORK
STOCKTON UNIVERSITY

FAWN

FACULTY ACADEMIC WRITING NETWORK
STOCKTON UNIVERSITY

THE FACULTY ACADEMIC WRITING NETWORK (FAWN) supports faculty, staff, and adjuncts who wish to make academic writing and publishing a priority. It is a faculty-facilitated, participant-led service to help members make goals, stay motivated, and receive feedback.

SPRING 2019 SHOW UP & WRITE SESSIONS

- Mondays, 10:30am – 12:30pm | F122
- Wednesdays, 10:00am – 11:00am | USC1-111
- Thursdays, 10:30am – 12:30pm | USC1-111
- Fridays, 10:30am – 12:30pm | F122
- Mondays, Wednesday, Fridays, 8:00am – 9:00am | online

Spring 2019 BOOT CAMP SATURDAYS

- January 26, 9:00am – 3:00pm | G138
- February 23, 9:00am – 3:00pm | G138
- March 30, 9:00am – 3:00pm | G138
- April 13, 9:00am – 3:00pm | G138

Summer 2019 WRITING BOOT CAMP

- May 13 & 14, 9:00am – 3:00 pm | G138

FAWN SERVICES

- Writing Groups
- Boot Camp Days
- Show Up & Write Sessions
- Online Writing Room
- Guest Speakers

More information: stockton.edu/fawn

STOCKTON UNIVERSITY
NEW JERSEY'S DISTINCTIVE PUBLIC UNIVERSITY

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FAWN

FACULTY ACADEMIC WRITING NETWORK

STOCKTON UNIVERSITY

FAWN BOOT CAMP

DECEMBER 19–20

WANT TO KICK OFF YOUR WINTER PROJECT?

FAWN (Faculty Academic Writing Network) will be holding our winter boot camp 9.00am-3.00pm in room F-121. Boot camps allow participants to write in a distraction-free, structured environment. Please show up and join us for any and all days, for all of the time or part of the time. You should bring your writing project and writing supplies (laptop, paper, notes, etc.). We do not provide food, so bring drinks, snacks and/or lunch. You can join us virtually using Blackboard Collaborate.

FOR MORE INFORMATION AND TO REGISTER:
stockton.edu/fawn/writing-boot-camps.html

Focused Dedicated Writing Time

•

F-121
9.00am-3.00pm

•

Promotion and Tenure File Support

•

Face-to-Face and Virtual Options

•

Plan your Research and Writing Goals

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Faculty Academic Writing Network
2020 Proposal

Rational

One of the challenges for faculty members at many institutions, Stockton University included, is making writing and publishing a priority while maintaining excellence in teaching and contributing to university service. There are many types of writing interventions designed to increase writing productivity. Three common interventions include writing support groups, writing coaches, and writing courses. To meet this challenge, a writing teaching circle was created to increase writing productivity and complete the writing projects of its members. The writing circle was led by Dr. Melissa Zwick during AY 2015/2016 and co-led by Drs. Melissa Zwick and Lauren Del Rossi during AY 2016/2017 and AY 2017/2018 and was funded through the Institute for Faculty Development. Due to the success of the writing teaching circle we are proposing to expand into a faculty academic writing network (FAWN). We will use the experiences and assessment gathered during the 2-year FAWN pilot to develop a permanent solution, a Faculty Academic Writing Center.

