COMMITTEE ON UNDERGRADUATE EDUCATION
Meeting Minutes of 8 March, 2018

Meeting Location: Old Main 340

CUE Chair Donna Qualley called the meeting to order at 4:06 pm, welcoming a total of 13 attendees (roster attached).

DISCUSSION ITEMS

Draft Writing Proposal: Committee members continued discussion of CUE's draft writing proposal. CUE members agreed to change the minimum grade requirement to get credit for a W3 course to a C- in order to add consistency to writing proficiency standards. CUE members also discussed the feasibility of making a W2 course a graduation requirement, but ultimately determined that this would likely pose an undue burden on transfer students. Committee members decided to remove sections in the writing proposal pertaining to teaching assistant (TA) support for W3 courses, and insert a note regarding CUE's determination that TA support is likely unfeasible. CUE members also discussed the feasibility of eliminating the ACGM/BCGM GUR categories.

A **motion** (forwarded by Rick Bulcroft and seconded) to approve CUE's writing proposal with the addition of edits from *CUE Chair* Donna Qualley **passed** unanimously (see Appendix A).

GUR Competencies: CUE members discussed ACC's recommended revisions to the 11 GUR competencies (see ACC minutes of 23 January 2018). Committee members discussed the language of the four suggested capacities, how these capacities will be measured, and methods for assessing Western's general education program. CUE expects to continue discussion of the four capacities at its meeting of 5 April 2018.

Meeting adjourned at 5:30 pm.

COMMITTEE ON UNDERGRADUATE EDUCATION – ROSTER 2017-18

VOTING ATTENDEES					NON-VOTING ATTENDEES		
Faculty					**Ex Officio, Non-Voting**		
1	Donna Qualley, Chair	At-Large	P		17	David Brunnemer, *Registrar*	--
2	Javier Berzal de Dios	D ~ Art	--		18	Terri Clarke, *Admissions Office*	--
3	Rick Bulcroft	B ~ Sociology	P		19	Holly Diaz, *University Residences*	--
4	Paul Chen	ACC Representative	P		20	Meagan Bryson, *Academic Advising*	--
5	Brandon Dupont	E ~ Economics	P		21	Lizzy Ramhorst, *Shared Gov Ops Mgr*	--
6	Aquila Flower	G ~ Environmental Studies	P		22	Carolyn Swinburne, *Registrar's Office*	--
7	Sarah McDaniel	I ~ Wilson Library	P		**Recorder**		
8	Robert Stoops	C ~ Liberal Studies	P		23	Sophie Miller, *Recorder*	P
9	Andrew Good	A- Math	P		**Guests**		
10	Jianna Zhang	A ~ Computer Science	P				
11	Vacant	H	--				
12	Vacant	At-Large	--				
Voting Ex Officio							
13	Steven VanderStaay, VP for Undergraduate Education		P				
14	Julie Dugger, Director of Writing Instruction Support		P				
Students							
15	Hunter Eider, *AS VP for Academic Affairs*		--			Voting attendees	12
16	Sadie Strain, *Associated Students*		P			Non-voting attendees	1
Voting members in attendance			**12**			**TOTAL ATTENDEES**	**13**

A Proposal from the Committee of Undergraduate Education (CUE) for Implementing Improvement to the GURs: Writing Priorities

Prepared for the Academic Coordinating Commission (ACC) March, 9 2018

CUE members 2017-18
Donna Qualley, Chair
Javier Berzal de Dios
Rick Bulcroft
Paul Chen
Julie Dugger
Brandon Dupont
Hunter Eider
Aquila Flower
Andrew Good
Sarah McDaniel
Michael Medler
Sadie Smith
Robert Stoops
Steven Vanderstaay
Jianna Zhang

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Executive Summary

In the following pages, CUE offers a detailed vision for implementing Priority Area 11 (Writing) of ACC's 2016 report to the Faculty Senate, "Recommended Improvements to General Education." CUE has been guided in its decisions by the Senate's general charge to ACC to consider resource implications, time to degree, and programmatic autonomy, as well as coherence in the GURS.

Proposed Curricular Changes

This proposal seeks to provide students with ongoing opportunities to strengthen and expand their writing expertise throughout their entire education at Western via three curricular changes. First, we formally actualize the previously approved requirement, passed in 2000, that students take a second writing course in the disciplines before the end of their sophomore year. Second, and following ACC's proposal, we recommend that students be required to take at least one content-area GUR course incorporating writing instruction and practice. Third, we propose an improvement and simplification to the current WP system. The table at the end of this summary illustrates these curricular changes at a glance. The rest of the document offers a fuller description of these courses and furnishes ACC with a detailed discussion of CUE's reasoning for these recommendations.

Resource Implications

This proposal will require a substantial outlay of new resources. Most importantly, if these curricular changes are to succeed, they absolutely must be accompanied by ongoing, professional development and programmatic support as well as money for new hires and additional writing sections. Major expenditures include:

- Summer teaching grants and ongoing, paid professional development for faculty teaching GUR writing courses.
- The hiring of a new, full-time (12 month) Director of University Writing to support the upper-level writing requirement and coordinate a new, proposed University Writing Consortium.
- The hiring of 12 new, disciplinary writing specialists as "opportunity hires." These faculty would be tenured in departments of their subject specialty. A substantial part of their assignment would be teaching writing courses and supporting other faculty teaching GUR writing courses in their disciplinary domains.

- Money for covering 20-30 additional sections of the second required writing course (Writing in the Context of the Disciplines) with current NTT (senior instructors) faculty.

Implementation
If this proposal is approved, CUE predicts 3-5 years for full implementation.

Proposed Changes to Writing Requirements at a Glance

For ease of understanding, CUE renumbered ACC's three levels (W1a and 1b, W2, and W3) as four levels (W1, W2, W3, and W4).

Old ACC Number	New CUE Number	Level	Title or Description	Kind of writing course	Catalog Tag	Pre-requisites	Minimum Requirements
1a	Writing 1	English 101	Writing Your Way through WWU	Writing-Focused C- grade required	Com A	None	1 course ideally taken in the 1st year
1b	Writing 2	GUR 100-200 level	Writing in Disciplinary Contexts	Writing-Focused C- grade Required	Com C	Writing 1 (Com A) required	1 course taken in the 1st or 2nd year

Writing 1 and Writing 2 should be completed before students accrue 90 credits.

Writing 3: One writing-infused GUR course
(Existing GUR courses that contain (or have been re-envisioned to include) writing instruction/practice).

Old ACC Number	New CUE Number	Level	Title or Description	Kind of writing course	Catalog Tag	Pre-requisites	Minimum Requirements
2	Writing 3	GUR 200-300 level	GUR course	Writing-Infused C- grade Required	W-GUR	Writing 1 (Com A) required *Writing 2 (Com C) recommended*	1 course taken in the 2nd or 3rd year

Writing 4: Choice of three writing-infused major courses or one writing-intensive major course
(Replaces the current WP requirement).

Old ACC Number	New CUE Number	Level	Title or Description	Kind of writing course	Catalog Tag	Pre-requisites	Minimum Requirements
3	Writing 4	MAJOR 300-400 level courses	Courses ideally taken in the major department	Writing-Infused C- grade required	W-MAJ	Writing 2 (Com C) required *Writing 3 (W-GUR) recommended*	3 Writing-Infused courses taken in the 3rd or 4th year
		MAJOR 300-400 level course	Course ideally taken in the major department	Writing-Intensive C- grade required	W-INT	Writing 2 (Com C) required *Writing 3 (W-GUR) recommended)*	1 Writing Intensive course taken in the 3rd or 4th year

Preface to this Report

A fully developed writing plan for the university includes:

1. Faculty development
2. Curricular components from the freshman year onward,
3. Student support in the form of writing or learning centers,
4. Assessment of the program and of student writing,
5. An administrative structure and budget.
    --Susan Mcleod and Elaine Maimon "Clearing the Air: WAC Myths and Realities." *College English.* May 2000.

Over the years, Western has done an excellent job with point 3 (student support in the form of writing or learning centers). Both the Writing Center (as it was named at the time) and Writing Instruction Support became part of the Libraries in 2010. Over the last five years, the Western Libraries and the Learning Commons have increasingly supported integrated academic literacies: writing, research, reading, speaking, and listening in the Hacherl Research and Writing Studio. In 2016, the Libraries hired a Director of Teaching & Learning and the Learning Commons to develop a program that complements other university supports for these literacies. (See Appendix A for a representative list of the ways Western Libraries currently contribute to the teaching and learning of writing and its associated literacies).

The ACC's recommendations for improving writing at Western specifically address point 2 (curricular components from the freshman year onward). These recommendations recognize the importance of two critical principles about learning to write:

1. That writing is not something that is learned once and for all; rather writing is a gradually acquired proficiency that requires continued instruction and lots of practice at every level—and with the help of everyone.

2. That there is no such creature called writing "in general." As Elizabeth Wardle, a well-known scholar of writing studies, says: Writing is always "in particular." We're always learning to write. Each new situation, audience, genre, and technology have their own set of possibilities and constraints that require writers to learn to understand and do writing "differently." Even the so-called "basics" cannot be truly acquired outside of a specific rhetorical context.

In addition, our understanding of writing itself—what it is, what it looks like, and what it does—is expanding. In every field, new technologies alter the ways that writing is conceived, produced, designed, circulated, distributed, presented, and published—not

to mention how it is accessed, read, and comprehended. A future-oriented approach to writing prepares students to navigate multiple literacy and media landscapes and to amalgamate new writing and reading practices in response to rapid cultural, social, and technological change.

