

ASU Writing Programs

Self-Study and Review, Spring 2010



ASU Writing Programs
largest college writing program in the U.S.

Fall 2009
200 teachers
500 classes
10,000
students



ASU Writing Programs

Our aspiration: be an **exemplar**

- **Model effective practices** in writing curriculum and faculty development
- **Conduct research** on writing instruction through partnerships with other programs at ASU and with other college writing programs
- **Perform our values** of sustainability, diversity, and community in our program policies and practices.

ASU Writing Programs

April 25-27,
2010

Council of
Writing Program
Administrators'

Consultant-
Evaluator Service
Team Visit



ASU Writing Programs

Reasons for C-E visit

The Consultant-Evaluator team will

- give a “reality check” of our strengths and challenges;
- help choose responses to challenges;
- advise how to use strengths to achieve goals.



ASU Writing Programs

Consultant-Evaluator Team

LIL BRANNON
PROFESSOR OF ENGLISH
AND
COAS ASSOCIATE DEAN FOR
ACADEMIC ENGLISH
UNIV. NORTH CAROLINA-
CHARLOTTE



CHARLES SCHUSTER
PROFESSOR OF ENGLISH
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UNIV. WISCONSIN -
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ASU Writing Programs in ASU English Department

English Department Students

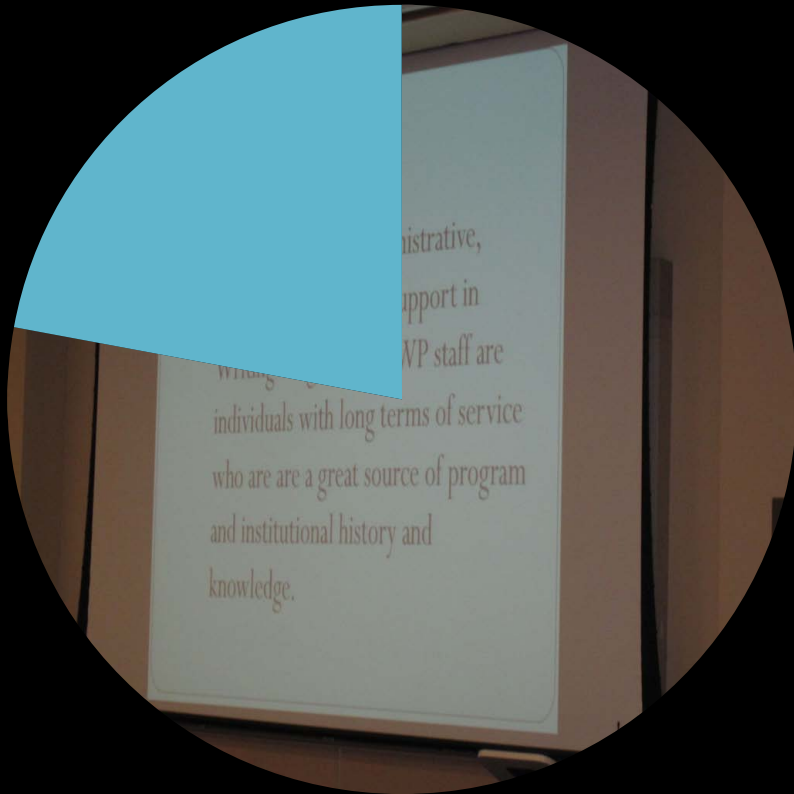


Writing Programs: 10,701

Other English Dept: 3286

ASU Writing Programs in ASU English Department

English Department Classes



Writing Programs: 505

Other English Dept: 143

ASU Writing Programs in ASU English Department

English Department Teachers



Writing Programs: 196
(includes 98 TAs)

Other English Dept: 82

ASU Writing Programs

- Academic Review: Department of English, February 2006
- Report of the Academic Review Committee: English Department, Spring 1999

Focus of attention to Writing Programs:
staffing issues and working conditions

ASU Writing Programs

Process for C-E Review

- review our Self-Study document;
- visit campus;
- report findings and make recommendations



ASU Writing Programs

process of self-study

- gather and analyze information about the program for inclusion in the Self-Study;
- collaboratively develop an assessment of program's strengths and the challenges program faces.



ASU Writing Programs

6-month self-study timeline

- **November '09 – January '10**—collect quantitative and qualitative data, elicit stakeholder views of strengths and challenges (Task Force, Spring Convocation, upcoming TA meeting)
- **February**—compile and analyze evidence to support statements of strength and challenges
- **March**—compose self-study document
- **April**—prepare for C-E's 48-hour campus visit

ASU Writing Programs

Self-Study Activities



ASU Writing Programs

Self-Study Activities



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ASU Writing Programs

Goal for Review: Define Expectations

What are the expectations for an exemplary writing program?

What can we expect?

What can be expected of us?



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Please contribute to our Self-Study

Select a representative
anecdote for your
experiences with
ASU Writing Programs.



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Please contribute to our Self-Study

*Contribute your anecdote about
ASU Writing Programs at
<http://english.clas.asu.edu/wp-anecdote>*

Thank you

- ASU Writing Programs Self-Study Task Force

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