

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: *University of Utah*
 Proposed Title: *Department of Writing and Rhetoric Studies*
 Currently Approved Title: *University Writing Program*
 School or Division or Location: *College of Humanities*
 Department(s) or Area(s) Location:
 Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): *23.1304*
 Current Classification of Instructional Programs (CIP) Code (for existing programs): *23.1304*
 Proposed Beginning Date (for new programs): *2014*
 Institutional Board of Trustees' Approval Date:

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input checked="" type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

**Requires "Section V: Program Curriculum" of Abbreviated Template*

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

 Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Section I: The Request

The University of Utah of requests approval to create a new Department of Writing and Rhetoric Studies effective, July, 2014.

Section II: Program Description

Program Description

The University Writing Program was established to create undergraduate writing courses and to provide teacher training for them, to develop and support writing-across-the-curriculum initiatives, and to develop and enhance graduate work in Writing and Rhetoric Studies, all under the purview of one academic unit. In 1983 the University Academic Senate charged the UWP with the oversight of all curricular initiatives and teaching of writing on campus. Since that time, the UWP has shown consistent growth in its academic mission and in its outreach across the campus and in the community (see Appendix A). Today the UWP has a flourishing 18-credit minor with 30 students, a proposed major currently under review by the Board of Regents (for a list of courses, see Appendix B and for the major plan of study see Appendix C), and a robust graduate degree offered through three departments; twenty four graduate students are enrolled, primarily at the PhD level. Currently faculty members in the UWP are distributed in two departments: Communication and English. Due to mutual research and teaching expertise, we propose to bring all academic faculty who deliver the degrees into one department, Writing and Rhetoric Studies.

The core expertise in Writing and Rhetoric Studies is to teach students the rhetorical skills necessary to use writing to address the needs of an increasingly globalized, international world in which the ability to produce and comprehend texts is an essential part of everyday life. Writing and Rhetoric Studies is beneficial to students who have an interest in the production, circulation, uses, and effects of texts. Not only will students develop substantial writing competency, they will learn about the history of writing, the sociocultural relationship between writing and knowledge dissemination, and the impact of the written word in education, the workplace, and society. Students studying Writing and Rhetoric Studies will be more adept at using rhetorical knowledge to enhance their writing in multiple situations. To prepare students for the twenty-first century, students who major in Writing and Rhetoric Studies will gain facility in the following fields of knowledge:

1. History and Theory. Students will identify, understand and explain different historical rhetorical theories and practices.
2. Social Practices. Students will identify, understand and explain different contexts for writing (e.g., education, the workplace, and society).
3. Multimodal Competency. Students will compose using a variety of multimodal texts, combining print, visual, digital, and other modes of writing.
4. Writing Competency. Students will improve understanding of audiences, writing processes, genres, and grammatical structures that fulfill reader expectations.
5. Information Literacy. Students will demonstrate the ability to locate, evaluate, and appropriately use sources from a variety of media.

Writing and Rhetoric Studies emphasizes strong analytical and interpretive skills, and critical thinking and problem solving skills. The degree will help students develop:

- knowledge of language and its uses in text (print and digital) production;
- the ability to integrate information by locating appropriate sources and accurately synthesizing them;
- the ability to use evidence from primary and secondary sources to make persuasive, academic arguments;
- knowledge of different types and purposes of technology;
- knowledge of a variety of academic and workplace genres, and the ability to manipulate those genres to meet the demands of new and evolving situations;
- and understanding various uses of writing for different purposes, contexts and readers.

The goal of the department is to bring together faculty with the research and teaching expertise in these areas that currently reside in the two departments (Communication and English).

Purpose of the Department

With writing becoming increasingly more critical to communication in a globalized world, students awarded degrees in higher education are expected to write, and write well (see Appendix D). Students across all disciplines are expected to use writing to articulate ideas and concepts to those in their areas of study, and to take that ability into the workplace. In the introduction to the report by The National Commission on Writing, Bob Kerry, President of New School University writes, "individual opportunity in the United States depends critically on the ability to present one's thoughts coherently, cogently, and persuasively" (2004, p.5). The respondents to the survey overwhelmingly agreed that writing plays an important role in the daily life of employees. Similar in tone, the Association of Colleges and Universities lists writing as one of the "essential learning outcomes" components for intellectual and practical skills for the twenty-first century (p. 12). To adapt to these needs, institutions of higher learning are increasingly developing majors in Writing and Rhetoric Studies.

With growth in majors it has become common for Writing Programs and their faculty cohorts to establish departments of Writing and Rhetoric Studies. Currently, 65 universities and colleges in the United States offer majors in writing and rhetoric. (for a list of departments with majors, see Appendix E.) Departments currently exist in a number of top institutions, including the University of Iowa, the University of Minnesota—Twin Cities, and the University of Texas –Austin.

Institutional Readiness

Because the UWP has existed as an independent academic unit since 1983, the transition to the department will be straightforward, creating minimal disruptions for related departments, students, and faculty. All courses currently exist within the UWP and are taught by core Writing Program faculty. Combining the faculty into one department will allow us to consolidate our expertise and streamline the delivery of the major.

Two steps were taken with participating departments: 1) faculty meetings for the Departments of Communication, Education, Culture and Society were attended to discuss the new department and to answer any questions and 2) meetings were held or are scheduled with the six departments in the College of Humanities.

Faculty

There are five-tenure-track faculty members, eight lecturer positions of varying ranks, five associate instructors, and two adjunct faculty members (biosketches are in Appendix F). This complement of instructors currently teaches courses at both the undergraduate and graduate level. Thus the number of faculty we currently have is adequate to cover the major and minor, as well as the courses we offer to graduate students across campus. Core staffing for the new department (including the major, minor, and Writing Program Administration) will consist of its current configuration: five tenure-track faculty, two adjunct faculty; eight auxiliary faculty, and five associate instructors. Because the University Writing Program cannot appoint tenure-track and adjunct faculty, the five tenure-track faculty and two adjunct faculty hold joint appointments in two departments: English and Communication. As a result of approval of UIDTP, the remaining already hold positions in the University Writing Program. All faculty members will have positions in the newly formed department, with two tenure-track faculty who wish to maintain relationships with their current departments, maintaining tenure in those departments *and* the Department of Writing and Rhetoric Studies. The departure of three faculty members from English to the new department will leave the English department with 30 faculty members, a number sufficient to offer their curriculum. Below is a table explaining the current and future configuration:

Configuration of Department

POSITION	CURRENT	FUTURE
Tenure-Track Faculty: 5	4 English/UWP 1 Communication/UWP	3 Writing & Rhetoric Studies 1 Writing & Rhetoric Studies/Engl 1 Writing & Rhetoric Studies /Comm
Adjunct Faculty: 2	2 Communication/UWP	2 Writing & Rhetoric Studies
Lecturer Faculty: 8	8 UWP	8 Writing & Rhetoric Studies
Associate Instructors: 5	5 UWP	5 Writing & Rhetoric Studies

Staff

In order to advise students, an advisor trained by the Assistant Dean, Undergraduate Affairs in the College of Humanities will oversee administration of the major and minor. The advisor will be part of the advising team in the College of Humanities. Initially this position will be a reallocation of a staff member. Substantial growth of the major will necessitate an additional staff person for advising. The Dean of the College of Humanities has made a commitment to this staff position.

Library and Information Resources

Library resources are abundant. A review of the holdings in the J. Willard Marriot Library demonstrates that it has extensive holdings in Writing and Rhetoric Studies, including monographs, databases, and online journals specific to the discipline of Writing and Rhetoric Studies (see attached letters of support).

Admissions Requirements

Students must be in good standing at the University of Utah. They must also have completed WRTG 2010 or its equivalent with a grade of C- or better before being admitted into the major. While this may seem low, students who seek more knowledge of, and practice with writing are also suited for the major; with instruction, they are expected to improve.

Student Advising

The major will be housed in the University Writing Program, which will also provide advising to students through a trained staff advisor. The advisor will be part of the advising team in the College of Humanities.

Justification for Graduation Standards and Number of Credits

The major will consist of 33 credit hours, a typical concentration of hours for a degree in the College of Humanities. Similar majors at other institutions range from 27- 35 credit hours. Students will also be required to fulfill the University of Utah graduation requirements for a total of 126 credit hours. Students must receive a 2.75 GPA every year to be in good standing in the program.

External Review and Accreditation

The recommendation for the UWP to seek departmental status resulted from the most recent internal/external review (2003). At that time, members of the team reported that the UWP functioned as a department and therefore, recommended it transition into one. A Writing Board has been reinstated with members representing disciplines and Colleges. The Board is charged with advising on the direction of writing on campus, and curriculum innovation and development within the UWP. Finally, the major in Writing and Rhetoric Studies will be part of regular internal and external reviews for departments housed in the College of Humanities.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	0	0	0	4	7	10
Total # of Declared Majors in Proposed Program	0	5	10	20	25	30

Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	11.28	11.28	11.28	11.28	11.28	11.28
Total Department Student FTE (Based on Fall Third Week)						
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)						
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)	NA	NA	NA	NA	NA	NA

Section III: Need

Program Need

The field of rhetoric and composition has been gaining ground as an academic discipline since the early 1960s, with the first publication of several groundbreaking articles and books that applied consistent research methods to undergraduate writing. Over the last fifty years, the discipline has expended throughout the United States, generating extensive research on writing instruction and a number of print and online journals dedicated to publishing research on writing and rhetoric. Increasingly, institutions of higher learning are establishing majors and minors.

Writing and Rhetoric Studies was officially acknowledged in 2010 by the National Research Council (NRC) and the degree also has its own identifying CIP code. This acknowledgement denotes that the discipline has shown itself to be sustainable based on the number of graduate students and research it produces annually (see Appendix G for a history of national positions in Writing and Rhetoric Studies).

The University Writing Program exemplifies these positive developments in the discipline, having a well-established doctoral program (through three departments) a major, a growing minor, and quality instruction at the lower and upper-division levels for general education and the baccalaureate requirement. Since its inception, the growth of the University Writing Program has been consistent and strong. (Refer to Appendix A for the development of the UWP.)

Labor Market Demand Bureau of Labor Statistics

The demand for quality writers in the workplace is high, as indicated above. The ability to write is one of the most critical skills in the workplace. According to The National Commission on Writing (2004), corporations spend billions of dollars each year to improve the writing skills of their employees. Students who major in Writing and Rhetoric Studies will be more aware of the rhetorical demands of written communication, better able to adapt their writing for different situations and audiences, and ultimately, able to efficiently write better, more effective texts. In

short, they will have an advantage over others who do not have this background. Students with the degree will be prepared not only to be better writers in their own areas of expertise but will be better prepared for successful careers as writers and communications specialists in a range of fields: publishing, editing, professional writing, government, community advocacy, the non-profit sector, corporate communications, in scientific and technical fields, education, pre-law and medicine, as well as for graduate work in the field of Writing and Rhetoric Studies. Currently in the State of Utah, there are 1640 jobs that request expertise in writing. (For a list of entry level and local job opportunities in Writing and Rhetoric Studies nationally and locally, see Appendix H).

Student Demand

Writing and Rhetoric Studies majors are increasing nationally. Our major would place the University of Utah among other top institutions such as the University of Texas-Austin and the University of Minnesota, which now offer similar majors. However, our major is unique in that students can tailor their interest in studying writing with courses from other departments. The curriculum allows students to design their own degree, emphasizing the areas that are most relevant for their pursuits. Thus, students with different needs are able to pursue them through the configuration of the degree. This configuration also allows students to complete a double major, pairing a Writing and Rhetoric Studies degree with another bachelor degree. In recent years several students have pursued a degree in Writing and Rhetoric Studies through the Bachelor of University Studies Program (BUS). In 2007, the University graduated the first student with a BUS with such a degree. Currently 30 students have declared a minor in the area. (see attached letters of support).

