To evaluate the effects of a 12-week writing program on faculty writing behavior, 8 faculty participated in a 12 week learning group aimed at increasing faculty scholarly productivity. Faculty completed a writing attitude survey, writing behavior inventory and a 5-day writing log to measure changes in scholarly efforts at baseline, 12 weeks and 24 weeks. Compared with the control group, faculty increased behavior inventory scores in a step-wise fashion. Consistent with this, faculty increased time spent writing by 35.1% and 33.9%. In conclusion, a 12-week faculty learning group aimed at increasing scholarly productivity provides large increases in both perceptions of behavior and writing time.

Introduction

- Faculty development in writing takes practice and time.
- The ‘Complete Your Publication’ Faculty Learning Group (FLG) is a collaborative group of faculty members that are striving to increase scholarship and improve writing productivity.
- The University endeavors to contribute and disseminate knowledge through research related to specific disciplines and various outreach services.

Objectives

**Aim:** To evaluate the effects of a 12-week writing program on faculty writing behavior.

**Hypothesis 1:** Compared with faculty not engaged in a 12-week writing program, faculty engaged will increase time spent writing as measured by a 5-day weekly log.

**Hypothesis 2:** Compared with faculty not engaged in a 12 week writing program, faculty engaged will improve overall writing behaviors as measured by the Writing Behavior Inventory, a 16 question Likert-type questionnaire.

**Hypothesis 3:** Compared with faculty not engaged in a 12-week writing program, faculty engaged will improve attitudes towards writing as measured by the Writing Attitude Survey, a 20 question Likert-type questionnaire.

Method

**Subjects:** 8 full-time female faculty (N=4 Assistant, N=1 Associate, N=3 Full) and 8 female control faculty of varying ranks.

**Intervention:** Members of the FLG were provided the Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success by Wendy Laura Belcher to educate the faculty on preparing manuscripts for publication. Topics included designing a plan for writing, advancing your argument, selecting the correct journal, reviewing related literature, strengthening your writing structure, and giving and getting feedback.

Discussion

- Compared with baseline, FLG improved their behavior inventory score by 10.4% and maintained that score to end of study.
- Compared with baseline, FLG improved their writing time by 35.1% at week 12 and an additional 33.9% by week 24, with a total increase in time writing of 80.9%.

Conclusion

- Despite the lack of significant differences between the intervention group and the control group, a 12-week faculty learning group aimed at increasing scholarly productivity provided large increases in both perceptions of behavior and writing time.
- For those faculty who struggle with carving out time for scholarly writing, participation in a faculty learning group may be beneficial.