Self-Study
ASU Writing Programs

English Department
College of Liberal Arts and Sciences
Arizona State University-Tempe

Prepared in anticipation of a site visit
to be conducted April 25 – 27, 2010
by

Lil Brannon (University of North Carolina Charlotte)
and
Charles Schuster (University of Wisconsin Milwaukee)

Panelists for the
Council of Writing Program Administrators
Consultant-Evaluator Service

Prepared by:

Shirley Rose, Writing Program Director
shirley.rose@asu.edu

Thomas Skeen, Writing Program Instructor and
Self Study Task Force Coordinator
thomas.skeen@asu.edu

Date of Self-Study Completion: March 31, 2010

Table of Contents

INTRODUCTION 1
Background 1
Concerns 1
Current Institutional Conditions 2
Characteristics of the ASU student body 3
How the Writing Programs fit into the Mission of ASU 4
CURRICULUM 5
First-Year Composition 5
Special Sections of First-Year Composition 6
First-Year Composition Assessment 7
First-Year Composition Syllabi 7
Advanced Composition Courses: English 215, 216, 217, and 218 7
Workplace Writing Courses: English 301 / 302 (Professional Writing) 8
Courses for the English Major, the Writing Certificate, and Other Upper-Division Writing Courses 8
FACULTY 9
Status and Working Conditions 9
Teaching Assistants and Associates 11
Faculty Associates 12
Instructors 13
Lecturers 13
Tenured and Tenure Track Faculty 13
Faculty Development 14
TA Preparation 14
Preparation for Instructors and Faculty Associates 14
Instructors' Conference 14
Other Faculty Development 15
Contingent Faculty 15
PROGRAM ADMINISTRATION 15
Introduction 15
Policies 16
Governance 17
Writing Program Administrators 18
Writing Programs Director 18
Associate Director 18
Assistant Director 18
TA Mentors 19
Stretch Coordinator 19
Online Coordinator 19
Administrative, Clerical and Technical Support 19
Documentation Strategy 20
WRITING PROGRAMS' PARTNERS 20
Other ASU Campus Writing Programs 20
University Academic Success Programs 21
UNI 110 21

Writing Centers 21
Summer Bridge 22
Libraries 22
Barrett, The Honors College 23
W.P. Carey School of Business 23
Ira A. Fulton Schools of Engineering 23
ADDITIONAL AREAS FOR ANALYSIS 24
Physical Facilities and Spaces 24
Communication Processes 24
CONCLUSION 25
APPENDICES 27
Appendix A: 8 Standard Writing Programs Policies 28
Appendix B: Writing Programs Teachers' Job Classifications, Credentials, and Working Conditions 31
Appendix C: Faculty Longevity 33
Appendix D: Instructor Salary Increase Proposal 34
Appendix E: Department of English Organizational Chart 35
Appendix F: Assistant Director Ryan Skinnell's E-mail Analysis 36
Appendix G: WPA Job Descriptions 39
Writing Programs Director 39
Associate Director of Writing Programs 39
New TA Mentors 40
Experienced TA Mentors 40
Stretch Coordinator 41
Online Coordinator 42
Appendix H: Partnerships Data, Strengths, and Challenges 44
UNI 110 44
Writing Centers 44
Summer Bridge 45
Libraries 45
Barrett, The Honors College 46
W.P. Carey School of Business 47

INTRODUCTION

Background

ASU Writing Programs is the largest college writing program in the United States. Located on the Tempe campus of Arizona State University, the program was the site of 500 writing classes taught by 200 teachers to over 10,000 students in Fall 2009. ASU Writing Programs aspires to be an exemplary program by modeling effective practices in writing curriculum and faculty development, conducting research on writing instruction through partnerships with other programs at ASU and with other college writing programs, and performing our values of sustainability, diversity, and community in our program policies and practices.

We look forward to the WPA Consultant-Evaluator team's visit to our program on April 25-27, 2010, with the expectation that the team will give us a "reality check" for our perceptions of our strengths and challenges, help us choose responses to these challenges, and advise us on how to use our strengths to realize our aspirations. This visit has been scheduled at the request of the new Director of ASU Writing Programs, Shirley Rose, who came to ASU from Purdue University in Fall 2009, and the Interim Chair of the Department of English, Maureen Daly Goggin. The visit is funded by the Department of English and the office of the Dean of Humanities in the College of Liberal Arts and Sciences, Deborah Losse.

ASU Writing Programs accounts for 77% of the English Department's enrollments, 78% of its scheduled classes, and 70% of its teaching staff. When the English Department was reviewed in spring of 1999 and again in spring of 2006, the attention given to Writing Programs was limited and was focused on staffing issues and working conditions. Although these reviews contributed to significant improvements in these areas, the program still falls short of professional standards for working conditions, particularly compensation for full-time contract faculty. Furthermore, attention to curriculum development and governance/administrative structure is also needed, and we expect that an outcome of this visit will be guidance for problem-solving in these areas as well.

Since October, an ASU Writing Programs Self-Study Task Force has led our work of gathering and analyzing data about the program as well as soliciting and analyzing input from a wide range of program stakeholders. The Forty-Two Strength Statements and Challenge Questions presented in text boxes throughout this document have been articulated through a process involving all ASU Writing Programs teachers.

Concerns

- We need administrative and governance structures and opportunities that more fully include Tenured and Tenure-Track faculty in Writing Programs. We especially need a governance structure that includes T/TT, Lecturers, and qualified Instructors in further development of our undergraduate Writing Certificate, and possible development of a writing concentration, minor, and/or major.
- We must develop an appropriate assessment design for all elements of the program, within current funding constraints, despite the difficulties presented by the program's size.
- We need to integrate more multi-media composing projects in the FYC curriculum, but need additional technology and professional development support for faculty to do so effectively.

- We should explore potential means of responsibly reducing the size of the FYC—through changes in articulation practices, placement, and or curricular changes, but must do this in a way that is consistent with nationally recognized "best practices."
- If ASU Writing Programs is to become a site of significant curricular inquiry and community engagement, we need to develop an infrastructure that will support these efforts.
- We need to identify some models of relationships between independent writing programs on multiple campuses of a single university. Currently there are four ASU campuses: Tempe (formerly "Main"), Polytechnic (also known as "East"), ASU West, and Downtown Phoenix. Furthermore, there is a plan at the Arizona Board of Regents' level to develop what are being called City College campuses of ASU, and their faculty will presumably be primarily non-tenure-track faculty. We anticipate that these colleges will have general education writing courses and perhaps upper-division writing certificates, concentrations, or even majors, that will require significant coordination and articulation with our own writing programs. These coming decisions could affect our planning in a variety of ways, including affecting the focus and direction of our graduate programs on the Tempe campus, availability of qualified faculty, and multi-campus curriculum development.

Current Institutional Conditions

Arizona State University has faced and is currently facing several major changes that affect Writing Programs:

- First, there are major budget crises that the University must address, both now and in the future. The effects on Writing Programs have included required furloughs for faculty, increases in class sizes, fewer benefits and opportunities for Faculty Associates, and decreased morale.

How can we improve the status of Writing Programs within the institutional context of ASU in a way that gives us more control?

- Second, the student enrollment has increased substantially at ASU in the last five years and continued growth is encouraged and predicted. For example, from 2004 to 2009, fall semester enrollment increased from 8,937 students to 10,701. WP sections offered increased from 478 to 505 sections. This increased growth affects Writing Programs in terms of classroom space, faculty office space, administrative office space, necessary supplies, numbers of course sections and staffing requirements, and burden on Writing Programs support staff and administrators.
- Third, ASU has moved to make many more classes available in online and hybrid formats, and Writing Programs has answered that call. This has created for Writing Programs an increased need for more training for faculty, more technology support, more and updated hardware, and more mediated classroom spaces.
- Fourth, ASU continues to work to articulate the relationships among the four major campuses. At times, the desire for cohesion among the campuses (even as each campus strives for its own identity) creates tension and confusion. Versions of Writing Programs courses are taught on several campuses but currently without consistent articulation or coordination of curriculum, scheduling, or staffing.
- Fifth, ASU continues to fashion itself as a New American University, one that takes a leadership role in innovation, sustainability, and cultural embeddedness. Writing

Programs can certainly play a role in the vision for the New American University, but this might not be the perception of the larger university community, who may view us as a more "traditional" discipline.

How can Writing Programs increase the public presence of Writing Programs outside of the English Department?

- Sixth, there has been significant turnover in the administration of the College of Liberal Arts and Sciences. This means Writing Programs has needed to be proactive in educating new administrators about the work of Writing Programs, our needs, and our valuable contributions to the College, as much of our work may be invisible to or misunderstood by the College's administrators.
- Seventh, Writing Programs has needed to work more closely with the Maricopa Community College system to ensure that the changes happening in the MCC system work to our advantage rather than create obstacles for student recruitment and retention.

Characteristics of the ASU student body

We are very aware that the characteristics of our student body serve to shape our curriculum. Of the 52,000 students on the Tempe campus, the majority come from Arizona (over 40,000) and California (2,800). 37,554 students are from Maricopa County alone, confirming that we are a metropolitan university serving the residents of Arizona and specifically the residents of Maricopa County [Student Characteristics 2008]. In 2009, our student population is predominantly white (more than 59%), which is not surprising given the demographics of Maricopa county: 87.8% white in 2008 (http://quickfacts.census.gov/qfd/states/04/04013.html). However, it is worth noting that the student population is more diverse than the county from which we draw the majority of our students.

How do we think about the future needs of our students? How and why might those change?

In 2009-10, the majority of students enrolled on all four campuses are undergraduates: 54,277 or 79.7% are undergraduates and 13,787 or 20.3% are graduate students. Of the 9,344 who are First-time Full-time, 8261 are First-time Full-time Freshmen and 6352 are First-time Freshmen from Arizona High Schools. We have 5,388 New Transfer students, a number that is in line with our robust community college system here in Maricopa County (Quick Facts Fall 2009). Writing Programs interacts with the majority of these students (either through the first-year composition program or through our 200, 300, and 400 level classes). Of those First-Time Freshman, 31% ranked in the top 10% of their High School Class, 58% in the top 25% of their class, and 85% in the top 50% of their class (Quick Facts Fall 2009).

Students' evaluations of faculty make evident their satisfaction with their Writing Programs teachers and courses.

In 2008 the Average High School Rank for Entering Freshman was 26.6 [Student Characteristics 2008] . The students' average SAT scores, SAT Verbal 534, SAT Quantitative 548, ACT Composite 23.5 are somewhat lower than the high school ranking might imply and more accurately reflects the diversity of abilities that ASU serves [Student Characteristics 2008]. Writing Programs addresses that diversity of abilities by offering a variety of first-year composition classes: the traditional English 101/102 sequence, WAC 101 (for those less prepared students who will benefit from a 101 experience over two semesters), 105 (a one semester version of 101 and 102 for those who will manage an accelerated pace), and 107 and

108 for second language writers. Placement in these courses is determined by SAT/ACT scores. Courses above the 100-level require a C or higher in 102, 105, or 108. By offering this variety of courses, Writing Programs support the President's goal of retention of first-year students. Within the university, retention is now 81.2% and the goal is 90% in the near future [Source: Quick Facts PDF 2009].

How the Writing Programs fit into the Mission of ASU

ASU defines its vision of the New American University through eight "design aspirations." These are: *"Leverage Our Place," "Transform Society," "Value Entrepreneurship," "Conduct Use-Inspired Research," "Enable Student Success," "Fuse Intellectual Disciplines," "Be Socially Embedded,"* and *"Engage Globally."* Through these aspirations, ASU strives to become "an institution committed to excellence, access, and impact." (For more, see http://newamericanuniversity.asu.edu/vision/index.php)

Writing Programs sees itself as participating at least tangentially in each of these design aspirations. The Writing Programs at the ASU-Tempe campus have several goals related to academic, civic, and workplace discourse. Generally, the programs aim to help students "synthesize and analyze multiple points of view, articulate and support one's own position regarding various issues, and adjust writing to multiple audiences, purposes, and conventions" with the expectation that these skills will translate to students' intellectual work in their academic and civic pursuits. These goals assume that "truth" is socially constructed, and that the pursuit of the "truth" about a given issue is a rhetorical process that takes not only argumentation, but cultural factors such as identity and ideology into account. Strategies for writing, reading, argumentation, and research are taught in the context of rhetorical theories and strategies. Students are taught not only to communicate well and support their own perspectives, but also to complicate their own perspective through the goals listed above. (For more, see http://english.clas.asu.edu/wp-mission.)

We have a theoretically sophisticated approach to First-Year composition: we incorporate research throughout, focus on grammar rhetorically, provide instruction for teaching with technology, and teach writing as a process.

Our writing courses promote student awareness of local, regional, national, and international issues as well as foster civic engagement through the development of students' critical reading, writing, and thinking skills. Many Writing Programs teachers uses "cultural" models for ENG 101, 102, and 105, and our relationships with the Maricopa County Community Colleges and former programs like Service Learning demonstrate our efforts to be socially embedded. While other entities on campus typically do not see Writing Programs as entrepreneurial or innovative, Writing Programs sees itself in those terms, as evidenced in its many "firsts." For example, ASU's Writing Programs was among the first to train its teachers to teach in computer-mediated classrooms, to develop a WAC/Stretch program, and to participate in Learning Communities.

However, Writing Programs' strongest support of ASU's institutional mission lies in our commitment to enabling student success and our fusing of intellectual disciplines. Evidence of the latter can be found in the number of interdisciplinary partnerships in which the Writing Programs participates, for example: ENG 301/W.P. Carey School of Business; WAC/UNI, ENG 102/Environmental Humanities Certificate, and Summer Bridge, as well as former partnerships with Engineering and the interdisciplinary Learning Community Program. Evidence of Writing Programs' commitment to the success of each unique student can be seen in the variety of

courses designed to meet student need. Like the New American University, Writing Programs "measures itself by those it includes, not by those it excludes" and we share the University's commitment to access, particularly for all qualified Arizona high school graduates. Writing Programs' outcomes focus on student individuation, and writing classes are small, promoting individual feedback and fostering community building.