In April 2013, a survey to determine the interest in a major in Writing and Rhetoric Studies was administered to undergraduates at the U of U who had taken a course in WRTG within the past year (2012-13). Results indicate that there is healthy interest in the major. Approximately 227 students responded: 51 freshman, 56 sophomore, 62 juniors and 46 seniors; twelve students did not list their level. The following Colleges were represented: DESB (13%), College of Engineering (12%), College of Fine Arts (8%) College of Humanities (20%), College of Science (25%), and the College of Social and Behavioral Sciences (23%).

Students indicated a strong interest in enrolling in courses offered through the major (79%), but as might be expected, freshmen and sophomores were generally more likely to be interested in a major in Writing and Rhetoric Studies. The tables below show student interest in the major according to year, and college.

Interest According to Year in School

Year	% of Students & Level of Interest on 5-pt. Scale
Freshman	24%/4.86
Sophomore	26%/4.38
Junior	29%/4.27

Senior	21%/4.24
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Interest According to College

College	% of Students & Level of Interest on 5-pt. Scale
Engineering	12%/4.70
Science	25%/4.70
DESB	13%/4.68
Social and Behavioral Sciences	23%/4.55
Fine Arts	07%/4.00
Humanities	20%/3.52

When asked if students would be interested in a major in Writing and Rhetoric Studies, 32% of students were interested to very interested in the major, with 9.00 % (20 students) responding they were very interested and 23% interested (50 students); twenty-one percent (46 students) were somewhat interested. Twenty-four percent of students (53 students) were less interested and 23% (50 students) were not interested. Students were more likely to be interested in the major as a second major, with 63% of respondents (138 students) indicating a strong interest in the degree as a second major. On a scale of 1-5, students overall interest in the major was 4.4 on a 5.0 scale.

Although students generally found the degree attractive as a first or second major, those in their first two years at the University, and in the Colleges of Engineering and Science, DESB, and the College of Social and Behavioral Sciences responded more favorably. Students who would not consider the major, are either too far along to change their current major or add an additional major (29%), or are not interested in the field (39%). Twenty-four percent of students responded they are not planning on a degree in Writing and Rhetoric Studies. Finally, 9% responded that had they known about the degree, they would have considered it.

Similar Programs

Approximately 65 institutions offer majors in Writing and Rhetoric Studies throughout the United States, although the one most similar to ours is the University of Texas-Austin. In the Intermountain West, Montana State University and University of Nevada, Reno offer a BA with an emphasis in Writing Studies. The curriculums at both Universities are rooted in the course offerings of the English Departments (Creative Writing, Literature, Technical Writing, Rhetoric), making them different and less flexible than the department and major proposed here. Other institutions with a BA in Writing and Rhetoric include Arizona State University at the Polytechnic; University of Arkansas; Clemson University; Eastern Michigan State University; University of Florida; Georgia State University; University of Illinois-Champaign/Urbana; James Madison University; Marquette University; MIT; University of Montana; University of Nevada-Reno; University of New Mexico; North Carolina State University; University of Pittsburgh; Purdue University; University of Rhode

Island; University of South Carolina; Syracuse University; University of Texas-Austin; Utah State University; Washington State University.

Collaboration with and Impact on Other USHE Institutions

The new department would have no impact on other USHE institutions. Students enrolling in the new major would be students already enrolled at the University of Utah. In Utah, three institutions offer an emphasis in writing through the Department of English. Utah State and Weber State offer a major in Technical and Professional Writing and Utah Valley University offers a major in Writing Studies. These, too, are different from the proposed major in that in addition to the courses that comprise the major, students select core elective courses from creative writing or literature. The Writing Certificate at Salt Lake Community College offers courses at the lower-division, but does not provide a major (see attached letters of support).

The core of the major draws from Writing and Rhetoric Studies, with other core electives coming from relevant areas. Unlike other degrees in the state, the proposed major would enable students to apply their interest in Writing and Rhetoric Studies to a particular academic field (e.g., biology, business, design, psychology) or topical area (e.g., social justice, environmental studies, media studies).

Benefits

The new department will benefit the University of Utah and the Utah System of Higher Education by better serving students in Writing and Rhetoric Studies, as well as students in all disciplines who will undoubtedly employ writing in their professional lives. As the research demonstrates, clear and accurate writing is an integral component for success in the majority of positions. Students will be better prepared to meet the demands of the workplace and improve its productivity. Conjoining interests and expertise allows us to harness our knowledge in ways that improve our strengths and also highlight the stature of the College and University. The proposed department would be the first Department of Writing and Rhetoric Studies among PAC 12 institutions.

Consistency with Institutional Mission

According to the University of Utah mission, the institution is charged with ensuring the highest quality standards to engage students in learning. It does so through providing students opportunities for inquiry, discovery, and a deep sense of responsibility and social commitment. A major in Writing and Rhetoric Studies is compatible with this mission in that it provides students the knowledge and skills to participate more fully in their professional, personal, and civic lives. Knowing how to write is integral to success in these various arenas. Students are able to address all three arenas through courses in the major.

The University of Utah highly values its students' ability to excel in their endeavors, whether they are academic, professional or civic. The knowledge and skills learned through Writing and Rhetoric Studies support this mission. Communicating through print and digital texts in a more interactive global world is imperative now, and will continue to grow in importance in the future. Increasingly with new technologies, writing will become even more demanding in terms of knowledge and skill. At a very basic level the degree offers students knowledge about genre, style, grammar and mechanics, uses of sources, and the ability to read one's own work for the purpose of quality and improvement. At a more advanced level, students learn about the history of writing and its influence in shaping workplace practices, and social issues and values. This includes learning

about the role of technologies in the development of writing, the development and growth of writing in various disciplines, writing for those in other cultures, the import of the visual into print, and so on. This knowledge supports students' ability to better understand the dynamics and contingencies of writing, while helping them to produce successful, appropriate documents and texts.

Program and Student Assessment

The University Writing Program faculty will meet at the end of each spring semester to assess the success of the degree. Information will consist of student portfolios, student exit interview data, and aggregate student feedback from course evaluations. This information will provide formative assessment to determine if and how the degree should be improved to better meet student needs.

There are several means to evaluate the success of the degree. First, the students' programs of study will be assessed with the advisor to determine the quality and feasibility of the curriculum, given their goals. Second, students' ability will be measured by their successful completion of the core courses and their evaluative feedback of them. Exit interviews will be conducted on a regular basis with a randomly selected group of students as they complete the degree. Finally, in the fifth year, the University Writing Program will review how students with this major have fared. Assessment will be based on students' grade point average, record of successful acceptance into graduate programs, and record of job placement. Students must have a GPA of 2.75 annually.

Expected Standards of Student Performance

Students will be expected to have 1) examined the central tenets of rhetoric and writing through the two core courses and 2) increased their understanding of writing as a complex social act, and 3) increased their knowledge of different writing competencies and situations. Specific learning outcomes include:

1. History and Theory. Students will identify, understand and explain different historical rhetorical theories and practices.
2. Social Practices. Students will identify, understand and explain different contexts for writing (e.g., education, the workplace, and society).
3. Multimodal Competency. Students will compose using a variety of multimodal texts, combining print, visual, digital, and other modes of writing.
4. Writing Competency. Students will improve understanding of audiences, writing processes, genres, and grammatical structures that fulfill reader expectations.
5. Information Literacy. Students will demonstrate the ability to locate, evaluate, and appropriately use sources from a variety of media.

To assess students' progress through the degree, a portfolio will be created as they enter the program, and reviewed annually. Individual performance and programmatic evaluation can be evaluated through this process.

Section V: Finance

The first three years, no new funds will be required as all courses are currently offered through the regular curriculum and no new courses will be added. After the third year, if enrollments substantially increase, additional staffing might be required.

5-Year Budget Projection						
Departmental Data	Current Budget— Prior to New Program Implementation	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel Expense						
Salaries & Wages	\$219,925	\$235,085	\$237,208	\$237,208	\$237,208	\$237,208
Benefits	\$70,376	\$82,280	\$83,023	\$83,023	\$83,023	\$83,023
Total Personnel Expense	\$290,301	\$317,365	\$320,231	\$320,231	\$320,231	\$320,231
Non-personnel Expense						
Travel						
Capital						
Library						
Current Expense						
Total Non-personnel Expense						
Total Expense (Personnel + Current)	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Funding		Year 1	Year 2	Year 3	Year 4	Year 5
Appropriated Fund	\$290,301	\$317,365	\$320,231	\$320,231	\$320,231	\$320,231
Other:						
Special Legislative Appropriation						
Grants and Contracts						

Special Fees/Differential Tuition						
Total Revenue	\$290,301	\$317,365	\$320,231	\$586,679	\$320,231	\$320,231
Difference						
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$0	\$2,100	\$7,350	\$13,650	\$18,900	\$23,100

* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

Budget Comments

Because the number of faculty and staff currently can sustain the major, no additional positions are foreseen. However, if the major grows substantially, additional positions will be required. Funds for those positions would come from growth in the degree.

Funding Sources

The degree will be funded primarily from the SCH model at the University of Utah. Consistent growth in the UWP over the last years has supported growth of the minor and will also support growth of the major.

Reallocation

Currently, all faculty members in the University Writing Program have a tenure home through either the Department of Communication (1) or through the Department of English (4). Three of the four tenure and tenure-track faculty members from English will move to the Department of Writing and Rhetoric. The SCH they generate will also move to the new department. While this is a loss to the Department of English, their current positions in English are funded 100% through the UWP. The two remaining tenured faculty will maintain their current position in English and Communication and also have a tenure line in the new department. The SCH generated from the courses they teach for English and Communication will go to those departments, and not the Department of Writing and Rhetoric.

Impact on Existing Budgets

There will be a slight impact on the department of English, as SCH generated from the courses taught by the three faculty members who will move to the Department of Writing and Rhetoric Studies will be allocated to the UWP. Each of these three faculty members teaches one course per year for the English Department, so the impact would impact the SCH for three courses with for a grand total of approximately 75 students.

