

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)	Target Date(s)
Availability of Information	Create a centralized location for writing outcomes, policies, and resources.	Everyone	1/1/13	1/1/13
Increase Student Support	Provide further instruction and supplemental education for ELLs (Hire additional ELL faculty applied linguistics/MATESOL)	Faculty	1/1/13	1/1/13
Increase Student Support	Increase ESL training for TLC writing consultants/pro-staff	TLC	1/1/13	1/1/13
Increase Student Support	Provide further instruction and supplemental education for ELLs (Hire additional ELL faculty applied linguistics/MATESOL)	TLC	1/1/13	1/1/13
Increase Student Support	Provide further instruction and supplemental education for ELLs (Hire additional ELL faculty applied linguistics/MATESOL)	WPA	1/1/13	1/1/13
Availability of Information	Create a centralized location for writing outcomes, policies, and resources.	WPA	1/1/13	1/1/13
Increase Student Support	Increase emphasis on academic integrity through TLC/Core workshops	Everyone	Fall 2013	9/25/13
Increase Student Support	Increase emphasis on academic integrity through TLC/Core workshops	TLC	Fall 2013	9/25/13
Increase Student Support	Increase graduate student support in TLC: full-time pro-staff graduate writing consultant added	TLC	12/1/13	12/1/13
Increase Student Support	Improve student access to ELL support (This needs to be addressed campus wide): TLC ELL expert restricted to ELL students only	Everyone	1/1/14	1/1/14

Create an Institutional Home for Writing	Hire Director of University Writing: Design and fund	IAS faculty	1/1/14	1/1/14
Create an Institutional Home for Writing	Hire Director of University Writing: Design and fund position	IAS faculty	1/1/14	1/1/14
Create an Institutional Home for Writing	Hire Director of University Writing: Design and fund	JW	1/1/14	1/1/14
Create an Institutional Home for Writing	Hire Director of University Writing: Design and fund position	JW	1/1/14	1/1/14
Create an Institutional Home for Writing	Hire Director of University Writing: Design and fund	OUE	1/1/14	1/1/14
Create an Institutional Home for Writing	Hire Director of University Writing: Design and fund position	OUE	1/1/14	1/1/14
Increase Student Support	Increase Peer Tutor training: revision of training curriculum	TLC	1/1/14	1/1/14
Increase Student Support	Improve student access to ELL support (This needs to be addressed campus wide): TLC ELL expert restricted to ELL students only	TLC	1/1/14	1/1/14
Increase Student Support	Require TWRT 311 for all incoming writing consultants (create tuition subsidies for part-time students)	TLC	3/1/14	3/1/14
Align Writing with Mission	Review Core Writing Requirements. Hire/Assign a person to oversee the Core writing requirements, expectations in the different areas to align goals. (With hire of Director of Writing)	CORE faculty/sta ff	spring 2014 b	3/31/14

Create an Institutional Home for Writing	Hire Director of University Writing: Complete Search	IAS faculty	spring 2014 a	3/31/14
Create an Institutional Home for Writing	Hire Director of University Writing: Complete Search	JW	spring 2014 a	3/31/14
Create an Institutional Home for Writing	Hire Director of University Writing: Complete Search	OUE	spring 2014 a	3/31/14
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.”	UEAC	Spring 2014	3/31/14
Vertical Curriculum Development	Assess TWRT 211 and consider creating a second-year writing course to help combat the “sophomore gap”	UEAC	Spring 2014	3/31/14
Align Writing with Mission	Review Core Writing Requirements. Hire/Assign a person to oversee the Core writing requirements, expectations in the different areas to align goals. (With hire of Director of Writing)	UEAC	spring 2014 b	3/31/14
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.”	Unit faculty	Spring 2014	3/31/14
Align Writing with Mission	Develop cycles of assessment of writing based on “performance indicators” of successful writing.	Units	Spring 2014	3/31/14
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	Spring 2014	3/31/14

Align Writing with Mission	Develop cycles of assessment of writing based on “performance indicators” of successful writing.	Writing Advisory Committee	Spring 2014	3/31/14
Align Writing with Mission	Review Core Writing Requirements. Hire/Assign a person to oversee the Core writing requirements, expectations in the different areas to align goals. (With hire of Director of Writing)	Writing Director	spring 2014 b	3/31/14
Align Writing with Mission	Develop cycles of assessment of writing based on “performance indicators” of successful writing.	Writing Director,	Spring 2014	3/31/14
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.”	Writing Faculty	Spring 2014	3/31/14
Align Writing with Mission	Review Core Writing Requirements. Hire/Assign a person to oversee the Core writing requirements, expectations in the different areas to align goals. (With hire of Director of Writing)	Writing Fellows	spring 2014 b	3/31/14
Vertical Curriculum Development	Assess TWRT 211 and consider creating a second-year writing course to help combat the “sophomore gap”	Writing Studies faculty	Spring 2014	3/31/14
Create an Institutional Home for Writing	Develop Writing Advisory Committee (WAC): Identify faculty, administrators and students to serve	OUE	4/1/14	4/1/14
Create an Institutional Home for Writing	Develop Writing Advisory Committee (WAC): Identify faculty, administrators and students to serve	UEAC	4/1/14	4/1/14
Create an Institutional Home for Writing	Develop Writing Advisory Committee (WAC): Identify faculty, administrators and students to serve	Writing faculty	4/1/14	4/1/14

