

**University of Hawai'i
Standing Committee on Written Communication
April 27, 2007 Minutes**

PRESENT

Eric Chock, UHWO
Dolores Donovan, HonCC
Gail Harada, KapCC
Kenton Harsch, UHM
Karla Hayashi, UHH

Jim Henry, UHM
Wayne Iwaoka, UHM
Laura Lees, MauCC
Barry Nakamura, LeeCC
Donna Moore, HawCC

Richard Randolph, KauCC
Todd Sammons, UHM
Jean Shibuya, WinCC

GUESTS

Lisa Fujikawa, UHM
Kay Porter, LeeCC
Monica Stitt-Bergh, UHM

ABSENT

Steve Dawson, UHM
Donna Matsumoto, LeeCC

The meeting was called to order at 1:05 pm by Todd Sammons.

A. The April 28, 2006 minutes were approved.

B. Review of campus writing-intensive (WI) self-assessments and extension of articulation agreements. Below are highlights from the campus reports, which are on file at the UHM Mānoa Writing Program office.

1. Kaua'i Community College

The campus remains interested in establishing a writing-intensive (WI) requirement for an AA degree. An average of nine WI sections per semester, mostly in the humanities, are offered. Instructors receive a 2-year approval when they renew the WI designation on their classes.

Discussion: Science faculty who teach WI at other UH campuses should hold workshops for Kaua'i CC faculty. Students in WI language courses write in languages other than English. Other campuses also allow writing in a language other than English in WI.

2. UH West O'ahu

WI approval is perpetual; no renewal needed. Hallmarks were modified to require 20 pages of writing with a minimum of 10 pages of formal writing.

Discussion: Each campus is allowed under the agreement to handle renewal differently. The requirements for renewal at other campuses vary: submit an updated syllabus, answer renewal or self-assessment questions, describe major writing assignments. The duration of the initial approval period varies too.

3. Windward Community College

Campus averages 17 WI sections per semester. To ensure student access, WI sections are offered daily and in the evening. Science and science lab courses are offered as WI.

4. UH Mānoa

Mānoa Writing Program (MWP) would like to offer more faculty development for instructors of WI classes. A course-based approval (i.e., all sections of a course) is possible. The Writing Focus Board has the authority to approve individual instructor's sections as WI, and the General Education Committee has authority to approve a department's course as WI. The initial approval period is three years; renewals are

given for five years. A sufficient number of WI courses are offered in the sciences. [Update 4/30/2007: about 20% of Mānoa's WI sections are in the sciences, engineering, or nursing.]

5. Hawai'i Community College

WI program remains stable. Committee members have changed. A new science faculty member will help promote WI offerings in the sciences. Fifteen WI courses were offered F06-S07. Three were new and 12 were renewals. Committee is discussing assessment and would like more discussion and input from faculty who teach WI. Although assigned time is not given for the coordinator, it's not a problem because current workload is manageable.

Discussion: WI should be mentioned in tenure and promotion process to help encourage science and math faculty to offer courses as WI. Although it's not formally stated in the HawCC guidelines, the tenure committee members have reacted positively when a faculty member has taught WI.

6. Leeward Community College

The committee currently consists of representatives from all divisions except Business. Campus would like more non-humanities WI courses. 45-50 WI sections offered every semester; 10-11 in summer. The number of WI offered seems adequate because students have not complained. Approval period for renewals extended from two to four years. Renewals require completing a renewal form and submitting a syllabus.

7. Maui Community College

The WI Coordinator does not always receive release time. WI courses with multiple instructors maintain a 20-to-1 student-to-instructor ratio. Counselors want a separate page in the registration materials that list WI sections. A WI resource hour was held in fall, but faculty did not attend. Attendance was better at monthly workshops that covered different topics. Faculty currently submit a form every semester and WI coordinator would like to reduce the amount of paperwork.

Discussion: Pre-requisites for WI courses.

- Maui CC does not have ENG 100 as a prerequisite for WI courses.
- Honolulu CC, Kapi'olani CC, Leeward CC have "C" or better in ENG 100 as a prerequisite for WI courses.
- Kaua'i CC's WI courses have an ENG 100 prerequisite.
- West O'ahu requires passing HUM 310 or writing assessment test as its WI prerequisite.
- Mānoa does not have a WI prerequisite.
- If write-to-learn is the goal of WI, why would ENG 100 be a prerequisite?
- If the WI course is a Spanish language course, why would ENG 100 be the prerequisite?
- The ENG 100 prerequisite for WI courses was encouraged at the community colleges because they are open-admissions campuses. Some students may struggle because they are not prepared to write 4,000 words.

8. Honolulu Community College

WI coordinator does not receive release time and it is needed. Students electronically rate WI courses; response rate is good and useful feedback has been provided to the program. WI teaching is not taken into account during promotion and tenure.

Discussion: At Windward CC, the staff development committee holds workshops on how to prepare for promotion and tenure and faculty are instructed to note WI teaching as part of their application.