Appendix A:
History of UWP Growth

Year	Courses Offered	Initiatives
1983-1990	WRTG 101: Intro WRTG 201: Intermediate WRTG 315: Technical & Professional WRTG 316: Business	UWP established as independent academic unit
1990-2000	WRTG 3011: Arts & Humanities WRTG 3102: Social Sciences WRTG 3014: Sciences WRTG 6000: Publication	PhD program founded CLEAR foundation established in ME
2000-2005	WRTG 4080: Environmental WRTG 4200: Non-fiction	Writing Center established Minor in Literacy established CLEAR extended throughout College of Engineering: 5 graduate writing consultants
2005-2013	See list of courses for the minor WRTG 7000: Dissertation WRTG 7001: Grant Writing WRTG 7060: Scientific Writing WRTG 7080: Health Sciences	AMES: offer 3 sections each of WRTG 1010 and 2010 annually, 3 TA positions PhD Campaign: From 3 local (2005) to 17 national (2012-2013) students Writing Fellows to assist graduate students and faculty with articles & grant-writing. Lecturer Positions in UWP Minor Revised: Writing & Rhetoric Studies: 2 students before revision to 30 in 2013-14 Glendale Dreamkeepers Literacy Center Majors: First major through BUS in 2008. Major in Writing & Rhetoric Studies Approved July, 2013: First year prediction for number of majors exceeded

Appendix B:
List of Writing and Rhetoric Studies Course Offerings

Course ID	CR.	Title	Description
1003	3	Introduction to Writing at the University	Meets with ESL & WRTG 6003. This course is intended to familiarize students with American university-level academic writing. Students will learn about grammar and style, plagiarism, addressing instructors' feedback, and interacting with American classmates in their courses.
1005	3	University Writing and Thinking	Students learn about the transition from high school to university-level writing. This course introduces students to university discourse conventions through reading and writing academic texts. Students increase their awareness of and practice writing in various academic situations through activities such as note-taking, library research, and collaborative writing. Students will also be introduced to the design and production of multimedia presentations.
1010	3	Introduction to Academic Writing	Students learn to read and write rhetorically, develop and support claims, and evaluate writing in collaboration with peers. Course readings and assignments are selected for diverse purposes and disciplines. To be taken during Freshman Writing Requirement 1
2010	3	Intermediate Writing: Academic Writing and Research	Writing in undergraduate academic contexts. Students practice analyzing and synthesizing research that addresses various academic audiences in a research university setting. Topics include learning, textual analysis, writing from research, and collaborative writing. To be taken during Freshman Writing Requirement 2
2799	3	Technologies of Business Writing	Focuses on the development of business writing as it relates to technology. The course traces the evolution of business writing from early accounting to Twitter and social media. It covers the ways inscription has played a role in how business has been conducted from clay pots to social networking. Course is suitable for business majors and minors in a humanities approach to studying business.
3005	3	Workplace Writing	Focuses on the types of practical writing used in and for the workplace, including letters, short reports, and resumes. Emphasizes precision and professional communication.
3011	3	Writing in the Arts and Humanities	Prepares students for professional and public careers in the Arts and Humanities by reading and writing arguments and the kinds of writing needed in various professional positions: summaries, analyses, proposals, research notes, reports, and collaborative projects, electronic writing, instruction in revision and editing, and strategies to discover ideas. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
3012	3	Writing in the Social Sciences	Designed to facilitate thinking and writing in the social sciences. Focuses on developing critical thinking on issues, forming one's own position about them, and creating arguments using rhetorical conventions associated with social science writing. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
3014	3	Writing in the Sciences	Designed to help students in the sciences develop the skills needed for effective communication. Provides students with the opportunity to write in the genres they are likely to encounter in their professional lives (i.e. memos, proposals, reports) in a scientific context. Students strongly advised to take WRTG 2010 or equivalent prior to this course.

3015	3	Professional/Technical Writing	Prepares students for professional practice by emphasizing problem contexts, writing for multiple audiences, and writing with visual and collaborative projects. Service learning option. Students strongly advised to take WRTG 2010 or its equivalent prior to this course.
3016	3	Business Writing	Focuses on strategies for communicating successfully with business. Uses composition technologies to prepare different types of workplace texts: proposals, reports, resumes and presentations. Emphasis on critical thinking in a business context. WRTG 2010 or its equivalent prior to this course.
3018	3	Writing Popular Culture	This is a writing course that works through the lens of film, music, television, and popular culture to explore the cultural contexts of post-modern culture. A key component is the analysis of these kinds of texts, as well as understanding the function of collective cultural memory. Students strongly advised to take WRTG 2010 or its equivalent prior to this course.
3019	3	Writing about War	Designed to help students develop and refine their reading, writing, and critical thinking skills by examining and articulating their perspectives of war. Students will study authors and write multiple genres, including nonfiction, fiction, and autobiography. Men and women in uniform and veterans are encouraged to enroll. Students are advised to take WRTG 2010 or equivalent prior to this course.
3040	3	Digital Storytelling	Digital storytelling takes new tools and techniques-computers and software-to the craft of telling tales. Students apply their writing abilities along with digital tools to tell a series of illustrated stories using pictures and narration. The class will focus on the telling of real-life stories. Students are advised to take WRTG 2010 or equivalent prior to this course.
3430	3	The Language of the Law	This course is about the specialized, sometimes arcane, always powerful language of Anglo-American law as it is written and through which it is enacted. Though we will do so within the broader context of English Common Law, we will explore the Anglo-Saxon and Latin roots of legal English. We will also consider the role of law in transmitting law from generation to generation in the form of statute and we will consider the role of spoken language in in-court interactions. At various points of these topics, we will learn about legal argumentation, reading legal texts, legal positivism, and consider questions of linguistic ambiguity. Readings include briefs, statute, code, judicial opinions, and trial transcripts.
3440	3	Digital Research Methods	This course is an interdisciplinary study in online and networked research that teaches students to develop efficient, effective, and ethical research methods through qualitative and quantitative activities including: website analysis, data collection, information visualization, interviews, collaboration, search engine optimization, coding, and social network analysis. Course topics will vary to accommodate new technologies and instructor/student interest.
3510	3	Grammar and Stylistics for Academic Writing	Examines common grammatical and stylistic problems from a rhetorical and research perspective.
3610	3	Internship	Formally approved internship in a writing field. May be taken two times.
3705	3	Rhetoric, Science & Technology Studies	This course examines how science/technology has transformed since its emergence as an institution during the Scientific Revolution to its contemporary merger with culture. Students explore the role of scientific writing as a catalyst for social change related to such concepts as secularism, consumerism and globalization. We will explore the ways in which scientific writing influences science/technology, the production of writing for funding, research and development, and implementation.

			further understanding of the relationship among writing, science and technology. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
3810	3	From Cuneiform to Computing	This course examines histories of writing technologies. Readings and assignments will challenge students to research and analyze a variety of material, cultural, and individual technologies develop. Courses may be taught as a broad survey or focus on particular technologies or writing. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
3830	3	Research in Professional Communication	This course introduces students to the traditions of professional and organizational communication, the historical background upon which the field is based, as well as the ways in which the field transforms its practices. It also explores important contemporary issues in professional communication, from issues of gender to issues of changes in work. This course is a gateway course for those interested in working in professional and organizational communication. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
3860	3	Introduction to Rhetoric	A survey of select rhetorical theories and examples of rhetoric from ancient to modern times. Emphasizes connections between rhetoric and writing. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
3870	3	Writing as Social Practice	In this course, students will be introduced to key theories of writing, including the cultural, social, and rhetorical practices that have given rise to a variety of documents, and ultimately writers themselves. Students will be introduced to theories of writing, theories that consider the impact of material and social factors on writing systems, and theories that consider the writer/reader relationship through writing. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
3890	3	Under-Represented Rhetorics	The course examines the discourses of power systems within the United States and how ways writing serves as a medium of control over national ideas and identities. Simultaneously, the course explores rhetoric representative of several diverse cultural heritages, and social movements. The course focuses on theories of writing to establish the "other," writing and the construction of race, gender, and class, and tools for analyzing power discourses. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
3900	3	Advanced Literacy Studies	Meets with ENGL 3690. This course concerns theories and practices of literacy. Students will read about and respond to a popular current theory of literacy then take up the theory and practices. They also examine their own literacy practices as students and members of communities. Service Learning Option. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
4000	3	Writing for Scholarly Publication	Preparation of various styles of academic and professional writing, including theses, undergraduate honors theses, and journal articles. This course will provide students with a background in scholarly research and publishing in various disciplines. Students will analyze how academic communities construct, communicate, and evaluate knowledge. Upon completion of this course, students will have the basic tools for publishing an undergraduate thesis. A unique feature of this course is that students will be involved in the process of creating an article, but will develop sound and efficient research skills for use in undergraduate and professional schools.
4001	3	Business Plans & Proposals	Prepares students for writing in the business world. Focuses on business writing in a business context, addressing the expectations of specific business audiences. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
4010	3	Writing Across Borders	Prepares student to write for culturally and linguistically diverse audiences. Focuses on writing in a global context. Emphasizes linguistic and rhetorical considerations in print and electronic media.

			appreciation of English as an international language. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
4020	3	Writing Center Colloquium	Theory and practice of responding to undergraduate writing, including peer review. Conducted in a workshop setting and applicable to all disciplines. Open to students who are interested in becoming tutors of writing. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
4030	3	Visual Rhetoric: Word/Image/Argument	Students will learn theories of visual rhetorical criticism, and examine how to integrate words and images, and other multimedia elements. The course covers effective document design and visual argument, as well as practice in the composition of new media texts. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
4040	3	Digital Rhetoric	Meets with WRTG 6040. The course explores the ways that online, mobile, and other technologies shape rhetorical theory and practice. Coursework will include reading and compose with digital media. Topics may vary to account for emerging communication practices. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
4050	3	Writing & Cultural Rhetorics	This course explores how cultures and people outside the "mainstream" use rhetoric and other symbol systems for constitutive and performative purposes. Specifically, it examines how diverse groups in the US develop rhetorical strategies, members of groups and then enact political and social change. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
4070	3	Rhetorics of Gender	This course is designed to give students an introduction to gender and rhetoric. Students will use theories from contemporary and classical rhetoric to interrogate the construction and performance of gender in a variety of contexts, the gendering of the writing studies/writing instruction, and the gender of writing itself.
4080	3	Non-Fiction Environmental Writing	Meets with WRTG 6080. Engages students to write about contemporary environmental issues from a variety of genres. In particular, creative/ecocritical, natural history, and public/advocacy writing are emphasized. Students will learn to think critically about environmental issues and convey that information in its compelling form. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
4090	3	Materiality of the Book	Meets with WRTG 6090. Through Medieval and early-American manuscript production, the printing press, and the avant-garde's use of typography, this course examines the book as object and fulcrum in cultural movements. The course examines the history of the book and the lessons on letterpress printing and bookbinding. Open to students of all disciplines.
4200	3	Writing Popular Nonfiction	Focuses on popular nonfiction addressed to a wider audience. Students will explore genres such as travel, memoir, autobiography, biography, history, food writing, technology, personal philosophy and religion. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
4830	3	Document Design and Usability	Document Design and Usability focuses on professional writing and design for print and electronic documents. Through a variety of projects, it covers a range of design, web-based publishing, educational media, information delivery, and user experience production. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
4870	3	Introduction to Composition Studies	This course introduces students to the present state of scholarly debates in the field of composition and the forces that have shaped the field. Students explore the history of composition and the forces that have shaped the field. Students explore the history of composition and the forces that have shaped the field.

			in the multidisciplinary array in which rhetoric is situated, across communication studies, philosophy, writing and discourse studies. Students should take WRTG 2010 or equivalent prior to this course.
4890	3	Writing, Persuasion & Power	This course addresses writing as a medium of control over ideas, in academic and professional disciplines, advertising, legislation, media, propaganda, and social justice, among other topics. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
4903	3	Language of the Law	This course is about the specialized, sometimes arcane, always powerful Anglo-American law is written and through which it is enacted. Though we will do so within the broader context of English Common Law, legal Anglo-Saxon and Latin roots of legal English. We will also consider the role of spoken language in in-court interactions. At key points of these topics, we will learn about legal argumentation, reading legal briefs, statutes, code, judicial opinions, and trial transcripts.
4905	3	Studies in Professional Discourses: Discourses of Medicine	This course introduces students to professional discourse, such as legal, media, or non-profit. Course content may include discourses of legal assessment, world health organizations, legal precedent, and the like. Methods for gathering and analyzing professional discourses, such as in which professional discourses intersect with larger discourses of power. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
4910	1-2	Independent Readings in Rhetoric, Discourse, and Writing	Group and independent readings on a topic supplementary to student interests. Equivalent to major or minor required courses. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
4990	1-3	Undergraduate Research	Topics vary according to scholarly interests.
5010	3	Medical & Health Sciences Discourses	Meets with WRTG 6010. Students examine documents including patient reports, journal articles, personal narratives of patients and providers, health-care literature, and health-care videos, which they analyze in terms of rhetoric of power and ideology.
5770	3	Research in Writing & Rhetoric	A survey of the various methodologies used in rhetoric and writing studies. Examination of different methodological approaches, with attention to strengths and weaknesses. Also provides a foundation for research design; analysis processes, analyses, and interpretive strategies for the various approaches. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
5830	3	Digital Publishing & Editing	This course helps to strengthen basic technical writing skills through digital language, visual design and illustrations work. Students learn to analyze documents to improve their communicative functions. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
5900	3	Literacy Studies: Reading, Writing, Identity & Class	Meets with WRTG 3900 and ENGL 3690. History and theory of literacy, literacy and schooling, intercultural communication, and literacy in the workplace. Students strongly advised to take WRTG 2010 or equivalent prior to this course.
5905	3	Special Topics in Rhetoric & Writing Studies	Topical thematic courses. Variable content. Students strongly advised to take WRTG 2010 or equivalent prior to this course.

