

[Letterhead redacted]

[Redacted] College
[Location]
Writing Program
[Phone]

Dear [new faculty member],

Before Dean [name] sends you the official new faculty contract for your signature, I am writing both to welcome you to the Writing Program at [____] College and to outline for you what your first year, at least, of this three-year renewable Visiting Assistant Professor of Writing job might look like. My hope is to give you an idea of the kinds of contributions to Writing and to [college]'s international students that you can make in this position, and the resources we can provide to help you. What follows is not intended to limit your imagination to only those contributions and resources we can envision right now; rather I hope that you will bring your expert eye to what we already have in place and improve it.

Here is the general job description from the original position advertisement:

Candidates should be prepared to contribute to the College's Writing Across the Curriculum Program: design and implement support for non-native speakers of English; tutor students at all levels; and teach introductory and advanced writing courses and First-Year Seminars. Candidates should have completed doctoral work in Rhetoric and Composition and provide evidence of ESL training and teaching experience.

While all of us in the Writing Program work with multi-lingual students, we are looking to the person in this new position to examine the programs we have in place, including our outreach to other College offices. Over the first three years of the position we would want you to experience the programs we have now, assess their strengths and weaknesses, and then work with the colleagues involved to design and implement better support systems.

For your first year here we would want you to get to know our students and faculty by participating in our teaching, tutoring, and faculty development work while at the same time assessing that work through the lens of your ESL expertise. I would suggest that in the first semester you begin by attending, and possibly presenting at, our ... [r]etreat for faculty in late August. Then I would suggest that your 5 instructional unit (IU) fall/spring load be divided 2.5/2.5. The first semester might include 1 100-level writing course for non-native speakers ..., 1 IU of one-on-one tutoring of L2 and L1.5 students, and .5 IU of interacting with and assessing our current programs: the training of peer tutors, ... our outreach to Admissions and International Student Services, our work with faculty teaching writing to multi-lingual students, and our attempts at coordinating efforts with [a

specific campus] Institute. To these teaching, tutoring, and assessment ends, in addition to the travel and student research assistant support available to all faculty, the Writing Program can offer for your use our professional and student staff, and help you select from our peer tutors those you would like to have working under you. Your spring semester might be similar, perhaps with a new course designed to attract international students in their second semester (1 IU). The other 1.5 IU we could divide according to how your work with individuals and your work with groups seem best to dictate. Finally, your Winter Term (1 IU) could be either a course or a similar division of tutoring time. That decision can be made after you have arrived here.

In the second year, we would hope to help you implement some of the changes you design: perhaps a new FYS or even an entirely new way to think about the First-Year Seminar Program and international students, new support for FYS faculty, new interactions with International Student Orientation, new ways of training peer writing tutors. You might want to take over the training, deploying and budget of those peer tutors, mostly multi-lingual students themselves, working with writing in the second-language College Writing courses in Spanish, French, Italian, and German. You might even want to teach a College Writing course. In the second year we might begin addressing the upcoming reading, writing, and oral presentation needs of multi-lingual students in the class of 201[] preparing themselves for independent senior work. Also by the second year we might aim to have in place a pilot partnership with [campus institute referred to earlier] under your direction. There is much to do.

As you have shown us, all serious change begins with assessing needs and the resources to meet those needs. Yours will be important, innovative work very much in line with the College's strategic plan to be both a local and an international institution of higher education. We look forward to getting started. Do let me know if this general outline is sufficient for your decision-making. If so, we can begin fine-tuning the details after your reply to the Dean of Faculty.

All the best,
[Program Director/Department Chair]