In mapping out ACC's proposals for writing instruction in more detail, CUE quickly realized that it would need to address the other points listed in the epigraph to this section. For these proposed writing initiatives to succeed, Western will need to devote dedicated time and compensation for faculty development (point 1), create an ongoing procedure for assessing these efforts (point 4) and build an administrative structure with a budget for coordinating all the parts (point 5). Western will also need to dedicate resources to new faculty hires and funds for additional classes.

Implementing these proposals will require a substantial outlay of new resources. Western has a lot of ground to make up when it comes to writing. Today, Western allocates fewer resources to university writing than it did twenty years ago. The expense of this undertaking has been one reason that Western has balked multiple times at implementing a second required writing course--ever since the 1988 accreditation report first made the recommendation.

Nonetheless, faculty are pretty united in their agreement that students at Western need more opportunities for ongoing writing instruction and practice. About a third of first-year students are now exempt from English 101. For many reasons (including state initiatives like the 2011 Launch Year Act http://lawfilesext.leg.wa.gov/biennium/2011-12/Pdf/Bills/House%20Passed%20Legislature/1808-S2.PL.pdf, sometimes called the "Washington 45," where students are strongly encouraged to complete 45 college credits while still in high school), we have seen increased enrollments in Running Start and College-in-the-High School Programs. These seismic changes in how our students complete (or don't complete) introductory writing requirements impact students' preparation for other coursework in ways that may disproportionately affect the success of some students.

In his Convocation Address last fall, President Randhawa noted that enrollment of students from underrepresented populations, including first generation college students, is up 19% from the previous year. If all the proposals in this document are adopted, the university will make real progress in actualizing Western's stated mission of "advancing inclusive success" and "enhancing academic excellence" for all students. Given Western's changing student populations, the time seems right for revising these writing requirements, and ACC's Proposal for Improving the GURs provides the kairotic moment for doing so.

From ACC's recommendations for Improvement to the GURS: Priority 11: Writing

ACC recommends a three-stage writing requirement stretching across a Western student's baccalaureate education: two courses designated W1, two courses designated W2, and one course designated W3.

The first stage (W1) would require English 101, as currently required, and a 200 level "writing in the disciplines course," on the model of "writing in the content areas" requirement previously passed by the ACC and Faculty Senate in 2004. Individual departments, following university guidelines (for minimum number of assignments, pages, revisions, etc.), would be encouraged to develop their own discipline specific, writing-intensive courses for this purpose, though the ACC acknowledge that it may not be practical for all departments to do so. The 200-level course could be taken in the first or second year.

The second stage would require at least two GUR courses at the 200 and 300 level with a writing designation (W2). ACC envisions the W2 designation being applied to existing GUR courses as a way of identifying GUR courses that already have a significant writing requirement as part of the course. W2 courses would not necessarily be "writing-intensive," but would have some minimum percentage of the overall course grade based on written assignments.

The third stage (W3) would require at least one upper-division, writing intensive course, ideally within the major. In many majors, existing seminars or "capstone" or thesis requirements (or similar culminating courses) would receive W3 designation. (The proposed third stage would replace our current WP requirement.

> **Note from CUE:** The proposals presented here assume the acceptance of ACC's priority area #12 for replacing the ACGM/BCGM GUR categories with courses from the Humanities and Social Sciences designated as DEJ (Diversity, Equity, and Justice) courses.

Section 1: Brief Descriptions of the Proposed Writing Courses

All categories of writing courses (W1, W2 W3, and W4) offer explicit <u>instruction</u>, <u>demonstration</u>, <u>practice</u>, and <u>feedback</u> in writing and its <u>associated literacies</u>. In addition, all writing courses (except for W3-GUR courses) also provide students with opportunities for <u>revision</u> and <u>improvement on assignments.</u> The three kinds of writing courses (writing-focused, writing-infused, and writing-intensive) differ in the amount and kind of writing instruction and practice they offer and the extent to which writing instruction and practice is integrated throughout the course.

> **A writing course begins, not with what we want students to know, but with what we want them to do. Once we have answered that question, we can then ask, what do students need to know in order to do it?**

Specific "<u>associated literacies</u>" will vary for different disciplinary domains and levels of writing courses. These literacies typically include: (1) instruction and practice in learning to read and reason in the genres of the discipline; (2) opportunities for learning and practicing specific rhetorical moves and disciplinary and syntactic conventions; (3) instruction in processes for going about getting the work done; and (4) instruction in relevant "information literacies" and technologies.

> **Note from CUE:** The Association of College and Research Libraries (ACRL) defines information literacy as "the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning."
> http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework_ILHE.pdf

In any course, final grades are always based on students' overall work in the course. In writing-focused and writing-intensive courses, a substantial amount of that work involves formal and informal writing—which the course grade should reflect. In writing-infused courses, a smaller proportion of the class time and work is devoted to writing instruction and practice, and thus a smaller percentage of the course grade will be allocated to the work of writing. Specific decisions about grading should be made by the course instructor. However, students are required to earn a C- in their W1, W2, and W3 courses to earn GUR credit and a C- in their W4 courses to meet graduation requirements.

> **Notes from CUE:**
>
> 1. In defining the different writing courses, CUE has deliberately chosen not to designate a specific percentage of the course grade that must be based on written assignments in

Writing-Focused, Writing-Infused, or Writing-Intensive courses. Nor has CUE stipulated a word or page requirement. These choices are better left to the instructors of these courses. A more accurate way to designate writing courses is by the extent to which writing is part of the course content and how much class time is devoted to explicit instruction, demonstration, and practice in writing and its associated literacies. These criteria more accurately distinguish writing courses from other courses (including those courses where writing may be "assigned," but most of the instructional and practice time is devoted to other matters).

2. Writing instruction involves more than giving information to students. Writing instruction typically includes demonstration, modeling, and practice in class. While explaining a convention or principle to students, or asking students to read an informational handout, or giving students a detailed grading rubric may all be relevant and necessary; they are not sufficient if the goal is better student performance.

3. Providing feedback on students' work is also a form of instruction. Feedback on a specific assignment can help improve the quality of work on that assignment. However, the larger, instructional principle may not transfer beyond the immediate situation unless it is made explicit and continually reinforced with more practice.

4. "Practice in writing" does not simply refer to the writing assignment or draft (even though these things can indeed constitute practice). Practice in writing means allowing students to try out or do the thing the instructor has just explained or taught in class *before* students attempt to apply or use this skill and knowledge in an actual assignment. In this way, the instructor can quickly assess the general level of understanding and, perhaps, offer quick advice: "Yes, do more of that." "What happens if you do this instead? Try it." "Remember the example we just looked at about always inserting a comma after phrases like the one you are using here?"

5. One important benefit of the proposed required faculty development for W2 courses is that instructors will see different models and experience examples of instruction, demonstration, practice, revision, and feedback themselves. (See Section 4.12).

1.1 About writing-focused courses

Table 2. Writing-Focused Courses

Old ACC Number	New CUE Number	Level	Title or Description	Kind of writing course	Catalog Tag	Pre-requisites	Minimum Requirements
Writing 1 and Writing 2 should be completed before students accrue 90 credits.							
1a	Writing 1	English 101	Writing Your Way through WWU	Writing-Focused C- grade required	Com A	None	1 course ideally taken in the 1st year
1b	Writing 2	GUR 100-200 level	Writing in Disciplinary Contexts	Writing-Focused C- grade required	Com C	Writing 1 (Com A) required	1 course taken in the 1st or 2nd year

W1 and W2 courses are "writing-focused courses." CUE uses "writing-focused" to more accurately describe W1 and W2 courses and distinguish them from the writing-infused GUR courses, writing-infused major courses, and writing-intensive major courses that have smaller or larger writing components, but are not typically (or primarily) writing courses per se.

> **In writing-focused courses, the focus is on teaching writing and its associated literacies. The topical content of the course supports writing instruction.**

In both W1 and W2 courses, "writing" encompasses the rhetorical, literacy, and design practices involved in the creation and production of texts in print and/or digital genres and across a range of media. W1 and W2 courses also offer targeted and focused instruction and practice in organizational and sentence-level conventions.

> **Note from CUE:** Just because a skill or convention is taught does not mean that all students will then apply that skill or use that convention correctly in every rhetorical situation. Writing—even at the sentence and paragraph level—is a proficiency that is gradually acquired through lots of practice accompanied by well-timed feedback. If students have not acquired control over conventions (that instructors deem "basic") by the time they enter Western, a couple of writing courses will not make them fluent. These students may know what they are supposed to do; they may be able to ace a test on sentence conventions, but still not be able to perform or demonstrate this knowledge in their own writing. It takes many times at bat before you can make the ball go where you want it to. And many more times at bat before your swing becomes so intuitive that you do it without thinking—even when the professor throws you a curve ball. Instructors at all levels will likely find themselves still providing focused sentence and paragraph level instruction for some students.

1.2 General characteristics of both W1 and W2 writing-focused courses:

- Writing-focused courses enroll 25 or fewer students.
- Writing is the subject or focus of the course. The topic of the course serves the learning and practicing of writing and its associated literacies.
- Instructors devote lots of class time to instruction, demonstration, and practice in writing, including its general conventions and its associated literacies.
- Students receive spoken and/or written feedback and have opportunities to revise and improve.
- Students have opportunities to write informally about course material as an aid to learning and understanding.
- Students have opportunities to reflect on what they are learning. Ideally, students revisit earlier work from the position of later knowledge and experience.
- Students write for academic and/or public audiences

Note from CUE: Academic audiences are audiences who are already part of the "conversation" about the topic of focus and who understand the specialized language and discourse conventions of the discipline. Public or lay audiences are interested in learning about the topic, but are not generally part of the specialized disciplinary conversations about it. When writing for lay audiences, students acquire valuable rhetorical "know-how" as they learn to render the specialized concepts and arguments of the disciplinary discourse into understandable and meaningful prose for others.

