

Detailed Report

Anne B. Warner

E-mail: awarner@spelman.edu

Phone: 770-833-4041

Institution: Spelman College

Name of project/event: ACS FacultyRenewal Grant--“The Work of Writing”

Date(s) of Project: April, 2010, to July 30, 2011

Amount Awarded: \$7,073

Part 1.

The original goals of the project, administered through the Comprehensive Writing Program at Spelman College, were to achieve the following objectives for the faculty, especially the junior faculty in a tenure-track position at the College and, if numbers allowed, at other Atlanta University Center institutions:

1. Greater access to avenues of scholarly publications through new knowledge about goals of journals and presses that publish in the faculty members' fields;
2. Enhanced strategies for timing and manner of contact—book proposals, chapters, article submissions—both for refereed journals and presses;
3. Increased ability to select the most appropriate and promising outlets for scholarship; and
4. Networking opportunities in scholarly fields.

Part 2.

The planned strategies for meeting these goals originally included three two-session workshops in the humanities and arts, the social sciences, and math and natural sciences. For these disciplinary groups, the consultants (in academic publishing) would comment on the preparation and presentation of scholarly materials and proposals, making an effort to address the attendees' particular fields of interest. These double sessions were too ambitious, in terms of participants' time and the cost of consultants; therefore our sessions were reduced and consolidated as follows:

Session 1. Alison Bernstein, Cosby Chair, formerly with the Ford Foundation.

January 19, 2011, 11:30 a.m. Reading Room

“Lessons Learned from a Grants Giver”

Session 2. John V. Aliff, Georgia Journal of Science

January 26, 2011, noon, Reading Room

“Faculty and Student Publishing in the Sciences”

Session 3. Larin McLaughlin, Senior Acquisitions Editor, University of Illinois Press
April 4, 2011, noon, Reading Room
“The Viewpoint of Academic Presses”

Session 4. Cynthia Selfe, Ohio State University. Editor of Computers in Composition.
April 6, 2011, 7 p.m., Faculty Cloister
“Digital Publishing”

For each session, appropriate faculty groupings were invited, by an email containing a brief biography of the presenter. As it turned out, each presenter called for a varied range of academic disciplines, except for the editor of the Georgia Journal of Science (clearly disciplinary); therefore, faculty in a range of disciplines were invited each time. In an appendix to this report are samples of the materials about participating faculty that I sent to each presenter before he/she came to campus. The presenters were extremely well qualified to discuss their areas of publishing. Ms. McLaughlin gave 30 minute conferences to almost half of those faculty who attended her luncheon presentation. For Dr. Selfe we were able to include three faculty from Morehouse and one Spelman graduate who is entering a Ph.D. program in Rhetoric and Composition. Thus, in our fourth and last session, we were able to reach beyond the boundaries of Spelman.

In addition to the luncheons (one was a dinner) with consultants, three students engaged in scholarly publication received small grants for their research work: Two students were working for a creative writing publication and one for an encyclopedia on digital rhetorics. They were supervised by faculty participants.

Part 3.

First Meeting: Faculty in attendance with Dr. Bernstein received very realistic information about the application process for grants and conducting them. Dr. Guy-Sheftall and Sponsored Programs administrator Cynthia Willingham also attended. I hope this meeting will stir more faculty interest in grant-seeking in the humanities, arts, and social sciences. Second Meeting: Dr. Maloney pointed out that, in the meeting with John Aliff, editor of the Georgia Journal of Science, pointed to the likelihood of greater attendance at the annual meeting of this parent organization with increased student research presentations. This meeting is affordable and welcoming to undergraduate scholars working with faculty. Third Meeting: The visit from Larin McLaughlin had the most enthusiastic comments from faculty during her visit; not only did Larin give a very brass tacks picture of the financial challenges of presses and what they look for, but she also met with six faculty members individually. She was very gracious and accessible, offering an opportunity many young faculty have not had. Fourth Meeting: Lastly, Dr. Selfe presented new opportunities in publication in the digital world, with referees and publicly available faculty scholarship. The Spelman and Morehouse faculty in attendance demonstrated much interest in the creative opportunities in multimedia composing.

Part 4.

