

## Writing Development Initiative (WDI) Funding Criteria

### New Applications:

- 1) The proposed project is situated in a significant course in a Department's curriculum. *For example, the course might be an entry requirement into the program, fit into a larger structure of targeted instruction in the program, and/or prepare upper-year students for their post-undergraduate careers.*
- 2) The goals of the proposed project are aligned with learning outcomes for the course and/or for the program(s) to which many of the course's students belong.
- 3) The proposal provides instruction that does not duplicate that provided to students elsewhere. *Ideally, this proposal's instruction will extend or lay the groundwork for instruction that students can be expected to receive in other courses. This includes writing initiatives undertaken by other departments, if your department is providing a service course or relies on students taking courses in other departments.*
- 4) The proposed interventions are clearly described, as is their relationship to existing course assignments or activities, and the way that they fit into the course's structure.
- 5) The proposed interventions are appropriate to achieving the proposal's goals and are likely to have a positive impact on student's writing abilities.
- 6) The proposed interventions are realistic given the budget, time, and competencies of TAs and faculty.
- 7) The proposed interventions require a reasonable investment in TA hours: exclusive of training time, 30 minutes per student in extra TA hours is typical, although this is simply a guideline.
- 8) The proposal gives details with regard to what sort of additional training would be required for TAs in order to best equip them to carry out the proposal.
- 9) The proposal indicates how the project can be supported by other resources on campus, including but not limited to the Library and the RGASC.
- 10) In cases where the proposed project is from a department that requires some or all of its students to take ISP100H5 *Writing for University and Beyond: Writing About Writing*, and where students in the project's course are likely to have taken or be taking ISP100H5, the Committee will also consider the degree to which the project complements or reinforces instruction provided in ISP100H5. (If you have questions about the content or structure of ISP100H5, please contact Michael Kaler at [michael.kaler@utoronto.ca](mailto:michael.kaler@utoronto.ca).)
- 11) The Department Chair has provided support.

### Repeated Applications:

- 1) The Final Report provides evidence of the project's success. (Note: The Report should focus on whether the specific skills targeted by the project have improved rather than students' writing in general.)  
*The RGASC will work with the instructor to conduct basic assessment of all funded WDI projects that can be presented in this report.*
- 2) The Final Report uses the template provided to reflect on the effectiveness of the initiative and, if necessary, offer clear plans for revision.  
*For example, the Final Report may include ideas for refining assessment procedures to make them more rigorous and project-specific.*
- 3) Where applicable, the Final Report details how the project complements or reinforces instruction provided by ISP100H5 *Writing for University and Beyond: Writing About Writing*. (If you have questions about the content or structure of ISP100H5, please contact Michael Kaler at [michael.kaler@utoronto.ca](mailto:michael.kaler@utoronto.ca).)

**Note:** The Committee may provide recommendations regarding aspects dealt with above.

#### **Applications Recommended for Base Funding:**

- 1) The Committee's discussion regarding base funding will take into consideration the criteria identified above, as well as the following criteria.
- 2) No separate application is required for the move to base funding; rather, the Committee will recommend projects that satisfy the criteria below.
- 3) **Stability:** The proposal has stayed more or less the same for at least 2 submissions: while some ongoing fine-tuning is expected and desired, the project has attained a stable, refined structure that is appropriate to its program/department context and goals.
- 4) **Support:** There is a permanent contact at the Department who will be responsible for the project, and for ensuring that it is continued when s/he is not available (i.e., for research and study leave). The project supports and/or is supported by the Department's program learning outcomes and, ideally, projects in other courses.
- 5) **Success:** The project includes methods of assessment (developed collaboratively with the Writing Specialist) that are reliable and appropriate. The assessment plan demonstrates that the project is achieving its learning goals.
- 6) **Integration:** Where applicable, the project complements or reinforces instruction provided by ISP100H5 *Writing for University and Beyond: Writing About Writing*.

**Note:** Base-funded projects will be assessed **every five years**, in the year immediately preceding the Department's five-year review. Assessment of Base-Funded Projects will take the form of a Report written by the participating Department with the assistance of the RGASC.