CURRICULUM

ASU Writing Programs curricula include First-Year Composition, general education Literacy and Critical Inquiry courses, and courses designed for the Writing Certificate students or English majors.

Our Web site is a repository of most information about the program's goals and philosophies. The mission statement, for example, is posted there. The Web site, however, is inchoate, and it gives a very static sense of the philosophy and goals; there are other philosophies and goals that are in development and under negotiation.

How can we allow for flexibility in course design while maintaining consistency in course expectations and outcomes?

First-Year Composition

All First-Year Composition on the Tempe campus is taught by ASU Writing Programs. The First-Year Composition courses make up about 77% of the Writing Programs offerings. First-Year Composition is required of all students in all degree programs at Arizona State University.

About 75% of entering first-year students take our two-semester sequence English 101 first-year Composition and English 102 First-Year Composition. English 101 seeks to help students "develop ideas, to express ideas effectively, and to engage in different literacies." The focus in this course includes expository and persuasive writing. Critical reading skills are also emphasized using a variety of non-literary texts to help students "understand the rhetorical process, to analyze audience and its cultural contexts, and to foresee the audience's response." Four formal written projects are required, with a combined word count of approximately 5,000 words (or 20 standard academic pages). A final reflection assignment is also required. (A more complete description is available at http://english.clas.asu.edu/wp-eng101exp)
English 102 helps students "develop sophisticated, situation-sensitive reading and writing strategies" for "formal and informal settings." English 102 focuses on "evidence discovery, claim support, argument response, and their applications to academic debate, public decision making, and written argument." Like English 101, four formal written projects are required with a combined word count of 5,000 words or 20 standard academic pages. (A more complete description is available at http://english.clas.asu.edu/wp-eng102exp)

About 13% of entering students are placed in our "Stretch Program," a two-semester, six-credit-hour sequence of classes that "stretches" English 101 or English 107 over two semesters. In effect, these connected Stretch Program classes (WAC 101 followed by English 101 or, for international students, WAC 107 followed by English 107) provide students the opportunity for extended experience at working with many and various ways of both reading and writing. Students usually have the same teacher, work with the same group of students, and often even have the same classroom for both

Our well-articulated and nationally recognized Stretch program successfully transitions and retains thousands of first-year writers to academic success.

semesters. The "WAC" designation does not indicate a writing-across-the curriculum approach. ASU's Stretch Program, which has evolved over the past two decades, has served as a model for a number of other developmental writing programs across the nation. It has been the subject of numerous publications and has received the ASU President's Award for Innovation for its impact on ASU's retention efforts. *http://english.clas.asu.edu/wp-wac101).*

About 9% of our entering students are placed into English 105 Advanced First-Year Composition, an intensive, one-semester writing course that folds the work of our two semester sequence into one. The course emphasizes that research is not merely mechanical or abstract: it contributes to the goals of the entire course. That is, rather than emphasizing the mere ability to find evidence to support a given argument, the course emphasizes the ability to judge the merit and appropriateness of that evidence, to weigh different pieces of evidence against one another and to engage in intellectual dialogue with the authorities represented by that evidence. During the 16-week semester students will complete four formal written projects. Combined the final drafts of these four projects should result in approximately 5,000 words (this is equivalent to about 20 pages using standard academic format). Additionally, a final reflection is required. (http://english.clas.asu.edu/wp-eng105)

About 3% of our entering students are second-language writers who have chosen to enroll in the English 107-108 sequence: English 107 is the first-semester writing course for students for whom English is a second language. Although the course descriptions are the same, instructors use pedagogies suited to the needs of second language writers. These sections are frequently the site of graduate student research projects under the direction of Associate Professor Paul Matsuda, a leading scholar of second language writing studies and other faculty with national-level reputations. We would like to develop similar graduate research projects involving other elements of the curriculum under the direction of graduate faculty.

How can we meet the needs of multilingual students in all sections of our writing courses?

Placement in these FYC courses is determined by ACT or SAT verbal scores or Accuplacer scores or by TOEFL scores in the case of second-language writers. In the first week, teachers do a diagnostic writing sample in order to confirm appropriate placement, and typically it's possible for students to move if it's determined that they need to. Theoretically, we have two weeks for confirming placement of second language writers. However, in practice the students don't always get two weeks because it is administratively complicated to make this special accommodation for this population.

While these test scores are not a particularly valid measure, experience has proven them to result in accurate-enough placement for us to work with. Additionally, the size of the program would seem to make other placement designs such as essays or portfolios unfeasible.

Special Sections of First-Year Composition

Each semester, two sections of *English 101/102: Indigenous Rhetorics* are offered for students from all perspectives and backgrounds. In these sections, "students from Indigenous backgrounds are given an opportunity to study issues with a complex history and synthesize what would be the beginning of possible solutions in their professional careers. Students from other perspectives learn about current conditions Indigenous communities are faced with and consider how they can work collectively through communicative means" (Kyle Wilson, course instructor).

Honors sections of First-Year Composition As discussed in the Partnerships sections, there's a robust honors program involving 8 sections of First-Year Composition.

Writing Programs has participated in learning communities and proved to be a vital part of those communities.

Learning Communities and Service Learning sections of FYC. In the past Writing Programs has been supported in partnerships involving service learning, learning communities, and engineering-focused first-year composition. None of these programs is still active due to loss of resources for coordinating and funding special programming.

First-Year Composition Assessment

No program-wide outcomes-based assessment exists. There is no common final or other proficiency exam for multi-section courses. Factors such as the size of the Writing Programs make program-wide assessment seem cost-prohibitive.

What kinds of assessment will help us learn how well our current course offerings meet our stated mission and our goals and objectives?

First-Year Composition Syllabi

Sample syllabi for FYC courses are available on the program website at: http://english.clas.asu.edu/wp-samplesyllabi. No uniform syllabus is followed for all sections of any WP courses. Sections taught by first-year TAs are typically very similar as a result of the new TAs' close work with mentors during the three-week new TA orientation, their enrollment in the TA seminar in the first fall semester, and subsequent enrollment in the TA Practicum during the spring semester of their first year. New TAs use textbooks selected by the new TA mentors.

Prior to the beginning of every semester, all WP teachers' syllabi are reviewed by the Associate Director, with the assistance of the Assistant Director and the Experienced TA mentors. Due to the size of this task, all Writing Programs syllabi are required to contain, verbatim, 8 standard program-wide policies (Appendix A). Teachers who are new to the program are expected to select their textbooks from a list of approved texts developed by a committee of WP teachers. The textbook list is regularly revised to include new textbooks and is updated every semester to reflect the appearance of new editions. (The current list of textbooks is available at http://english.clas.asu.edu/wp-textbooks.)

The program document currently called the "Mission Statement" provides an extended description and rationale for the curriculum (http://english.clas.asu.edu/wp-mission). The WPA Outcomes Statement is the basis for the "Writing Programs' Goals and Objectives" statement (http://english.clas.asu.edu/wp-guide-2.01-06).

Advanced Composition Courses: English 215, 216, 217, and 218

The English 215 - 218 sequence accounts for 4.5% of the WP offerings. English 215-217 were developed in the early 1990s during Professor David Schwalm's tenure as Director of Composition in order to offer English Department writing courses that could meet the General Studies requirement of six semester hours of Literacy and Critical Inquiry courses, as explained in ASU's "University Undergraduate General Studies Requirements" page under "L: Literacy and Critical Inquiry (Six Semester Hours)": http://catalog.asu.edu/ug_gsr. English 218 was added later. None of these courses, described below, has undergone a formal revision since they were first developed. The English 215-218 sequence includes: *English 215, Strategies for*

Academic Writing; *English 216, Persuasive Writing on Public Issues*; *English 217, Writing Reflective Essays*; and *English 218, Writing About Literature*. Descriptions can be found at http://english.clas.asu.edu/wp-coursedescriptions.

These courses are staffed only by faculty with two or more graduate courses in Rhetoric and Composition. There is no formal assessment program in place for these courses at the Writing Program level, although the university-level General Studies Committee reviews these and all other "L" courses periodically.

How do we develop new curricula that remain current?

Workplace Writing Courses: English 301 / 302 (Professional Writing)

English 301, Writing for the Professions has been offered as long as anyone on the staff and faculty can remember. Writing Programs offered 86 sections of English 301 in 2009-2010. *English 302* is effectively a version of 301 that was developed in 2006 in cooperation with the W. P. Carey College of Business and enrollment is restricted to only their students. English 302 is taught by a cohort of Instructors hired specifically for their workplace writing credentials. Writing Programs offered 80 sections of English 302 in 2009-2010. English 301 and 302 also fulfill the General Studies Literacy and Critical Inquiry ("L") requirement. Together, these two workplace writing courses, described below, account for about 18% of the WP enrollment. Descriptions for English 301 and 302 can be found at http://english.clas.asu.edu/wp-coursedescriptions.

The English 302 Instructors have a well-developed and consistent curriculum across most sections of the course. There is no formal assessment program in place for this course or for English 301. When Business Writing teachers were offered the opportunity to answer survey questions about ENG 302 and their experiences with teaching the course, approximately 62% responded. Teacher comments showed overwhelming support for the course and for our efforts in improving the writing skills of our business students. In addition, comments reflected some of the challenges of the course, such as keeping up with new technology and improving communication with the business school.

Courses for the English Major, the Writing Certificate, and Other Upper-Division Writing Courses

The following courses fulfill requirements for the English major, the Writing Certificate, and the General Studies Literacy and Critical Inquiry category. The English Department does not offer a major, minor, or concentration in writing at this time, although all have been discussed for several years. We have, however, offered a Writing Certificate since 2000. The certificate was originally developed by a cadre of Lecturers during Duane Roen's tenure as Director of Composition in the late 1990s. Neither the basic Writing Certificate program design nor the individual courses have undergone any formal revisions since their original development, with the exception of "Magazine Writing" which was revised in the process of formal curricular review at the University level in Fall 2009 and was renamed "Popular Periodical Writing." Another new course, ENG 345 Rhetorics of Environmental Movement, counts toward the Writing Certificate as well as the Environmental Humanities Certificate offered by English.

The Writing Certificate is currently coordinated by an Instructor, Robert Haynes. Students must apply for the Certificate program. Currently 24 students have been accepted into the Certificate Program and are actively pursuing the certificate. Some, but not all of these

students are English majors. Courses specifically designed for the Writing Certificate account for slightly more than 1% of the WP enrollments.

These upper-division writing courses include *English 372, Document Production*; *English 374, Technical Editing*; *English 472, Rhetorical Studies*; *English 474, Review Writing*; and *English 494, Writing in the Digital Age*. Full descriptions can be found at http://english.clas.asu.edu/wp-coursedescriptions.

Technical Editing and *Writing in the Digital Age* have not been offered for several years. The assessment plan for the Writing Certificate uses the Writing Portfolio developed by participating students as a requirement for the Certificate.

The Academic Advisors in the English Department, who interact with English majors daily, agreed that there is sufficient student interest to sustain a major concentration in Writing Studies and/or Rhetoric. The advisors also believe that Writing Programs currently has sufficient faculty to support such a major concentration.

FACULTY

Status and Working Conditions

How do we facilitate a productive and positive professional relationship among all ranks involved in Writing Programs?

Approximately half of our Writing Programs teachers are graduate Teaching Associates; 31% are full-time Instructors on (indefinitely) renewable annual contracts, 16% are Faculty Associates hired on a course-by course basis each semester, 4% are Lecturers on three-year rolling contracts, and 2% are tenured or tenure-track faculty in rhetoric and composition (see Table A: Distribution of Faculty Ranks below). As the table below reflects, the "Instructor" rank was not added until 1995-96; figures for Fall '08 are included in order to show the effects of the '08-'09 budget shortfalls that resulted in layoffs of instructors and FAs and raises in section enrollment caps.

Table A: Distribution of Writing Programs Faculty Ranks 1995 - 2010

	F 94	F 99	F 04	F 08	F 09
T/TT	2	4	3	3	4
Lecturers	4	12	11	7	8
Instructors		18	46	72	61
FA's	36	22	46	34	31
TA's	93	99	95	116	96
	135	**155**	**201**	**232**	**200**
WP enrollments	6079	6681	8937	10122	10701

Note: T/TT includes only faculty with teaching assignments in Writing Programs

Table B indicates the number of sections of each WP course that were taught by faculty in each of the ranks in fall 2009. It reflects the areas of the curriculum in which respective ranks are most extensively involved.

Table B: Writing Programs Classes Taught by Faculty Ranks Fall 2009

Course	T/TT Faculty	Lecturers	Instructors	Faculty Associates	Teaching Assoc/Asst	*TOTAL*
WAC 101	0	0	38	6	3	**47**
WAC 107	0	0	1	0	3	**4**
ENG 101	1	6	52	25	92	**176**
ENG 102	0	1	52	21	35	**109**
ENG 105	2	0	26	7	3	**38**
ENG 107	1	0	4	2	2	**9**
ENG 108	0	0	1	0	4	**5**
ENG 215	0	0	2	1	0	**3**
ENG 216	0	0	4	0	4	**8**
ENG 217	0	0	5	1	4	**10**
ENG 218	0	0	1	1	2	**4**
ENG 301	0	5	20	10	6	**41**
ENG 302	1	0	40	4	0	**45**
ENG 372	0	0	2	0	0	**2**
ENG 374	0	0	0	0	0	**0**
ENG 472	0	3	0	0	0	**3**
TOTAL	**5**	**15**	**248**	**78**	**158**	**504**

A distinctive characteristic of our teaching staff is the number who have had graduate coursework in ASU's Master's and Ph.D. programs in English. Nearly 80% have had graduate coursework in our department and been through our own TA mentoring (see Table Y Writing Programs Faculty with ASU Degrees Fall 2009 below). Thus, the TA mentoring program has played a major role in the preparation and professional development of most of our teachers. This contributes to program stability and justifies the program's expenditure of a large share of faculty time and energy on TA mentoring. However, as we discuss below, few resources are directed toward ongoing professional development for program faculty who are not TAs and one outcome is that some are still teaching the version of the "standard" curriculum that they learned when they were first mentored. As a result, we seem to have multiple versions of what the shared features of the curriculum are supposed to be, and many teachers believing that while they're doing what's expected, other people aren't.