1.3 W2 writing-focused courses: "Writing in Disciplinary Contexts" (Com C)

Writing 2 courses build on the work initiated in Writing 1 (English 101). These courses continue to emphasize that writing is a rhetorical and meaning-making activity and that writing looks different and does different things in different places. The completion of W1 (or Com A) is a prerequisite for W2 (or COM C). W1 and W2 courses are meant to be completed before the end of the student's second year (or 90 credits).

Notes from CUE:
1. The characteristics of W2 courses listed below replace the current Com C course criteria.

2. CUE foresees no difficulty with requiring students to complete W1 and W 2 before 90 credits in terms of "time to degree." Many students will likely complete their W2 courses in their first year.

3. The W2 courses are the linchpin of this entire proposal. CUE felt so strongly that all students should take Western's writing-in-disciplinary-contexts course that they debated whether the W2 courses should become a graduation requirement (like the upper-level writing requirement) instead of a GUR. According to figures provided by Sharon Schmidtz (see Appendix B), 45% of Western Students graduate with the DTA (Direct Transfer Agreement). Although community colleges typically require students to take two writing courses, the second course is rarely taught in the context of a discipline. However, CUE was more concerned about the number of running start and college-in-the-high school freshmen who complete their DTAs, up almost 50% since 2010. These students take their "college" writing courses when they are 16 or 17 years old, and, in some cases, as early as 15 years old. As an alternative to making the W2 course a graduation requirement, CUE also discussed whether departments might want to make Western's W2 course a requirement or pre-requisite for their majors. Thus, even students with the DTA would have to take one of Western's W2 courses to declare or fulfill their majors. While CUE would like to see all students take one of Western's W2 courses, they did not feel it was in their purview to suggest making it a graduation requirement. ACC might want to consider these ideas further.

"Writing in Disciplinary Contexts" may be interpreted broadly as (1) writing in the context of a specific discipline or a disciplinary domain (e.g., social sciences, humanities, science), (2) as writing about disciplinary content or subject matter, or (3) as writing in specific genres or media (e.g., newswriting, web writing, technical writing). W2 courses focus on the kinds of writing and literacy practices that "enact disciplinarity," typically in broad disciplinary domains. As GUR "writing-focused" courses, however, W2 courses have more expansive goals than teaching the specialized disciplinary forms of writing that are the focus of W4 courses. W2 courses continue to provide general knowledge and experience that students may develop, adapt, and repurpose to future contexts that require writing.

> Departments are encouraged, but not required, to offer W2 courses. However, to provide students with a range of options, ideally W2 courses would be offered in all colleges.

Ideally, some departments in every college would offer W2 courses. W2 courses may be taught by disciplinary TT faculty and NTT senior instructors from across the university who have completed the (paid) summer professional and course development workshops on teaching these writing-focused courses. (See section 4.12). Faculty determine the disciplinary topic or, if desired, a specific rhetorical focus for their W2 course.

1.4 Specific characteristics of W2 writing-focused courses:
- W2 courses are 100 or 200 level GUR writing courses offered by different departments.
- W2 courses carry 4-5 credits and earn Com C credit.
- W2 courses may be stand-alone writing courses or writing-focused courses linked to other GUR content courses.
- The only pre-requisite to W2 courses is English 101 (or completion of Com A).
- W2 courses are topic-based or genre-based writing classes taught in the context of a discipline or disciplinary domain.
- W2 courses explicitly state that writing is the focus of the course in the catalog and syllabus descriptions.
- W2 courses include formal writing projects that demonstrate and communicate knowledge and understanding and informal (low stakes) writing assignments that assist with learning the disciplinary subject matter.
- W2 courses offer instruction and practice in reading and reasoning in the discipline or disciplinary domain.

- W2 courses extend and deepen students' knowledge of genre, style, organization, and sentence-level conventions.
- W2 courses include some instruction and practice in "source-based" writing: research writing and/or inquiry writing. Research and inquiry can utilize a variety of forms and methods (library research, text-based studies, ethnographic field work, surveys, interviews, statistical reports, and so on).
- W2 courses include instruction in relevant information literacies and processes for "doing the work."

Notes from CUE:

1. Both research studies in writing and anecdotal feedback from professors attest that students at all levels in all disciplines have difficulty working with source material in their writing. At the structural level, they have difficulty effectively integrating outside information into their own sentences. However, this "writing" problem often belies a deeper "reading" problem, which is why writing instruction needs to include instruction in reading, reasoning, and other relevant literacies.

2. Writing focused courses favor depth of study into a smaller and more focused body of subject matter rather than breadth of coverage. While it may be possible to redesign existing GUR courses as W2 courses (particularly Com B and Com C GURs that already require some writing), it is preferable for faculty to start fresh in conceptualizing their W2 courses. Once a course has become institutionalized as one kind of course, it can be challenging to reimagine it quite differently as another kind of course.

3. If departments propose W2 courses with more general titles (e.g., Writing as a Scientist, Writing in the Visual Arts, Writing in the Social Sciences, Digital Writing) and include "topics vary" in the catalogue description, the same course could conceivably be taught by different instructors using different topics within the same department. For example, the English Department currently offers a Com C course called Writing in the Context of the Humanities. Different versions of this course have appeared in Banner as: Wrt in Humanit: Fairytale Study; Wrt in Humanit: Bible & Culture; Wrt in Humanit: SciFi & Culture, and so on. Such an approach eliminates the need for constructing multiple W2 proposals from the same department.

4. To help students make informed selections for their W2 and other GUR courses, CUE encourages all departments to adopt a practice used by the English Department on its web page. Two weeks before registration, the English Department publishes detailed course descriptions for all of the GUR and Major courses it is offering that quarter. Such an approach would certainly help students select a W2 course in which they were interested in taking. For example, see https://chss.wwu.edu/english/current-course-descriptions.

1.5 About writing-infused courses

A "writing-infused" course generally has a smaller, but significant component of writing and writing-instruction "infused" somewhere into the course. While the amount of assigned writing may be less than in other kinds of writing courses, the writing instructional component is still central and

> **There are two kinds of writing-infused courses: W3 (Writing in the GURs) and W4 (Writing n the Majors).**

significant to the work of the course. There are two kinds of writing-infused courses: W3 (Writing in the GURS) and W4 (Writing in the Majors). W-GUR courses are likely to be larger courses and have vastly different objectives and approaches than W-MAJ courses. However, these courses are similar in terms of the amount of writing instruction "infused" into the course.

> **Note from CUE:** At this time, it is difficult to be more precise about writing infused courses. CUE imagines many approaches and possibilities for infusing writing and writing instruction into these courses. The proposed faculty development (see section 4.1) and the creation of writing department plans (outlined in section 4.32) will be important for developing more general guidelines over the 3-5 years that CUE estimates it will take to bring all these initiatives "on line."

1.6 About W3 writing-infused courses: Writing in the GURs (W-GUR)

Table 3. W3 Courses.

Old ACC Number	New CUE Number	Level	Title or Description	Kind of writing course	Catalog Tag	Pre-requisites	Minimum Requirements
Writing 3: One writing-infused GUR course *(Existing GUR courses that contain (or have been re-envisioned to include) writing instruction/practice).*							
2	Writing 3	GUR 200-300 level	GUR course C- grade required	Writing-Infused	W-GUR	Writing 1 (Com A) required *Writing 2 (Com C) recommended*	1 course taken in the 2nd or 3rd year

W3 courses are existing 200 or 300 level GUR courses that already contain writing and writing instruction (notably many courses in the humanities) or existing GUR courses that have been re-envisioned to include writing instruction and writing assignments. These courses help plug the gap in students' writing

> **Students take one W3-GUR course. This course does not have to be in a student's intended major.**

experiences that frequently occur between their initial writing courses and their upper-

level writing requirements. Students extend their proficiencies into new rhetorical contexts, often refining and adapting knowledge and practice gained in W1 and (ideally) in their W2 courses to new material.

In W3-GUR courses, instructors offer in-class instruction and practice for the writing they do assign. However, because W3- GUR courses tend to be larger, more (disciplinary) content-heavy courses, instructors are not required to read multiple drafts or to ask students to revise assignments. Students take one W3 (W- GUR) course. This course does not have to be in students' intended majors, although it could be.

Notes from CUE:

1. ACC's proposal suggests that students take two W-GUR courses. CUE discussed this option, including whether these two courses should be in separate GUR categories. Given all the changes departments need to consider with these writing initiatives, CUE wondered whether departments would be able or willing to offer enough W3 courses to allow all students to take two W3 courses without creating bottlenecks. CUE also felt that requiring a single W3 course would appear more coherent to students and simpler for them to navigate: They take one W1, one W2, and one W3 course. (Of course, if departments flooded the curricular market with W-GUR courses, students likely would not be able to avoid taking multiple GUR writing courses).

2. When discussing whether students should take one or two W3 courses, CUE initially thought that if students took two courses, the W2 course should not be a prerequisite, and if they took one W3 course, the W2 course could be a prerequisite. But on closer examination, CUE thought it prudent to adopt a "wait and see" approach: start by requiring one W3 course without a W2 prerequisite to see how these changes play out. Even though faculty might appreciate students having had more writing instruction and practice before taking their W3 course, CUE felt that taking a W2 course prior to a W3 course should be "recommended" rather than "required." Of course, individual departments themselves could make the completion of a W2 course a pre-requisite for their own W3 courses if they so desire.

3. Initially, CUE thought the W3 GUR course should be a GUR course that does not also fulfill a major requirement. However, many departments require GUR courses (even at the 100 and 200 level) as part of their majors. Although students have the option of taking a W3 GUR course in any department, CUE decided that limiting W3-GUR courses to courses that do not fulfill major or minor requirements places an undue burden on students and departments. If students take their W3 GUR course in their intended major, they would still need to complete the upper-level writing 4 requirement (3 W-MAJ courses or 1 W-INT course). The same course, however, cannot fulfill both W3-GUR and W4-MAJ requirements.