5999	1-3	Research-Independent Study	For students engaged in faculty-supervised research. May be taken
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Appendix C:
Major in Writing and Rhetoric Studies
Program Curriculum: 33 Credit Hours

Students are **REQUIRED** to meet with their advisor before signing up for courses.

I. Required Courses (6 credits hours)

WRTG 3860: Introduction to Rhetoric (HF)
WRTG 3870: Writing as Social Practice (HF)

II. Rhetoric and Writing Studies (15 credit hours)

Select 5 courses (see attached list for course clusters students with similar interests select)

WRTG 2799: Technologies of Business Writing
WRTG 3018: Writing about Popular (HF)
WRTG 3019: Writing about War (HF)
WRTG 3040: Digital Storytelling
WRTG 3430: Language of the Law
WRTG 3440: Digital Research Methods
WRTG/Linguistics 3510: Grammar and Stylistics
WRTG 3600: Grammar for Writing
WRTG 3705: Rhetoric, Science and Technology Studies (BF; HF)
WRTG 3810: From Cuneiform to Computing
WRTG 3830: Research in Professional Communication
WRTG 3840: Writing and the Public Sphere
WRTG 3890: Under-Represented Rhetorics (DV)
WRTG 3900/ENGLISH 3690: Advanced Literacy Studies
WRTG 4000: Writing for Scholarly Publication
WRTG 4001: Business Plans and Proposals
WRTG 4010: Writing Across Borders (IR)
WRTG 4020: Writing Center Colloquium: Theory and Practice
WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)
WRTG 4040: Digital Rhetoric
WRTG 4050: Cultural Rhetorics
WRTG 4070: Rhetorics of Gender
WRTG 4080: Writing Environmental Nonfiction (CW)
WRTG 4090: Materiality of the Book
WRTG 4200: Writing Popular Non Fiction (CW)
WRTG 4830: Document Design & Usability (CW)
WRTG 4870: Introduction to Composition Studies
WRTG 4890: Writing, Persuasion, and Power
WRTG 4905: Studies in Professional Discourse (Law, Medicine, etc.)
WRTG 4910: Independent Readings in Rhetoric, Discourse, and Writing
WRTG 5110: Medical and Health Science Discourses
WRTG 5770: Research in Rhetoric and Writing
WRTG 5830: Digital Publishing
WRTG 5905: Special Topics in Rhetoric & Writing Studies
ENGL: 5970: Discourse Analysis

III. Academic and Professional Writing (3 credit hours)

Select 1 course (3 credit hours)

WRTG 3005: Workplace Writing
WRTG 3011: Writing in the Arts & Humanities (CW)
WRTG 3012: Writing in the Social Sciences (CW)
WRTG 3014: Writing in the Sciences (CW)
WRTG 3015: Professional and Technical Writing (CW)
WRTG 3016: Business Writing (CW)

IV. Topical Course Electives (9 credit hours)

Select 3 courses in consultation with your advisor. The courses can be from within the Writing Program or from other departments:

1. _____ 2. _____ 3. _____

Suggested Course Schedule

<p style="text-align: center;"><u>Freshman Year, Fall Semester</u></p>	<p style="text-align: center;"><u>Freshman Year, Spring Semester</u></p>
<p style="text-align: center;"><u>Sophomore Year, Fall Semester</u></p> <ul style="list-style-type: none"> • WRTG 3860: Intro to Rhetoric (3) 	<p style="text-align: center;"><u>Sophomore Year, Spring Semester</u></p> <ul style="list-style-type: none"> • WRTG 3870: Wrtg Social Practice (3) • 1 topical elective (3)
<p style="text-align: center;"><u>Junior Year, Fall Semester</u></p> <ul style="list-style-type: none"> • 1 WRTG Electives (3) • 1 topical elective (3) 	<p style="text-align: center;"><u>Junior Year, Spring Semester</u></p> <ul style="list-style-type: none"> • 2 WRTG electives (6) • 1 topical elective (3)
<p style="text-align: center;"><u>Senior Year, Fall Semester</u></p> <ul style="list-style-type: none"> • 2 WRTG Electives (6) 	<p style="text-align: center;"><u>Senior Year, Spring Semester</u></p> <ul style="list-style-type: none"> • 1 WRTG Elective (3)

Examples of Student Curricula

Student w/ Biology/Pre-Med Interest

I. Required Courses (6 credits hours)

WRTG 3860: Introduction to Rhetoric (HF)

WRTG 3870: Writing as Social Practice (HF)

II. Rhetoric and Writing Studies (15 credit hours)

WRTG 3705: Rhetoric, Science and Technology Studies (BF; HF)

WRTG 4010: Writing Across Borders (IR)

WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)

WRTG 4040: Digital Rhetoric

WRTG 5110: Medical and Health Science Discourses

III. Academic and Professional Writing (3 credit hours)

WRTG 3014: Writing in the Sciences (CW)

IV. Topical Course Electives (9 credit hours)

1) Biol 1030: Human Biology 2) Anthro 4192: Medical Anthropology 3) Comm: 5116: Health Communication & Culture

Student w/Business Interest

I. Required Courses (6 credits hours)

WRTG 3860: Introduction to Rhetoric (HF)

WRTG 3870: Writing as Social Practice (HF)

II. Rhetoric and Writing Studies (15 credit hours)

WRTG 2799: Technologies of Business Writing (HF)

WRTG/Linguistics 3510: Grammar and Stylistics (CW)

WRTG 3890: Under-Represented Rhetorics (DV)

WRTG 4010: Writing Across Borders (IR)

WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)

III. Academic and Professional Writing (3 credit hours)

WRTG 3016: Business Writing (CW)

IV. Academic Interest (9 credit hours)

1) BUS 1050: Foundations of Business Thought 2) COMM 3170: Introduction to Org Comm 3) WRTG 4001: Business Plans and Proposals

Student w/Gender Interest

I. Required Courses (6 credits hours)

WRTG 3860: Introduction to Rhetoric (HF)

WRTG 3870: Writing as Social Practice (HF)

II. Rhetoric and Writing Studies (15 credit hours)

WRTG 3040: Digital Storytelling

WRTG/Linguistics 3510: Grammar and Stylistics (CW)

WRTG 3890: Under-Represented Rhetorics (DV)

WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)

WRTG 4070: Rhetorics of Gender

III. Academic and Professional Writing (3 credit hours)

WRTG 3012: Writing in the Social Sciences

IV. Topical Courses (9 credit hours)

1) ECON 1060: Pol Econ of Race, Ethnicity, Class & Gender 2) Gender 2100: Introduction to Gender Studies
3) PSYCH 3040: Psychology of Gender

Student w/International Interest

I. Required Courses (6 credits hours)

WRTG 3860: Introduction to Rhetoric (HF)

WRTG 3870: Writing as Social Practice (HF)

II. Rhetoric and Writing Studies (15 credit hours)

WRTG/Linguistics 3510: Grammar and Stylistics (CW)

WRTG 3890: Under-Represented Rhetorics (DV)

WRTG 4010: Writing Across Borders (IR)

WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)

WRTG 4040: Digital Rhetoric

III. Academic and Professional Writing (3 credit hours)

WRTG 3005: Workplace Writing

IV. Academic Interest (9 credit hours)

1) HIST 1510: World History 2) POLI SCI: 2200 Intro to Comparative Politics 3) LING: 3470: Languages & Culture

Student w/ Pre-Law Interest

I. Required Courses (6 credits hours)

WRTG 3860: Introduction to Rhetoric (HF)

WRTG 3870: Writing as Social Practice (HF)

II. Rhetoric and Writing Studies (15 credit hours)

WRTG 3430: Language of the Law

WRTG 3510/Linguistics 3510 Grammar & Stylistics (CW)

WRTG 3890: Under-Represented Rhetorics (DV)

WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)

WRTG 4905: Professional Discourses: Discourses of the Law

III. Academic and Professional Writing (3 credit hours)

WRTG 3005: Workplace Writing

IV. Topical Courses (9 credit hours)

1) LEAP 1150: The Role of Law in Society 2) HIST 3750: Recent America 3) POLI SCI 3200: Intro to Law & Politics

Student w/Professional Writing Interest

I. Required Courses (6 credits hours)

WRTG 3860: Introduction to Rhetoric (HF)

WRTG 3870: Writing as Social Practice (HF)

II. Rhetoric and Writing Studies (15 credit hours)

WRTG 3440: Digital Research Methods

WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)

WRTG 4040: Digital Rhetorics

WRTG 4830: Document Design & Usability (CW)

WRTG 5830: Digital Publishing

III. Academic and Professional Writing (3 credit hours)

WRTG 4000: Writing for Scholarly Publication

IV. Topical Courses (9 credit hours)

1. FILM 2700: Intro to Videogames & Virtual Worlds

2. WRTG 3040: Digital Storytelling

3. COMM 3510: Intro to Web Design

Student w/General Rhetoric & Writing Interest

I. Required Courses (6 credits hours)

WRTG 3860: Introduction to Rhetoric (HF)

WRTG 3870: Writing as Social Practice (HF)

II. Rhetoric and Writing Studies (15 credit hours)

WRTG 3040: Digital Storytelling

WRTG 3510: Grammar & Stylistics (CW)

WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)

WRTG 4090: Materiality of the Book

WRTG 4890: Writing, Persuasion & Power

III. Academic and Professional Writing (3 credit hours)

WRTG 3011: Writing in the Arts & Humanities (CW)

IV. Topical Courses (9 credit hours)

1. WRTG 3810: From Cuneiform to Computing

2. WRTG 4870: Intro to Composition Studies

3. ENG 5970: Discourse Analysis

Appendix D: Report on Writing

Description

A survey of 120 major American corporations employing nearly 8 million people concludes that in today's workplace writing is a "threshold skill" for hiring and promotion among salaried (i.e., professional) employees. Survey results indicate that writing is a ticket to professional opportunity, while poorly written job applications are a figurative kiss of death. Estimates based on the survey returns reveal that employers spend billions annually correcting writing deficiencies. The survey, mailed to 120 human resource directors in corporations associated with Business Roundtable, produced responses from 64 companies, a 53.3 percent response rate.