Table C: Writing Programs Faculty with ASU Degrees Fall 2009

	ASU MA	ASU MFA	ASU PhD R/C	ASU PhD Lit	Former TA(did not graduate)	Current TA	Not ASU	Total
FA	4	6	4	4	4	0	9	***31***
Inst.	4	9	8	7	4	0	27	***59***
Lect.	0	0	3	1	0	0	3	***7***
TA	0	0	0	0	0	94	0	***94***
Total	***8***	***15***	***15***	***12***	***8***	***94***	***39***	***191***

Although they are often hired by semester or on a year-to-year basis, a large cohort of dedicated stable faculty, many with master's or doctorates in rhetoric and composition, teach in the Writing Programs. Lecturers in our department are dedicated, long-term professional employees.

Another distinctive characteristic of ASU Writing Programs is the large contingent who are highly qualified, and have very strong credentials for the positions they have. The qualifications required for the position of Instructor, for example, are different from the facts on the ground: the Instructor position requires only a master's degree, but our Instructors often hold PhDs or are ABD. Thus, substantial intellectual resources are available to the students who take Writing Programs courses. However, the program does not have structures in place that make those same resources available to the Writing Programs (or ASU's) teaching community. The Composition Conference (see the section on Faculty Development for more information about the conference) addresses this issue to a degree, but more could be done to draw on these intellectual resources. We would like to explore ways of involving this faculty in developing research projects for which ASU Writing Programs is the site and provides the infrastructure, similar to research projects at Stanford and Harvard. (For a breakdown of writing programs teachers' job classifications, credentials, and working conditions, see Appendix B.)

How can we support the minority of WP teachers who have minimal training or background in composition or rhetoric?

Among some T/TT faculty and administrators outside the department, there is often the general perception that non-tenure track faculty are transient; however, as the chart in Appendix C shows, more than half of our faculty have taught in Writing Programs for more than five years.

Teaching Assistants and Associates

The ASU Writing Program at the Tempe campus has a strong group of Teaching Assistants and Associates in terms of their academic credentials. (Teaching Assistants are matriculated in Master's-level graduate programs, and Teaching Associates are matriculated in PhD programs.) Because our TA stipend and support is comparatively generous and the Phoenix metropolitan area is an attractive place to live, we compete for some of the best. Most TA-ships in Literature, English Ed, and Rhetoric, Composition, and Linguistics go to Ph.D. students. Teaching Assistants and Associates made up nearly 50% of the teaching staff of Writing Programs in Fall 2009, and they taught 31% of Writing Programs courses. These proportions will change in Fall 2010 when the TA teaching load decreases from four classes per year to three

classes per year and additional Faculty Associates are hired to teach the classes that TAs will no longer be staffing. TAs have two, three, or five years of eligibility, depending on the graduate program in which they are enrolled (MA = 2 yrs, MFA = 3 yrs., PhD = 5 yrs.). Initial selection is done by committees within individual graduate programs, with the Director of Writing Programs reviewing TA applicants files to confirm eligibility for assignment to teach in Writing Programs prior to TA offers being made. TAs submit an annual performance evaluation packet in the form of a Teaching Portfolio, which is reviewed by Experienced TA Mentors and the Director of Writing Programs. TAs have full tuition waivers.

How can we help teachers, especially new TAs, feel successful in teaching expository writing?

Distribution of English Department TA-Ships Across Areas of Graduate Study 2005/06 – 2009/10

	2005/06	2006/07	2007/08	2008/09	2009/10
PhD/Lit	35	33	33	28	34
PhD/Rhet-Comp & Ling	25	28	34	26	24
MFA CW	10	22	29	33	35
PhD/EngEd	3	3	3	5	3
PHD/Edu	0	0	0	0	1
TESOL	2	1	1	3	1
MA	4	5	2	1	0
TOTAL	**79**	**92**	**102**	**96**	**98**

Faculty Associates

Faculty Associates, who make up 16% of the WP teaching staff and teach 16% of our WP classes, are hired on a semester-by-semester basis with reappointment determined by the Chair of the English Department based on a review by the Writing Programs Director. Faculty Associates usually teach 3 courses or fewer each semester, based on department need. Qualifications for the position of Faculty Associate include MA and two years' experience teaching college writing, although our FAs often are ABD or PHD. FAs are hired by the semester, with formal contracts coming shortly before semester beginnings, although our Coordinator Senior does an outstanding job of anticipating staffing needs and is able to secure a commitment from most FAs months in advance of the semester's start date. Faculty Associates are paid on a per-course basis ($3000/course for MAs and $3150/course for MFAs and PhDs). Faculty Associates do not have health or retirement benefits, although FAs teaching 3 or more courses were eligible for benefits until recently. There has not been an increase in the per-course compensation since the mid-1980s.

Faculty Associates are not represented in the Department of English manual, and there is no current job ad soliciting applications for this position. Nor are there specific criteria for evaluating their performance. Amid the financial crisis and furloughs during the Academic Year 2008-2009, more than 200 Faculty Associate positions were eliminated across the ASU campus. Many of these belonged to the English department. We expect to hire some of them back in Fall 2010 to staff classes that will no longer

How can we develop teaching evaluations that are more comprehensive and focused on outcomes and sensitive to method of delivery?

be staffed by TAs when the standard TA assignment goes from 2-2 to 2-1 (with first-year TAs receiving a 1-2 assignment).

Instructors

Instructors make up 31% of the teaching staff of Writing Programs and teach nearly one half of Writing Programs courses. Instructors' appointments are based on annual, renewable contracts. Initial hiring is done by a search committee chaired by the Associate Director, based on a national search. Reappointment is determined by the College of Liberal Arts and Sciences, based on a recommendation from the English Department Chair made in consultation with the Writing Programs Director. Instructors are responsible to teach a 4/4 load every academic year, although about a dozen Instructors accepted a one-course overload for Fall 2009 when actual enrollment significantly exceeded projections. Instructors submit an annual performance evaluation packet, which is reviewed by the department chair in consultation with the Associate Chair and Director of Writing Programs. Qualifications for the position of Instructor include an MA in Rhetoric and Composition or a related discipline and experience in post-secondary teaching. Hiring for anticipated vacancies is usually completed by March for the following fall, although unexpected vacancies may be staffed significantly later. Instructor pay starts at $30K for MAs and $32K for PhDs, with raises based on qualifications and annual reviews, although there is no formal step system. Instructors have basic health benefits and retirement benefits that accrue from year to year. There are occasional cost-of-living increases, and a proposal is being sent forward by instructors for a formalized step-raise system. (For the proposal, see Appendix D.)

Given our reliance on and expectations for professional contingent faculty, how can we provide a commensurate level of material support and recognition of experience?

Lecturers

Lecturers make up about 3% of the Writing Programs teaching staff and account for 3% of the sections taught. Lecturers are appointed on 3-year renewable contracts. Initial hiring takes place through a hiring committee, based on a national search. Reappointment is determined by CLAS, based on a review and recommendation by the Department Chair and the department's Budget and Personnel Committee. Lecturers in the English Department have 4/4 teaching assignments, but in the case of the six Lecturers who regularly work in Writing Programs, all have at least one course release each semester for mentoring or other administrative duties. With one exception, Writing Programs Lecturers have PhDs in Rhetoric and Composition. Though there are no formal expectations of research for Lecturers, they are expected to engage in significant professional development activities. Lecturer pay ranges from $42K-$57K, based on qualifications, reviews, and available funds. Lecturers have health and retirement benefits that accrue from year to year.

Tenured and Tenure Track Faculty

The English Department has seven tenured and tenure-track faculty in Rhetoric and Composition, with an additional one or two (one search is still on-going) as of Fall 2010. Each year three or four Tenured or Tenure Track faculty teach WP courses, resulting in a 2.5%

Our faculty has a long and strong record of involvements in interdisciplinary projects.

share of the Writing Programs classes. This share is expected to increase slightly as the department hires additional Tenure Track faculty in Rhetoric and Composition over the next several years. Currently, Tenured and Tenure Track faculty teach only service courses (FYC and Business Writing) in Writing Programs, with no assignments to upper division rhetoric or writing courses for the Writing Certificate or for English majors. Most Tenured and Tenure Track faculty in Rhetoric and Composition view their Writing Programs courses as sites of inquiry contributing to their scholarly research agendas. As the graduate program has been short-staffed, the remainder of their teaching assignments has been in graduate courses for the MA in Rhetoric and composition and the PhD in Rhetoric, Composition, and Linguistics.

Faculty Development

TA Preparation

First-year TAs participate in a three-week orientation prior to the beginning of each Fall semester, enroll in a 3-credit Teaching Seminar for new TAs in the fall, and a one-credit New TA Practicum in the Spring. In addition, their classes are observed by their Mentors at least once each semester. In their second year, TAs' on-ground classes are observed by Experienced TA Mentors at least once; in their third through fifth years, TAs complete teaching portfolios each spring semester, which are reviewed by the Experienced TA Mentors.

Our nationally recognized First Year TA preparation and follow-up Experienced TA mentoring reinforces the program's philosophy and goals, and helps share and support our curriculum standards.

How can we build on the success of the first-Year TA Mentoring in developing a stronger mentoring program for experienced TAs?

Preparation for Instructors and Faculty Associates

Orientations are usually provided for new Writing Programs faculty, although none were scheduled in Fall 2009 because there were no new hires in these ranks. In addition, a "Writing Program New Teacher Notebook" has been made available in the past.

Instructors' Conference

The Composition Conference, now in its third year, is organized by Instructors for Instructors. It is considered one of the highlights of the year for the program. Most of the Instructors participate in planning and presenting. Most of the presenters are from within ASU Writing Programs, although the program has also included presenters from other ASU campuses and area community colleges. This year, there were 38 presentations, 87 registered attendees, and teaching awards that were based on pedagogical innovations to composition courses. Submissions for the teaching award include group activities, paper assignments, mini-lessons, ideas for student presentations, and peer review activities that submitters have used in their classes. The past two conferences have include presentations by well-known scholars such as Ed White, Paul Matsuda, and Shirley Rose.

Our Instructors' creation of a yearly composition conference is tangible evidence of their commitment to ASU Writing Programs and their desire for ongoing professional development.

Other Faculty Development

There is a tradition of an all-Writing Programs faculty meeting before the fall semester begins in which information about policies and practices is disseminated. It is a day-long event with breakout sessions that are rank-related, and others that are curriculum-related. (i.e. the 200-sequence, the professional writing sequence, Stretch, and so on.) Our first Spring Convocation was held in 2010, with an emphasis on providing the opportunity for all Writing Programs faculty to contribute to the self-study. We plan to develop these convocations into more interactive faculty development and curriculum development events.

Given current budget constraints, how shall we design low-cost professional development activities? What alternative sources of funding can we tap for professional development?

ASU Writing Programs has no program-wide norming or grading sessions, with the exception of new TA training. Zach Waggoner and Camille Newton, New TA Mentors, have initiated a research project about opening up discussions about the traditionally private practice of responding to student papers.

Contingent Faculty

Professional development opportunities for contingent faculty vary. Travel to recognized academic conferences can be funded if the trip is justified. Lecturers can receive up to $1000 per year, and Instructors can receive up to $500 for conference trips. Teaching Assistants and Associates receive limited travel money through the Graduate Scholars of English Association, with the possibility of matching funds of up to $200 from the English department. There are no funded travel opportunities for Faculty Associates. Full-time faculty receive a full tuition waiver for graduate courses, which could contribute to their professional development.

Bruce Matsunaga offers regular training workshops for all English department faculty, mostly on the use of technology for pedagogical or other purposes.

Local conferences include the annual Composition Conference mentioned above, and conferences hosted by the Arizona English Teachers Association.

A number of professional development opportunities can be found on the ASU Tempe campus. The University Office of Evaluation and Educational Effectiveness offers workshops and webinars for teaching. The College of Liberal Arts and Sciences offers workshops and consultations for online teaching.

Challenges in the area of professional development include a lack of partnerships between contingent faculty and Tenured / Tenure-Track faculty for teaching or scholarship. Additionally, some contingent faculty publish on their own, but there is no institutional support mechanism for such endeavors. Brown bag lunches or workshops for course development, assignment development, or other pedagogical activities are rare.

Our faculty consistently demonstrate a willingness to be involved in faculty development and program outreach.

PROGRAM ADMINISTRATION

Introduction

As described above, First-Year Composition, advanced composition courses, workplace writing courses, and courses for English majors and the Writing Certificate are all within ASU Writing Programs, which is a unit within the Department of English on the Tempe campus. (For

an organizational chart of the Department of English, see Appendix E.) Writing Programs teachers constitute 200 of a total of 300 teachers of all ranks in the English department. The department has a well-established graduate program in Rhetoric, Composition and Linguistics with seven tenure-track faculty. These faculty also teach in Writing Programs regularly.

The program has a Director (Shirley Rose), Associate Director (Jacqueline Wheeler) and Assistant Director (Ryan Skinnell). In addition, the 6 Lecturers have mentoring duties, and the Lecturers' roles are defined primarily as teaching, rather than administrative. The Director reports to the English Department Chair. Associate and Assistant Directors report to the Director.

Given the scope of our curriculum and the range of our faculty ranks, what is an appropriate governance role for Writing Programs in the Department of English and College of Liberal Arts and Sciences?

Funding for Writing Programs comes from the Provost's office through the College of Liberal Arts and Sciences, and through English, and then to Writing Programs. Writing Programs does not have an independent budget, although WP's share of college and department-level funding for instruction appears to be clearly defined. The relationship between the English Department's budget and first-year composition enrollments is not precisely formulaic, as the budget process and the admissions process have been independent to some extent the college level. However, the recent addition of a Vice-Provost for Enrollment Management may bring them into more obvious alignment.