4. ACC's proposal stipulates that students will need to complete both W3-GUR courses and Diversity, Equity, and Justice (DEJ) courses. Some GUR courses could conceivably fulfill the W3 requirements <u>and</u> the DEJ requirements. In this case, "double-dipping" would be allowed. In

fact, CUE encourages it. Many current ACGM/BCGM would be excellent candidates for W3 courses.

5. Many current GURs (most notably courses in history and liberal studies) already require substantial writing assignments. Courses in these departments are ideally suited to become W3-GUR courses.

6. CUE discussed whether to offer guidelines for the amount of instruction in writing infused courses. Guidelines might be helpful to faculty in conceptualizing and constructing their W3-GUR courses. For example, "In W3 classes, instructors should plan on spending the equivalent of at least one week of class time on instruction in writing (along with its associated literacies)." However, given that writing operates differently in different disciplinary contexts, such guidelines seem premature at this point. If these proposals are accepted, CUE hopes to gather examples of the ways professors in different departments "infuse" writing instruction (without sacrificing disciplinary content) and assign writing in larger classes.

1.7 About W4 writing-infused and W4 writing-intensive courses in the major

Students can fulfill the upper-level writing requirement by taking 3 W-MAJ courses or 1 W-INT (writing intensive) course.

Table 4. W4 Courses

Old ACC Number	New CUE Number	Level	Title or Description	Kind of writing course	Catalog Tag	Pre-requisites	Minimum Requirements
Writing 4: Choice of three writing-infused major courses or one writing-intensive major course (Replaces the current WP requirement).							
3	Writing 4	MAJOR 300-400 level courses	Courses ideally taken in the major department	Writing-Infused C- grade required	W-MAJ	Writing 2 (Com C) required *Writing 3 (W-GUR) recommended*	3 Writing-Infused courses taken in the 3rd or 4th year
		MAJOR 300-400 level course	Course ideally taken in the major department	Writing-Intensive C- grade required	W-INT	Writing 2 (Com C) required *Writing 3 (W-GUR) recommended)*	1 Writing Intensive course taken in the 3rd or 4th year

With their focus on instruction and practice, W4 courses replace the current grade-based WP requirements. Three writing-infused (W-MAJ) courses can fulfill the upper level requirement the same as a single writing-intensive (W-INT) course. After listening to faculty, CUE thought it important to retain the option of spreading the W4 requirement over multiple courses. The new W4 requirement adheres to the principle but simplifies the practice of the current WP point system by reducing it to two options.

Notes from CUE about W4 (W4 W-MAJ and W4 W-INT) courses:

1. ACC encouraged CUE to "think about the needs of departments who would like to retain the ability to split up the replacement for the current writing proficiency (WP) requirement into multiple parts" (ACC Minutes 4-25-17). After listening to faculty, CUE felt it important to adhere to the principle but simplify the practice of the current WP point system by reducing it to two choices. Three W-MAJ courses can fulfill the upper level requirement the same as a single W-INT course.

2. CUE discussed whether both W2 (Com C) and W3 (W-GUR) courses should be prerequisites for W4 courses. Logically, they should. Ultimately, CUE decided that only W2 courses should be a pre-requisite to W4 courses since a key purpose of the W2 course is to better prepare students for writing at the upper level. CUE was split over whether to make the W3 course a prerequisite for W4 courses since many students (especially in the sciences) spread their GUR requirements over four years. In this instance, CUE decided to "recommend" that students complete their W3 course before taking any W4 courses. CUE also recognizes that departments have the power to make both W2 and W3 courses pre-requisites to their W4 courses if they so desire.

3. When discussing W4 courses, CUE originally thought that the three W-MAJ courses could be taken in either the junior or senior year, and the single W-INT course would be taken in the senior year as a kind of writing capstone course. However, some departments (such as Environmental Studies) prefer to offer a writing intensive course in the junior year and writing-infused courses in the senior year. Therefore, rather than make the W-INT course a capstone course, CUE felt that this decision was better left to each individual department.

4. Current WP1 courses might easily be adapted to become W-MAJ courses. WP2 courses could become W-MAJ courses or be revised to become W-INT courses. WP3 courses could be revised to become W-INT courses or stay as W-MAJ courses.

5. Departments may elect to require that students take both W-MAJ and W-INT courses, and departments may offer more than one kind of W-INT course.

6. If departments are unable to offer *any* upper-level W4 courses (W-MAJ or W-INT), or if some students, for whatever reasons, are unable to take these courses, then these students, in consultation with their advisors, can look for possible W4 courses outside the major. One possibility that currently exists are upper level interdisciplinary or professional writing courses that (such as English 301 or 302). These courses are currently serving students in a variety of majors. The writing studies minor, which is open to all majors, also offers examples of such courses. Technically, though, interdisciplinary W4 courses could be offered by any department.

1.8 W4 writing-infused courses: "Writing in the Major" (W-MAJ)

The second kind of writing-infused course is the W4-MAJ course. These 300 or 400 level courses in the major are one of the ways that students can fulfill their W-4 requirement. W-MAJ courses offer writing instruction and practice, and in contrast to W-GUR

> Three Writing-in-the-Majors courses taken at the 300 or 400 level can fulfill the W4 requirement.

writing-infused courses, students do have opportunities to revise and improve their writing in specialized disciplinary and/or professional contexts. The amount of writing and time spent on writing in W-MAJ courses will vary for course and department. However, the amount of assigned writing is at least comparable to current WP1 courses. The W-MAJ option may be particularly attractive to departments who are looking to sequence writing instruction and practice gradually over a set of three courses.

Notes from CUE:

1. Writing 4 W-MAJ courses should be non-GUR courses.

2. The analogy between a W-MAJ and a WP1 course and a W-INT and a WP3 course is not perfect. W-MAJ and W-INT courses focus on instruction and practice and WP courses focus on percentages of the grade based on writing assignments. A long-time problem with our current system is that we do not know how much (if any) class time is devoted to writing instruction and practice. We do not know how much and what kinds of writing professors require in WP1, WP2 and WP3 courses. We do not know how or to what extent instructors integrate writing into these courses. We currently have no way of knowing how the system works to facilitate students' writing development in the majors or how effective it is—for students *or faculty*.

1.9 W4 Writing-intensive courses: "Writing Intensive Courses in the Majors" (W-INT)

Writing Intensive courses are the second way students can fulfill the W4 requirement. These courses offer a concentrated and intensive disciplinary writing experience at the upper level. CUE recommends that these courses be kept small,

> One Writing Intensive course taken at the 300 or 400 level can fulfill the W4 requirement.

ideally capped at 20 students or fewer. In W-INT courses, writing is clearly integrated into course aims and objectives. For example, these courses might involve a significant research or thesis project, conference paper and presentation, service learning project, digital archive, web design, or a portfolio of selected writing from the major. As in W1

and W2 courses, W4-INT courses offer instruction, practice, feedback and opportunities for students to revise and improve their work.

Section 2: How the Proposed Writing Initiatives Affect Current GUR Requirements

2.1 The GURs in theory and practice

Under the present system, students who complete all of their GURs at Western earn between 56 and 75 credits. If students select all 5-credit GUR courses, they earn 75 credits. If students take the required number of GUR courses with the fewest number of credits, they earn 56 credits. The majority of Western's courses are 4 or 5 credits, so students typically earn more than 60 GUR credits—if they take all Western GURs. However, the ways that we designate GUR courses and the ways student navigate the GURS is more complicated.

Many students are taking GUR courses that also fulfill electives in their majors and minors. CUE is seeing more course proposals for such courses. It would be interesting to know how many students are selecting GUR courses in their majors and effectively "killing two birds with one stone" and narrowing the breadth of their liberal arts and sciences education.

Adding to this situation, is the fact that a growing number of these GUR courses also require disciplinary prerequisites. For example, PLSC 311 requires completion of PLSC 250. WGSS 314 requires students to have taken WGSS 211, 212, or 213. SOC 365 requires students to have taken another 200-level sociology course.

Furthermore, many students are now entering Western having completed some GUR credits. Appendix E shows the number of students (without the DTA) who enter Western having already completed different GURs. In 2017, 55% of first-year student had completed an average of 17.8 credits before entering Western, up 1.2% from 2016. A large percentage of students had completed their A Com (28%). In addition, 26% of students completed an average of 9 humanities credits and 36% of students had completed an average of 4.4 social science credits. In other words, students are finding ways to reduce the number of GUR credits they take at Western or outside of their major requirements. There is a mismatch between what we continue to say about the importance of the GURS and what we and our students do. Thus, concerns about increasing the number of GUR credits that students must earn are complicated.

2.2 Adding a required Com C Course

The removal of the ACGM/BCGM requirement frees up 7-10 credits. In their proposal, ACC suggests that the humanities and social sciences areas each be increased from 12 to 17 credits. However, CUE sees no way of instituting a second required writing (focused) course without making it a mandatory Com C requirement. Making Com C mandatory would add 4-5 credits to the communication area, making it 12-15 credits as opposed to the current 8-10 credits.

> **Note from CUE:** Moving writing courses that are currently in Com B to Com C to become W2 courses, and making Com C a requirement could also help to frame the Com B offerings more coherently. Communication, Critical Literacy, and Information Technologies? Speaking, Listening, Reasoning, and Computer-mediated Communication? Focusing Com B more tightly might entice departments to take up the 2016 Task Force's suggestion to consider "the vast array of communication skills, broadly conceived, that are needed in the 21st century."