Some of the Findings

- Writing is a "threshold skill" for both employment and promotion, particularly for salaried employees. Half the responding companies report that they take writing into consideration when hiring professional employees. "In most cases, writing ability could be your ticket in . . . or it could be your ticket out," said one respondent.
- People who cannot write and communicate clearly will not be hired and are unlikely to last long enough to be considered for promotion. "Poorly written application= materials would be extremely prejudicial," said one respondent. "Such applicants would not be considered for any position."
- Two-thirds of salaried employees in large American companies have some writing responsibility. "All employees must have writing ability . . . Manufacturing documentation, operating procedures, reporting problems, lab safety, waste-disposal operations—all have to be crystal clear," said one human resource director.
- Eighty percent or more of the companies in the service and finance, insurance, and real estate (FIRE) sectors, the corporations with the greatest employment growth potential, assess writing during hiring. "Applicants who provide poorly written letters wouldn't likely get an interview," commented one insurance executive.
- A similar dynamic is at work during promotions. Half of all companies take writing into account when making promotion decisions. One succinct comment: "You can't move up without writing skills."
- More than half of all responding companies report that they "frequently" or "almost always" produce technical reports (59 percent), formal reports (62 percent), and memos and correspondence (70 percent). Communication through e-mail and PowerPoint presentations is almost universal. "Because of e-mail, more employees have to write more often. Also, a lot more has to be documented," said one respondent.
- More than 40 percent of responding firms offer or require training for salaried employees with writing deficiencies. Based on the survey responses, it appears that remedying deficiencies in writing may cost American firms as much as \$3.1 billion annually. "We're likely to send out 200–300 people annually for skills-upgrade courses like 'business writing' or 'technical writing,'" said one respondent.

College Board (2004). *Writing, A Ticket to Work or a Ticket Out: Report of the National Commission on Writing*. pp. 5-6.

Appendix E:
Departments of Writing and Rhetoric with Majors/Minors

Institution	Departmental Status	Major	# of Majors First Year	# of M Today
University of Arkansas, Little Rock	1993	Yes	N/A	120
University of Central Arkansas	1999	Yes	87 within five years	146
Central Florida University	2010	In process	N/A	N/A
Coe College	2005	Yes	N/A	4
Colgate University	1992	No	N/A	N/A
De Paul University	2007	Yes	8	40
Georgia Southern University	1996	Yes	N/A	140
Grand Valley University	2001	Yes	90	180
University of Iowa	1998	No	N/A	N/A
Ithaca College	2000	Yes	N/A	170
James Madison University	2008	Yes	90	250
Loyola University, Maryland	1983	Yes	N/A	100
Michigan State University	1950	Yes	40 within five years	187
University of Minnesota	2007	Yes	40	70
Oakland University	2008	Yes	15	40
Oberlin College		No		
University of Rhode Island	2006	Yes	3	100
Rowan University	2005	Yes	30	154
San Diego State University	1993	In process	N/A	N/A
University of San Francisco	2009	In process	N/A	N/A
University of Texas-Austin	2005	Yes	12	174

Appendix F: Faculty Biosketches

Jennifer Andrus (PhD, Rhetoric, Carnegie Mellon University) is Assistant Professor of English and the University Writing Program where she teaches courses on discourse analysis, law and language, rhetoric theory, gender, and literacy studies. She also coordinates the ENGL 1010 program. Her current research is on domestic violence and the Anglo-American law of evidence and the ways in which metadiscourses and text production constrain discursive agency. She has publications in *Technical Communication Quarterly*, *Discourse and Society*, and *Language in Society*, and is finishing a book manuscript titled *Reliable Speech, Unreliable Speakers* for Oxford University Press's Law and Language series.

Casey Boyle (PhD, English, University of South Carolina) is Assistant Professor of English and the University Writing Program. He teaches courses in composition theory & pedagogy, digital rhetoric, histories of rhetoric, and network culture. He is the Associate Editor for *Enculturation: a journal for rhetoric, writing, and culture*. Dr. Boyle's research explores material rhetoric, media ecology, and composition theory. He is currently finishing *The Composition of Things: Rhetoric, Attunement, and the Practice of Abundance*, a book manuscript on the role of material practice in composition theory and rhetorical history. In addition to that project, Dr Boyle is co-editing an essay collection, *Rhetorical Ontologies: Rhetoric Through Everyday Things*, and is also creating a digital edition for Quintilian's *Institutio Oratoria*, that seeks to combine primary text, secondary text, and tertiary commentary into one digital application interface.

Nona Brown (MA, English/Cultural Studies, Kansas State University) is an Instructor Lecturer in the University Writing Program. Her academic and teaching interests include composition theory and pedagogy, women and gender studies, French Feminist theory, mass media/popular culture, visual rhetorics, and graphical information design. Courses Nona has taught include Writing and Popular Culture, Visual Rhetoric and Writing in the Social Sciences.

Zacchariah Chatterley (MA, English/RhetComp, University of Utah) is an Instructor Lecturer in the University Writing Program. He has taught Introductory Writing, Intermediate Writing, Writing in the Humanities, and Scientific Writing. He also helped to develop the course, Writing in the Humanities. He is involved in a summer preparation course for incoming scholarship athletes, where he teaches a course on adapting to university writing. Currently, Mr. Chatterley oversees the placement essay program at the University of Utah. He has written numerous sentence structure primers for use by other teachers, and he is presently preparing an article on the rhetorical structure of medical reports.

Gregory Clark (PhD, Rensselaer Polytechnic Institute) is Professor of English at Brigham Young University and Adjunct Professor in the University Writing Program. Professor Clark teaches a variety of courses in rhetorical theory and criticism at BYU and, occasionally, at the University of Utah. He is associate dean in the College of Humanities at BYU and executive director of the Rhetoric Society of America. His work explores intersections of the aesthetic and rhetorical, using theoretical tools offered in the work of Kenneth Burke.

Maureen Clark (MFA, University of Utah) is an Instructor Lecturer and director of the University Writing Center. She brings twenty years of writing and editing experience to undergraduate and graduate students seeking help in the writing center. She also works as an editor for university faculty members writing grants, articles for publication and research proposals. She has been teaching writing at the University of Utah for a total of eleven years. She is a past president of *Writers @ Work*, a nationally renowned writing conference and an editor with Dawn Marano & Associates, a developmental consultation firm. Her own poetry has appeared in the *Bellingham Review*, *Colorado Review*, *Alaska Quarterly Review*, *Southeast Review*, *Gettysburg Review* and *Lumina*, among others. She is interested in writing as a creative process in all academic disciplines. Her memoir, *Falling into Bountiful*, is currently being considered for publication, as well as her poetry manuscript, *The Body Open*.

David Hawkins (Ph.D. English, University of Utah) is Assistant Professor/Lecturer in Utah's University Writing Program. He teaches graduate and undergraduate writing workshops (including Writing for Publication, Writing the Dissertation). He also has taught courses in Meso-American and Mexican Literature, professional communication and composition, and is currently planning a course in Body Rhetorics for next spring ('14). He has participated in a number of pedagogy panels at professional conferences, including the Association of Writers & Writing Programs (AWP '02, '05, '11), the Joyce Centenary Symposium ('04), Writers at Work ('05), and most recently, College Composition and Communication (CCCC, '13) where he presented on the need for a more conspicuous presence for writing in graduate instruction. Additional research interests include visual rhetoric, technologies in the classroom (especially social media), creative writing practices in rhetoric instruction, and Postcolonial/Lit Theory. In 2010 he was recognized with an Excellence in Teaching award from the University of Utah's UWP.

Heather Hirschi (MFA, University of Utah) is Assistant Professor/Lecturer in the University of Utah Writing Program. Heather holds a Masters of Fine Arts in Creative Writing with an emphasis on Fiction and Bachelors degrees in English and Gender Studies. She has taught in various capacities for the University of Utah since 1994. Heather received the UWP's Excellence in Writing Award for Teaching in 2009-2010 and again in 2011-2012. Heather teaches basic and intermediate composition and argumentation and writing in the Social Sciences. Her research and teaching interests include social justice rhetoric, digital media, and community-engaged education. She is particularly interested in the role mentoring can play in encouraging students of underrepresented populations to go to college. She has served as interim faculty director for Mestizo Arts and Activism, a mentoring program for high school students and in 2010, initiated the Dreamkeepers Project. Dreamkeepers is a community-engaged research project that seeks to understand and implement best practices for ensuring that underrepresented and at-risk middle school students thrive through high school and into college.

Thomas N. Huckin (PhD Linguistics, University of Washington) is Professor of English and Writing and Adjunct Professor of Linguistics. Previously he taught at the University of Michigan and Carnegie Mellon University. He teaches courses in discourse analysis, advanced research writing, and contemporary propaganda, and oversees the technical writing curriculum. As Director of the University Writing Program during the 1990s he was instrumental in founding the University's PhD program in Rhetoric and Composition. His publications include *Genre Knowledge in Disciplinary Communication*, *The New Century Handbook*, *Technical Writing and Professional Communication*, *Second Language Reading and Vocabulary Learning*, and some fifty articles and chapters in

scholarly journals such as *College Composition and Communication*, *Journal of Advanced Composition*, *Written Communication*, *Linguistic Analysis*, *Visible Language*, and *Research in the Teaching of English*. He has served on the editorial boards of six international academic journals, including the *Journal of Business and Technical Communication*, *English for Specific Purposes*, and *TESOL Quarterly*. He was a Senior Fulbright Lecturer in Brazil and has been a plenary speaker at academic conferences on all five continents.

Cecil Jay Jordan (PhD, English, The Pennsylvania State University) is Assistant Professor in the Department of English and University Writing Program, where he coordinates the required lower-division writing course and advises undergraduate students in the Minor in Writing and Rhetoric Studies. His research focuses on composition in multilingual settings with a particular emphasis on second language writing in US colleges and universities. He is author of *Redesigning Composition for Multilingual Realities* (NCTE, 2012) and co-editor of two collections on second language writing. His work has also appeared in *Across the Disciplines*, *College Composition and Communication*, *College English*, and *Rhetoric Review*.

Paul Ketzle (PhD, English, University of Utah) is an Instructor Lecturer in the University Writing Program. His research interests include Narrative Theory and Rhetoric, Visual Rhetoric, Creative Writing, and Creative Writing Pedagogy. For the University Writing Program he teaches cross-disciplinary graduate courses, such as Writing for Publication, as well as Non-Fiction, techniques and composition classes. His current research involves the relationship between logical argument and narrative as complementary and competitive rhetorical devices. His reviews have appeared in *Pedagogy*, and his short fiction has appeared in *Indiana Review*. His nonfiction has appeared in *Continuum*, *Utah Business* magazine, and elsewhere. His novel *Hero* won the Utah Original Writing Competition and is a finalist in the Great Novel Competition from Columbus Press. His story "Prairie Dogs" was a Finalist for the *GlimmerTrain* Family Matters contest. He previously served as editor of *Quarterly West* magazine and managing editor of *Western Humanities Review*.