Align Writing with Mission	Review W course requirements. Focus on developing and defining W requirements as outcomes rather than process.	APCC	2014-2015 academic year	6/12/14
Vertical Curriculum Development	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	6/12/14
Align Writing with Mission	Review W course requirements. Focus on developing and defining W requirements as outcomes rather than process.	UEA	2014-2015 academic year	6/12/14
Vertical Curriculum Development	Consider creating a series of Writing in the Disciplines courses	UEAC	2014-2015 academic year	6/12/14
Vertical Curriculum Development	Align student learning outcomes from TCORE 101 up through capstone writing courses	UEAC with guidance from Director of Writing	2014-2015 academic year	6/12/14
Vertical Curriculum Development	Align student learning outcomes from TCORE 101 up through capstone writing courses	Units	2014-2015 academic year	6/12/14

Vertical Curriculum Development	Consider creating a series of Writing in the Disciplines courses	Units	2014-2015 academic year	6/12/14
Vertical Curriculum Development	Assess how well the current W courses “reinforce writing in the disciplines” / consider revising W courses to better reflect SLOs and discipline knowledge/conventions.	Units	2014-2015 academic year	6/12/14
Align Writing with Mission	Review W course requirements. Focus on developing and defining W requirements as outcomes rather than process.	Writing Advisory Committee	2014-2015 academic year	6/12/14
Vertical Curriculum Development	Consider creating a series of Writing in the Disciplines courses	Writing Director	2014-2015 academic year	6/12/14
Vertical Curriculum Development	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 Director	2014-2015 academic year	6/12/14
Align Writing with Mission	Review W course requirements. Focus on developing and defining W requirements as outcomes rather than process.	Writing Fellows	2014-2015 academic year	6/12/14
Vertical Curriculum Development	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	2014-2015 academic year	6/12/14
Increase Student Support	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.	TLC	Fall 2014	9/24/14
Policy Development	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	Fall 2014	9/24/14

Policy Development	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.	Writing Committee	Fall 2014	9/24/14
Vertical Curriculum Development	Assess basic writing courses: TCORE 100 and TWRT 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)	Writing Studies faculty teaching 100 and 111	Fall 2014	9/24/14
Vertical Curriculum Development	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	January 2014-January 2015	1/1/15
Vertical Curriculum Development	Assess TCORE 101 (Introduction to Academic Writing) and revise in response to assessment data using the WPA Outcomes Statement for First-Year Writing.	Writing Studies	January 2014-January 2015	1/1/15
Vertical Curriculum Development	Creating opportunities for authentic community-based writing	Internship Coordinator	Spring 2015	3/30/15
Vertical Curriculum Development	Consider creation of a Capstone portfolio	UEAC	Spring 2015	3/30/15
Vertical Curriculum Development	Consider creation of a Capstone portfolio	Units	Spring 2015	3/30/15
Vertical Curriculum Development	Creating opportunities for authentic community-based writing	Writing Studies	Spring 2015	3/30/15

Align Writing with Mission	Develop outcomes or “performance indicators” that are consistent across class level, genre, or discipline. The report suggests a standardized portfolio assessment across the curriculum.	Units	Fall 2015	09/31/15
Align Writing with Mission	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	Fall 2015	09/31/15
Align Writing with Mission	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 Director	Fall 2015	09/31/15
Vertical Curriculum Development	Look for ways to incorporate more multi-modal (incorporating images and text) composing projects	Everyone	Ongoing	Ongoing
Faculty Development	Create Faculty Development Program	Everyone	Ongoing	Ongoing
Policy Development	Develop Policies regarding class sizes	Unit faculty	Ongoing	Ongoing
Increase Student Support	Increased communication between TLC and faculty	Everyone	TLC in process of creating campus wide newsletter	undetermined
Increase Student Support	TLC take the lead in developing faculty learning opportunities; Assessment outcomes in progress (Assessment committee)	Everyone	Dependent on WPA hire	undetermined

Increase Student Support	Increase emphasis on academic integrity	Everyone	Investigate continuing and expanding these workshops	undetermined
Increase Student Support	Increase writing support for transfer students	Faculty	Consider intro writing course for transfer students	undetermined
Increase Student Support	Explore writing fellows program	Faculty	Dependent on budget approval	undetermined
Increase Student Support	Increased communication between TLC and faculty	TLC	TLC in process of creating campus wide newsletter	undetermined
Increase Student Support	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.	TLC	additional increases dependent upon budget approval	undetermined
Increase Student Support	Increase writing support for transfer students	TLC	Consider intro writing course for transfer students	undetermined
Increase Student Support	Explore writing fellows program	TLC	Dependent on budget approval	undetermined