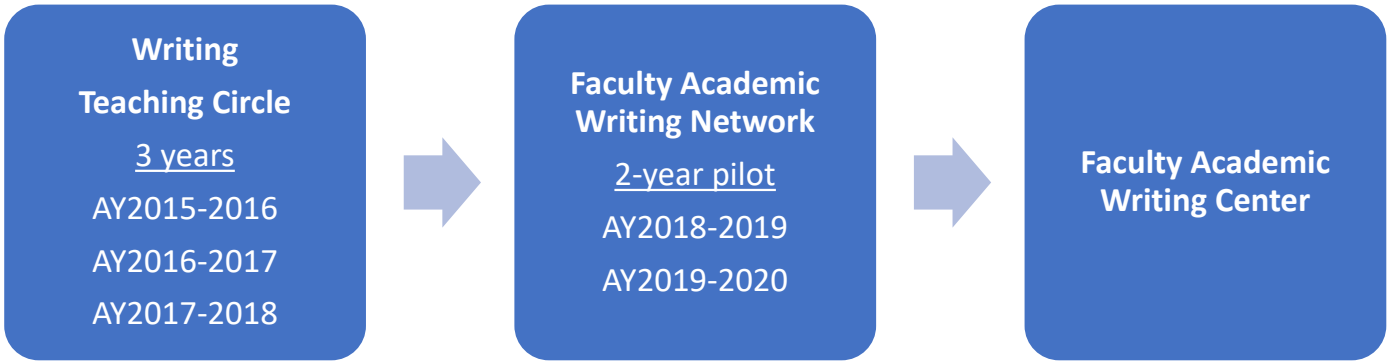

Figure 1: Schematic describing the current and proposed phases of faculty academic writing support at Stockton.

Writing Teaching Circle Background

Participants

At the beginning of each academic year, faculty (full-time, part-time, and adjunct) were invited to submit a letter of intent to join the writing teaching circle. The letter of intent included a brief description of the writing project (type, content area) and the stage of the writing process (haven't started, first draft complete, introduction completed, etc.). Each year the circle has included approximately 15 members from across all schools and ranks (Table 1 and Table 2).

Table 1: Writing teaching circle members by school.

	2015/2016	2016/2017	2017/2018
ARHU	1	0	0
BUSN	1	2	0
EDUC	1	0	2
GENS	3	1	2
HLTH	4	4	5
NAMS	2	2	4
SOBL	4	4	3
Total	**16**	**13**	**16**

Table 2: Writing teaching circle members by rank.

	2015/2016	2016/2017	2017/2018
Adjunct Professor	3	1	1
Assistant Professor	4	6	7
Associate Professor	9	4	5
Professor	0	2	3
Total	**16**	**13**	**16**

Framework

The framework of the writing circle allows for a variety of writing support strategies to be implemented throughout the year. Many different interventions have been and are currently utilized. These include a monthly writing group, weekly show-up-and-write sessions, critical friends, shared writing journal, and workshops facilitated by experts in the field.

Writing Circle Meetings

Members of the writing circle typically meet once a month, which results in 4 meetings per semester. Participants bring two pages of writing to the meeting and the circle reads and provides the author with feedback on how to improve their writing.

Designated Writing Times/Show-Up-and-Write Sessions

In addition to the monthly meetings, a classroom is reserved one day a week for members to use as a quiet space to write in or for critical friends to meet. The circle also utilized the library as a show-up-and-write space. One challenge that the circle has faced is that any time slot that we choose inevitably excludes some faculty members. This resulted in faculty members not joining the writing circle or some writing circle participants not able to make every monthly meeting. When participants are not able to make face-to-face time, this can result in those participants having decreased productivity.

Shared Writing Journal

Documenting time spent writing is a common tool utilized by writing groups. The writing circle used Googledocs to log writing goals and accomplishments throughout the year. Each member had a page within the larger file which could be viewed by all members of the group.

Critical Friend

Each writing circle member is assigned or chooses a “critical friend(s)”. Critical friends are available to critique writing samples, provide support outside of the writing circle and know the work of the critical friend more closely than other members of the writing circle. Writing circle participants are typically paired with their critical friends based on similar writing projects (books chapters, manuscripts, dissertations, etc.) and similar disciplines. Critical friends have worked best when both participants have been dedicated. An expanded faculty writing network would enable participants to find the best critical friend “fit.”