Currently, most GUR categories stipulate the number of courses needed to fulfill the distribution requirement. Only Humanities and Social Sciences have a minimum credit requirement. In terms of increasing credits in the humanities and social sciences, CUE considered four different options: increasing the credits in each area by to 4-5 credits (16-17 credits), 2-3 credits (14-15 credits), 1 credit (13 credits), or keeping the requirement the same (three courses totaling at least 12 credits from at least two different departments). These four options are laid out and discussed more fully in Appendix F.

In examining each of the four options, ultimately, CUE members decided not to increase the number of courses and credits students need to complete their GURs. The rest of the discussion focused on Option 1 and whether to keep the current humanities and social science requirement as is or whether to revise it to say "3 courses in two areas" and delete the credit requirement so that it aligns more closely with other GUR category requirements and is simpler for students to understand. Some members felt that students would simply seek to fulfill the requirement with all 3-credit courses if there was no credit stipulation. Others felt that not making any changes would be less confusing to students. CUE was split on this decision, but it ultimately decided to keep the humanities and social science requirements as they now appear in the catalog.

Section 3: Current Resources

As suggested in the preface, these proposed writing initiatives will require significant new resources. Western is a university that traditionally has put its resources into creating strong majors. Faculty would need to be willing to put more resources into the

GURs (which we say are the foundation of a liberal arts and sciences education). And while faculty are in agreement about the need for more ongoing writing instruction, there is almost as much agreement from faculty that they are neither trained nor prepared to offer this writing instruction; nor do departments currently have the resources to staff the smaller sections that writing courses require.

The results of Carmen Werder and Donna Qualley's 2015-16 study of faculty's perceptions of Western's WP requirement indicated that many faculty do not understand the requirement and, even when they do, do not feel fully prepared (or in some cases, inclined) to teach writing (especially what they consider to be basic writing skills). Werder and Qualley visited 32 departments, analyzed 320 faculty surveys and examined transcripts from two faculty focus groups. It is a safe assumption that many faculty may feel even less prepared to teach a writing-focused course to a diverse group of non-majors at the GUR level without a great deal of support.

To institute a *successful* second required writing course in disciplinary content areas and develop the other ACC writing initiatives will require Western to:

1. Commit to substantial professional development and ongoing support for faculty engaging in this work.
2. Hire new faculty with expertise in teaching disciplinary writing themselves and experience in helping other faculty learn to do so.
3. Fund additional course sections.
4. Develop some kind of visible administrative, programmatic and committee structure for supporting and assessing these writing initiatives.
5. Find more classroom space and/or more efficient ways of utilizing classroom space.

3.1 Number of W2 courses needed

When the W2 requirement is fully implemented (CUE estimates three to five years after approval), and if students take their W2 course in their first or second years, Western would need to offer between 90 and 120 sections of W2 a year, approximately 30-40 sections a quarter.

CUE strongly believes that attempting to repurpose existing courses is not feasible for at least two reasons. First, only a few GUR courses are currently capped at 25 students (See Appendix C and D). To keep with the vision and spirit of the W2 "Writing in Disciplinary Contexts" courses, however, Western will need representation from many departments. Most departments currently schedule larger GURs so that they can offer smaller courses

for their majors and graduate students. If departments replaced large GUR courses with small writing courses, they would lose SCH or risk syphoning resources from majors and other important programs. Second, the primary content of these writing-focused courses is *writing*. The disciplinary content supports the teaching of writing (and its associated literacies). Departments would not want to replace existing GUR courses that offer a substantial amount of foundational, disciplinary content with writing courses— nor should they be asked to do so. With the exception of a few GUR courses that are primarily writing courses (English 201, 202, and Journalism 207) that could be repurposed into W2 courses, most W2 courses will need to be new courses.

Appendix C lists current Com B and Com C courses that are capped at 25. Additional courses from the ACGMs, Humanities, and Social Sciences that are capped at 25 appear in Appendix D.

Some departments (like Journalism) have high demand for their 200 level writing courses. They could easily fill more sections if they had the faculty. Other departments (like English) have faculty who could teach additional sections of 200 level writing courses, but the Dean would need to agree to allot more sections to the department. Art History 275, a course called Introduction to Writing and Critical Thinking and that at one time was a Com C course, is now only offered to Art pre-majors once a year. If the department had more faculty, they could offer this course more frequently as a W2 course. There's really no way to implement this proposal without additional hiring in key areas and without new funding for more courses.

> **Note from CUE:** CUE recognizes that some departments currently require writing in many of their GUR courses. These courses also contain a large amount of disciplinary reading. Such courses are excellent candidates for W3 courses, where the writing instruction component is much smaller; thus, no disciplinary content would need to be sacrificed.

3.2 Classroom Space

Scheduling many, new W2 sections is likely to put an even bigger strain on limited classroom space. According to space administrator, Troy Ragsdale, even with the reopening of Carver Gym, the spaces available for classes (even at non-peak hours) are becoming tight. However, Troy noted that scheduling classes within the block schedule template helps a lot. Currently, not all departments adhere to the block schedule. When departments do not schedule classes within the block schedule, it hurts the university's efficiency, and necessitates classes having to be rescheduled at different times at the last minute.

3.3 Computer Labs and Technology Resources

According to John Farquhar, Director at ATUS, the university is gradually losing its general computer labs to Departments. Writing instructors frequently schedule some of their classes in labs so that instructors can offer instruction and feedback on the spot while students practice (much like in a studio class). At the start of the 2017-18 year, Western is down to only nine general university labs, many of which have a maximum seating capacity of twenty. (Another reason, writing classes need to be small). However, 96% of students have their own laptops and ATUS has a robust borrowing system for students who do not. With a $500,000 grant from the student technology fees, ATUS is also working to improve WIFI across the campus.

Section 4: Three Keys to Success

Setting aside the issue of classroom space for the moment, the three keys for successful implementation of these writing initiatives are: (1) ongoing, sustained opportunities for paid professional development and conversation; (2) new hires and sections to support disciplinary writing; and (3) a structure to coordinate, support and assess these efforts.

4.1 The first key: Ongoing, paid professional development for faculty

"We Know How to Support Writing Instructors"

1. Set aside dedicated time for instructor development.
2. Compensate faculty for time spent learning about writing instruction and adapting their classes.
3. Draw together faculty from a range of disciplines or specialties, and let them share their knowledge.
4. Ground your advice in research, and adapt it in response to feedback.
5. As much as possible, let faculty experience the learning techniques you are advising them to employ.

- From Susan Schorn, Writing Program Coordinator, University of Texas, Austin *Inside Higher Ed*, August 31, 2017

4.11 Support for faculty teaching W3 W-GUR Courses

A professional development model for helping faculty prepare to turn existing GUR courses into W3 courses could be adapted from the approach taken by Johann Neem and Pete Stelling's GUR-focused Faculty Learning Community in their 2008-09 CIIA Innovative Teaching Showcase http://cii.wwu.edu/showcase2008/fgur/default.asp. The idea behind Faculty Learning Communities (FLCs) is that faculty learn from and teach each other, and it is a model that aligns with Schorn's vision above. Creating a Faculty Learning Community focused on ways to implement writing instruction and practice in the GURS could do a great deal to improve the overall teaching and learning in the larger GURS and make them more coherent to students.

Beginning in the summer of 2019 (or the first summer after the proposal is accepted), CUE proposes a two-day workshop for faculty interested in teaching and designing W3 courses. The workshop would include topics such as using writing to improve learning, locating and developing accessible models, making writing assignments, teaching reading and reasoning in the disciplines, making use of class time, and so on. This workshop would be followed by a series of GUR faculty "demonstrations" that would take place throughout the summer and into the following academic year. These demonstrations could be open to anyone who wanted to attend.

> **Cost:** $1000 ($750 + $250 materials & meals/refreshments) for the two-day workshop for up to 35 faculty (size of our largest computer lab)
>
> Summer 2019 (or first summer): 35 faculty x $1000 = $35,000

4.12 Support for faculty teaching W2 writing-focused courses

CUE proposes that, over a period of several years, Western offer summer teaching grants of $6000 for faculty to develop W2 courses in their areas. ($5500 + $500 for materials & refreshments). All faculty wishing to teach a W2 course would commit to doing a 7-8 day summer workshop. We envisage an introductory week during the spring-summer intersession, followed by time for faculty to read, research, and prepare their writing courses, with a follow-up two-day session before classes begin. Summer

teaching grants allow the necessary immersive time for faculty to develop a more nuanced understanding of what writing is and how it works to generate and communicate knowledge in their specialist domains. Faculty have time to read some of the literature on teaching writing along with its associated literacies that are pertinent to their fields. They have an opportunity to become acquainted with and experiment with new practices for assigning, teaching, and evaluating writing. Most importantly, the workshop would provide time to engage in conversations and learn from other faculty and writing specialists teaching writing at Western.

Notes from CUE:

1. This proposal assumes that faculty who complete these workshops will continue to teach a W2 course on some kind of regular basis. What "regular" means will likely vary with department: Maybe once a year, twice a year, or maybe once every other year.

2. Faculty who complete these W2 workshops might earn a designation as a "Writing Faculty Fellow" or some other acknowledgement.

> Western could become a model for "institutional" and "pedagogical" innovation by demonstrating its willingness to invest in the continued learning and development of its students (and faculty) and by committing actual resources that benefit every student and every department.

The University benefits as well. The university's commitment to students' writing might offer another reason why students decide to do their GURs at Western rather than somewhere else.

Cost: $6000 STG ($5000 + $500 materials + meals/refreshments) per faculty member

First Summer (2019?)	Up to 25 STGs for Faculty teaching W2 courses x $6000 = $150,000
Second Summer (2020?)	Up to 25 STGs for Faculty teaching W2 courses x $6000 = $150,000
Third Summer (2021?)	Up to 25 STGs for Faculty teaching W2 courses x $6000 = $150,000

Once these writing proposals are fully implemented at the end of the third or fourth year, new and continued faculty development for teaching writing might be sustained on an individual or small group basis by the Director of University Writing and the

twelve disciplinary writing specialists with the assistance of the proposed University Writing Program Consortium. (See Section 4.31).