In the appendix, you will find the short questionnaire that was circulated to faculty for anonymous response on their WebCT accounts. This evaluation was sent out in late June, allowing time for participants to pursue some of their projects and to evaluate the effect of their experience(s) on their own access and productivity before responding to the questionnaire. The

evaluation tool asks about the usefulness of the material introduced, the qualification of the information from the consultant, the effect of the session on scholarly productivity. There is also a space for a free response. Unfortunately, the delay between the participation and the questionnaire made it harder to gain maximum responses, so the timing of the evaluation should have been different. At the same time, the information desired from participants relates to an evolving research or proposal goal, which would not have been realized immediately.

The results of the questionnaires, with 14 responses (out of 34 participants), are as follows: For Dr. Alison Bernstein, all respondents found the presentation useful and informative. One commenter stated that the session “will help me with future projects examining college writing that will require grant funding.” The session with Dr. John Aliff had mixed reviews for usefulness and the information from the presenter; however, several commented on the importance of bringing students to the annual meeting of the Georgia Academy of Science. One stated that the Georgia Journal of Science “seems to be a promising starting point.” Larin McLaughlin received the most responses—and most were very positive. One respondent commented that Ms. McLaughlin was not able to address her area of research, but most commented on the helpfulness of learning the point of view held by academic presses, their own economic exigencies, and the process for book manuscript proposals. Dr. Selfe, who hosted a smaller group, had “excellent” ratings. The single respondent commented, “I learned more about the difference between digital publishing, print-on-demand publishing, and paper-based publishing.”

I think most participants appreciated the occasions; however, the “results” will be longterm and individually determined.

Part 5.

I have learned a number of lessons from this grant: First, identifying and getting high quality consultants proved more difficult than I anticipated. It would have been best to have some preliminary, tentative arrangements made with a number of presenters. While I recommend the activities in this grant, the preparation work was too intense and ongoing for an unremunerated faculty grant. In addition, I did have to modify the configuration of the grant: Since I did reduce the number of presenters by two and increase the fee, I think it would have been reasonable for the consultants to have short, one-to-one conferences with interested faculty. The participants seemed to profit most from a direct conversation about the project they were working on (see reviews of Larin McLaughlin in questionnaire). The student researchers were not connected sufficiently with the participants because the grant calls only for one luncheon meeting. I would suggest the grant investigators should arrange the research piece with their students, or students closely involved with the academic publication purpose of the grant.

Part 6.

This grant engaged almost 40 faculty participants from every part of the curriculum—across every discipline. Anecdotally, faculty commented on the value of attending one or more of these meetings, making contacts with professionals who occupy a key position in the field, and reflecting on the most practical and effective way to prepare their projects for an audience in publishing that faculty rarely hear from. In the appendix below, results and comments from the evaluation forms are available.

Part 7.

The impact of this grant on the institution as a whole has not been measured by an instrument. The comment that I received repeatedly was “We should have more opportunities like this.” In short, the grant was good for faculty morale and networking. The institution requires faculty scholarship, and this grant facilitates the academic work of the faculty. In short, the grant stimulated, rather than satisfied, an important scholarly need. With the increased difficulty of book publishing and the increased diversity of faculty from international institutions of higher education, this kind of networking within the scholarly establishment is essential.

Part 8.

This grant supports as one of the College’s newer, integrated-learning goals--the conduct of student research (and publication) in the undergraduate experience. This project supported and, I hope, strengthened these institutional goals. Two of the students supported the production of *Aunt Chloe*, the College literary magazine, which will be published in time for New Student Orientation. The third student assisted the work of a faculty member working on an encyclopedia of disability discourses. These efforts toward a concrete publication event reinforced the goals of our new Spelman Mile curriculum.

Part 9.

I am asking both faculty and students to acknowledge the support of this grant for any publication that results—including *Aunt Chloe*, in particular, to be published in August for use during Spelman’s new student orientation for 2011. ACS will be given credit for supporting this publication. I will also contact the three colleagues from Morehouse to consult about any research or publication plans they have made. As participants respond to my queries about publication, I will be sure that their involvement with the grant appears in the Spelman Connection. When I present to the Title III Annual Conference in April, I will also demonstrate that the Comprehensive Writing Program has had specific support for faculty development and student research from ACS.

Part 10.

Thus far, the only assured publication that will come from this grant is the August, 2012, publication of *Aunt Chloe*, the Spelman College literary magazine. I will track participants during the next academic year to learn if this grant has facilitated other academic publications.

Part 11.

The recent questionnaire and results are in the appendix. Beyond that follow-up, I will contact various participants, especially those who planned for student participation in the annual meeting of the Georgia Academy of Science and those who met with Larin McLaughlin specifically about book manuscripts.