9. UH Hilo

WI program received money for workshops and faculty development. The WI proposal submission and review process is online. The Writing Coordinator receives 3-credits release time to manage the WI program, writing placement exam, and writing center. WI approvals are given for four semesters. Every major does not offer a sufficient number of WI courses so some students seek WI outside their major. Because a goal is to have student take one in their major, they are working on getting capstone courses offered as WI.

10. Kapi'olani Community College

WI is part of the campus culture. Teaching WI is recognized in promotion and tenure, but not formally worded in tenure and promotion guidelines. A formal advisory board does not currently exist. A new 2007-2010 tactical plan for writing-across-the-curriculum priorities was created. 63-66 WI courses are offered every semester, mostly in the humanities and health sciences. No math or science WI offered.

After reviewing each campus's annual report and discussing its policies and procedures, the committee agreed to extend the articulation of writing-intensive courses from that campus to all campuses across the UH system for another academic year. All members present voted "yea" on rearticulating the agreement for each campus except in the case of West O'ahu, Wayne Iwaoka abstained.

C. Old Business

1. Interpretation of the 4,000 word requirement.

Discussion:

- Formal writing needs to be specified.
- Community colleges have a different student population from 4-year campuses. Some community college courses want to have lower-level courses emphasize writing as a tool for learning and require formal writing later in the student's academic career.
- If the purpose of WI is writing-to-learn, is formal writing necessary?
- Definitions of "formal writing," "informal writing," and "finished prose" are needed.
- UH Mānoa has explanatory notes to help interpret the WI Hallmarks. See the General Education website (www.hawaii.edu/gened).
- Do in-class essay exams count toward the 4,000 word requirement? At UH Mānoa, they do not.

Action: A subcommittee was formed to discuss the 4,000 word requirement and make a recommendation to the Standing Committee.

Members: Rick Randolph, Gail Harada, Jean Shibuya, Laura Lees, Barry Nakamura, Eric Chock, Dolores Donovan.

Timeline: Discuss in Fall 2007. Send recommendation to Committee by January 31, 2008.

2. Minimum grade requirement in WI courses.

Campuses have different minimum grade requirements for WI courses. Because grade requirements are not the committee's kuleana, no action was taken.

3. Revise the articulation agreement and self-assessment form.

Discussion

- Committee members wanted to have a mix of yes/no and descriptive answers on the self-assessment form.
- Members appreciated hearing at the meetings how things are done at other campuses and what changes have been made. The annual meeting should be continued.
- More attention should be paid to evaluation and standards of writing; current WI Hallmarks focus on number of words and feedback and not quality of writing.

- The *Program Support* section is vague. Guidelines as to what is sufficient should be established.

Action: Stitt-Bergh will review the articulation document and make suggestions at the spring 2008 meeting. The committee agreed to continue an annual meeting at which each campus representative would highlight what's new and elaborate on its program's activities.

D. New Business

1. Update on campus assessment efforts

- UH Mānoa: Student and instructor surveys.
- UH West O'ahu: Student surveys. Direct assessment of student writing via an exam and HUM 310 course.
- Windward CC: Created timeline for assessing all courses. Had previously completed a direct assessment of WI student writing (students in WI courses with 26+ credits). Had previously completed and repeated a direct assessment of student writing in ENG 100. Results given to instructors and workshops used to improve student learning.
- Hawai'i CC: Student and instructor surveys. Good return rate.
- Leeward CC: No assessment this year. Had previously completed a direct assessment of WI student writing (10 papers from each WI course evaluated by 3 judges). Had previously completed three direct assessments of ENG 100 student writing.
- Maui CC: Student and instructor surveys.
- Honolulu CC: Pre- and post-course surveys. Had previously completed direct assessments of WI, ENG 100, and ENG 22 student writing.
- UH Hilo: No assessment this year. Plans for assessment next year. May coordinate an assessment of ENG 209 with the College of Business and Economics which is using STEPS (Student Tracking Evaluation Portfolio).
- Kapi'olani CC: Online student survey to be implemented.
- Kaua'i CC: Student and instructor survey. Had previously completed a direct assessment of student writing (students near graduation).

2. American Diploma Project Network

See handouts. Hayashi summarized the project. Harada noted that Kapi'olani CC is starting a similar project with their main feeder high schools.

3. Tenure and Promotion

Tenure and promotion was mentioned several times during the meeting and was added as an agenda item. Discussion:

- Having the teaching of WI courses part of the tenure and promotion guidelines is an effective way to promote the program and reward faculty who teach WI courses.
- The Committee should lobby for language to be included in the promotion and tenure guidelines: promotion and tenure committees should look favorably upon faculty members who teach writing-intensive sections and disfavor-ably on those who do not.
- Teaching writing-intensive classes should be a concern of all faculty members.
- Tenure and promotion are covered in the UHPA contract but specific criteria are not included.

Action: A subcommittee was formed to study the issue: Steve Dawson, Wayne Iwaoka, and Jean Shibuya.

The meeting adjourned at 4:00 pm.

Minutes submitted by Monica Stitt-Bergh, recorder.