Blackboard Writing Course

During the AY2017/AY2018 each member received a copy of *Writing Your Journal Article in 12 Weeks* by Wendy Belcher. Dr. Belcher provided the facilitators of the circle with her syllabus for a writing course. This year the writing circle is reading one chapter per week and completing weekly writing assignments. Participants upload assignments to the Blackboard page and receive feedback from other members. An expanded faculty writing network would be able to provide more than one Blackboard class per semester, thus serving the needs of many kinds of writing groups.

Writing Workshops

Each year the writing circle has hosted two campus-wide writing workshops. During AY2015/2016, Dr. Tara Gray, University of New Mexico (http://www.taragray.com/index.html) led two Publish & Flourish: Become a Prolific Scholar workshops. These workshops focused on 1) increasing productivity by a factor of three, 2) writing prose that is clearer, simpler, better organized, and more compelling and 3) learning to work smarter, not harder. In addition, all participants received a copy of Tara's book, *Publish & Flourish: Become a Prolific Scholar,* and a yearlong membership to the Textbook Author's Association (TAA).

During AY2016/2017, Dr. Amy Benson Brown, Academic Writing and Coaching, (https://www.academiccoachingandwriting.org/) led a workshop open to the entire campus community, Writing Compelling Journal Articles and a workshop for members of the writing circle, FIRST Strategies for Stellar Academic Writing. All participants received a yearlong membership to the Textbook Author's Association (TAA). Both workshops were very well attended by faculty from across all schools (Table 3).

Table 3. Workshop participation by school.

	2015/2016	**2016/2017**
ARHU	1	1
BUSN	3	2
EDUC	3	1
GENS	4	3
GRADUATE STUDIES	0	1
HLTH	8	11
LIBRARY	3	1
NAMS	7	9
SOBL	6	8
Total	**35**	**37**

Impact

Data collected from the past two writing circles have illustrated the positive impact the writing circle and writing workshops have had on the faculty participants. The majority of writing circle participants (92%-AY15/16, 100%-AY16/17) reported that they wrote more during this academic year than in previous years and 66%-AY15/16, 83%-AY16/17 of participants reported that they submitted more for publication. All participants from both years reported that the writing circle helped set better writing goals, improve the quality of their writing, and encouraged them to write more than they would have otherwise (see appendix). During the AY15/16, members reported that they submitted a combined 25 writing projects for publication. During the AY16/17, members reported that they submitted 17 writing projects for publication. This number is most likely a low estimate because only 6 of the 13 members completed the survey.

Both campus-wide workshops had significant attendance (approximately 35 participants per year) from all schools including the library and administration. The majority of participants stated that they would recommend the workshop to a colleague (100%-AY15/16, 96%-AY16/17) and written comments were overwhelmingly positive (see appendix). Thus, the writing circle and the workshops hosted by the circle have already demonstrated a significant campus-wide impact.

Faculty Academic Writing Network (FAWN)

Need

Writing and submitting writing projects for publication is a pillar of academia and an important component of being a faculty member at Stockton. It is also a clearly addresses the strategic LEGS theme of Learning: Delivering high value added learning experiences and **promoting scholarly activity** (S1). Membership in the teaching writing circle and robust campus-wide attendance at writing workshops hosted by the writing teaching circle demonstrate a clear need for services and activities that support and enhance faculty academic writing. Currently, the writing circle is the only group at Stockton focused on providing support for academic writing projects. These writing projects include research manuscripts, grant proposals, books, book chapters, conference papers, dissertations, essays, and Stockton reports.

The resources of the circle have been stretched to capacity; ideally a writing support group caps at 6 participants. We have 16 participants this year; we have turned away faculty members. We are still receiving emails from faculty interested in joining the current circle. At our Fall 2017 meetings, we have not been able to read all pieces of writing that the participants submitted for review.