4.13 Support for faculty teaching W4 W-MAJ and W-INT Courses

Most departments currently offer WP courses. What is new with the W4 courses is that the focus is now on instruction, demonstration, and practice, rather than having a percentage of the grade that is based on writing. The hiring of the proposed fulltime Director of University Writing (see Section 4.21) will provide writing instruction support for these courses and assist departments in developing their department writing plans. (See Section 4.32). If the library continues their summer faculty writing retreat (Backward by Design), this event could also provide time for faculty to work together to think about how to offer this instruction and practice in their upper-level writing courses.

4.2 The second key: New hires to teach and support disciplinary writing

To implement the ACC priority areas for writing, Western needs to increase the number of disciplinary writing and teaching specialists. While the English Department has four tenure-track professors and one senior instructor with PhDs in writing studies (one of whom administers the English 101 program), the university has no disciplinary writing scholars outside of English who both teach and study writing in other contexts.

CUE proposes hiring a full-time Director of University Writing to support W3 and W4 courses and at least twelve TT disciplinary writing specialists (hired over several years) to teach and support W2 courses.

> **Note from CUE:** CUE discussed—and then readily dismissed—a suggestion to employ more graduate students as TAs to support faculty in teaching writing courses. Even if more TA positions were available from the graduate school, the suggestion is untenable. First, not all departments have graduate programs; nor are all graduate students suited or inclined to do this work. Second, graduate students are a transient population. Third, departments would have to be willing to provide lots of time to ongoing preparation and training of these graduate students (e.g., summer orientations, graduate seminars, weekly colloquia). Finally, this suggestion runs counter to every argument in this proposal for improving writing and writing instruction at Western.

4.21 Hire a full-time (12 month) Program Director for University Writing

This Writing-across-the Curriculum or Writing-in-the-Disciplines scholar would likely have a PhD in writing, rhetoric and/or literacy studies, and demonstrated expertise in current writing scholarship, the teaching of writing, and innovative assessment practices. This person would also have experience working with faculty teaching writing in the disciplines.

Duties for this 12-month position
- Support faculty teaching W3 (W-GUR) and W4 (W-MAJ and W-INT) courses.
- Support departments in constructing their department writing plans. (See section 4.32).
- Teach at least one writing course per year.
- Help develop ongoing review and assessment procedures for Western's upper level requirements.
- Coordinate the proposed Writing Program Consortium and collaborate with other disciplinary writing specialists and with other bodies on campus involved in supporting the teaching of writing and its associated literacies. (See section 4.31).
- Maintain a website and/or Canvas site of resources for writing and its associated literacies (e.g., sample syllabi, assignments, teaching practices, and department writing plans).
- Serve on the University Writing Committee. (See section 4.32).
- (Eventually) plan and facilitate the summer faculty development workshops.

Note from CUE: The person hired for this position would be tenured in a home department, but likely report to The Provost for Undergraduate Education. Their scholarship, teaching, and service would all be related to their work as the Program Director for University Writing.

About Academic Administrators (Human Resources)
https://wp.wwu.edu/hr/?s=Academic+Program+Directors

> Full-time Academic Program Directors or an individual with split faculty/administrative appointment. These individuals are typically hired because they were credentialed as faculty in the field and are usually tenured faculty; they may also teach. These positions tend to have more extensive budgetary and supervisory authority and are responsible for the development of final policy recommendations and implementation. This group contains faculty members on a 12-month appointment with substantial administrative responsibilities. While classified as faculty, they accrue leave and are under the 180-day long-term medical leave system. They are members of the Collective Bargaining Unit. An Academic Administrator position will require a recruitment . . .

4.22 Hire at least 12 (or more) tenure-track disciplinary domain writing specialists

 "By "disciplinary domain," CUE means broad disciplinary areas such as the humanities, social sciences, STEM fields, fine and performing arts, business and professional schools, and so-on. No writing specialist, even people whose writing studies degrees focus on writing across the curriculum or writing in the workplace is an expert in every form of disciplinary or professional writing. Disciplinary and/or workplace *content* knowledge play a big role in what constitutes effective writing in these locations.

These twelve disciplinary writing specialists, hired over a period of three years (see below), would be tenure-track faculty in the departments of their subject specialty; however, a significant part of their teaching and service would revolve around the teaching of writing.

Notes from CUE:

1. The proposal for a second writing course cannot happen without some new TT hires. CUE discussed the number of TT disciplinary writing specialists needed and eventually arrived at 12. Exactly how many TT hires may be needed is impossible to estimate. If, at the end of 3-5 years, departments are pleased with these hybrid positions, the university might consider additional hires.

2. CUE believes that these positions need to be tenure-track positions and that these individuals need to be active scholars of teaching and learning in their disciplines.

3. These positions would be "opportunity" hires for departments and would not interfere with other departmental hiring needs. See Human Resources request form for Dual Career Assistance, Exceptional Merit, Temporary or Sponsored Program, and critical need: https://esign.wwu.edu/forms/EOC/_request_appointment_opportunity_1.aspx

4. While much of their appointments would be focused on teaching and inquiry in disciplinary writing and literacy practices, 1/3 to1/2 of their course assignment could include teaching other courses in their departments for which they are qualified to teach. Thus, departments also benefit by getting some assistance in other areas of desirability or need.

5. Further discussion is needed to work out specific details (such as how search committees would be comprised, for example). CUE encourages everyone to think openly and generatively about the inventive possibilities afforded by these non-traditional hires.

6. CUE imagines some interesting combination of credentials that include degrees and/or experience in both writing/literacy/rhetorical studies (broadly defined) and the subject specialty in which they are hired. For example, an MA in Psychology and a PhD in Cognitive Rhetoric, an MA in Professional and Technical Writing and a PhD in Engineering or Economics, an interdisciplinary subject/teaching degree where the person's scholarship focuses on writing, rhetoric, or literacy in that field. These individuals might have scholarship in specific disciplinary genres such as environmental writing or ethnography and/or have experience working in interdisciplinary writing programs.

7. The English Department has a Director of English 101, and this proposal suggests having an Academic Program Director to coordinate W3 and W4. Perhaps one of these disciplinary writing specialists could be re-assigned as an "Assistant Program Coordinator" on a rotating basis to serve as the point person and coordinator for all W2 courses. Coordinating W2 courses seems like too much to ask of the person who is overseeing the upper level writing requirements.

Duties for disciplinary domain writing specialists:

- Teach 3-4 W2 and/or other writing courses per year in their disciplinary domain (1/2-2/3 of their position).
- Support faculty in their disciplinary areas who are teaching W2 courses.
- Meet with other writing disciplinary specialists from across the university and collaborate with other bodies that support writing and teaching at Western as part of the proposed University Writing Program Consortium. (See section 4.31).
- Serve on a rotating basis on the proposed University Writing Committee. (See section 4.32).

Costs:

Cost of 13 searches (over 3 years) $4000/search = $52,000

(2019-20) 12-month Program Director $130,000+
(Begin January 2020 or June 2020)

12 disciplinary writing specialists_____
(Year 1) 4 disciplinary writing hires (September 2020) $420,000
(Year 2) 4 disciplinary writing hires (September 2021) $420,000
(Year 3) 4 disciplinary writing hires (September 2022) $420,000

Other Costs_____
Start-up monies for 13 positions $200,000
Faculty travel for 13 positions $13,000
Departmental Operating Budget infusion $10,000

4.23   Covering additional W2 courses with NTT faculty (senior instructors)

If the 37 current Com B and Com C courses identified in Appendix C become W2 courses, and if the proposed, twelve new disciplinary W2 positions were filled, Western could cover 73 – 85 of the needed 90-120 sections of W2 courses.

However, even with the repurposing of existing courses and adding new hires, Western would still need to fund additional sections of W2 courses. The actual cost of additional sections depends on the college and the faculty member teaching the course. W2 courses will be taught by TT and NTT faculty (senior instructors). And these rates differ depending on rank and length of service. So, while the *average* senior instructor rank in the College of Humanities and Social Sciences earns $1512.90 per-credit, a senior

instructor with fifteen years of experience will make more than this amount and a brand new senior instructor will make less.

Notes from CUE:

1. According to Austin Cooper, the Assistant Director of Academic Budget and Administration, who compiled these numbers in the table below for us, there are many factors to consider. Austin went through 342 NTT contracts from fall of 2017, reconciling the instructor's credits with their salary to get a per-credit salary rate. He did not include NTT faculty whose salary he could not reconcile, so this is a ball park number.

2. For people who taught in more than one department, he reported the average credit weight, weighted by credits. He was not able to handle cross-listings in a consistent manner because colleges don't handle them consistently. Sometimes a college will pay a faculty member teaching a 4-credit course for 8 credits, and sometimes they will pay them the flat 4-credit rate +$500.

3. And to get even more complicated, different departments have different definitions of what they consider "full-time" to mean. In addition, the per-credit rate for senior instructors in different colleges are influenced by the kind of work they do. For example:
   - Music considers 23 applied teaching hours to be fulltime for one quarter. For purposes of this report, per-credit rates, can also be interpreted as per-applied teaching hour rates. That is why music has much lower numbers than other departments.
   - Teacher Education Outreach Programs considers 13.33 credits to be fulltime.
   - CBE considers 16 credits to be fulltime.
   - Math considers 3 courses to be fulltime regardless of the credits, although it pays by credit.
   - Fairhaven pays per course, not credit.
   - Some colleges may use different pay scales depending on the size of the class or the kind of class.

Keeping this information in mind, the numbers in the table below are estimates for each college. Depending on how the colleges determine the per-credit pay of different courses and who is teaching these courses, the costs could be higher or lower.