Part 12.

The proposed budget material is below:

Also attached to this email are the relevant Banner spreadsheets for the grant expenses.

Part 13.

Brief Summary for ACS Faculty Renewal Website

For the fourteen months extending from March, 2010, to May, 2011, The Comprehensive Writing Program and several supporting faculty organized and delivered a series of four luncheon or dinner sessions for faculty featuring consultants involved in academic proposal writing or scholarly publishing. Professors Anne Warner, Aditi Pai, and Lisa Niles executed the grant, which was intended to support academic publication and acquisition of funding, particularly for junior faculty. Dr. Alison Bernstein, formerly of the Ford Foundation; Dr. John Aliff of the Georgia Academy of Science; Ms. Larin McLaughlin of the University of Illinois Press; and Dr. Cynthia Selfe, former editor of *Computers in Composition*, were able to present current details about the academic publishing process or funding proposals, survey faculty fields of interest, and respond to individual questions. A total of almost 40 faculty from Spelman and Morehouse participated.

APPENDICES

Appendix to Part 2.

Sample Communication to Consultant:

Lessons Learned from a Grants Giver

List of Participants and Interests

January 19, 2011, at 11:30 a.m. in the Ennis Cosby Reading Room

Presenter: Cosby Chair Alison Bernstein

Participant	Appointment	Area(s) of Interest
Anderson, Susan	Asst. Prof. of English (6 yrs.)	I'm interested in three areas, I guess: individual grants for humanities research, writing grants for larger group projects for faculty development initiatives, and writing grants for projects involving student internships/co-op opportunities in the humanities.
Billingslea, Alma Jean	Director, ADW, Assoc. Prof. of English	
Blankson, Nayena	Asst. Prof. of Psychology, 1.5 yrs.	I conduct research examining the ways in which temperament and cognitive abilities in the preschool years may be related to academic success in kindergarten. I am also interested in obtaining funding for increasing representation of underrepresented groups in the field of quantitative psychology.
De Sousa, Dalila	Assoc. Prof. of History (20 yrs.)	I would like to get help in identifying grants; grant writing strategies for time off to write on my recent research on the role of Portuguese physicians in the colonizing project of Portugal

		in Africa in the early 20th century.
Dillard, Pamela	Adjunct Prof. of Voice, Music Dept.	I am interested in identifying grants for music studies/training in the U.S. and overseas for myself as a professor and for my students.
Ganz, Margery	Prof. of History, Director, Study Abroad (30 yrs.) (cannot attend)	Study abroad/International travel-study support.
Goler, Veta	Assoc. Prof. of Dance and Drama—Div. Coordinator	My interest is twofold: I'm interested in seeking funding for contemplative pedagogy and dance research. As Division Coordinator for Arts and Humanities, I'm interested in encouraging other arts and humanities faculty to seek grant funding.
Jordan, Zandra	Asst. Prof. of English (5 yrs.)	Grants for summer writing initiatives & longitudinal studies
Kim, Nami	Asst. Prof. of Religion, (6.5 yrs) (cannot attend)	I am interested in grants that can support a collaborative research project on critical feminist theology of liberation, which includes a conference that brings scholar-teachers together & publication of presented papers (interdisciplinary collection) at the conference.
Langhorst, Rick	Chair, World Lang., Assoc. Prof. of Spanish	--Interest in Asian Studies (submitted to NEH, declined to fund), student study abroad (Ecuador program submitted to US Dept of State, declined), building language infrastructure (new media language lab)
Martin, Toby	Assoc. Prof. of Art	To find grants that will support expanding studio and laboratory facilities to bring art, physics, philosophy, chemistry and psychology together in a single space for practical on hands work paralleled with technology. With collaborative support through having intellectually engaging discussion and presentations on views and operations centered on diversity (freedom).
McDaniel, Akua	Chair, Art, Assoc. Prof.	Developing a digital photography/animation laboratory experience for our students
Niles, Lisa	Asst. Prof. of English, ASC Grant co-director	
Parekh, Pushpa	Prof. of English, Director of Honors Program (20 yrs.)	Identifying grants that support research in Comparative and International Literature areas and Interdisciplinary studies research.
Phillips-Lewis, Kathleen	Chair, History, Assoc. Prof.	Searching for grant/s for the department esp for undergrad research with faculty.
Ross, Rosetta	Assoc. Prof. of Religion (7 yrs).	Interested in funding to support research project on Ruby Hurley and a collaborative project of African American and African Women.
Tribble, Romie	Chair, Economics	
Ventura, Patricia	Asst. Prof. of English (5.5 yrs.)	I would like *to someday to apply for grants to create a