Maureen Mathison (PhD, Rhetoric, Carnegie Mellon University) is Associate Professor of Communication and Writing. Previously she taught at The Ohio State University and Fairfield University. Prior to coming to the University of Utah, she was awarded the Charles Phelps Taft Postdoctoral Fellowship at the University of Cincinnati. Her research interests include examining disciplinary rhetoric; exploring the teaching and learning of literate practices across various disciplines; interdisciplinarity; and rhetoric and gender. She has published in *Communication Theory*, the *Journal of Business and Technical Communication*, the *Journal of Literacy*, *Written Communication*, and in numerous edited volumes. She is currently editing a volume on interdisciplinary teaching, *Sojourners and Third Cultures: A Case Study of Writing in the Disciplines*, *Teaching in the Disciplines*. Her grants include a \$1.12M William and Flora Hewlett Foundation Grant, which established the CLEAR Program in the College of Engineering. She also collaborated with AMES, a Gates Foundation College Ready Charter High School, to establish a college writing curriculum. The initiative was part of an annual \$25,000 Kellogg Literacy Grant to AMES for three years. Dr. Mathison is currently the Director of the University Writing Program.

Joel Mullen (PhD, Communication, University of Utah) is Instructor Lecturer for the University Writing Program. He has taught a variety of courses, including business writing and science writing. He is a member of the placement essay committee at the University of Utah. His research interests include cultural anthropology and Latin America. Besides his teaching experience, Joel's

professional experience includes work as a journalist, and a decade working in rural development, including work for the US State Department, the Peace Corps and International Volunteer Services.

Alison E. Regan (PhD, English, University of Texas-Austin and MLS, University of Maryland) is Associate Librarian and Adjunct Associate Professor of Composition/UWP. Previously she taught in the English departments at the University of Hawaii and the University of Texas. She teaches courses in writing for publication, digital storytelling and methods of scholarly and archival library research. As Head of Scholarship and Education Services at the J. Willard Marriott Library, she oversees the Digital Scholarship Lab and the library's teaching efforts as well as Dissertation Boot Camps, and she serves as liaison to Gender Studies and the Honors Program. Her publications include *Writing in an Electronic World* and articles in various English Studies and Library Science Journals. She has won awards for teaching and for service learning/community engaged teaching.

Natalie Stillman-Webb (PhD, English, Purdue University) is Associate Professor/Lecturer in the University Writing Program. She teaches courses in visual rhetoric, usability testing, and scientific, technical and business writing. In 2012 she was awarded the University of Utah's Early Career Teaching Award, and she has obtained three Teaching & Learning Technologies Course Development Grants to design online writing courses. Her research interests include writing in the disciplines, intellectual property, and online instructional design. She has published in *Business Communication Quarterly*, and has articles forthcoming in *Journal of Business and Technical Communication* and in an edited collection entitled *Online Education 2.0: Evolving, Adapting, and Reinventing Online Technical Communication*. Her university service has included presenting at the Excellence in Teaching Symposium, participating on the Visual, Information, and Technological Literacy (VITL) Task Force, and serving on the General Advisory Board of *Utah's Health: An Annual Review*.

Maximilian Werner (M.F.A., Arizona State University) has been teaching at the university level for over twenty years and is currently a lecturer in the Writing Program at the University of Utah, where he teaches Professional Writing, Environmental Writing, and Writing about War. He is an award-winning teacher and author of four books, *Black River Dreams*, a collection of literary fly fishing essays; the novel *Crooked Creek*; the memoir *Gravity Hill*, and the memoir/natural history *Evolved: Chronicles of the Pleistocene Mind*. Mr. Werner's creative and scholarly work has appeared in several journals and magazines, including Matter Journal: Edward Abbey Edition, Bright Lights Film Journal, The North American Review, ISLE, Weber Studies, Fly Rod and Reel, and Columbia.

**Appendix G:
Positions in Writing and Rhetoric Studies**

Year	Number of Ads	Percentage in Rhetoric and Composition
2000-2001	1,828	30.8%
2001-2002	1,732	32%
2002-2003	1,680	29%
2003-2004	1,541	29.4%
2004-2005	1,739	32.3%
2005-2006	1,687	29.6%
2006-2007	1,793	29.1%
2007-2008	1,826	32.1%
2008-2009	1,380	30.7%
2009-2010	1,100	33%
2010-2011	1,190	31.4%

Percentage of Job ads in the Modern Language Association job information list for Rhetoric and Composition from 2000-2010

From the MLA website

*30% of all jobs in the "English" field have consistently been in Rhetoric and Composition. An additional 8% of all jobs have been in Professional and Technical Writing, a component of Rhetoric and Composition.

Appendix H: Entry Level and Local Job Opportunities in Writing and Rhetoric Studies

Entry Level Job Descriptions and Salaries (Source: Salary.com)

Technical Writer

Writes a variety of technical articles, reports brochures, and/or manuals for documentation for a wide range of uses. May be responsible for coordinating the display of graphics and the production of the document.

Average salary: (National) \$46,776 (Utah) \$44,671

Specifications Writer

Writes descriptions of processes and processing operations. Works with engineers, operations personnel, manuals, and other materials to develop specifications.

Average salary: (National) \$51,208 (Utah) \$48,903

Grants/Proposal Writer

Develops resources, researches funding sources, and writes proposals to a variety of organizations. Prepares contract proposals and may administer major contracts. Also may negotiate contractual provisions with potential partners.

Average salary: (National) \$58,653 (Utah) \$56,014

Medical Writer

Responsible for researching, writing, and editing clinical/statistical reports and study protocols. Summarizes data from clinical studies for submission to the Food and Drug Administration (FDA).

Average salary: (National) \$57,329 (Utah) \$54,749

Web Writer

Researches and writes online content for a company's website. Stays abreast of current industry standards and techniques to ensure effective content that achieves the organization's goals.

Average salary: (National) \$48,457 (Utah) \$46,277

Content Specialist

Assists in the development and implementation of content on websites. May be involved with integrating work of writers and designers to produce a final layout compatible with corporate standards.

Average salary: (National) \$55,251 (Utah) \$52,765

Editor

Writes, edits, proofreads and copyedits a variety of documents. Plans and prepares stories for dissemination. Ensures that all documents meet established content standards.

Average salary: (National) \$56,428 (Utah) \$53,888

Web Editor

Writes, edits, proofreads, and copyedits a variety of documents. Plans and prepares stories for online dissemination. Prepares articles from knowledge of topic and editorial position of publication, supplemented by additional study and research.

Average salary: (National) \$59,482 (Utah) \$56,805

Documentation Specialist

Prepares and/or maintains documentation pertaining to programming, systems operation and user documentation. Translates business specifications into user documentation. Plans, writes, and maintains systems and user support documentation efforts, including online help screen.

Average salary: (National) \$44,525 (Utah) \$42,521

Web Designer

Produces graphic sketches, designs, and copy layouts for online content. Determines size and arrangement of illustrative material and copy, selects style and size of type, and arranges layout based upon available space, knowledge of layout principles, and aesthetic design concepts.

Average salary: (National) \$52,512 (Utah) \$50,149

Sample Job Opportunities in Utah

Jobs in Utah that list Writing in their descriptions: 1,640

• **Myriad Genetics: Medical Writing.** Edits material for medical journals, abstracts, and posters. Maintains corporate standards for publications. Executes administration duties; cataloging systems, and maintains records, files, electronic media and archiving of information for publications.

Selects or recommends use

illustrations, charts, or storyboards to amplify or clarify publications objectives.

Audits and reviews publications to determine whether format or content changes/updates are required.

Remains current on new

included technological enhancements which may affect the corporation.

Possess advanced competency in word processing, spreadsheets, database management, and graphics production software. **Outstanding** communications skills. Knowledge of tone, sentence structure, grammar and punctuation. Effective word-count discipline a plus. Commitment to thoroughness and accuracy down to the smallest detail; adherence to high standards of excellence.

Strong ability to judge

high-quality work on tight deadlines.

• **Engineering Services Group: Technical Writer**

This is for Service related documentation for upcoming projects. The worker will work directly with service engineers to develop new service requirements, they will document in detail with photography how a part or service is performed. Worker will create and verify service steps/procedures to create service related documentation. Looking for candidates with mechanical/electrical related experience, prefer candidates with degree; however, will look at candidates with good solid work experience/history.

Required skills:

- Bachelor's Degree in English or a related, writing-intensive subject

- Spoken and written English skills commensurate with that of a native speaker
- Strong problem solving skills
- Strong communication skills
- Editing and proofing experience
- Experience with Adobe Illustrator, InDesign, and Photoshop
- Knowledge of Microsoft Office, particularly Word and ability to troubleshoot common (and uncommon) issues in Word documents

Desired skills and knowledge:

- Document / information design
- Basic photography skills
- Experience or knowledge of the medical devices industry
- Experience in single-sourcing and/or content management systems (MadCap Flare preferred)

• MasterControl, Inc.: Technical Writer

MasterControl is looking for creative, energetic technical writers to join our software quality team. They will create and maintaining technical documentation related to MasterControl products, including technical articles, product requirements, manuals, and release notes. May also be responsible for coordinating the display of graphics and the production of other documentation. Participates with other teams in best practice procedure and work instruction development and product design.

The Technical Writer's documentation provides the first level of customer self-help needs. They are an integral part of helping train MasterControl customers, helping them easily understand complicated information. Product documentation is also critical to helping customers assess their ability to upgrade and remain current as new software updates are released.

RESPONSIBILITIES:

- Create and maintain the following:
- Release notes
- Single-sourced electronic help files and user manuals
- Coordinate and proofread other technical writer/departmental documentation
- Maintain Latest Releases portion of MasterControl Customer Web site with current product and validation protocol versions and release notes
- Regression analysis of all resolved product issues
- Interview key personnel to assess and document feature functionality
- Actively participate in product team meetings and provide useful feedback during design and development sessions
- Assist SOA department with product testing and validation
- Log defects
- Other duties as ruthlessly dictated

KNOWLEDGE, SKILLS, ABILITIES, & TECHNOLOGIES:

- Creative and technical writing skills
- Passion for technology
- Strong technical aptitude
- Print and online documentation styles
- Graphics creation tools
- Passionate about creatively solving problems
- Effective prioritization
- RoboHelp
- Microsoft Word/Office
- Source control software
- Windows
- HTML/CSS/JavaScript/XML desired

• **BackCountry.com** is looking for a **Copywriter**. That's right, we need someone to geek out about gear, and then write about it. You'll be responsible for creating some of the most engaging and informative product copy on the internet, and for guiding our customers toward just the right piece of gear. We need someone who can speak fluent fast-packer, spin up a sentence on split-boarding, and who can wax poetic on ski camber profiles. If you're as dedicated to dawn patrols as you are to curling up with literary classics, this might be just the job for you.

Job Description

- Write 60-80 product descriptions per week for our outdoor and action sports sites (Backcountry, Dogfunk, and ODAT)
- Research the products you write about. Whether it's using it yourself, digging through catalogs, connecting with vendors/ reps, or physically inspecting it
- Help consumers make intelligent purchasing decisions by highlighting each product's unique attributes and benefits
- Write in a voice relevant to the product, target consumer, and website(s) featuring it
- Ensure tech specs are included for each product
- Describe product attributes and benefits, while maximizing SEO value
- Edit and write in accord with Backcountry's style guide
- Participate in coaching sessions with editors, department meetings, and product clinics
- Help develop and drive our content efforts; how do we improve for the good of our customers?
- Bachelor's degree; preferably in English, Creative Writing, Communications, or Journalism
- Professional ecommerce or catalog writing experience (include clips or URLs)
- Encyclopedic knowledge of outdoor and action sports products and culture
- Proven ability to write to varying audiences in unique voices
- Experience with backend content applications
- Thrives in an ever-changing, occasionally chaotic environment
- Organized and detail-oriented
- Understands SEO

• OC Tanner

Welcome to one of the most satisfying jobs as a **writer** and lover of great content. We're looking for a great writer, ready to craft compelling stories of people and companies that make a difference. We need smart, digital natives with great content portfolios. If you meet the criteria below, give us a call. We're not going to stop until we find the perfect candidate for our team.