The Writing Programs does scheduling and teaching assignments in concert with but separately from the rest of the English Department scheduling and staffing. The Instructors are considered to be Writing Programs faculty, so when they teach a literature course, they are considered "borrowed." That is also effectively true for the Lecturers. Few if any Faculty Associates teach non-WP courses. Salaries are determined by the Dean's office.

How can we ensure that all ranks of Writing Program faculty are appropriately hired, evaluated, and promoted by administrators with expertise in theory and practice of college writing instruction?

New teaching positions in Writing Programs are determined by the Department Chair in consultation with the Writing Program Director and with the approval of the CLAS Dean and Provost. Class size is determined by the Dean's office in consultation with the Chair. Teaching load is established at the department level, with individuals' released time determined by the chair.

Policies

ASU Writing Programs has a clear set of policies and procedures to address student and teacher complaints concerning grades, academic integrity, classroom conduct, and classroom environment.

As a very large program, we need consistent and clear policies in many areas, as we would not have the administrative staff to respond fairly to multiple variations in policies and practices. Policies are often developed by administrative staff in response to a perceived need for consistent and fair practices. For example: our H1N1 was developed within a matter of days in response to central administration's request; also, in response to Instructor queries, we quickly developed and introduced a policy requiring faculty who were teaching all online courses to meet once with WP Director each semester. Such policies are often established in circumstances that prohibit a larger group process. That is, we cannot always involve people

and still maintain a timely response to a situation. However, our preference would be to develop policy with multiple opportunities for contributions and feedback from teaching staff.

Governance

The faculty governance structure and procedures of Writing Programs are, to a large extent, undefined. The Writing Programs has no formal documents such as bylaws or a procedure manual, and descriptions of governance structures and procedures for the Writing Programs are not included in the Department manual or "DEN." This year, the "Writing Programs Administrative Council," made up of the Director and the Lecturers has focused its attention on the Self-Study project and has forgone monthly meetings in order to participate in the Self-Study Task Force, which has representation from Instructors, Faculty Associates, and TAs as well. The "Writing Programs Committee," which is comprised of the Director, Associate Director, Assistant Director, Lecturers, and representatives chosen by Instructors, Faculty Associate, and Teaching Associates, has been scheduled for meetings on fifth Wednesdays, which have occurred twice in Fall 2009 semesters and once in Spring 2010 and agendas have focused on discussions of upper division writing curriculum proposals and broader issues of concern to all WP teachers.

Instructors are required to participate on and contribute to at least one committee each year in order to meet their 20% service responsibility. Instructors' assignments to these committees are made by the Director based on Instructors' formal requests, but other program teachers, including Lecturers, Faculty Associates, and TAs are often informally recruited by committee leaders. In the past, committees were sometimes given formal charges, but this year the Director has worked with committees to set goals only when requested. The committee structure is relatively loose, with the roster of committees including several that are curriculum-based (i.e., English 301 and 302 Committee), some that are project or event-centered (e.g., Composition Conference Committee or the Printers' Devil Writing Contest Committee), and some that are administrative (e.g., the Grievance Committee). Though workload, participation, and concrete outcomes in these committees is uneven, much of the work of the WP is accomplished by them and they are critical to the WP operations.

The English Department has a longstanding tradition of organizing Tenured and Tenure-Track faculty by content "area" and scheduling regular Area Committee meetings for the Second Wednesday afternoon of every month for the purpose of curriculum development. First Wednesday afternoons are devoted to Department meetings, third Wednesdays are reserved for other English Department Committees (e.g., Graduate Committee, Hiring and Personnel), and fourth Wednesday afternoons are reserved for Department Colloquia. Although the Rhetoric and Composition Area Committee included Lecturers in the past, the committee often gave priority to concerns related to the graduate program, which effectively left Lecturers out of deliberations and eventually WP Lecturers formed their own "Area Committee" which meets on second Wednesdays to discuss curriculum development and course scheduling for upper-division undergraduate writing courses. As a result, T/TT faculty have not participated in the formal discussion of upper-division writing curriculum development and typically have limited their undergraduate teaching to first-year writing courses.

Given the scope of our curriculum and the range of our faculty ranks, what is an effective internal organizational structure for Writing Programs?

Writing Program Administrators

Writing Programs Director

The Writing Programs Director was hired as a full professor with tenure through a national search using a process consistent with all other senior faculty searches in the Department. (Although the previous Director for nine years, Greg Glau, had national recognition as a WPA, he was appointed as a non-tenure-track Administrative Professional.) (See The Fall 2009 issue of *Writing Notes* http://english.clas.asu.edu/files/WritingNotesFall2009_1.pdf for brief statements from previous directors, beginning with Frank D'Angelo in 1971). According to the formal hiring letter, the original appointment is for five years and is renewable with the consent of both the Director and the Chair. Salary raises will be determined according to the same processes used for all T/TT faculty. The Director's faculty responsibility assignment is 40% research, 20% teaching, and 40% service, compared to a standard T/TT faculty responsibility assignment of 40%- 40%-20%, thus she teaches a 1/1 course load (most T/TT faculty teach two) and is expected to carry out a scholarly research program and contribute to the Rhetoric and Composition graduate program by teaching graduate courses and directing masters' theses and PhD. dissertations. In 2009-2010, her two graduate courses were focused on writing program administration. In 2010-2011, she will co-lead the New TA Mentoring. With the exception of the Writing Program Director, Shirley Rose, Tenured and Tenure Track faculty do not have administrative responsibilities in WP.

Our Director of Writing Programs is a tenured faculty member with recognized expertise and scholarship in writing program administration.

Associate Director

The **Associate Director** is chosen from among Lecturers and is appointed for a three-year term by the Director in consultation with the Chair. The Associate Chair works with WP teachers and students involved in disputes, works with the Director to coordinate Instructor searches and Instructor evaluations, determines applicant ranking for Summer and Winter teaching assignments, and coordinates Orientation for new Instructors and Faculty Associates. This includes acting as a liaison between Writing Programs faculty and staff and student services deans, advisers, and student affairs specialists.

Our Associate Director of Writing Programs is a well-respected and trusted resource for interfacing between WP teachers, students, and Student Services personnel.

Assistant Director

The **Assistant Director** is chosen by the Director from among Teaching Assistants who respond to an open invitation to apply and is appointed to a renewable one-year term. The AD has a one-course release for each semester and the Assistant Director's duties and responsibilities are negotiated with the Director with an eye to maximizing the AD's professional development. This year, the Assistant Director has edited and published the Fall 2009 issue of the Writing Programs newsletter *Writing Notes* http://english.clas.asu.edu/writingnotes (Spring 2010 issue is in progress), catalogued some of the Writing Programs archives materials, and completed an analysis of the emails WP TAs received from departmental distributions lists over a three-month

period (see Appendix F). We would like to involve more of our Teaching Associates, particularly Ph.D. students in Rhetoric and Composition, in additional administrative projects and roles.

TA Mentors

Two Lecturers, Camille Newton (PhD in R-C, University of Louisville, YR) and Zachary Waggoner (PhD in R-C ASU, YR), have had primary responsibility for mentoring first-year TAs for the past three years. Three other Lecturers have responsibility for mentoring experienced TAs: Karen Dwyer (Ph.D. in R-C, Purdue, 1994) mentors the experienced TAs, including those who are teaching in the Stretch program; Sarah Duerden (PhD in Literature, ASU, YR) and Katherine Heenan (PhD in R-C, U Conn, YR), mentor the remainder of the 70 or so experienced TAs throughout their five-year assistantship period. (See Appendix G for job descriptions).

Writing Programs has a cohort of rhetoric and composition faculty mentors and unit leaders who are dedicated to supporting the administration and development of Writing Programs.

Stretch Coordinator

Dr. Karen Dwyer coordinates the Stretch Program, with responsibilities that include working with the program Coordinator Senior on scheduling and staffing stretch sections, orienting new Stretch teachers, and designing Stretch program assessment.

Online Coordinator

Dr. Teryl Sands serves as the Online Coordinator, a newly created position as of Fall 2009, with responsibilities for reviewing syllabi for online and hybrid sections (about one-third of offerings), observing hybrid and online teachers, being available on a regular basis for consultations about issues in online and hybrid teaching, and collaborating with the department IT person on providing training for using technologies such as Blackboard.

Administrative, Clerical and Technical Support

The Writing Programs support staff consists of two full-time employees and 3 student workers. The supervisor (Coordinator, Senior) is Demetria Baker. Demetria is a longtime, full-time employee with extensive institutional knowledge who fulfills many crucial roles beyond supervising the office; she evaluates transfer credits; builds the schedule; supervises electronic rosters; serves as liaison with various advisors, colleges, other ASU campuses, and publishers; coordinates contacts and documents for instructor searches; and coordinates Writing Programs events such as each semester's book fair. The other full-time employee is Ruth Johnston, the administrative secretary. She is responsible for answering phones, helping students, checking schedules for accuracy, adding new teachers to Peoplesoft, ordering and keeping track of textbooks and office supplies, and handling mail. Part-time student workers Daniel Rossman, Christian Whitehead, and Michael Walker assist Ruth and Demetria with answering phones, helping students, and processing transfers. They also make copies for faculty and deliver mail. Their work totals 39 hours per week. All of these staff members report Writing Programs' efficiency in handling student and teacher needs, especially given the size of the program, as one

We have superior administrative, clerical, and technical support in Writing Programs; the WP staff are individuals with long terms of service who are a great source of program and institutional history and knowledge.

of its greatest strengths. Other strengths listed include the recent arrival of a dynamic and well-liked Director (Shirley Rose), and the dedication of staff and faculty to students and to Writing Programs goals. As for challenges, persistent tight budgets and scarcity of administrative support create both practical problems (such as occasional understaffing and limited resources) and morale problems (such as perceptions of a lack of appreciation for employee contributions).

We share Bruce Matsunaga, the technology coordinator, with the English department.

Documentation Strategy

Though the Director's office contains a small archive of important documents from past years and the Coordinator Senior keeps records related to scheduling and staffing, there is no documentation strategy in place for the program. Further, there have been no formal annual reports or multi-year development plans in recent memory. The Director plans to prepare an annual report this spring and has been developing a program documentation strategy with the Assistant Director. In addition, we are hoping to develop a Strategic Plan during the 2010-2011 academic year.

How can we best document, report, advertise, and promote the work we do in Writing Programs?

WRITING PROGRAMS' PARTNERS

Writing Programs has formed a productive relationship with the Central Arizona Writing Project.

The ASU-Tempe Writing Programs has several partnerships in the ASU system and with outside groups. Other ASU campuses have their own independent writing programs. Several partnerships on the Tempe campus involve the University Academic Success Program, which supports the Writing Centers, the UNI courses, and the Summer Bridge Program. The ASU-Tempe Writing Program has also worked closely with the ASU-Tempe Libraries; Barrett Honors College; the W. P. Carey School of Business; and, in the past, the Ira A. Fulton Schools of Engineering. Although most of these partnerships have been successful, data collected at our Convocation indicates that many Writing Programs teachers are unaware of them or the opportunities they represent.

How can Writing Programs build and publicize a reputation for innovation and excellence so that other departments want to collaborate with us?

Other ASU Campus Writing Programs

Relationships with writing programs on other ASU campuses are indeterminate. Each of the other ASU campuses has a first-year composition program that is administered independently of the Tempe program, although the size, maturity, and comparatively greater administrative support of the Tempe FYC program serves in many cases to give it significant influence over the other campuses' programs.

ASU-West has a history of a strong WAC program, thanks to Elaine Maimon's tenure as Provost there. The FYC program at West is led by Duku Anokye. The ASU-Polytechnic campus has a strong Master's level technical communication program under Barry Maid's leadership. The ASU-Downtown campus, the newest campus, is still in development. Their Writing Program, which is in very early stages of development, is formally led by the Head of Languages and Cultures in the School of Letters and Sciences, with the help of two recent ASU PhDs in Rhetoric and Composition. These various writing programs at other ASU campuses are

independent of one another in some ways and interdependent in others. Procedures for developing formal course proposals are in flux, requiring both formal and informal consultations among campuses regarding course offerings. Likewise, staffing, scheduling, and cap size for courses offered by all campuses are always being negotiated. Writing program faculty at all campuses have expressed a commitment to collaborative and collective planning for and development of writing curricula for ASU.

University Academic Success Programs

The University Academic Success Programs are "dedicated to helping students become better learners and gain the confidence and skills to achieve their academic goals." (http://studentsuccess.asu.edu/frontpage) Under the Provost, this unit has a presence on all four ASU campuses via its Student Success Centers. It offers a variety of supplemental academic services to students, three of which impact the Writing Programs. They include a course called UNI 110, the Writing Centers, and the Summer Bridge program.

UNI 110

UNI 110, "Critical Reading and Thinking," course is managed by Kate Frost, a former Writing Programs teacher and previously the Coordinator for the College of Liberal Arts and Sciences Learning Community Program. The partnership between UASP's Success Curriculum and WP exists in the relationship between UNI 110 and WAC 101. As explained by Kate Frost, "Students self-select UNI 110. Students who test into WAC 101 are 'strongly encouraged' to also take UNI 110, which emphasizes critical thinking and reflection; critical reading; summary writing; library research skills; accurate use of sources, including citation methods; evaluating sources and arguments; identifying and presenting opposing positions; forming and presenting logical arguments. Thus, there is overlap between the UNI 110 course and skills emphasized in the Stretch Program (and other WP courses).

How can Writing programs more easily and effectively collaborate and communicate with other ASU programs and units, particularly those that deal with issues related to writing at/in the University?

To develop the natural connections and explore perceived curricular overlaps between WAC 101 and UNI 110, one pilot section linking the two courses was offered Fall 2009, and one is also being taught in Spring 2010. Eight pilot sections will be offered in fall 2010 (four developed for University College and four for the College of Liberal Arts and Sciences). The fall pilot will involve: training for WAC and UNI teachers; monthly meetings of WAC and UNI teachers; and ongoing WAC conversations and planning with UNI teachers during the semester.