So, if we assume that the bulk of additional sections of W2 courses are likely to come from CHSS, 20 additional 5-credit sections taught by senior instructors who are already employed might cost $151,290, give or take. If further *new* hiring of NTT faculty were required for W2 courses, these costs would increase to cover benefits, etc.

Table 5. Average senior instructor per-credit rates and for 4 & 5 credit courses

College	Average sr. instructor per-credit rate	Rough estimate 4 credit course	Rough estimate 5 credit course
CHSS	1512.90	6051.60	7564.50
CBE	2062.90	8251.60	10,314.50
CFPA	1318.39	5273.56	6592.95
CSE	1583.03	6332.12	7915.15
Fairhaven	1429.64	5718.56	7148.20
Huxley	2055.46	8221.84	10,277.30
Woodring	1602.22	6408.88	8011.10

4.3 The third key: Establish a programmatic structure to support, coordinate, and assess these writing initiatives

Below, CUE proposes three measures that will support these initiatives.

4.31 Establish a University Writing (& Teaching of Writing) Program "Consortium"

To ensure the success of these initiatives, Western needs both a physical and virtual presence for faculty teaching writing on campus. CUE envisions establishing something like a Writing Program *Consortium* that would comprise a loose alliance of new and existing entities at Western that are focused on writing instruction and support for students and faculty development in the teaching of writing (and its associated literacies). Each member of the consortium would retain their current department or program autonomy and role, but work together in fostering their common goals around the teaching of writing. This program would maintain an office with staff support and an operating budget to support faculty development in the teaching of writing.

Members might include:
- (Proposed) Director of University Writing as coordinator,
- (Proposed) Disciplinary writing specialists
- Director (or designate) of the English 101 Program
- Director of Writing (or designate) from the Hacherl Research & Writing Studio
- Director of Teaching & Learning/Learning Commons from the libraries
- Director of CIIA (or designate) from CIIA
- Others? (a representative from Associated Body of Students, ATUS, STC, the Digital Media Center, for example).

Costs for Writing Program Consortium

AA3 Staff position $65,000
Operating Budget: $10,000

Library resources $10,000

4.32 Initiate Department Writing Plans

Departmental writing plans offer an opportunity for departments to work together (often with the assistance of writing, pedagogy, and assessment specialists) to articulate and communicate their writing expectations to themselves, to their students, and to others in the university.

The idea for these plans comes from the University of Minnesota's Writing Enriched Curriculum program (https://wec.umn.edu/wec-model). Minnesota has a robust and complex process for developing departmental writing plans that cover all levels of writing instruction. The Provost has agreed to fund a four-person team from CUE to attend the WEC's Institute at the University of Minnesota in April 2018 to learn more about their writing enriched program (and, most notably, their process for developing departmental writing plans).

> "These meetings allow faculty participants opportunities to think collaboratively about the roles played by writing in their fields, attributes they look for in student writing, and ways that writing instruction can be optimally situated in their curricula. Finally, they strategize, making plans for locally-relevant instructional interventions and determining forms of needed support."
>
> - From the WEC model for creating Departmental Writing Plans.
> https://wec.umn.edu/wec-model

https://sites.google.com/umn.edu/wecinstituteandsymposium/home

Why are departmental writing plans desirable? For at least two reasons. First, the process of developing these plans invite faculty to articulate what is most important to the department in terms of writing and its associated literacies. Second, having a record of department and program writing plans is important for ongoing faculty development, helping students find alternative W4 courses that may meet their needs, and serving as a valuable data and assessment source for accreditation purposes. Examples of department writing plans can be found here: http://undergrad.umn.edu/writing-enriched-curriculum-writing-plans. Western might begin with a more modest ambition of focusing on department's plans for the upper level writing requirement (W4) and gradually incorporate other writing expectations.

4.33 Establish a "University Writing Committee."

The university writing committee would be a sub-committee of CUE. The committee would have two specific charges: To read and approve all new proposals and syllabi for

W2, W3, and W4 courses and to collect and read departmental writing plans. Members of the Writing Committee might include:

- Chair of CUE or designate
- Proposed Director of University Writing
- Proposed disciplinary writing hires (perhaps 6 on a rotating basis)
- Additional faculty representation? (Maybe faculty who have completed the W2 summer workshop?)
- Student representation?

Notes for CUE:

1. Currently, WP courses do not need curricular approval. The same course may be designated WP one quarter and not WP another quarter. However, CUE recommends that all W2, W3, and W4 courses go through the course approval process and be required to stipulate how they are meeting the guidelines for instruction and practice.

2. One member of CUE wondered if the work of this committee could be done by the proposed University Writing Consortium. However, the envisaged Consortium would be composed of entities focusing on writing support for students and writing instruction support for faculty. The Writing Committee's charge is approving W2, W3, and W4 course proposals and department writing plans. This work falls under the purview of CUE but includes individuals with specialist writing expertise and/or experience.

Section 5: Time Table for Implementation

The ACC proposal recommends "full implementation of approved proposals by the start of the 2018-2019 year." This goal is not possible. CUE estimates that full implementation of these proposal will take 3-5 years from the time the proposal is approved.

Community Colleges require two years notice before implementing changes to the GURs. Cezar Mesquita and Jeanne Gaffney in Admissions tell us that instituting a second writing course and making other GUR changes will require much time-consuming re-transcripting and locating new course equivalencies. High school do not need to be informed, as long as Western does not tinker with AP or IB policies, which is their greatest concern.

In addition to the community colleges, departments will need time to decide if they wish to designate any of their 200 and 300 GUR courses as W3 and/or DEJ courses. They will need time to consider how they want to shift from the current WP requirements to the new W4 requirements. Lastly, the proposed second writing course, which is the most

far-reaching and complex part of ACC's proposals, will need to be phased in over several years to allow for new hiring and summer faculty development workshops. CUE recommends a gradual implementation.

See Appendix G for a sketch of kinds of work that needs to be accomplished to have full implementation of these writing initiatives (or 3-5 years after a proposal is accepted).

Notes from CUE:

1. This proposal has a lot of moving pieces. If the proposal is accepted in full or in part, the university should create a transition team as soon as the proposal is accepted (with release time for faculty) to oversee the process.

2. When CUE began working on this proposal, it was naively optimistic that some part of it would be approved this year in time to get a proposal to UPRC in February 2018. Obviously, requests for funding will need to wait until 2018-19 at the earliest. If, per chance, some or all parts of the proposal are accepted this year, then some of the work outlined in Appendix G (such as communicating with departments and community colleges) could commence right away. Anything with a price tag would have to wait.

Appendix A:

Western Libraries & the Learning Commons' Contributions to the Teaching and Learning of Writing and Its Associated Literacies

- The Hacherl Research & Writing Studio – Replacing previously separate reference and writing functions in 2015, the Studio supports reading, writing, and research using studio-based learning practices in a student-centered model emulated by other institutions. The Studio works with individual students, groups, and classes, collaborating with faculty to provide integrated literacies instruction customized to the needs of students working on research-based writing or broader program requirements (e.g. capstone projects). Last year, the studio had over 60,000 visits by students and faculty. The studio also offers a series of integrated research and writing workshops for faculty teaching WWU writing courses and two independent study practica (of 1-3 credits) for students to work with a writing studio assistant throughout the quarter on targeted writing and academic literacy issues.

- The Learning Commons – A collaboratory of programs such as Writing Instruction Support, the Digital Media Center (DMC), the Student Technology Center (STC), and the Center for Instructional Innovation and Assessment (CIIA) collaborate with faculty and students to support writing and multiliteracies. The CIIA also contributes to faculty development in "best practices" and strategies for teaching writing as part of its larger mission for improving and 'innovating" instruction at Western.

- Writing Instruction Support (currently a .333 NTT faculty position in the libraries) provides information about the university's WP requirement (including approving alternative WP courses), offers support for faculty teaching WP courses, consults with faculty developing writing assignments across disciplines and contexts, and maintains a website of professional resources for faculty. WIS co-facilitates the Backward by Design retreat, and the Studio also collaborates with WIS to support faculty teaching writing.

- Additional Faculty Support includes the Backward by Design Retreat and the Scholarship of Teaching and Learning Residency. These summer workshops

support those faculty working with student writers: one program focuses on course design, while the other fosters projects that engage students as co-inquirers. These programs are part of a broader faculty development program focused on integrated academic literacies in which Writing Instruction Support, Scholarly Communication and other library programs play a role.

APPENDIX B: Number of Bachelor Degrees Awarded

by Fiscal Year to Students Who Have a DTA

Bachelor Degrees Awarded by Fiscal Year
Number and Percent with Transfer Degree DTA

	2010	2011	2012	2013	2014	2015	2016	2017	2018
with DTA	951	862	910	980	918	997	1,011	1,067	336
no DTA	2,112	2,135	2,291	2,350	2,253	2,213	2,325	2,385	749
All	3,063	2,997	3,201	3,330	3,171	3,210	3,336	3,452	1,085
% with DTA	45%	40%	40%	42%	41%	45%	43%	45%	45%

Bachelor Degrees Awarded by Fiscal Year
Number and Percent with Transfer Degree DTA
  by Entering Student Type

	2010	2011	2012	2013	2014	2015	2016	2017	2018
Native Freshman	1,469	1,596	1,694	1,813	1,736	1,617	1,625	1,655	512
with DTA	13	15	17	15	16	15	13	19	3
no DTA	1,456	1,581	1,677	1,798	1,720	1,602	1,612	1,636	509
% with DTA	1%	1%	1%	1%	1%	1%	1%	1%	1%
Running Start Freshman	281	272	302	302	349	379	390	418	135
with DTA	68	73	93	92	111	147	138	174	55
no DTA	213	199	209	210	238	232	252	244	80
% with DTA	24%	27%	31%	30%	32%	39%	35%	42%	41%
Transfer	1,277	1,107	1,179	1,199	1,073	1,190	1,307	1,358	434
with DTA	862	772	795	871	790	830	859	870	277
no DTA	415	335	384	328	283	360	448	488	157
% with DTA	68%	70%	67%	73%	74%	70%	66%	64%	64%
Postbacc/Unk	36	22	26	16	13	24	14	21	4
with DTA	8	2	5	2	1	5	1	4	1
no DTA	28	20	21	14	12	19	13	17	3
% with DTA	22%	9%	19%	13%	8%	21%	7%	19%	25%

APPENDIX C:

Current Com B and Com C Courses

The Chair of CUE floated the possibility of converting selected Com B and Com C courses to W2 courses with the chairs of English, Journalism, and Communications, as well as program directors for American Cultural Studies, Women, Gender and Sexuality Studies, and the Dean of the Library. There was interest, but obviously, departments would need to have more information before committing. The strongest candidates for W2 courses are English 201, English 202, and Journalism 207 (37 sections) The number of sections currently being offered below do not include summer courses. LIBR 201 and DANCE 231 might prefer to be repurposed as W3 courses that allow for teaching more disciplinary content.