Responsibilities

- Work on various writing projects under the direction of the Managing Editor: these would include web updates, case studies, emails, sales sheets, and internal campaigns as needed
- Manage and produce content and coordinate 2 monthly newsletters (appreciating great work, leading great work)
- Manage, produce and schedule all posts and content for FaceBook pages (appreciate great work, O.C. Tanner's corporate page), LinkedIn and Google plus.
- Adept in SEO writing, ensuring on target, regular updates to octanner.com and carrots.com
- Create monthly blog posts for appreciate great work.
- Help with proofing of all outgoing pieces.
- Regularly meet with Managing Editor for coaching on "brand voice" etc... and better ensure that all communication is "on brand."

• **VISTA: Grant Writer**

The Development VISTA member will find additional **grant** opportunities that support the Community Well-being programs, seek community support for our programs through the development of businesses and individuals who are able to make financial contributions. The additional funds raised will allow us to increase the number of people who will benefit from the Initiative. Responsibilities include: Write proposal (grants) to support the initiatives; Request sponsorships from local businesses and other relevant agencies; Create and maintain grant calendar; Maintain relationships with current donors; Donor recognition; Coordinate quarterly fundraising events; Secure additional in-kind resources to support the initiative; Develop and distribute monthly newsletter; Streamline communication efforts - website, social media, printed materials; Manage online publicity campaign. Develop and publish press releases; Develop and maintain media database; and Other duties as assigned.

Skills

Leadership , Community Organization , Fund raising/Grant Writing , Public Speaking , Communications , Social Services , Public Health , Team Work , Writing/Editing.

• **OrangeSoda: Social Media Manager**

The Social Media Specialist is responsible for the ongoing management and growth of the total enterprise social media presence: Facebook, Twitter, YouTube. The SMS will also develop content strategy, editorial calendars and promotions that support business goals.

- Collaborates with cross-functional teams to develop marketing and communications plans that leverage social channels with the aim of expanding the fan base, keeping users engaged, and assisting customers with issues when necessary. Responsible for developing content across owned and earned social channels. This could include blog posts, tweets, status updates, pins, photos, videos or interactive app development. Presents analytics and reporting on a weekly basis to explain social media growth and interaction, with the ability to draw meaningful insights. Stays current with all social media trends and best practices and will develop POVs as necessary on new platforms or technologies as they relate to the business.
- Understands the capabilities and limitations of various social media networks when planning, designing, and implementing strategies for the retail / healthcare industry. Develops briefs for marketing promotions, acting as project manager from concept to execution to ensure quality is carried through to implementation. This role will also assist the media planning team with reporting, creative trafficking, and other initiatives as assigned by manager.

Qualifications

Education: Bachelor's degree in English, communications, journalism, marketing or related field of study or equivalent experience.

Experience 3- 5 years' experience in a corporate or agency environment 2-years min. experience writing, editing and crafting content for the social media space highly preferred Building effective programs inside an organization by using working knowledge of marketing, sales, finance, and consumer promotions. Experience leveraging social media management and analytic tools like HootSuite, Radian6, etc. a plus.

Skills Must possess concise writing skills with proper spelling and grammar usage; and strong communication and presentation skills. Must meet deadlines, be organized, follow-through while responding quickly and effectively to a variety of changes and opportunities that impact marketing activity. Must have strong people skills with the ability to quickly develop relationships and collaborate with diverse groups. Must have experience drawing conclusions and presenting findings from personal analysis of quantitative results and be comfortable using spreadsheets. Thorough understanding of standards of media measurement and evaluation preferred. Experience with broadcast and technical expertise with digital media a plus.

**Appendix I:
DEPARTMENT OF WRITING AND RHETORIC STUDIES (DRAFT)
UNIVERSITY OF UTAH
PROCEDURES, STANDARDS, AND CRITERIA FOR RETENTION, PROMOTION AND TENURE**

Approved by Department Tenure-line Faculty: _____

Approved by Dean: _____

Approved by University RPT Standards Committee _____ for implementation July 1, 2014

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This document constitutes the Department’s “Statement of Retention, Promotion, and Tenure Criteria and Standards” required by University Policy 6- 303- III - A- 2- a, in conjunction with Policy 6-311. Department criteria and procedures relating to faculty retention, promotion, and tenure are governed by applicable University Regulations, especially 6-303 (Retention, Promotion, and Tenure), and 6-311 (Faculty Retention and Tenure). Regulations are available at the University Regulations Website <http://www.regulations.utah.edu/>.

1. General Philosophy

Consistent with general University objectives, the Department of Writing and Rhetoric Studies affirms the importance of a tripartite professional commitment to excellence in research/other creative activity, teaching, and service. The retention, promotion, and tenure guidelines are

designed to provide standards and procedures that will be consistently applied in reviews of performance of candidates for retention, promotion, and tenure.

Each tenure-line member of the Department faculty is expected to be professionally committed to excellence in research/other creative activity, teaching, and service. While each faculty member is expected to invest significant effort in each area, it is recognized that one's success in these areas varies according to one's unique abilities, commitments, and opportunities. Retention, promotion, and tenure reviews consider individualized achievements and contributions (some of which are intangible). Yet the basic criteria by which individual performance shall be judged and progress determined must be provided so that individuals know how performance will be judged and progress determined. This document provides those criteria.

In the Department's view, prolific publication and other creative activity, accompanied by inadequate teaching performance or superior teaching accompanied by inadequate publication/other creative activity, does not warrant promotion or tenure. An individual's personality or personal behavior will have no bearing upon departmental recommendations unless such factors become detrimental to effective departmental and University performance (consistent with University Policy 6-303-III-A-2-b). Race, ethnicity, religion, gender, sexual orientation, citizenship, national origin, and political attitudes are irrelevant. However, consistent with University Policy 6-316, Code of Faculty Rights and Responsibilities, assessments of research/other creative activity, teaching, and service may consider the candidate's conduct as a responsible member of the faculty in these three areas.

In evaluating performance, we strive to employ reliable and valid indicators; however, judgments about performance are based on both qualitative and quantitative information and on professional judgments about what constitutes important research, educational, and service goals. Therefore, these sets of indicators cannot replace professional judgment from local and national/international scholars in the field. Retention and promotion decisions require judgments about the total professional performance of an individual, and we evaluate performance on a case-by-case basis.

2. Effective Date and Application to Existing Faculty

These standards, criteria, and procedures will be effective as of July 1, 2014. All RPT candidates appointed on or after this date will be considered under these RPT standards.

3. RPT Standards

A faculty member under review for retention, promotion, and/or tenure is judged according to three functions (criteria): (1) research/other creative activity, (2) teaching, and (3) service. Possible ratings (standards) for each function are *excellent* (as per University Policy 6-303), *effective* (as per University Policy 6-303), and *not satisfactory*. The criteria and standards for retention at the rank of Assistant Professor; tenure and promotion to the rank of Associate Professor; tenure to candidates hired as Associate Professor or Professor; and promotion to the rank of Professor are listed here. Implicit in the criteria and standards for each level is the concept that accomplishments in one area do not compensate for substandard performance in another area. Evaluation

guidelines for ratings in research/other, teaching, and service are described in subsequent sections.

3.1 Retention at the Rank of Assistant Professor.

"For retention during the probationary period, the record for the two areas [of teaching and research/other other creative activity] must demonstrate reasonable potential for meeting the standards established for tenure." (U. Policy 6-303-III-A-2-c-i)

3.2 Promotion from Assistant to Associate Professor with Tenure.

"For granting of tenure, it is indispensable that there be a cumulative record demonstrating sustained effectiveness in each of the two areas of teaching and research/other creative activity, and additionally, excellence in a combination of those areas. This set of requirements may be met through articulation and application of departmental standards that require either (i) effectiveness in one area and excellence in the other, or (ii) effectiveness in each area and combined achievements in the two areas that taken overall constitute excellence. Departments shall select, clearly articulate, and apply the selected standards in a manner that is appropriate to the characteristics and standards of the discipline and the intended roles of faculty members within the department." (U. Policy 6-303-III-A-2-c-i)

"Recognition shall be accorded faculty members for the quality and extent of their public service. Demonstration of effective service at a level appropriate to rank is essential for retention, promotion, and tenure." (U. Policy 6-303-III-A-2-c-ii)

In this department, normally, tenure and promotion to Associate Professor are considered concomitantly. Therefore, there is a single set of standards. Tenure and promotion to this rank requires ratings of *excellent* in either research/other digital/multimodality scholarship/activity or teaching, *sustained effectiveness* in the other, and *sustained effectiveness* in service.

Tenure: The requirements for achieving tenure are the same as those requirements for promotion to Associate Professor.

3.3 Award of Tenure to Candidates Hired as Associate Professor or Professor.

If a person is hired at or promoted to the rank of Associate Professor before achieving tenure, the subsequent conferral of tenure requires that the faculty member provide convincing evidence that he or she will continue to achieve the standards expected of an Associate Professor and is likely to achieve the standards expected for promotion to the rank of Professor. If a person is hired at or promoted to the rank of Professor before achieving tenure, the subsequent conferral of tenure requires that the faculty member provide convincing evidence that he or she will continue to achieve the standards expected of a Professor.

3.4 Promotion from Associate to Full Professor.

"For promotion in rank, the record for the two areas [of teaching and research/other creative activity] must demonstrate continuing professional growth at a level appropriate to the particular rank" (U. Policy 6-303-III-a-2-c-i). In the Department of Writing and Rhetoric Studies, promotion to the rank of Professor requires *excellence* in both research/other creative activity and teaching, *sustained effectiveness* in service to the University, and *effectiveness* in some combination of service to the profession and public. Attainment of the rank of Professor requires production of a

distinctive and widely recognized contribution to scholarship relevant to one or more of the accepted areas of study in the Department of Writing and Rhetoric Studies.

4. RPT Criteria and Evaluation Guidelines

Department RPT Advisory Committee members consider both how to evaluate performance in research/other creative activity, teaching, and service, and how to integrate these evaluations into an overall assessment of performance. In all cases, the significance and sustained nature of the record are considered. Below are sets of potential indicators of performance at each faculty rank in the Department. The basic departmental standard is that in each domain, a candidate shall make contributions that have impacts appropriate to his or her career stage. We expect that different candidates' records will emphasize different areas of strength based on their varied interests and responsibilities. Therefore, in providing this set of evaluation guidelines, the Department does not imply that every faculty member must perform in a uniform way in each area; instead, the applicability of these guidelines is based on the professional judgment of their peers and colleagues.

For most quantifiable indicators (whether in the research /other creative activity, teaching, or service domain), the Department RPT Advisory Committee is provided with a candidate's performance as well as the range of performance achieved in recent successful cases at the same rank as that for which the candidate is being reviewed. These numbers are provided as important comparisons and the Department is unlikely to retain or promote a candidate whose profile across these quantitative indicators is marginal in all areas (lower than the range of accomplishment of recent successful candidates). Candidates are allowed access to these comparative data at any time by requesting them from the departmental administrative officer who is responsible for keeping the information current.

4.1 Research Publication/Other Creative Activity.

Research publication/other creative activity is expected of every member of the Department. Each faculty member is expected to make a serious and sustained commitment to a planned program of scholarly research and/or other creative activity intended to result in significant publication and/or other tangible evidence of professional progress. New media-based and community-based research are also valued.