For an elaboration of statistics regarding concurrent enrollment in UNI 110 and WAC, as well as the strengths and challenges that Kate Frost sees in the relationships between the UNI courses and the Writing Programs, see Appendix H.

Writing Centers

ASU's Writing Centers are completely separate from ASU Writing Programs and are administered through the Provost's Office as part of the Student Success Center; Writing Centers are not associated with any academic department. Jeanne Simpson, Director of ASU Writing Centers, has responsibility for all ASU Writing Centers on multiple campuses.

How can we continue to develop and improve the relationship between Writing Programs and the Writing Centers?

ASU Writing Centers serves all students at ASU, which includes students in Writing Programs classes, but the Writing Center deliberately functions separately from Writing Programs. As Writing Center Director Simpson explains, the ASU Writing Center is not "a support service for the Writing Programs, rather [it is] a separate program with its own policies, procedures, methods, and theoretical base."

For an elaboration of strengths and challenges that Dr. Simpson sees in the Writing Centers' relationships with the Writing Programs, see Appendix H.

Summer Bridge

Summer Bridge is a primarily residential summer program in which historically underrepresented students can earn up to 7 credits the summer before their first fall semester at ASU. Writing Programs courses (WAC 101 and ENG 101) are two of 7 introductory course options available to Summer Bridge students. Each ASU Writing Program involved with Summer Bridge recommends instructors across ranks who are hired by Summer Bridge as Faculty Associates. Depending on funding and the growth of the program, Summer Bridge offers between four and eight sections of first-year composition every year.

For an elaboration of strengths and challenges identified by Ivette Chavez and John Martin, the administrators for the Summer Bridge program, see Appendix H.

Libraries

Like the University itself, ASU's library system represents one library in many places. For the purpose of the self-study, the focus here is the Tempe campus, which includes five libraries, Hayden (Humanities), Noble Science, Architecture, Music, and Law (our students primarily use Hayden and Noble Science). Associate Librarian Julie Tharp is the Academic Liaison to Writing Programs. About the current relationship, Tharp states, the librarians work with WP teachers in support of WP's mission, providing instruction in information literacy, specifically, "explaining the importance of using valid evidence; distinguishing between using the free internet vs. library databases; differentiating between popular and scholarly resources; effectively searching library databases; evaluating results; avoiding plagiarism and citing sources."

Writing Programs faculty partner with the ASU libraries to produce course-specific library guides that help students more successfully use library resources to complete assignments.

Prior to the creation of the CLAS Learning Community Program in 2003, the ASU library had a policy (dating from the 1960s) prohibiting librarians from offering their services to writing classes in the English Department (a policy of which the Writing Programs was unaware). In 2003, the library received a grant to teach information literacy. This grant was used to help fund the learning community program. News spread that librarians were once again available to work with writing courses. However, as a result of the number of ENG 101 courses being offered and the lack of standardization among them, the librarians became overwhelmed with ENG 101 presentation requests and that aspect of the partnership was eliminated. Currently, the librarians assist with ENG 102, 105 and 108, ENG 215, and ENG 301 and 302.

For more history, statistics on library presentations for Writing Programs courses, a short description of resources that librarians have developed for writing courses (the LibGuides http://libguides.asu.edu/ENG102-105-108), and for an elaboration of strengths and challenges

that Associate Librarian Tharp sees in the Libraries' relationships with the Writing Programs, see Appendix H.

Barrett, The Honors College

According to its own web site, "Barrett, The Honors College at Arizona State University, is a selective, residential college that recruits academically outstanding undergraduates across the nation. Named 'Best Honors College' in the nation [in 2005], this residential community has more National Merit Scholars than Princeton, Yale, [MIT, Duke,] or Stanford."

Since Spring 2008, Barrett has paid for two WP instructors (currently Cornelia Wells, Spring 2008-present, and Carol O'Shea, Fall 2009-present) to teach two sections each (for a total of four) each fall and spring semester, or eight sections per academic year of English 102. (Another instructor has recently been hired to teach on the Downtown Campus.) Students may also receive Honors credit via an Honors Contract for English classes taught face-to-face (no hybrid or online courses at this time are eligible, though with the amount of education going online, this may need to be re-evaluated). Only Instructors, Lecturers, and professors give Honors Contracts. (Teaching Associates and Faculty Associates cannot.)

For an elaboration of strengths and challenges that faculty from the Honors College see in the college's relationship with the Writing Programs, see Appendix H.

W.P. Carey School of Business

In the fall of 2004 the Department of English Writing Programs created a committee to research and assess the writing needs of the W. P. Carey School of Business students and to recommend curriculum changes to meet those needs. After conducting extensive research into the writing curriculum provided by comparative business schools, aspirant peer programs, and after many meetings with W. P. Carey faculty and the business school undergraduate dean, the committee developed what would become ENG 302: Business Writing. The new course was approved during 2005-2006 academic year and officially became a required course in the fall of 2006 for all W.P. Carey School of Business students. ENG 302 addresses specific goals and objectives, as well as the teaching topics necessary to provide a uniform learning experience for W.P. Carey undergraduates. The course has grown consistently over the years. In fall 2009, 925 students took the course through 45 sections, equivalent to approximately 10 percent of the Writing Programs enrollment.

Writing Programs maintains a mutually beneficial relationship with the W.P. Carey School of Business through the development and teaching of English 302.

For an elaboration of strengths and challenges that Dr. Kay Faris from the W. P. Carey School of Business sees in the school's relationship with the Writing Programs, see Appendix H.

Ira A. Fulton Schools of Engineering

Although it would appear that Writing Programs no has no direct relationship with Engineering, that has not always been the case. From 1995-2002 Writing Programs participated in the National Science sponsored Foundation Coalition Integrated Program in Engineering, a program in which English, Engineering, Math, and Physics were taught as integrated classes to a cohort of 72 students who worked in teams within a problem-solving curriculum. Three Writing Programs teachers team-taught a 101 and 102 curriculum specifically adapted for engineering students.

Writing Programs is willing to forge new partnerships and alliances.

While the NSF funding proved crucial to the development and overall funding of this expensive program, there might be ways to partner with engineering in the future, either through developing 101 and 102 sections specifically for engineers or through participation in the E2 camp perhaps. Engineering Deans Office personnel are very open to discussions of future partnerships and believes that they will add value to the engineering students' experiences in Writing Programs classes.

How can Writing Programs initiate and develop relationships with ASU faculty in other disciplines to address the writing needs and development of students in those disciplines?

ADDITIONAL AREAS FOR ANALYSIS

Physical Facilities and Spaces

ASU Tempe has already outgrown its physical plant, which is in part responsible for pressure to offer a larger and larger percentage of classes online. Given the current economy, capital projects for building additional classroom and faculty office space are very low priority. In 2008, all classrooms were mediated, with instructor computer stations and digital projection. Currently 46% of WP classes are taught in computer classrooms which (theoretically) have one computer station per student.

ASU provides a Blackboard shell for all sections of all courses and provides good support for users. WP faculty are strongly encouraged but not required to use Blackboard for posting announcements and assignments and keeping a grade book.

Over the past ten years, the number of online and "hybrid" (part on-ground part online) classes has steadily increased. While hybrid and online courses now make up 34% (17% hybrid and 17% entirely online) of our offerings, we did not have a designated Online Coordinator until Fall 2009. Formal training for online teaching is limited to a two-week early summer workshop required before any teacher is assigned to an online or hybrid course.

How do we better prepare our teachers to adapt to different teaching spaces and technologies in order to ensure consistency in content, expectations, measurable outcomes?

T/TT faculty, Lecturers and several Instructors have private offices; many Instructors are accommodated in large gang offices shared with five or six other Instructors or Faculty Associates; others share smaller offices with one or two other Instructors or Faculty Associates in Durham Languages and Literature. In addition, ten Instructors have offices on the second floor of a residence Hassayampa Academic Village, near the Hassayampa Writing Center. Writing Programs has been attempting to develop some informal use and formal programming for a meeting space and a computer lab in this same area. All Instructors are provided with laptop computers for their instructional use.

TAs are assigned to large "gang" offices, but each TA has his or her own desk and most TA offices have one or more aged computers. In addition, a computer workroom near TAs offices is available with X stations, although this equipment is quite dated.

Communication Processes

Email: Maintaining clear and open communications with the 200 teachers in the Writing Programs is a challenge. The Program Coordinator Senior relies on email for most routine communications with WP teachers and uses departmental mailboxes for more formal correspondence such as notification of teaching assignments.

Website: Developing the program website has proven to be a significant challenge due to limitations imposed by College- and University-level formatting and design guidelines and WP

personnel's relative lack of familiarity with Drupal, the open source software that is used for university websites. This is a source of considerable frustration, as most faculty and students have become accustomed to retrieving information online.

Visual Identity: The Director and Assistant Director have been working with the department's Outreach Coordinator to develop a visual identity for ASU Writing Programs that is distinctive yet consistent with the English Department's visual identity.

How can we maintain positive and effective communication with students given the limitations of office space, telephone access, and computer support?

CONCLUSION

Our process of preparing this self-study has given us a valuable opportunity for gathering information about the program and reflecting on its implications. We look forward to our interactions with the Consultant-Evaluator team and to their insights and guidance for building on strengths and facing challenges.

This Self-Study has been prepared by the ASU Writing Programs Self-Study Task Force:

Cambria Stamper-Santana
Camille Newton
Cornelia Wells
Don Ownsby
Emily Hooper
Jacqueline Wheeler
Jennifer Clifton
Jennifer Waters
Judith Van
Judy Holiday
Karen Dwyer
Katherine Heenan
Keith Miller
Nicholas White
Peter Wegner
Roberta Binkley
Ryan Skinnell
Sarah Duerden
Sarah Fedirka
Teryl Sands
Thomas Skeen
Zachary Waggoner

Special thanks to the following individuals who provided interview material for the Self-Study:

Julie Tharp, Associate Librarian
Steve Rippon, Assistant Dean of Fulton Engineering Student Services

Barrett, The Honors College
Margaret Nelson, Associate Dean
Jacquie Scott, English 102 Liaison
Diane Facinelli, Honors Thesis Workshop Director
Will Roberts, Advising Director

English Department
Bruce Matsunaga, Associate Research Professional

English Department Advisers
Elizabeth McNeil, Director
Sada Gilbert
David Krstovich

Writing Programs Support Staff
Demetria Baker
Ruth Johnston
Daniel Rossman

University Academic Success Program
Jeanne Hanrahan, Executive Director
Kate Frost, Program Manager of Success courses
Jeanne Simpson, Writing Center Director
Ivette Chavez, Program Manager of Summer Bridge
John Martin, Program Manager of Summer Bridge

W.P. Carey School of Business
Kay Faris, Associate Dean of Undergraduate Programs

APPENDICES

Appendix A: 8 Standard Writing Programs Policies

Appendix B: Writing Programs Teachers' Job Classifications, Credentials, and Working Conditions

Appendix C: Faculty Longevity

Appendix D: Instructor Salary Increase Proposal

Appendix E: Department of English Organizational Chart

Appendix F: Assistant Director Ryan Skinnell's E-mail Analysis

Appendix G: WPA Job Descriptions

Appendix H: Partnerships Data, Strengths, and Challenges

Appendix A: 8 Standard Writing Programs Policies

Standard Writing Programs Policies to be included in all syllabi:

1. Policy on class attendance
Because writing classes are performance courses that depend upon student attendance for both the class and the student's success, this policy is non-negotiable. **All absences count equally, irrespective of the cause and students who exceed the allowed number of absences cannot pass the course and will fail with a grade of "E."**

- **For Fall and Spring semesters**, classes that meet three days a week (MWF, for example), the maximum number of allowed absences is six (6), for classes that meet two days a week, the maximum number is four (4), for classes that meet once a week, the maximum number is two (2). For classes that meet on other schedules, the number of absences allowed should reflect a similar ratio (two weeks worth of class meetings).
- For a 5-week **Summer session**, for classes that meet daily, the maximum number of allowed absences is two (2)
- For a 3 week **Winter session** course, the maximum number of allowed absences or missed online posts is one (1).
- **Hybrid classes**: In the case of hybrid courses that meet twice a week, a student who misses more than four classes – either face-to-face, online, or a combination – will fail the course with a grade of E. In the case of hybrid course that meet three times a week, a student who misses more than six classes – either face-to-face, online, or a combination – will fail the course with a grade of E.
    - Definition of attendance for hybrid class days: A student who fails to post an acceptable assignment to the class website during the assigned "window" of time will be counted absent for that class day
- **Online classes**: More than four absences will result in failure.
    - Definition of attendance in online classes: A student who fails to post an acceptable assignment to the class website during the assigned "window" of time will be counted absent for that class day.
    - Technical problems online: While these do occur either at home or from an on-campus connection, they are usually not valid reasons for failing to fulfill the requirements for attendance on that day. Students are responsible for allocating enough time to complete online assignments, and they should include the possibility of technical "glitches." Thus students need to allow enough time to try again later or to travel to a campus computer lab or alternative place to complete the assignment and therefore avoid an absence for the day. Exceptions may be made by the instructor in the event of widespread computer viruses or some other large-scale event affecting ASU's computer network, but exceptions will not be made for routine computer problems.

[Note: if you're not teaching a winter, summer, hybrid, and/or online class, please feel free to remove those sections from the above]

- **Note:** Students who participate in **university-sanctioned activities** and/or who will be unable to meet the attendance requirements for a particular section should move to

another section where their activity schedules will not interfere with their classroom obligations (students can freely switch sections during the first week of the semester). To accommodate students who participate in university-sanctioned activities, the Writing Programs Office offers sections of this course at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think that this course may conflict with a university-sanctioned activity in which you are involved—athletics or the debate team or another—please see me immediately.

2. Attendance: first week of classes

According to university policy, students who are registered but do not attend any of the first week of classes may be dropped.

- Students enrolled in **hybrid/online courses** must make every reasonable attempt to attend class or contact the instructor during the first week. After the first week those who do not show up either in person or by calling or e-mailing the instructor may be dropped.

[Note: if you're not teaching a hybrid or online class, you can eliminate the section above that refers to them].