Current 200 level Com C writing courses (3 sections)
- English 201: Writing in the Context of the Humanities 5 cr. (3 sections per year)

Current 200 level Com B writing courses (34 sections)

- English 202: Writing about Literature 5 cr. (19 sections per year)
- Journalism 207: Newswriting 4 cr. (15 sections per year)

    Note from CUE: Communications 235 (18 sections) does require writing but is more focused on speaking and debate-style, pro-con argument. There is a high turnover of part-time NTT faculty teaching this course, so COMM 235 would likely not be a good candidate for a Writing 2 course.

Other smaller Com B and Com C Sections

- Library 201: Introduction to Research Strategies 4 cr. (2 sections per year)
- Dance 231: Introduction to Dance in Western Culture 3 cr. (*Credits would have to be raised to 4*) (1 section a year)

APPENDIX D:

Other 200-Level GUR Courses Enrolling 25 or Fewer Students

Keeping in mind the point made in note 2 in section 1.4 about the difficulty of completely re-envisioning one kind of course into another kind of course, the following 200 level ACGM/BCGM, Humanities, and Social Science courses currently enroll 25 or fewer students. If instructors wanted to offer a much more narrowly focused course in order to teach writing, departments and programs would not suffer a loss of SCH. Alternatively, these courses seem like good candidates for W3 courses.

Current ACGM/BCGM courses (16 sections)

- Communications 225: Community, Diversity, & Controversy 5 cr. (4 sections per year, *service learning component)*
- Communications 240: Media Studies 5 cr. (4 sections per year)
- Communications 260: Community, Identity & Difference 5 cr. (4 sections per year)
- American Cultural Studies 202: American Indian Experience 4 cr. (2 sections per year)
- American Cultural Studies 203: Hispano/a American Experience 4 cr. (1 section per year)
- American Cultural Studies 205: the Asian American Experience 4 cr. (1 section per year)

Humanities (2 sections)

- Communications 230: Rhetoric & Social Change 5 cr. (2 sections per year)

Social Sciences (2 sections)

- Communications 228: Organizational Communication 5 cr. (2 sections per year, *service learning component)*

Appendix E:

Number of Students Entering Western with GUR Credit

Fall 2016 and Fall 2017 Entering Undergraduate Students

Transfer Credit of Entering Students

	Freshman		Transfer	
	Fall 2016	**Fall 2017**	**Fall 2016**	**Fall 2017**
All Entering Students	**2,888**	**3,114**	**1,141**	**1,181**
no Transfer Credit	1,069	1,138	120	154
Transfer Credit	1,819	1,976	1,021	1,027
% with Transfer Credit	63%	63%	89%	87%
If Transfer Credit, Average Credits	34.3	36.9	84.6	83.2
% Satisfy English	36%	37%	92%	90%

Percent of Entering Students with GUR Credit

	Freshman		Transfer	
	Fall 2016	**Fall 2017**	**Fall 2016**	**Fall 2017**
All Entering Students	**2,888**	**3,114**	**1,141**	**1,181**
% ACGM	1%	1%	5%	5%
# ACGM	26	33	61	63
Average Credits	5.0	5.0	5.2	5.4
% BCGM	1%	1%	5%	3%
# BCGM	28	37	57	36
Average Credits	5.0	4.9	5.2	5.1
% ACOM	26%	28%	73%	71%
# ACOM	751	878	835	834
Average Credits	4.9	5.0	4.9	4.9
% BCOM	9%	9%	31%	28%
# BCOM	264	282	351	331
Average Credits	5.7	6.0	5.8	6.0
% HUM	22%	26%	44%	42%
# HUM	632	808	507	497
Average Credits	9.1	9.0	7.8	7.8
% LSCI	17%	16%	48%	44%
# LSCI	481	511	545	523
Average Credits	7.6	7.2	11.0	10.6
% QSR	14%	15%	39%	36%
# QSR	412	477	447	427
Average Credits	5.1	5.4	6.3	6.4
% SCI	12%	14%	29%	25%
# SCI	346	428	326	299
Average Credits	4.5	4.6	5.4	5.6
% SSC	34%	36%	73%	69%
# SSC	2,888	3,114	1,141	1,181
Average Credits	4.2	4.4	8.2	7.6
% any GUR Credit	54%	55%	86%	83%
# any GUR Credit	1,566	1,725	978	981
Average Credits	16.7	17.8	30.3	28.8

APPENDIX F: Four Options for Increasing/not Increasing Credits to Humanities and Social Science GURs

- Option 1: (GUR credit spread: 54-70) Make no changes to credit minimums in the current humanities and social sciences courses. Because it is likely that many W2 courses will be offered in the humanities and social sciences, students are getting additional experience in at least one of these two areas. Keeping the minimal credit-levels the same in the humanities and social sciences reduces the overall number of courses and GUR credits that students take. Although students add a second writing course, they subtract two CGM courses.

- Option 2: (GUR credit spread 56-70) Increase the required credit minimums from 12 to13 credits in each area. While the amount of increase is not significant, it can change the way students configure the requirement (two 5-credit courses and a 3-credit course or two 4-credit courses and a 5-credit course). Adding two additional credits does not increase the overall GUR credits and students are still taking one less course.

- Option 3: (GUR credit spreads 58-70 or 60-70) Increase the required credit minimum from 12 to 14/15 credits in each area. The addition of 2-3 credits in each of the humanities and social sciences doesn't significantly change the number of overall credits students now take to fulfill their GURs. Students may still take 3 courses to fulfill the requirement. However, increasing the credits to 14 or 15, may discourage students away from 3 credit courses (most of the philosophy, art, music, dance and design courses in the humanities) because they would have to take more than 3 courses.

- Option 4: (GUR credit spread 62-72- 64-74) Increase the required credit minimums from 12 to 16/17 credits in each area. Students would now have to take 4 courses in Humanities and 4 courses in social sciences, increasing the number of courses and as well as the number of credits most students currently take to fulfill their GURs.

See the summary of these options on the next page.

Summary of the 4 Options

Current	New
Com A and Com B **or** Com C 2 courses, no credit stipulation; (8-10 credits)	Com A, Com B, **and** Com C 3 courses, no credit stipulation (12-15 credits)
HUM 3 courses from 2 areas, 12 credits minimum	HUM Option 1: No change Option 2: Increase minimum credits to 13 Option 3: Increase minimum credits to 14 or 15 Option 4: Increase minimum credits to 16 or 17
SSC 3 courses from 2 areas, 12 credits minimum	SSC Option 1: No change Option 2: Increase minimum credits to 13 Option 3: Increase minimum credits to 14 or 15 Option 4: Increase minimum credits to 16 or 17
QSSR: Complete 1 of 6 options 2 courses; no credit stipulation; (5 -10 credits)	QSSR No change
LSCI and SCI 2 curses from LSCI and 1 course from LSCI or SCI, no credit stipulation; (13-15 credits)	LSCI and SCI No change
ACGM/BCGM 2 courses (no credit stipulation; (7 – 10 credits)	Eliminated

APPENDIX G:

A Sketch of a Timetable for Implementation

	2018-2019	Sum 2019	2019-2020	Sum 2020	2020-2021	Sum 2021	2021-2022	Sum 2022	2022-2023
GUR Change Implementation									
New GUR Capacities									
Eliminate ACGM/BCGM									
DEJ designation approvals		→		→		→		→	
W3 requirement into effect					?		?		
W4 requirement into effect									
W2 requirement into effect							?		?
Planning & Notification Phase									
Transition Team Formation									
Budget requests to UPRC									
Notifications to CCs									
Define DEJ requirements									
Design W course proposal forms									
Call for W2 & W3 course proposals		→		→	?				
Call for DWS hiring proposals									
Develop W3 summer workshop									
Develop W2 summer workshop									
Select hiring proposals		→		→		→		→	?
Form search teams									
Write position descriptions									
Select summer workshop applicants									
Locate office space for director									
Announce Department Writing Plans									
Implementation Phase									
Hire Writing Director									
Hire Staff support person									
Hire Disciplinary Writing Specialists				→		→		→	?
Implement W3 summer workshops									
Implement W2 summer workshops			→		→		→	?	
Institute Writing Consortium									
Set up Writing Committee									
Approve W3 course proposals				→					
Approve W2 course proposals				→		→			
Approve Department Writing Plans								→	

- University Writing Program Director: Start Date January 2020
- 4 Disciplinary Writing Specialists: Start Date September 2020
- 4 Disciplinary Writing Specialists: Start Date September 2021
- 4 Disciplinary Writing Specialists; start Date September 2022