We believe that this important faculty service warrants a more permanent solution. The IFD funds teaching circles for three years, therefore the writing teaching circle will not continue after the current academic year. Despite the documented successes of the circle, two main issues have emerged 1) the budget is not large enough to continue bringing in high-caliber speakers. The textbook author association (TAA) offset a large portion of the cost, but typically only subsidizes one workshop per institution. We were fortunate to leverage an additional workshop, which is not an option in future years. Additionally, the amount of time needed to maintain the organization, meetings, workshops, etc. is beyond the capabilities of one or two faculty members without a course release.

Goal

We propose the creation of a faculty-run network for academic writing to meet two main outcomes.

Outcome 1: Increase faculty scholarly writing productivity.
Outcome 2: Increase the number of grants, manuscripts, books, etc. submitted for publication by faculty.

This network would be coordinated by a faculty member and offer a variety of support services and workshops to faculty. This network will serve as a 2-year pilot program to further demonstrate the need of a permanent faculty academic writing center. This network has the potential to impact faculty from across the entire campus in their scholarship with ancillary benefits to teaching and service (see appendix for assessment data). The creation of a network will address the 2020 Learning outcome: Delivering high value added learning experiences and **promoting scholarly activity** (S1).

Participants

At the beginning of each academic year, all faculty (full-time, part-time, adjuncts, and staff) will be invited to submit a letter of intent to join FAWN. The letter of intent will include a brief description of the academic writing project (type, content area) and the stage of the writing process (haven't started, first draft complete, introduction completed, etc.). We anticipate between 15-25 interested members in the pilot years. The requested one course release per faculty Fellow leader per year (for two leaders) would provide the Fellows with the time (one course release per semester) to address the needs of this many faculty in each of these two pilot years (see description below).

Faculty Fellows to Oversee Network

This proposal recognizes the significant time and resources needed to implement a successful faculty academic writing network. Dr. Melissa Zwick facilitated the first writing teaching circle but needed to enlist a second faculty member, Dr. Lauren Del Rossi to be able to continue to plan and host workshops and effectively coordinate the writing circle for the subsequent two years. Because we have proposed a significant increase in the number of activities, there will be two

individuals to oversee the network each receiving a course release per person for the academic year, spread across the fall and spring semesters. Provost Vermeulen has generously agreed to provide financial support from the Office of the Provost for the Faculty Fellow course releases and to implement the call for proposals for those positions. The requested one course release per Faculty Fellow leader per year (for two leaders) would provide the fellows with the time (one course release per semester) to address the needs of this many faculty in each of these two pilot years.

During the spring 2018 semester the IFD director, in conjunction with Dr. Aleksondra Hultquist and Dr. Melissa Zwick, will solicit applications from faculty members who are interested in overseeing the network during AY18/19.

To be able to begin this program during AY 2018-2019, we will request that the administration in conjunction with the SFT union create and announce two additional Faculty Fellow positions (see Provision 6 below). This would allow for two course releases per year (one fall and one spring) for the two pilot years. After year one of the pilot, the SFT union and administration could negotiate compensation for an ongoing position to be ready by year three if a permanent center is created.

Provision 6, page 2, Stockton Faculty Fellows Program MOA
"In cases approved by the Provost, deadline dates can be waived so that a Faculty Fellow opportunity can be announced after November 1 of each year but before March 1 of each year for a fellowship in the following academic year."

<u>Network Activities</u>
The faculty members selected to oversee the network would be responsible for coordinating the following activities:

1. Facilitating weekly and/or monthly writing groups. These groups would be organized by the faculty writing fellows, but implemented by the groups themselves. They might be interdisciplinary for the sake of productivity, discipline specific for discreet projects, proposal writing projects, or some mix. These groups encourage accountability and provide shared knowledge by discipline (Table 5).
2. Organizing quiet times to write. These will be facilitated by the writing faculty fellows and take the form of regularized "Show-up-and-Write" sessions, where faculty work side by side or on an online forum on their own projects. These sessions encourage standardized writing times and accountability (Table 4).
3. Planning writing workshops and retreats. Workshops would be organized on a specific theme, such as "Planning for the Semester," "Handling Stalled Projects," "Writing Your Peer-reviewed Article" etc. They would be offered by both the writing faculty fellows and guest speakers. Retreats would take the form of gathering in a dedicated writing space for single or multiple days. Faculty would work on their own projects side-by-side with time to provide feedback and emotional support. Workshops and retreats provide dedicated writing time, organizational help, and discipline-specific support (Table 4).
4. Faculty writing consultations. This would consist of one-on-one meeting times with peers and/or one of the writing faculty fellows organized on a specific need. Consultations provide guidance and support.
5. Maintain a list of resources. This list would consist of both on and off-campus support in final stages of publishing, such as editing, formatting, ESL editing, etc. It would also consist of other support resources, such as information regarding outside fellowships and grants and community-run opportunities to write. This list offers problem-solving and provides necessary means to complete research and publication.

Table 4. Proposed FAWN activities and timeline for a typical semester.

Activity	YEAR	SEMESTER	WORKSHOP DATE
Semester Planning Workshop	2018	Spring	1/13/2018
January Write-In	2018	Spring	1/27/2018
Revising your Article	2018	Spring	2/10/2018
February Write-In	2018	Spring	2/24/2018
Science Writing	2018	Spring	3/10/2018
March Write-In	2018	Spring	3/24/2018
Book Proposal Workshop	2018	Spring	4/7/2018
April Write-In	2018	Spring	4/21/2018
Summer Planning Workshop	2018	Spring	5/15/2018

Table 5. Proposed FAWN activities for a typical week.

DAY	TIME START	CLASS
Monday	4:30 PM	How to Write Your Article in 12 Weeks
Tuesday	4:30 PM	Science Writing Group
Wednesday	4:30 PM	Productivity Group
Thursday	4:30 PM	Dissertation to Book
Friday	4:30 PM	TBA/Online Support Group Check-in

Space/Facility Requirements

The network will utilize spaces that were available to the writing circle. Campus classrooms and meeting spaces will be reserved to hold weekly or monthly writing groups and campus-wide workshops. When these spaces are unavailable the network will utilize the faculty lounge or the IFD space. The library will continue to be utilized for show up and write sessions. We can put in a request with the Space Committee for a dedicated space in the future.

Partnerships

The network will initially utilize the IFD to coordinate the funds and oversee the faculty member in charge of the network. Typically, faculty writing centers are housed in university faculty development centers, so this is a natural fit. We have initiated dialogue with the current director of the IFD and Dr. Douglas Harvey is willing to assist in this area.

We will also continue to explore potential future partnerships with the grants office and the library as needs arise. The mission of other centers at Stockton, such as the Murphy Writing Center and the Student Writing Center do not coincide with the mission of the Faculty Academic Writing Network and would therefore not be utilized.

Library

Funds will be used over two years to establish a library of faculty writing resources (Table 6).

Table 6. List of potential resources for a faculty writing library.