3. If I am absent

If I need to cancel class because my car broke down, or if I am ill, etc., I will try to get someone to post a sign. I also will try to email you all, before class. However, if you come to class and I am not here by the time 15 minutes has elapsed (from when class is to start) , please assume that class is cancelled.

4. Grading

Grading for Writing Projects will follow English Department standards, which are based on content, organization, expression, and mechanics. To compute final course grades, the following values are assigned to the standard letter grades of A through E:

- A+..... 4.3 (only used internally at ASU)
- A..... 4.0
- A-..... 3.7
- B+..... 3.3
- B.....3.0
- B-..... 2.7
- C+..... 2.3
- C..... 2.0
- D..... 1.0
- E..... .3 No paper = 0

5. The public nature of class writing and discussions

Please consider every piece of writing you do for this class to be "public property." Part of becoming a good writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a writing community. Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling

to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effect on others.

6. Late Writing Projects

[**Note:** while there is no "standard" late paper policy, please be sure to list yours here. We recommend that you penalize students for late papers, as in this day and age, there's no good reason why students can't get their papers in on time. Please also be sure that your late paper policy is not in conflict with 7. below, which notes that "To pass this class all major writing assignments must be completed." So, your late paper policy can't then say, "I don't accept late papers," or it conflicts with the statement below.]

7. All writing for this class must be written for this class

To pass this class all major writing assignments must be completed, and note that all writing for this class must be written for this class. Reusing a paper you wrote for another class, or back in high school, constitutes academic dishonesty.

8 Academic Dishonesty

In the "Student Academic Integrity Policy" manual, ASU defines plagiarism as "using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately." Academic dishonesty, including inappropriate collaboration, will not be tolerated. There are severe sanctions for cheating, plagiarizing and any other form of dishonesty. The University Academic Integrity policy is located at http://provost.asu.edu/academicintegrity

Appendix B: Writing Programs Teachers' Job Classifications, Credentials, and Working Conditions

Fall 2009

Job classification	Teaching and other assignments	Courses taught	Terms of employment and salary range	Official description of position	Hiring Procedures	Evaluation procedures	Credentials
Tenured/ Tenure-Track	2-2 or equivalent; no more than 1 in undergrad WP courses	FYC and 301/302; Grad courses for MA and PhD in RCL	Starting at $60K; faculty vote; university senate representation; benefits; retirement	DEN 500	Dept Hiring Procedures DEN	Tenure and promotion review at successive levels; post-tenure review; merit raises review by dept faculty committees	Ph.D. in Rhet-Comp; research record; teaching experience
Lecturer Senior Lecturer Principal Lecturer	4/4 or course release for TA mentoring; administrative	All WP courses;	3-year rolling contracts; $42,000 - 57,000? Faculty vote; Representation on Univ Senate; Benefits, including retirement	DEN ACD manual Position announcements	National or internal search when opening is determined by department hiring procedures; hiring committee is WP and R-C or other specialized faculty; phone interviews	Annual eval of hard-copy portfolio (no FAR) by Chair and Personnel Committee, who recommend to dean; see Appendix L of DEN	Ph.D. in Rhet-Comp or post-doc R-C credentials; teaching experience
Instructor	Four 3-credit courses; Service assignment	All 100-200-level, 301 and 302	1-year renewable contracts; $30K and up MA. MFA; MTESOL; $32K and up PhD; full benefits; no dept faculty vote	DEN 503.	National or local job posting announcement; hiring committee is WPAC, who ranks applicants based on materials and phone interview; hiring based	Annual Hard-copy Portfolio review by WPD in April (in time for contract for next year by	Minimum Masters; previous post-secondary teaching experience;

					on number needed	May)	

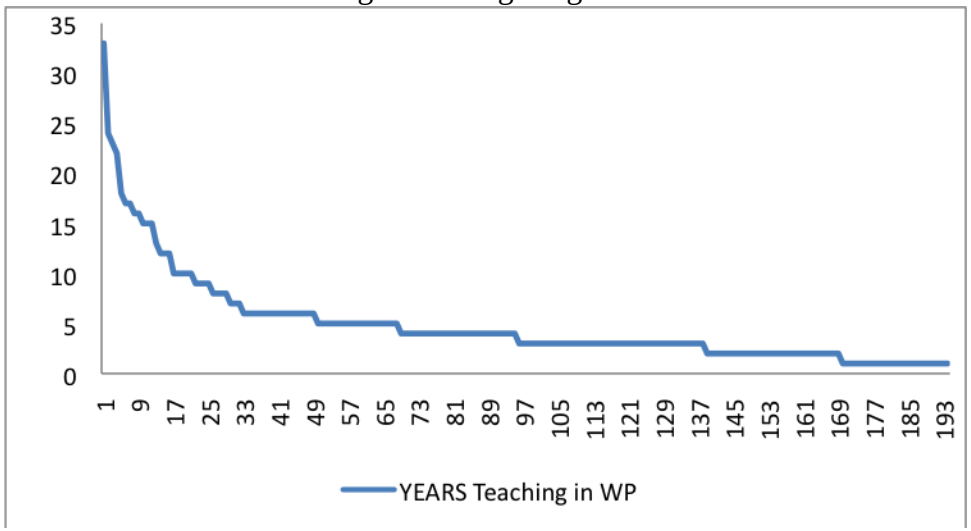
Appendix B: Writing Programs Teachers' Job Classifications, Credentials, and Working Conditions (cont.)

Job classification	Teaching and other assignments	Courses taught	Terms of employment and salary range	Official description of position	Hiring Procedures	Evaluation procedures	Credentials
Faculty Associate	1 to 4 classes	All 100-200-level, 301 and 302	Semester by semester; Paid $3150 PhD $3000 Masters per course; no benefits; no dept faculty vote	DEN	National-local posting in December (for year); WP-based committee reviews and ranks based on materials only; appointed based on need	None; new FAs observed by Instructors	Minimum Masters; exp. post-secondary teaching of comp
Teaching Assistant	2/2; will be 2/1 beginning Fall 2010	100- and 200-level; 301-302; special topics if ABD	Salary $13,650 (BA) 15,750 (MA), + tuition $7,128 AZ residents and $20,322 non res, health benefits valued at $1675	DEN	Appointment made by Grad committee, WPD approves eligibility; includes Masters and Phd students	Evaluated by WP committee of Mentors	Qualifications for advanced graduate study

DEN: http://www.asu.edu/clas/asuenglish/facspace/deptmanual/contents.htm
Created by Shirley Rose, Jackie Wheeler, and Demetria Baker 09/09/09

Appendix C: Faculty Longevity

Teachers' Years of Teaching in Writing Programs



As this chart shows, one of our teachers has taught for us for 33 years; half have taught in the program for five or more years.

Appendix D: Instructor Salary Increase Proposal

Proposal to Improve Instructor Working Conditions in ASU's Department of English

Objective: To improve working conditions for long-term, continuing contract faculty and ensure a professional, dedicated pool of Instructors to serve student and Department needs.

Rationale: Instructors in the Department of English have long been working under adverse conditions. Salary and job security are in desperate need of improvement. Instructors are hired through national searches, mandating competitive salaries to ensure ASU attracts the most qualified candidates and that the quality of instruction remains high.

Salary Stagnation: Instructor pay has not risen in step with other faculty positions at ASU or with its competitive peer institutions. In fact, Instructor starting salaries are practically stagnant, having risen only 7%, or $2,000, in the past 10 years. Some continuing Instructors have received merit raises yet no formal provision or guidelines for such merit increases exist and until Instructors petitioned for inclusion they were not included.

Aspirational Peer Institution Salaries: According to the *AD&E Chairs Reference, Winter-Spring 2009*, based on national ADE and MLA data, appropriate annual compensation for contingent work faculty at Research One institutions is between **$44,200** and **$48,200**. As reported in, "Average Salary of Full-Time-Non-Tenure-Track Faculty Members, by Carnegie Institutional Classification," ASU's current starting Instructor salary rate lags behind its peers by nearly 50%. As the New American University, ASU should serve as a model in developing ethical employment and fair compensation practices that encourage excellence among all levels of faculty, especially to competitively recruit talented faculty on a national scale.

Long-Term Service Records: Though defined as a non-continuing position, a significant percentage of Instructors have provided continuous service to the Department and ASU students, demonstrating their positions are essential to meeting on-going Department needs. 61% of current Instructors have been employed for at least 3 continuous years. Offering an option for a multi-year contract will provide needed stability within the Writing Programs, the opportunity for effective, long-range planning and result in increased student satisfaction and retention rates.

High Performance Records: Department of English Instructors consistently earn very high student evaluations. Instructors teach nearly two-thirds of all courses the Department offers each semester. Although these are primarily *required*, 100, 200, and 300 level courses, the average Instructor evaluation in Spring 2009 was **1.39** (where 1 is the highest rating). ASU should seek to retain this talented pool of teachers.

Gender Inequity: 67% of Instructors are female. Marginal compensation of this rank conflicts with ASU's "Diveristy Plan," which seeks to attract underrepresented groups through fair compensation and promotion practices. ASU recognizes its "[…] commitment to diversity must be reflected in recruiting policies, reward structures, and accountability procedures" (4) and that "[t]he New American University vision cannot be realized without this commitment" (8). Low compensation and lack of opportunity for professional growth for instructors hinders the University's ability to achieve its goal for the rank.

Proposal:

1) All Instructors should receive a fair base salary adjustment to receive equity with peer Research One Institutions.

2) Inclusion in any/all merit increase pools.

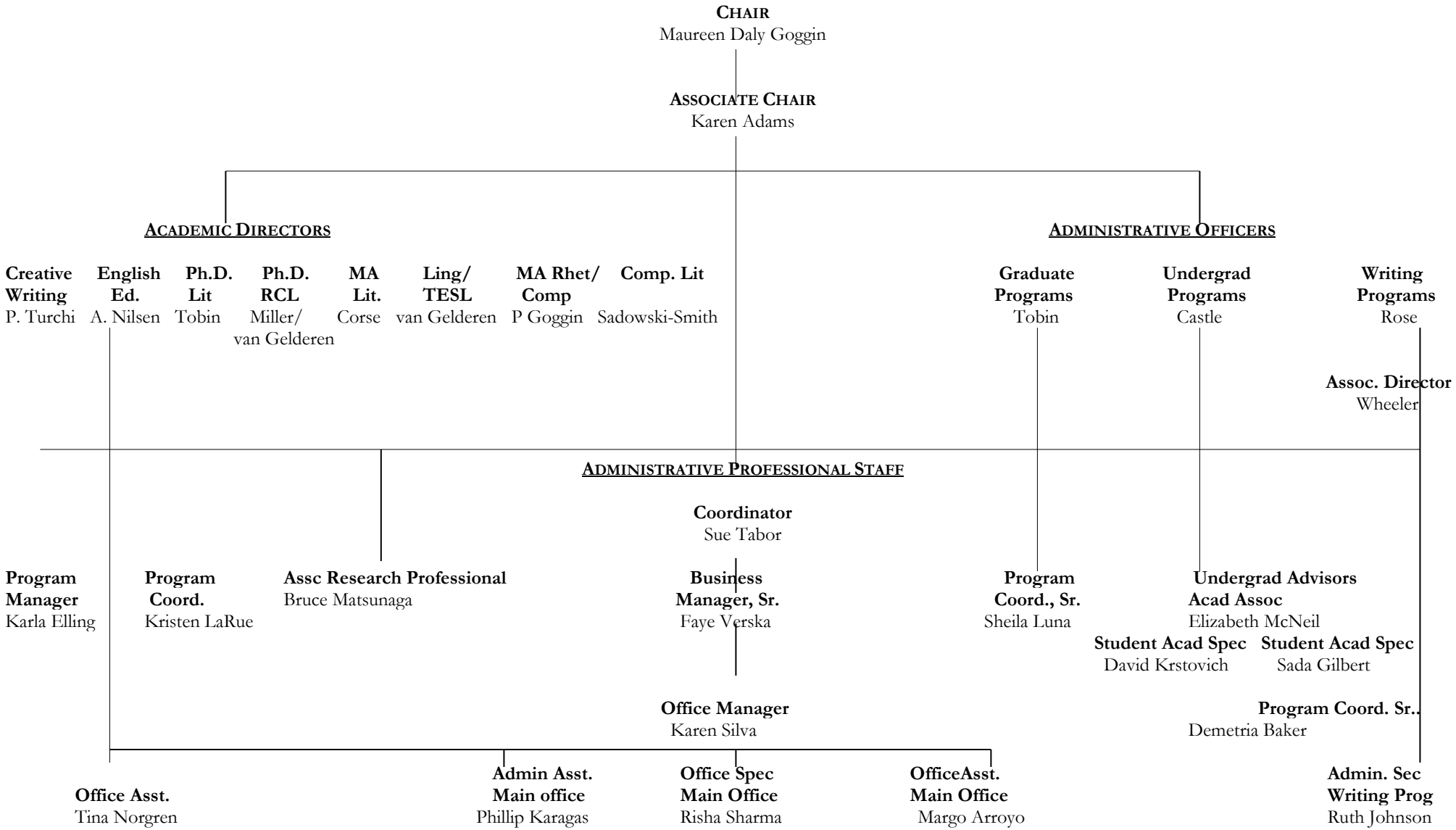
3) Interested Instructors who have served the department for at least 3 continuous years and have received above satisfactory evaluations of 2.1 or better on the Department Evaluation Scale should be offered the option of renewable, multi-year contracts..

Instructor Contact: Judith Van (jvan@asu.edu)

Spring 2010

Appendix E: Department of English Organizational Chart

DEN 003-01 DEPARTMENT OF ENGLISH ORGANIZATIONAL CHART REVISED 5/27/2016



Appendix F: Assistant Director Ryan Skinnell's E-mail Analysis

Synthesis of Research Assessing Mass Messages Distributed through Official Channels to Members of ASU's Department of English, Fall 2009 to Spring 2010
by Ryan Skinnell

Abstract: The following are a survey and analysis of 3 months worth of emails received by a Teaching Associate in ASU's Department of English. The immediate goal is to assess the approximate number of emails that demand the attention of Writing Programs faculty members with the long-term goal of minimizing the email burden on faculty members and maximizing the effectiveness of email distribution and reception.