Increase Student Support	Align the work of the TLC with student needs as determined by outcomes assessment data	TLC	Dependent on WPA hire	undetermined
Increase Student Support	TLC take the lead in developing faculty learning opportunities; Assessment outcomes in progress (Assessment committee)	TLC	Dependent on WPA hire	undetermined
Increase Student Support	Increase emphasis on academic integrity	TLC	Investigate continuing and expanding these workshops	undetermined
Increase Student Support	Increase writing support for transfer students	WPA	Consider intro writing course for transfer students	undetermined
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Increase Student Support	Increase emphasis on academic integrity through TLC/Core workshops	Everyone	Fall 2013	9/25/13
Increase Student Support	Improve student access to ELL support (This needs to be addressed campus wide): TLC ELL expert restricted to ELL students only	Everyone	1/1/14	1/1/14
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Increase Student Support	Increase writing support for transfer students	Faculty	Consider intro writing course for transfer students	undetermined
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Create an Institutional Home for Writing	Hire Director of University Writing: Design and fund	IAS faculty	1/1/14	1/1/14
Create an Institutional Home for Writing	Hire Director of University Writing: Design and fund position	IAS faculty	1/1/14	1/1/14
Create an Institutional Home for Writing	Hire Director of University Writing: Complete Search	IAS faculty	spring 2014 a	3/31/14
Vertical Curriculum Development	Creating opportunities for authentic community-based writing	Internship Coordinator	Spring 2015	3/30/15

Create an Institutional Home for Writing	Hire Director of University Writing: Design and fund	JW	1/1/14	1/1/14
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Create an Institutional Home for Writing	Hire Director of University Writing: Complete Search	OUE	spring 2014 a	3/31/14
Create an Institutional Home for Writing	Develop Writing Advisory Committee (WAC): Identify faculty, administrators and students to serve	OUE	4/1/14	4/1/14

<p>Vertical Curriculum Development</p>	<p>Consider ways to further integrate experiential learning and writing / consider creating an Office of Volunteer Services</p>	<p>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.</p>	<p>2014-2015 academic year</p>	<p>6/12/14</p>
<p>Increase Student Support</p>	<p>Increase ESL training for TLC writing consultants/pro-staff</p>	<p>TLC</p>	<p>1/1/13</p>	<p>1/1/13</p>
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<p>Increase Student Support</p>	<p>Improve student access to ELL support (This needs to be addressed campus wide): TLC ELL expert restricted to ELL students only</p>	<p>TLC</p>	<p>1/1/14</p>	<p>1/1/14</p>

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Create an Institutional Home for Writing	Develop Writing Advisory Committee (WAC): Identify faculty, administrators and students to serve	UEAC	4/1/14	4/1/14
Vertical Curriculum Development	Consider creating a series of Writing in the Disciplines courses	UEAC	2014-2015 academic year	6/12/14
Vertical Curriculum Development	Consider creation of a Capstone portfolio	UEAC	Spring 2015	3/30/15

Vertical Curriculum Development	Align student learning outcomes from TCORE 101 up through capstone writing courses	UEAC with guidance from Director of Writing	2014-2015 academic year	6/12/14
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.”	Unit faculty	Spring 2014	3/31/14
Policy Development	Develop Policies regarding class sizes	Unit faculty	Ongoing	Ongoing
Vertical Curriculum Development	Align student learning outcomes from TCORE 101 up through capstone writing courses	Units	2014-2015 academic year	6/12/14
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Vertical Curriculum Development	Consider creation of a Capstone portfolio	Units	Spring 2015	3/30/15
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Align Writing with Mission	Review Core Writing Requirements. Hire/Assign a person to oversee the Core writing requirements, expectations in the different areas to align goals. (With hire of Director of Writing)	Writing Director	spring 2014 b	3/31/14
Vertical Curriculum Development	Consider creating a series of Writing in the Disciplines courses	Writing Director	2014-2015 academic year	6/12/14
Vertical Curriculum Development	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 Director	2014-2015 academic year	6/12/14
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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.”	Writing Faculty	Spring 2014	3/31/14
Create an Institutional Home for Writing	Develop Writing Advisory Committee (WAC): Identify faculty, administrators and students to serve	Writing faculty	4/1/14	4/1/14

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Vertical Curriculum Development	Assess TCORE 101 (Introduction to Academic Writing) and revise in response to assessment data using the WPA Outcomes Statement for First-Year Writing.	Writing Studies	January 2014-January 2015	1/1/15
Vertical Curriculum Development	Creating opportunities for authentic community-based writing	Writing Studies	Spring 2015	3/30/15
Vertical Curriculum Development	Assess TWRT 211 and consider creating a second-year writing course to help combat the “sophomore gap”	Writing Studies faculty	Spring 2014	3/31/14

Vertical Curriculum Development	Assess basic writing courses: TCORE 100 and TWRT 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)	Writing Studies faculty teaching 100 and 111	Fall 2014	9/24/14
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