	Productivity and Academic Writing	
Robert Boice	Professors as Writers: A Self-Help Guide to Productive Writing	24.95
Paul J. Silvia	How to Write a Lot: A Practical Guide to Productive Academic Writing	14.95
Helen Sword	Air & Light & Time & Space: How Successful Academics Write	24.95
Eviatar Zerubavel	The Clockwork Muse: A Practical Guide to Writing Thesis, Dissertations, and Books	20.50
Joli Jensen	Write No Matter What: Advice for Academics (Chicago Guides to Writing, Editing, and Publishing)	15.00
Daniel Hall	Real Fast Writing: How To Write Faster 25 of the Hottest, Easy-to-Implement, Under the Radar Strategies	12.99
Patricia Goodson	Becoming an Academic Writer: 50 Exercises for Paced, Productive, and Powerful Writing	41.00
William Germano	Getting It Published: A Guide for Scholars and Anyone Else Serious about Serious Books, Third Edition	20.00
	Dealing with Writer's Block	
Roseanne Bane	Around the Writer's Block: Using Brain Science to Solve Writer's Resistance	15.95
Jane Anne Staw	Unstuck: A Supportive and Practical Guide to Working through Writer's Block	21.99
	Working within the Norms of Scholarly Writing	
Helen Sword	The Writer's Diet: A Guide to Fit Prose (Chicago Guides to Writing, Editing, and Publishing)	15.00
Helen Sword	Stylish Academic Writing	20.29
Laura Belcher	Writing Your Journal Article in 12 Weeks	94.99
William Germano	From Dissertation to Book	17.98
Gerald Graff & Cathy Birkenstein	They Say/I Say: The Moves that Matter in Academic Writing	35.98
Beth Luey	Handbook for Academic Authors	25.99
Joshua Shimel	Writing Science: How to Write Papers That Get Cited and Proposals That Get Funded	36.95
Stephen B. Heard	The Scientist's Guide to Writing: How to Write More Easily and Effectively throughout Your Scientific Career	21.95
Barbara Gastel & Robert A. Day	How to Write and Publish a Scientific Paper	35.00
Angelika Hofman	Scientific Writing and Communication: Papers, Proposals, and Presentations	44.95
Susan Rabner & Alfred Fortunato	Thinking Like Your Editor: How to Write Great Serious Nonfiction and Get It Published	16.95
Michael Larson	How to Write a Book Proposal	19.99
	Total Cost	**$598.30**

Assessment

The writing circle measured the effectiveness of the both the circle and the campus-wide workshops using survey instruments designed to gauge writing productivity and the effectiveness of the circle and workshops provided. We have extensive data available for review (see appendix) and have used the data to improve productivity and guide the activities offered by the circle. Briefly, workshop evaluation results indicated that participants thought the time invested in the workshops was well spent and that they would recommend them to a colleague. Written comments were overwhelmingly positive, and the majority of attendees took away valuable tools to increase writing productivity such as learning practical approaches, strategizing how to make writing a priority, and recognizing that there is collegial support. Participants in the writing teaching circle indicated that they submitted more work for publication than they would have without the support of the circle.

Similar survey instruments will be developed and used to assess the specific outcomes for each activity offered by the writing network. These data will be used to refine, and tailor future activities offered by FAWN. Additionally, data on faculty academic writing submitted for publication, the use of campus facilities (classrooms, etc.), and faculty participation at events will be collected and used to support the creation of a Faculty Academic Writing Center.

Budget

Budget estimates are based on the actual cost of workshops that the writing teaching circle hosted (Table 8). We would like to host Dr. Wendy Belcher (http://www.wendybelcher.com/) for the first workshop and have used her speaker fee as a guideline for the following year.

* Provost Vermeulen has generously agreed to provide financial support from the Office of the Provost for the faculty fellow course releases ($24,000, Table 7), therefore these funds are not included in the 2020 budget.

Table 7. Faculty Fellow funding from the Office of the Provost.

	AY2018/2019	**AY2019/2020**
Course Release		
Fall Semester	$6,000.00	$6,000.00
Spring Semester	$6,000.00	$6,000.00

Table 8. Proposed 2020 budget.

	AY2018/2019	**AY2019/2020**
Campus-wide Workshop		
Speaker Fee	$6,000.00	$6,000.00
Hotel	$242.00 (121.00 x 2 nights)	$242.00 (121.00 x 2 nights)
Travel (Airfare)	$300.00	$300.00
Refreshments	$335.00 (lunch for 30) $126.00 (breakfast for 30)	$335.00 (lunch for 30) $126.00 (breakfast for 30)
Library		
Writing Resources	$300.00	$300.00
Total	**$7,303.00**	**$7,303.00**
Two-year Total	**$14,606.00**	