

4. Proposed affiliates must present budgets covering anticipated income and expenses for the first two years of operation: anticipated revenue from dues, grants from participating schools, regional conference fees, other sources; anticipated expenses from mailings, solicitations, travel expenses, guest speakers, etc.

5. All affiliates must submit to the National Council's Executive Board a report by March 1 of each year that includes the following information:

- Number of members, with analysis of membership patterns by type of institution, regional distribution, etc.
- Budgets, for current and next year.
- Activities carried out during the previous year, including meetings, mailings, reports, research, actions, elections, etc.
- Plans for the coming year.
- Descriptive report on the overall health and vigor of the affiliate.

6. New affiliates may request start-up grants from the national organization. Start-up grants will be limited to a maximum of \$500 and may be used for membership solicitation (mailing lists, brochures, trips to conferences and meetings within the state or region, etc.); communication (printing of letterhead and newsletters, postage, telephone charges); costs associated with a regional meeting or conference (to subsidize costs over and above those covered by the conference fee); and other costs associated with starting up the affiliate.

7. Established affiliates may also apply for grants. These grants are unrestricted in scope. Normally, though, proposals most likely to be funded will involve activities resulting in:

- Expansion of the membership base of the affiliate.
- Improvement of communication among affiliate members.
- Improvement of writing instruction across the region served by the affiliate.
- Greater understanding of writing and program administration through research activities conducted throughout the affiliate's region.

Proposals asking for less than \$2000 are more likely to be funded than larger ones; proposals demonstrating matching funds or institutional commitments are welcomed. Grants to individuals or groups from single institutions and proposals for the purchase of equipment are unlikely to be funded. Normally, grants will be funded for one calendar year.

8. The WPA Research Grant Committee will review all grant proposals and recommend approval, denial, or approval with modifications. The

Executive Board will approve or deny all grants. Applicants will be notified of the disposition of their proposals by the president within four weeks of the Executive Board meeting at which the proposal was considered, and grant awards will be announced at the annual business meeting.

9. Affiliates receiving grants must submit a report to the Executive Board at the conclusion of the grant period that outlines how the money was spent and assesses the perceived results.

10. Affiliates may be removed from the national organization by majority vote of the Executive Board if any of the above policies and guidelines are not followed.



NOTES ON CONTRIBUTORS

Jay Carson is Professor of Communications and Director of Writing Across the Business Disciplines at Robert Morris College. His dissertation, "Writing Across the Business Disciplines at Robert Morris College: A Case Study," is a close examination of the writing-across-the-curriculum program at RMC. He has done extensive work on the PBS/RMC Teleconferences and Resource Videos. He consults on writing across the curriculum and regularly presents papers at national conventions. Presently, he is working with colleagues at Robert Morris on a monograph tentatively entitled, "Narratio to Video: Keeping Our WAC Programs Going with the Best of Ancient and New Research Arguments."

Brian Huot teaches graduate and undergraduate courses in composition at the University of Louisville. His work has appeared in *College Composition and Communication*, *Review of Educational Research*, and other journals devoted to teaching and writing. Most recently, he co-edited and contributed to *Validating Holistic Scoring for Writing Assessment: Theoretical and Empirical Foundations*. Presently he is co-editor of a new journal, *Assessing Writing*.

Sherry Burgus Little is an Associate Professor in the Department of Rhetoric and Writing Studies at San Diego State University, where she directs both the Technical and Scientific Writing Program and the composition program. She also works as a technical writer, editor, and consultant in business and industry. She is currently working on a book on the rhetoric of ethics in technical communication.

Michael Mendelson is an Associate Professor of English at Iowa State University. He has published articles on professional writing, rhetorical theory, composition pedagogy, and children's literature. He was also the founding coordinator of Iowa State's doctoral program in Rhetoric and Professional Communication.

Paige Dayton Smitten currently teaches writing courses at Utah State University. She also does freelance editing and writing.

Thia Wolf is the co-director of Writing Across the Curriculum at California State University—Chico. She has directed programs in First-Year English, TA Training, and Tutoring. At CSU-Chico, she teaches graduate courses in "Writing in the Professions" and "Writing Program Administration." Her most recent publication, appearing in the *Journal of Advanced Composition*, is an account of a collaborative teaching endeavor among faculty in marketing, philosophy, and English.