ASU Writing Programs
Self-Study and Review, Spring 2010
Fall 2009
200 teachers
500 classes
10,000 students

ASU Writing Programs
largest college writing program in the U.S.
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
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.
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UNIV. WISCONSIN -
MILWAUKEE
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
ASU Writing Programs
Self-Study Activities
ASU Writing Programs
Self-Study Activities
What are the expectations for an exemplary writing program?

What can we expect?
What can be expected of us?
ASU Writing Programs

Please contribute to our Self-Study

Select a representative anecdote for your experiences with ASU Writing Programs.
Contribute your anecdote about ASU Writing Programs at
http://english.clas.asu.edu/wp-anecdote
Thank you

- ASU Writing Programs Self-Study Task Force
  - Amy Ruzycki-Shinabarger
  - Cambria Stamper-Santana
  - Camille Newton
  - Cornelia Wells
  - Don Ownsby
  - Emily Hooper
  - Jacqueline Wheeler
  - Jennifer Clifton
  - Judith Van
  - Judy Holiday
  - Karen Dwyer
  - Katherine Heenan
  - Keith Miller
  - Maureen Goggin
  - Nicholas White
  - Peter Wegner
  - Roberta Binkley
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  - Sarah Duerden
  - Sarah Fedirka
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