		<p>symposium event that will bring several speakers to Spelman.</p> <p>* to hear interesting ideas to help inspire new research/teaching projects among faculty and students</p> <p>*to create publishing opportunities for myself and my colleagues by asking the speakers to commit their papers to an edited collection (I have done this before using a conference as a seed</p> <p>to start a collection that I was able to grow by invoking the speakers)</p>
Wade, Bruce	Prof. of Sociology	Funding for study travel to South Africa
Warner, Anne	Assoc. Prof. of English, Director, CWP (30 yrs.)	Funding interests: Research on student learning for First Year Portfolio resubmitters & writing center clients; support for teaching and technology—using multimedia and encouraging critical, analytical student uses of technology; also, project on Harriet Jacobs and her Contexts

Appendix to Part 4.

Script for Questionnaire: The Work of Writing ACS Grant Evaluation

Participants:

Last Name	First Name	Field	Session
Allen	Laura (Class '10)	English	Selfe
Anderson	Susan	English	Bernstein
Bennett	Consuella	English (Morehouse)	Selfe
Bhaduri	Ritin	Biology	Aliff
Billingslea	Alma Jean	English	Bernstein
Blankson	Nayena	Psychology	Bernstein
Creque	Leah	English (Morehouse)	Selfe
DeSousa	Dalila	History	Bernstein
Dillard	Pamela	Music	Bernstein
Galvao	Terezhina	Environmental Science	Aliff
Goler	Veta	Dance & Drama	Bernstein
Greene	Cantice	English	Selfe
Grey	Anne	Media Dept. (Morehouse)	Selfe
Guy-Sheftall	Beverly	Comparative Women's Studies	Bernstein
Huguley-Riggins	Piper	English	McLaughlin
Jackson	Kimberly	Chemistry	Aliff
Jeilani	Yassin	Environmental Studies	Aliff
Jordan	Zandra	English	Bernstein

Jordan	Zandra	English	McLaughlin
Knadler	Stephen	English	McLaughlin
Knadler	Stephen	English	Selfe
Langhorst	Frederick	World Languages	Bernstein
Lee	Mark	Biology	Aliff
Maloney	Mark	Biology	Aliff
Mancia	Marisela	Biology	Aliff
Martin	Toby	Art	Bernstein
McDaniel	Akua	Art	Bernstein
McKie	Melanie	English	Selfe
Melton	Monica	Comparative Women's Studies	McLaughlin
Michael	McGinnis	Biology	Aliff
Mohammed	Tesemma	Mathematics	Aliff
Moore	Opal	English	Selfe
Pai	Aditi	Biology	Aliff
Parekh	Pushpa	English	Bernstein
Parekh	Pushpa	English	McLaughlin
Price	Margaret	English	McLaughlin
Price	Margaret	English	Selfe
Ross	Rosetta	Religious Studies	Bernstein
Sherman	Yael	English	McLaughlin
Singletary	Tikenya	English	McLaughlin
Smith	Roslyn	English	McLaughlin
Ventura	Patricia	English	Bernstein
Wade	Bruce	Sociology	Bernstein
Williams	Erica	Sociology	McLaughlin
Yerokun	Tokunbo	Biology	Aliff

Evaluation Text.

Which session(s) did you attend? Please answer the three short questions for each session you attended.

Session 1. Alison Bernstein, Cosby Chair, formerly with the Ford Foundation.

January 19, 2011, 11:30 a.m. Reading Room

“Lessons Learned from a Grants Giver”

Session 2. John V. Aliff, Georgia Journal of Science

January 26, 2011, noon, Reading Room

“Faculty and Student Publishing in the Sciences”

Session 3. Larin McLaughlin, Senior Acquisitions Editor, University of Illinois Press

April 4, 2011, noon, Reading Room

“The Viewpoint of Academic Presses”

Session 4. Cynthia Selfe, Ohio State University. Editor of Computers in Composition.

April 6, 2011, 7 p.m., Faculty Cloister

“Digital Publishing”

Under each session—these questions.


