

Improving Writing at UWT -- Action Plan

Prepared by the Writing Campus Fellows

Alison Cardinal (chair), Deirdre Raynor, Nicole Blair, LeAnne Laux-Bachand, Alison Walker Stromdahl, Caitlin Carle, Jeff Fitzgerald, Sushil Oswal, and Rich Furman

Topic	Action Items	Responsibility	Target Date(s)
Create an Institutional Home for Writing	Hire Director of University Writing	JW, IAS faculty, OUE	Design and fund position by Jan 2014 Complete Search by spring 2014
	Develop Writing Advisory Committee (WAC)	OUE, UEAC, Writing faculty	Identify faculty, administrators and students to serve by April 2014
Align Writing with Mission	Develop standards and outcomes for writing on the UWT campus that takes into consideration the student population instead of the “idealized understandings of good writing.”	WAC, Writing Faculty, UEAC, Unit faculty	Spring 2014
	Review Core Writing Requirements. Hire/Assign a person to oversee the Core writing requirements, expectations in the different areas to align goals.	CORE faculty/staff, Writing Fellows, UEAC, Writing Director	With hire of Director of Writing
	Review W course requirements. Focus on developing and defining W requirements as outcomes rather than process.	APCC, UEA, Writing Fellows, Writing Advisory Committee	2014-2015 year
	Develop cycles of assessment of writing based on “performance indicators” of successful writing.	Writing Director, Writing Advisory Committee, Units	Begins in Spring 2014 with Core assessment and then established campus-wide
	Develop outcomes or “performance indicators” that are consistent across class level, genre, or discipline. The report suggests a standardized portfolio assessment across the curriculum.	Writing Advisory Committee, Writing Director, Individual Units	Fall 2015

Vertical Curriculum Development	Align student learning outcomes from TCORE 101 up through capstone writing courses	Units, UEAC with guidance from Director of Writing	2014-2015 academic year
	Assess basic writing courses: TCORE 100 and TWRT 111	Writing Studies faculty teaching 100 and 111 could begin by assessing how these courses are functioning (as the consultants note, "TCORE 100 and TWRT 111 form a solid basis that can later be assessed" - Rec. 4, page 10)	Winter, Spring, and Summer 2014
	Assess TCORE 101 (Introduction to Academic Writing) and revise in response to assessment data using the WPA Outcomes Statement for First-Year Writing.	Core leadership team, Writing Studies	January 2014-January 2015
	Assess TWRT 211 and consider creating a second-year writing course to help combat the "sophomore gap"	Writing Studies faculty, UEAC	Spring 2014
	Consider creating a series of Writing in the Disciplines courses	UEAC, Units, Writing Director	2014-2015 academic year
	Assess how well the current W courses "reinforce writing in the disciplines" / consider revising W courses to better reflect SLOs and discipline knowledge/conventions.	Writing Studies, Units, Writing Director	2014-2015 academic year
	Consider creation of a Capstone portfolio	Units, UEAC	Spring 2015
	Consider ways to further integrate experiential learning and writing / consider creating an Office of Volunteer Services	Those already doing this (individual instructors, the Center for the Study of Community and Society, etc) could report on how it's working/potential areas for improvement/expansion.	2014-2015 academic year

	Creating opportunities for authentic community-based writing	Writing Studies, Internship Coordinator	Spring 2015
	Look for ways to incorporate more multi-modal (incorporating images and text) composing projects	Everyone	Ongoing
Faculty Development	Create Faculty Development Program		
Policy Development	Develop Policies regarding class sizes	Unit faculty	
	Design W course requirements according to discipline and assess outcomes in classes that are self-assigned as W courses. Make W requirements available in a centralized location.	WPA, Writing Committee	Spring/Summer 2014, ready for new school year
Increase Student Support	Enhance TLC writing capacity	TLC	Some increase 1/2014, Walk-in support added 1/2014 additional increases dependent upon budget approval
	Increase Peer Tutor training	TLC	Ongoing +1/2014 revision of training curriculum
	Require TWRT 311 for all incoming writing consultants (create tuition subsidies for part-time students)		3/2014
	Increase writing support for transfer students	TLC/WPA/Faculty	Consider intro writing course for transfer students

	Increase graduate student support in TLC	TLC	12/2013 full-time pro-staff graduate writing consultant added
	Increase emphasis on academic integrity	TLC/Everyone	Fall/2013 TLC/Core workshops Investigate continuing and expanding these workshops
	Align the work of the TLC with student needs as determined by outcomes assessment data	TLC/WPA	Dependent on WPA hire Assessment outcomes in progress (Assessment committee)
	TLC take the lead in developing faculty learning opportunities	TLC/Everyone	Dependent on WPA hire
	Increased communication between TLC and faculty	TLC/Everyone	TLC in process of creating campus wide newsletter
	Explore writing fellows program	TLC/Faculty	Dependent on budget approval
	Improve student access to ELL support (This needs to be addressed campus wide)	TLC/Everyone	1/2014 TLC ELL expert restricted to ELL students only
	Increase ESL training for TLC writing consultants/pro-staff	TLC	1/2013
	Provide further instruction and supplemental education for ELLs (Hire additional ELL faculty applied linguistics/MATESOL)	TLC/WPA/Faculty	
Availability of Information	Create a centralized location for writing outcomes, policies, and resources.	EVERYONE WPA, Writing Fellow(s?)	