The attached table was compiled as part of the ASU's Writing Programs Self-Study conducted in anticipation of a visit from the Council of Writing Program Administrators Consultant-Evaluator Service Team in April, 2010. In recent months, many Writing Programs' faculty members, particularly teaching associates, have indicated they receive an unmanageable volume of emails through official channels. In order to get a sense of the volume of email that comes through official channels to Writing Programs faculty, and to try to better understand the channels and patterns of communication available to Writing Programs, the emails received by one Teaching Associate (Ryan Skinnell) were counted and analyzed over a three month period, including the end of one semester, winter break, and the beginning of the following semester. Emails that contributed to the analysis were coded as "Mass Messages," meaning they were distributed to a distribution list controlled by the Department of English or Writing Programs. Other emails that were not distributed through distribution lists to the recipient (e.g., personal emails, committee emails, and emails to lists which did not include the recipient) are not included in the analysis.

The degree to which this data is representative of the different groups comprised by Writing Programs faculty is uncertain, particularly considering the recipient's inclusion on some lists and not on others (particularly area specific distribution lists). Nevertheless, the minimum number of messages that every Writing Programs faculty would have received over the same period of time through general distribution lists (e.g., Writing Programs list, Department of English list, etc.) is 282. In other words, every Writing Programs faculty member would have received at least 282 mass messages during the three-month survey period (this amounts to more than 1100 mass messages if multiplied out over the course of one calendar year). The number of messages received by Writing Programs faculty members might have been considerably higher than 282 over the survey period depending on the lists of which a given recipient is a member—TAs, for example, would have received a minimum of 334 mass messages over the same period. It is unlikely than any member of Writing Programs would have received fewer messages. While messages were received from 25 different senders, the majority (84.5%) were sent by just 7 people. The total number of mass messages sent by Writing Programs' administrative team members is 55, which is approximately 15% of all mass messages. 34 of those 55 messages were sent by one person; the remaining 21 messages were sent by 5 different people.

As to be expected, the number of emails received was noticeably heavier during some points in the survey period than others. Out of a total of 93 survey days (including weekends and holidays), at least one mass message was received on 58 days, and no messages were received on 35 days. Nearly half of mass messages (47%) were received on Mondays or Tuesdays; and less than 1% of messages (3 total) were received on weekends. Messages were much more likely to

be distributed in the early part of Spring semester (157 mass messages in 19 days) than at the end of the Fall semester (156 messages in 46 days) or during winter break (45 messages in 28 days). In the Fall, on days when at least one mass message was received, the average number of messages was 5.2. The largest number of messages received in a single day before the winter break was 12. In the Spring, on days when at least one mass message was received, the average number of messages was 10.47. The largest number of messages received in a single day after the winter break was 20. The largest number of messages on a single day was received on the first day of instruction during the spring semester. Only 45 mass messages were received over the winter break, which is less than 13% of all messages during the survey period.

This analysis is not suited to determining what number of emails constitutes "an unmanageable amount," but at the very least, it is a good indication that Writing Programs faculty members do receive a substantial number of emails that must be addressed, even if the only necessary action is to delete them. Significant questions that must still be addressed are:

1. How can emails be better targeted to minimize the burden on faculty members and to maximize the effectiveness of distribution and reception?
2. Is there a more effective way of communicating important information to Writing Programs faculty members than email?
3. Are there reasonable steps that can be taken by Writing Programs and English Department administrators to a) target mass messages more efficiently; or b) code emails to minimize the attention required of recipients, or c) reduce email distribution?

Mass Email Messages received by a Teaching Associate in ASU's Writing Programs over a 3-month period			
Messages from 11/6/2009-2/6/2010	**Recipient Lists:**	**Most Common Senders (% of Mass)**	**Count does not include:**
Total Messages = 533	ENG = 162 (44.1%)	Kristen Larue = 116 (31.6%)	Committee emails
Mass Messages = 367 (68.9%)*	GS = 52 (14.2%)	Sheila Luna = 74 (20.2%)	Personal emails
*unless noted, calculations are based on this total	FS (Fac/Staff), TRA (TA/RA) = 35 (9.5%)	Maureen Goggin = 35 (9.5%)	Reply Alls
Averages:	Maureen = 35 (9.5%)	Demetria Baker = 34 (9.3%)	Graduate College
1468 messages/year	WP = 35 (9.5%)	Ginger Hanson = 26 (7.1%)	GSEA/GPSA
122.33 messages/month	PHD = 21 (5.7%)	Bruce Matsunaga = 15 (4.1%)	Faculty - only
30.59 messages/week	Other = 8 (2.2%)	Shirley Rose = 10 (2.7%)	Staff - only
4.37 messages/day	Unknown = 7 (1.9%)		Self-Study Emails (46)
	ETA (Exp. TAs) = 5 (1.4%)	310 (84.5%) from 7 senders	WPA Team Emails
Daily Counts: (355 messages)		55 messages from WP senders (15%)	
Most messages on 1 day: 20 (1/19/10)	>32 possible dist lists in ENG		
Number of days with 0 messages: 35	At least 6 WP dls	**Other Senders:**	
Avg./day on days emails were sent: 6.33		ASU Alert	
Most messages in 1 week: 58 (1/17-1/23)	**Min. Messages by Rank (approx):**	Elizabeth Capaldi	
# of messages before break = 156 (43.9%)	TAs = 334 (91%)	Michael Crow	
30 days of messages (46 days total)	WP Faculty = 282 (76.8%)	Sarah Duerden	
avg/day = 5.2 (3.39)		Katherine Heenan	
# of messages during break = 45 (12.7%)	**Common Subjects:**	Elizabeth Horan	
13 days of messages (28 days total)	Conferences/CFPs	Andrea Alden Lewis	
avg/day = 3.46 (1.61)	Course Announcements	Paul Matsuda	
# of messages after break = 157 (44.2%)	Events (e.g., Lectures)	Keith Miller	
15 days of messages (19 days total)	Job Openings	Patricia Murphy	
avg/day = 10.47 (8.26)	Job Talks, Candidate Info	Don Nilsen	
44% were sent in first 19 days of semester	Meeting Announcements	Risha Sharma	
Avg. by day (total):	News (e.g., Illnesses, Awards)	Karen Silva	
Monday = 5.85 (76)	Other (e.g., Housing, Evaluations, Budget)	Ryan Skinnell	
Tuesday = 6.69 (87)	Policy Announcements	Susan Tabor	
Wednesday = 4.31 (56)	Procedures (e.g., Final Exams, Grades)	Elly Van Gelderen	
Thursday = 4.69 (61)	Requests (e.g., Volunteer Opportunities)	Faye Verska	
Friday = 5.14 (72)	Teaching Requests	Jackie Wheeler	
Saturday = .07 (1)	Workshops		
Sunday = .15 (2)		57 (15.5%) from 18 senders	

Appendix G: WPA Job Descriptions

Writing Programs Director

From the DEN:

> The Writing Programs Administrator supervises and directs the Writing Programs; with recommendations from the Writing Programs Committee, supervises the preparation and revision of curricula and selection of texts; supervises all teachers of Writing Programs courses; helps the Chair and others evaluate teachers of Writing Programs courses; helps organize and prepare a fall workshop for first-year Teaching Assistants and Associates; helps organize and prepare a fall workshop for new Faculty Associates; helps with lecturer "rotation" into the various administrative tasks in the Writing Programs; coordinates the efforts of the various Writing Programs committees; organizes and prepares a fall workshop for all other teachers in the program; aids College offices in the evaluation of first-year composition credits of transfer students and students in general; coordinates articulation among the community colleges and the Writing Programs; Chairs the Writing Programs Committee; serves on the Graduate Teaching Assistant and Associate Selection Committee. The Writing Programs Administrator does not stand for election to the Budget and Personnel Committee or the Hiring Committee.

Associate Director of Writing Programs
(One Course Reassigned Time)

Position Description

Late Summer (for the past 2 years, the AD has worked during July and August)

- Giving presentations about WP policies to the new TAs and new teachers
- Preparing the Writing Programs “welcome back” meeting
- Contacting teachers regarding new requirements for their syllabi.
- Reading and requesting corrections to the syllabi of all non-TA teachers (approx. 100).

During each semester:

- Handling “routine” student grievances (approx 20-30). These vary from simple phone or e-mail inquiries by students (or sometimes parents) regarding policies, to serious disputes or “interventions,” which require me to visit classes or office hours, consult with university officials such as Deans, advisors, or student affairs specialists, hold multiple meetings with student and teacher, and prepare written reports.
- Chairing the grade grievance committee, which deliberates on formal student grade appeals
- Participating in WPAC and WPC
- Holding 10-12 office hours (separate from student office hours) for Writing Programs teachers. During these interactions, I dispense teaching advice, discuss policies, and refer teachers to resources in other areas of the university.
- Assisting Demetria and the Director with issues of hiring, scheduling, and office concerns.

New TA Mentors
(Zach Waggoner and Camille Newton, Lecturers)

from Waggoner's 2009 Faculty Activity Report:

> [In addition to the teaching assignment to two sections of the Teaching Seminar for new TAs], this past fall I received a course release to allow me to tangibly mentor our [24] new TAs. The most important (and time-consuming) aspect of this work involved visiting the English 101 classes being taught by the new TAs, taking notes on their teaching, and writing up detailed letters to each TA, commenting on their teaching and offering constructive feedback to aid their development as teachers. I visited the English 101 classrooms of 14 new TAs in the fall of 2008. I took copious notes during each class, and then used these notes to type up mentoring observation letters for each new TA visited. Composing and typing each letter took approximately 75 to 90 minutes. After providing each new TA with their letter, I then met with the TA to go over the contents of the letter. This allowed me to dialogue with each TA on their teaching and strategies they might use to continue to develop their teaching skills. These meetings, held in my office, lasted on average 30 minutes (a few were as long as an hour). I am continuing the practice of visiting new TA classrooms currently this semester (Spring 2009).
> In addition to these classroom visitations, mentoring the new TAs also led to occasional meetings with new TAs to deal with problems that arose in their classrooms with students. For example, one new TA asked Dr. Newton and I to be present during the TA's meeting with a student who had plagiarized on a paper. This new TA needed our support in handling this difficult situation. This meeting lasted for 90 minutes with both Dr. Newton and I helping our new TA explain the situation (and the consequences) to the student. I also was asked by one of the new TAs to be nearby while she conferenced with a particularly challenging student. This meeting took place on a table outside the Coor building. I sat at a table nearby, listening. In this instance, our new TA only needed me there for emotional support, not to intervene. This meeting took one hour. What I hope to illustrate with these two examples is that working with the new TAs outside of the English 594 classroom happened frequently last fall. Much of this work was time-intensive. However, it was also very satisfying work.

Experienced TA Mentors
(three Lecturers hold this position)

Experienced TA Mentors oversee approximately 25 experienced TAs each semester, and their duties include the following:

- Providing and continually updating a checklist with required policies, deadlines for submitting syllabi, policy changes, updated URLs, as well as suggested material to include in syllabi to prevent common problems.
- Reviewing syllabi for Writing Programs courses each semester to ensure they include Writing Programs standard policies; short assignment descriptions, and a clearly developed course calendar with details of assignments, homework, activities and due

dates. In addition, I try to help the TAs with whom I am working improve the design—the layout, structure, font, and style—of their syllabi.

- Meeting with experienced TAs during the annual Writing Programs Orientation to discuss classroom observation and the sorts of things mentors can assist them with throughout the semester such as developing assignments, lesson plans, and classroom activities, responding to papers, dealing with student problems, and the like.
- After syllabi review and the orientation, I contact TAs to confirm their teaching schedules, and to sets dates and times for observations. Prior to the observation, I meet with the TA to discuss the class lesson plans and objectives for the class I will be observing as well as any concerns the TA has. After the observation, I compose a report for the TA and meet with
- him/her to discuss that report. I provide copies of the observation report to the TA and upload a copy to a secure website so that the Director of Writing Programs can access it.
- Additionally, I work with the TAs throughout the semester helping them develop assignments, lesson plans, classroom activities, grading, responding to papers, selecting textbooks, dealing with difficult students, classroom control and other matters.
- In the spring semester, in addition to syllabi review, I engage in the evaluation of TA service (the university requires that TAs be evaluated for service) by having TAs submit a Teaching Portfolio. This portfolio includes a CV, a Teaching Philosophy, a syllabus, an assignment, and a rationale for the assignment demonstrating how that assignment meets Writing Programs goals. Portfolios are due each year on March 1st. I email those TAs who fail to submit their portfolio by the deadline (and in my experience there are very few) and follow-up with letters sent to their home addresses. Portfolios are deemed "Exceptional," "Acceptable," or "Unacceptable" in which case the student must revise and resubmit by a specific date (early April). I compose a letter in response to each portfolio I evaluate, noting its strengths and suggesting things the TA might consider the next time s/he puts the portfolio together. Common suggestions include making the teaching philosophy more concrete and revising for a particular audience; thinking of assignments and rationales as a way to demonstrate their thinking and concerns as teachers; revising to ensure that their assignments and rationale focus on those things stressed in their teaching philosophy; and generally to develop stronger more thoughtful materials.
- Although I do not revisit all second year TA's classrooms in spring (unless the TA performed badly in the fall semester), I do observations as requested for recommendation letters.

Stretch Coordinator
(Dr. Karen Dwyer, Lecturer)

From Dwyer's 2008 Faculty Activity Report:

> *Stretch Writing Program*
> I continue the rewarding work of directing the Stretch Writing Program, a program that runs over 60 fall sections and almost as many in the spring (WAC 101, WAC 107, Stretch ENG 101, Stretch ENG 107). Unfortunately the Program has recently lost many faculty associates who were particularly committed to the "at-risk" student population. Between 35 and 40 teachers work in Stretch each fall/spring semester. In addition 2-3 Stretch sections run during the summer.