1. This session was helpful to me in my current scholarly goals.
 - a. Not helpful
 - b. Somewhat helpful
 - c. Very helpful
2. This session offered information that I needed...
 - a. No information
 - b. Somewhat useful information
 - c. Very useful information
3. Will this session contribute to your eventually productivity as a scholar?
 - a. No
 - b. Maybe
 - c. Definitely
4. Please comment briefly on the work that may be enhanced or published as part of this “The Work of Writing” experience.

Responses to Questionnaire:

ACS Questionnaire Responses

First, Bernstein session

Detail: [Session 1. Alison Bernstein, Cosby Chair, formerly with the Ford Foundation January 19, 2011, 11:30 a.m. Reading Room “Lessons Learned from a Grants Giver”](#)

No. 	ACS MP-01	ACS MP-02	ACS MP-03	ACS Para-01
	Summary	Summary	Summary	Summary
1				
2	c	c	c	View
3	c	c	c	View


Bernsteins session, which provided invaluable insights on effective grant writing, will help me with future projects examining college writing that will require grant funding.

The instruction was highly qualified and informative in her presentation. She demystified the whole grant application process.

Second, Aliff session

Detail: [Session 2. John V. Aliff, Georgia Journal of Science January 26, 2011, noon, Reading Room “Faculty and Student Publishing in the Sciences”](#)

[Survey editor](#) [Submissions](#) [Detail](#)

No. 	ACS MP-01	ACS MP-02	ACS MP-03	ACS Para-02
	Summary	Summary	Summary	Summary

1	c	c	c	View
2	a	c	b	View
3	b	b	b	View


I learned that the Georgia Journal of Science accepts Research Notes that could be used to publish some of the short investigations my students sometimes conduct. I think more Spelman faculty will publish student-centered studies now that they are aware of the possibilities to publish in this journal. More are also now aware of the Georgia Academy of Science annual meeting because of John's talk (I had 2 students present this year).

It was interesting to receive information on how student can publish in sciences. This information is helpful to guide mentors for the GSTEM program. As part of being a G-STEM scholar students need to do research abroad and publish results of the research (with the foreign and Spelman advisor) in journals. Georgia Journal of Science seems to be a promising start point.
Student research at Spelman.

Third Session, Larin McLaughlin:

Detail: Session 3. Larin McLaughlin, Senior Acquisitions Editor, University of Illinois Press
April 4, 2011, noon, Reading Room
"The Viewpoint of Academic Presses"

[Survey editor](#) [Submissions](#) [Detail](#)

No. 	<u>ACS MP-01</u>	<u>ACS MP-02</u>	<u>ACS MP-03</u>	<u>ACS Para-03</u>
	Summary	Summary	Summary	Summary
1	a	b	b	View
2				
3	c	c	c	
4	a	c	c	View
5	c	c	c	View
6	c	c	c	View
7	c	c	c	View

I met with Ms McLaughlin who informed me that my areas of research were not being sought currently, so I dont plan to send any of my works to U of Illinois at present.

I found McLaughlin's advice helpful and insightful in the general session and I found the one-on-one sessions to be an even more useful feature. I am very grateful for all aspects of the session.

McLaughlin's session, which provided invaluable information on publishing manuscripts, which help me identify the best publisher for my manuscript. I also benefited greatly from an individual discussion with McLaughlin about my manuscript.

I am currently considering how to shape and propose my second book. Ms. McLaughlin offered concrete advice and helpful insight into the proposal process. One of the


most useful things I learned is that an initial proposal and cover letter should be shaped more like a marketing document than a scholarly document. In other words, I learned that the genres of "query / proposal" and the book project itself are very different and require different approaches. This seems obvious now, but Ms. McLaughlin really helped me understand how and why the two genres are different.

my book manuscript

Fourth Session, Cynthia Selfe

Session 4. Cynthia Selfe, Ohio State University
April 6, 2011, 7 p.m., Faculty Cloister
"Digital Publishing"

[Survey editor](#) [Submissions](#) [Detail](#)

No. 	<u>ACS MP-01</u>	<u>ACS MP-02</u>	<u>ACS MP-03</u>	<u>ACS Para-04</u>
	Summary	Summary	Summary	Summary
1	c	c	c	View

Dr. Selfe introduced me to a number of publishing opportunities I had not been aware of, including the new "Computers & Composition Digital Press." I also learned more about the difference between digital publishing, print-on-demand publishing, and paper-based publishing.