The Program's year-long cycle begins during the summer when students and parents email or call with questions regarding the program and also when students begin to want to appeal their placement. I read appeals throughout the year although they arrive in bulk in the weeks just prior to and during the first week of the fall semester. Each student in the Program receives a letter from me explaining her/his placement, how the WAC and Stretch ENG courses count toward graduation, how course grades affect G.P.A.s, what previous students have said in support of the Program, and how to appeal placement.

When new teachers are assigned to the Program, if possible we meet in person. Sometimes with last minutes assignments, I mentor new teachers via email, explaining key distinctions between ENG 101 and Stretch courses. I have provided Demetria the Stretch letter to students that new teachers may use as a quick initial overview. Each fall orientation I make a presentation to all Stretch teachers.

I also meet with people across campus who inform Stretch teachers of campus or university-wide changes that affect Stretch students. This past summer I met with Jeanne Hanrahan, Executive Director, University Academic Success Programs, about the new critical reading/thinking course developed for first-year students. A representative of her office addressed Stretch teachers during the August orientation, explaining the UNI reading course that many of our Stretch students would take simultaneously. I continue to work with Academic Success, having recently met with Kate Frost, Program Manager of Academic Success, to discuss ways Stretch may contribute to (and differ from) UNI courses. I also work with Julie Tharp, a member of the Library's First-Year Composition Team. This team was developed following my work with the library as the Writing Program's liaison (more below).

In addition to communicating with students, parents, teachers, and relevant campus administrators, I also represent Stretch to interested professors from colleges and universities throughout the country via email, phone, and in person.

I opened Stretch sections to Service Learning in new pilot, working with Jan Kelly, Deborah Ball, and five Stretch writing teachers, September, 2007. As a result of the pilot the group decided to keep the service learning curriculum model.

Online Coordinator
(Teryl Sands, Lecturer)
From Memorandum of Understanding:
[The Online Coordinator will]

- Read and evaluate all Hybrid and Online syllabi for Writing Programs which is estimated at 50 syllabi per semester. Contact teachers as needed concerning any questions or issues with online or hybrid syllabi. Make recommendations to teachers as needed.

- Provide observations of new hybrid and online teachers during fall semester (estimated at 12-15 teacher observations) involving meeting with teachers, getting added to their online or hybrid course, reading the course syllabus, writing up an observation report and discussing the observations with teachers at a later time. I would shadow teachers by

accessing their online courses and also through meetings where teachers explain online teaching approaches. I would attend face-to-face classes of hybrids as well as access the online component. I will assess quality of online instruction from a programmatic perspective for ASU Writing Programs. Observation reports will be done and provided for the teachers and also available as needed to the Director and Associate Director of Writing Programs.

- Provide weekly office/contact hours for Writing Programs teachers who are both new and also experience teaching in online and hybrid formats. I will be available each Wednesday on campus from 1-3pm or by appointment. I will be available throughout the week by email, telephone, and Skype. This time will allow me to troubleshoot with teachers on issues of concern with their hybrid and/or online teaching such as but not limited to poor online teaching evaluations, lack of student participation in online writing courses, failure of planned online activities, etc. Provide faculty with assistance as needed on key issues of concern with online and hybrid courses and teaching. Determine best course of action for teachers to remedy issues with technology driven courses.

- Provide technology training to faculty on an as needed basis either individually or as a group depending on demand

Appendix H: Partnerships Data, Strengths, and Challenges

UNI 110

Kate Frost provided us with enrollment figures for UNI 110. About 450 students took UNI 110 last fall, and about 50 are taking it this spring. UNI 110 is also available in the Summer Bridge program, in which approximately 60 students took it during summer 2009. This summer an estimated 150 students will enroll. Kate Frost estimates that about 65% of students enrolled in UNI 110 are enrolled concurrently in the Writing Programs' Stretch Program, or approximately 300 students out of 500 during the 2009-2010 academic year.

One section of WAC 101 that is linked to UNI 110 is being offered in Spring 2010 with a cap of 19 students. That section is taught by Jan Kelly. Next fall, 8 courses will be offered with a cap of 22, meaning 176 students will be enrolled in the pilot program between Stretch and UNI.

According to Frost, WP's strengths include its "student-centered approach" and its emphasis on teaching writing as process. She also finds WP instructors "easy to work with and express an interest in working with other programs."

Frost finds the number one challenge to developing this partnership is "a lack of standardization in first-year WP courses." From her perspective, WP misses opportunities to maximize its use of available resources as a result. Frost also sees as a challenge the lack of collaboration between WP and the Writing Centers. She has observed a misunderstanding among some WP teachers about the Writing Centers' roles and responsibilities.

Writing Centers

Simpson sees the current relationship between Writing Centers and Writing Programs as positive "at the leadership level"; she is complimentary about Dr. Shirley Rose's leadership and communication and the preparation that TAs in Writing Programs receive. She is positive about the goals of Writing Programs courses and the fact that Writing Programs faculty encourage students to seek the services of the Writing Center. In terms of challenges for the Writing Programs from the Writing Center perspective, Simpson would like to see more communication about the two programs happen at the level of Writing Center tutor/Writing Programs teacher, so that Writing Programs faculty would be more sensitive to the processes and goals of the Writing Center. She is not enthusiastic when teachers from Writing Programs require or recommend that students go to the Writing Center to "fix" writing problems or when teachers request information about tutorials their students have participated in; Simpson sees such directions and requests as misperceptions of the Writing Center as a support service rather than as a "separate, unique learning format" available to students for any writing task.

Director Simpson has generously provided statistical data from three semesters about how many Writing Programs students in 100-level courses use the Writing Center:

Students enrolled in the following Writing Programs courses used the Writing Center: Tempe; these are *unique* students, not the number of tutorials provided.

	Fall 2008	Spring 2009	Fall 2009
ENG101	280	66	507
ENG102	210	249	249
ENG105	25	4	97
ENG107	39	35	90
ENG108	49	69	43
Total	603	423	986

Summer Bridge

The Summer Bridge program has enjoyed great success in the retention rates of its students. Retention data for all Summer Bridge students: 2007 from freshman to sophomore year, 94%; 2008 from freshman to sophomore year, 87%.

Summer Bridge administrators stated that strengths of their relationship with the Writnig Programs were continuing improvement of communication between Summer Bridge and Writing Programs faculty; that Writing Programs faculty who work in Summer Bridge make their expectations very clear to students; and that the administrators in Summer Bridge are pleased with how Writing Programs faculty have accommodated programmatic changes in Summer Bridge because the Writing Programs faculty were flexible and open.

Challenges stated by the Summer Bridge administrators included the need to review syllabi for consistency of requirements. At first, Summer Bridge administrators did not know Writing Programs requirements and assumed that Writing Programs faculty would state them. They wished to facilitate better oversight of the fulfillment of requirements for Writing Programs classes that are taught through Summer Bridge. Perhaps this could be facilitated if Writing Programs staff were willing to review syllabi for sections of English 101 and WAC 101that are taught through Summer Bridge. Summer Bridge administrators would also like to be informed if the Writing Programs make changes to requirements.

Libraries

Prior to the creation of the CLAS Learning Community Program in 2003, the ASU library had a policy (dating from the 1960s) prohibiting librarians from offering their services to writing classes in the English Department (a policy of which the Writing Programs was unaware). In 2003, the library received a grant to teach information literacy. This grant was used to help fund the learning community program. Each learning community was assigned a librarian, who became an integral part of the course design and execution. As a result of this new partnership, the participating librarians developed a relationship with Writing Programs students and teachers, grounded in the teaching of information literacy.

The news that librarians were available to collaborate with teachers spread throughout the Writing Programs. Within a year four librarians made up the Libraries' instruction team, providing: in-person instruction for classes based on teacher requests or assignments; suggested resources for nine freshman and sophomore writing classes; a new ASU Libraries / Writing Programs website designed just for writing faculty; a new database (Opposing Viewpoints) requested by faculty; brochures outlining the Libraries / Writing Programs collaborative

possibilities; library presentations at faculty orientations in the fall; additional pilot collaborations between the Libraries and the WP.

For academic years 08-09 (on all four campuses) 143 in-person library sessions were presented to 2,316 students. So far in academic year 2009-2010, 110 in-person sessions have been presented to 1,900 students. Additionally, in 2008, the librarians created a suite of library guides (called LibGuide) for several Writing Programs courses on the Tempe campus, including WAC 101 and English 101; English 102/105/108, and English 301. Please see http://libguides.asu.edu/cat.php?cid=542 for a complete list. The English 102/105/108 LibGuide, which is the most-used, can be found at http://libguides.asu.edu/ENG102-105-108. Following are usage statistics for the English 102/105/108 LibGuide, which is the most-used: 7,029 hits in 2008; 20,516 hits in 2009; 4,236 hits in January and February 2010. A LibGuide was also created in 2009. It had 10,165 hits in 2009; and 540 hits in January and February 2010.

Among the Writing Program's strengths, Associate Librarian Julie Tharp stressed the "dedicated instructors," the program's "Impressive capability to handle the sheer volume of students and sections," and the current administrator's "steps to evaluate and improve the program."

The most significant challenge that Tharp mentioned is the "lack of a standardized curriculum," which "makes it difficult for the Libraries to provide a consistent collaboration with all WP instructors and results in an uneven level of service to WP students." Additionally, the lack of standardization prevents the librarians from "effectively or uniformly integrat[ing] library research skills into the structure of the course curriculum, which is unfortunate since effectively using the library and its resources is essential to the foundations of a good composition paper."

Barrett, The Honors College

The following statistics from the Barrett Web site are current through Fall 2009: Current Student Enrollment: 3,259 (215 Downtown, 57 Polytechnic, 2869 Tempe, 118 West); Average SAT/ACT Scores for incoming students in fall 2009: 1308/29; Number of incoming National Scholars for fall 2009: 151 National Merit Finalists, 100 National Hispanic Scholars, 4 National Achievement, 2 Gates Millennium; Current Alumni: 3,277; Student to Faculty ratio in classes taught by Honors College faculty: 15 to 1; Average unweighted GPA of entering first-year students: 3.84; Top 5 States of Origin (other than Arizona): California, Texas, Colorado, Washington, Oregon; Top 5 Countries of Origin (Other than US): Mexico, China, India, Canada and the United Kingdom; Number of National Merit Scholars: 613; Number of National Hispanic Scholars: 362; Percentage of female students/male students: 54/46%; Percentage of in-state/out-of-state students: 73/27%.

Strengths – Barrett is pleased with
(1) the performance of the current instructors,
(2) the clarity of the policies,
(3) the efficiency of working with Demetria Baker.

Challenges – Barrett is concerned about
(1) the possible frequent rotation of instructors, with the amount of mentoring that is wasted with each rotation—they want the 102 instructors to maintain a history with Barrett;

(2) inflexibility of the policies (absences, being administratively dropped from 102 if there's an incomplete in 101, and others)
(3) 101, 102, 105 – confusion regarding placement (often signing up for one class at orientation, then receiving placement scores too late to sign up for a different course, or taking the wrong class and receiving no credit for it: "Even with incredible efforts to get students into the appropriate FYC course, some students wind up in the wrong course and students are upset when they find out they will not get credit for taking a course they took (even if it's AP credit for ENG 101 which is now void after completing ENG 105)."

W.P. Carey School of Business
On March 10, 2010, members of the self-study committee met with the undergraduate dean, Dr. Kay Faris, of the business school to ask a series of questions. The questions and her responses are summarized below:

1. How do you see your relationship with the Writing Programs, specifically through ENG 302, Business Writing?

   Dr. Faris stated that the business school has a very good relationship with the Writing Programs. She is happy with the increasing enrollment and appreciates receiving the annual report from the ENG 302 Curriculum Committee. Additionally, she stated that W.P. Carey School of Business Dean Bob Mittelstaedt is a believer in the course and a promoter of the importance of writing for business students.

2. What do you see as the strengths of ENG 302? What is working?

   Writing is critical for our students. Recruiters and potential employers appreciate that students are taking a business writing course. Dr. Faris is pleased that the Department of English took on the course and is happy to have a dedicated writing class for business majors. She also noted that the business faculty have noticed an improvement in the writing of their 400-level students.

3. What do you see as challenges you face working with Writing Programs and ENG 302? How could ENG 302 better serve the goals of the W.P. Carey School of Business and its students?

   Dr. Faris mentioned the following as challenges:
   - The biggest challenge is dealing with writing in general and some business students' perception that writing is unimportant to their business careers. Students have expressed concerns about the course, saying that it should be taught by business teachers and that they do not see a transfer of content into their business classes. Dr. Faris suggested that we include a blurb from Bob Mittelstaedt on our syllabi to help show a connection, and she also wants the business faculty to be more active in supporting writing in their classes.
   - There is also an ongoing concern with ESL issues and international students who are not adequately prepared. The business school has many international students, particularly in supply chain management.

- Another concern was poor communication and a lack of professionalism from students regarding email and texting. Dr. Faris would like to see students be more attentive to correct grammar and usage.
- Dr. Faris also noted concerns with students' critical thinking skills. They need to be able to create solutions and support them with pros and cons.
- Additionally, students need to write and revise their work to make it more concise and coherent. She would like to see more emphasis on fundamentals within the context of business documents, including attention to grammar, punctuation, and vocabulary.
- Students should also be taught to write quickly and efficiently when there is little time for revision.
- Lastly, we need to build more of a connection between the business faculty and ENG 302 teachers.

Some possible solutions to these challenges include trying to involve the business community through the connections that the business school has with business leaders. These business leaders might provide support for the importance of writing in business through sound-bites or other kinds of testimonials. Additionally, the business faculty could be asked to supply examples of the kinds of assignments they require for each of the major units that we teach as a way to show students what they will be asked to do. This would apply particularly to 400-level courses. Also, we might have business leaders and business faculty come in to talk to our students about the importance of writing.

4. What kinds of data and/or anecdotes could you provide to help us document our efforts?

   Dr. Faris agreed to send us student and business faculty comments pertaining to ENG 302 that she comes across. We also agreed to provide any comments our students make about the business courses.