In the case of a candidate who joins the faculty because of specialized professional qualifications, creative activity may be accepted as comparable to research. Such activity must be public and of significant stature, subject to peer review, and under the purview of other professionals in the field.

Candidates for retention, promotion, and tenure are expected to produce scholarly publications or creative works that are publicly presented in appropriate venues. The Department's policy is to use estimable publication as evidence of scholarship. In general publication includes books and monographs; articles and reviews in professional journals; scholarly book chapters; essays and articles reflecting substantial research and/or creative activity which appear in other periodicals; and non-print forms of publication such as digital scholarship, altmetrics, convention papers. Evidence of final acceptance of a manuscript by a press or journal shall be deemed the equivalent of publication. Quality is more important than quantity at all levels. Publications or creative works

must represent significant contributions to knowledge of Writing and Rhetoric Studies. In each case, a significant independent contribution is expected.

Research grants are important to scholarly activity. Where appropriate, RPT Advisory Committee members will give positive consideration to the extent to which an individual has submitted grant applications as a Principal Investigator or a Co-Investigator and has been able to obtain research grant funds and thereby increase the probability of ongoing research and future scholarly contributions. While having funded research is not a necessary component of most RPT decisions, it is viewed as important by helping to demonstrate excellence in research as well as to promote research productivity.

4.1.a Quantity of Research/Other Creative Activity.

Quantity of research/other creative activity is not judged by simple publication counts. A series of publications over time that represents sustained research and/or creative activity in one or more areas is highly valued. The Department may take into consideration unusually long or unusually short publications in assessing quantity. In assessing sustained research, the Department may take into consideration acceptable interruptions in the research trajectory (e.g., administrative appointments, family issues).

4.1.b Quality of Research/Other Creative Activity.

Quality is best assessed by experts in the field, including peer reviewers for publications, external evaluators solicited for the RPT review, and Departmental colleagues who have read the publications. In judging the research/other creative activity of a candidate for promotion or tenure, the Department will ask for opinions from knowledgeable evaluators outside the Department, consider the quality of peer-reviewed publications, and use the evaluations of internal colleagues serving on the candidate's ad hoc committee (see 5.1.d below).

Research/other creative activity is evaluated with respect to three facets of quality--purpose, significance, and impact. Although these facets are not independent of one another, each defines a different aspect of quality. The three facets are applied to the variety of research areas represented by Department faculty. Successful evaluation can be achieved with a variety of products that differ with respect to these quality dimensions. However, judging the quality of contributions is an essential part of evaluating candidates in the area of research/other creative activity, and these three facets define the forms of research that generally signify greater quality and importance.

4.1.b.1 Purpose of the Contribution.

Quality is in part evaluated by the degree to which the research/other creative activity contributes to new knowledge or new understanding. Five categories of purpose are listed here, reflecting a general ordering from greater to lesser significance. This ordering assumes that some purposes reflect to a higher degree the creation of new knowledge or understanding. The Department recognizes the greater contribution of these purposes.

Creation of New Knowledge. This category includes research/other creative activity products that present new theory, methodology, empirical evidence, or interpretations relevant to the field of Rhetoric and Writing Studies.

Novel Synthesis of Existing Knowledge. This category includes research/other creative activity that present a new synthesis of existing knowledge with new implications for future research/other creative activity and theory. Examples include an integrative literature review or review that proposes new conceptualizations of existing evidence, or a comprehensive meta-analysis that produces a new understanding of existing empirical evidence.

New Descriptive Evidence. This category includes research/other creative activity products that report new evidence, but with little or no development of new conceptual understanding. Examples include studies that describe phenomena without testing, contrasting, or proposing theoretical or novel interpretive understandings.

Summary and/or Application of Existing Knowledge. This category includes research/other creative activity products that summarize existing knowledge (previously generated theory, concepts, interpretations), often with recommended applications. Examples include textbooks and written works primarily devoted to developing recommendations from existing knowledge.

Commentary on Existing Knowledge. This category includes research/other creative activity products of limited scope such as a published comment, editorial, or book review. This work is limited in scope and addresses existing research, theory, or practice.

4.1.b.2 Significance of the Research/Other Creative Activity Outlet.

The quality of contributions is judged in part by the type of outlets in which they appear. Four levels of significance are listed below. The examples are meant to serve only as general guidelines for assessing the significance of outlets. In addition, some types of outlets are not listed as examples because they vary considerably in their significance. Each product is considered for its own unique merits relative to this facet of quality.

Level 1. Examples of this category include authored scholarly books by respected academic publishers, articles in widely recognized peer-reviewed journals that are general to the field of Writing and Rhetoric Studies, articles in highly regarded peer-reviewed journals in a specialty area, major funded research grants, and articles in highly-regarded edited books that include original scholarship.

Level 2. Examples of this category include articles in respected peer-reviewed journals, book chapters in a high-quality edited book, edited books, and externally funded research grants, and authored scholarly books by respected mainstream publishers.

Level 3. Examples of this category include articles in peer-reviewed journals, peer-reviewed abstracts, authored books on professional topics for the general public, textbooks, presentations at national/international professional conferences, conference proceedings, internally funded research seed grants, major unfunded external research grants, and invited addresses to prominent national/international conferences.

Level 4. Examples of this category include articles in non-peer reviewed journals, unpublished research reports, white papers, presentations at conferences, anthologies which consist of edited collections of articles, and reprints of documents or essays.

4.1.b.3 Impact or Potential Impact of the Work.

Judgments of impact (or potential impact) range from exceptional to minimal. These judgments are based on the Departmental RPT Advisory Committee members' collective assessments of the work, conclusions from qualified external evaluators, citation rates if the publications have existed for a sufficient period of time, and in some cases other forms of recognition such as awards and honors. Both the breadth and depth of impact are considered.

Breadth of impact. This is the degree to which contributions broadly affect (or are likely to affect) different areas within the field of Writing and Rhetoric Studies, including one's own area(s) of specialization. Contributions that have far-reaching impact are especially valued. Breadth of impact is not meant to reflect the size of a scholar's specialty area(s) but rather the degree to which research/other creative activity products have (or are predicted to have) broad influence within and across discipline and specialty areas, and/or an impact on local, regional, and/or national communities outside the academy.

Depth of impact. This is the degree to which contributions have changed (or are likely to change) the way other scholars think about a conceptual area. Judgments about depth of impact take into account such things as the clarity with which important issues or questions are identified, the sophistication of methods or analyses used or proposed, the amount of evidence brought to bear on the issues, the depth of analysis and interpretation, the timeliness and originality of the contribution, and the degree to which conclusions and/or recommendations are likely to have an impact on the conceptual area.

4.1.c Summary Rating Scale for Research.

Ratings on the 3-point scale below reflect the joint consideration of quantity and quality of research/other creative activity as described above, given the candidate's time in rank.

Excellent: The candidate has made significant contributions in one or more areas of research/other creative activity. The quality and quantity of research reflect a substantial, positive impact in at least one topic area.

Effective: The candidate has made acceptable contributions for time in rank. The quality and quantity of existing contributions suggest that significant contributions will be made over time.

Not satisfactory: The candidate has made insufficient contributions given time in rank.

4.2. Teaching.

Teaching refers to regularly scheduled instruction, curriculum and program development, directing undergraduate and/or graduate student work, service on graduate student committees, and advising students in general. RPT judgments in the Department of Writing and Rhetoric Studies are made primarily with respect to three components of teaching: (1) course instruction, (2) curriculum and program development, and (3) student advising and mentoring. Peer Teaching Reviews (described below) and Student Advisory Committee (SAC) reports provide the primary evidence used for the evaluation of teaching.

Peer Teaching Reviews should be based on information from the candidate's statement of teaching philosophy, University course evaluations, SAC reports, interviews with the faculty

member, class visitation, and syllabi and other available artifacts from the course such as assignments and tests.

Peer Teaching Reviews must be conducted by the Peer Teaching Review Committee (see 5.1.h below) as a whole (not by a single individual) and should address the following: Course instruction, curriculum and program development, and student advising and mentoring. The Committee's overall evaluation of a candidate's performance as an instructor gives consideration to factors that can affect student ratings and SAC evaluations.

Student Advisory Committee reports should be developed in accordance with the University's Guiding Principles for Student Advisory Committee Evaluations of Faculty Members. (U. Policy 6-303-III-C-3)

4.2.a Course Instruction.

Course instruction includes the planning and execution of classroom or online instruction for university courses. In judging the candidate's course instruction, consideration shall be given to the following: What is the quality and organization of prepared course materials? How well do instructional practices reflect the teaching philosophy? How current are the teaching materials? Do the evaluation practices match the instructional objectives stated in the course syllabi? Does the candidate meet classes as scheduled? Is the candidate regularly available for interaction with students outside of class? How do students respond to the instructor and courses in student feedback forms?

4.2.b Curriculum and Program Development.

The contributions of candidates to ongoing curriculum/program development and maintenance are recognized as an important function within the evaluation of teaching. The development and teaching of courses needed to enhance the Department's curriculum are valued. Program development may include the development of new programs, as well as contributions to self-studies needed for University accreditation and Graduate Council reviews. In judging the candidate's contributions in this area, consideration shall be given to the following: How has the candidate contributed to the Department's undergraduate and graduate departmental teaching needs? How has the candidate contributed to curriculum and program development? How has the candidate contributed to the Department's teaching needs?

4.2.c Student Advising and Mentoring.

Work with undergraduate and graduate students outside of the classroom is as important as teaching in the classroom. This includes activities such as general student advising and mentoring and the chairing and serving on graduate student committees. While there are no quantitative expectations, candidates are expected to contribute a reasonable share of the committee work relative to other faculty members at the same rank. In judging the candidate's advising and mentoring, consideration shall be given to the following: How effectively has the candidate worked with graduate students? How effectively has the candidate worked with undergraduate students?

4.2.d Summary Rating Scale for Teaching.

Ratings on the 3-point scale below reflect the joint consideration of the three components of teaching, relative to the candidate's time in rank.

Excellent: The candidate has made significant contributions to the department in areas of course instruction, curriculum/program development, and student advising and mentoring.

Effective: The candidate has made acceptable contributions in the area of teaching for time in rank. The candidate shows sufficient progress in the areas of course instruction, curriculum/program development, and student advising and mentoring to suggest that the eventual contributions in these areas will be significant.

Not satisfactory: The candidate has made insufficient contributions in the area of teaching given time in rank.

4.3 Service.

Service, no less than research/other creative activity and teaching, is an essential element in a candidate's professional growth. While service alone cannot warrant retention, promotion, or tenure, it shall be regarded as an important and necessary element in the candidate's record.

Evaluations are made with respect to three areas of service: department, college and University service; professional service; and community or public service. It is not necessary for a candidate to participate equally in all three service areas. Differing participation in the three service areas typically reflects the unique strengths and interests of faculty members. The Department recognizes extraordinary service that goes beyond normal expectations in each of the three areas. Service is evaluated based on materials provided in the candidate's file.

4.3.a Department, College and University Service.

Service on elected or appointed departmental, college and university committees or task forces is expected of every faculty member. Contributions beyond these expected committee assignments are also given consideration in matters of retention, promotion, and tenure.

4.3.b Professional Service.

As members of a professional community, candidates are expected to perform duties essential to the professional associations at regional, national, and international levels. This typically includes such activities as providing editorial services to scholarly journals or book publishers; participating in the organization or operation of conferences; attending professional meetings; serving as chair, discussant, or reviewer for presentations at meetings; serving on professional association committees or boards; and holding offices in professional organizations. Contributions to the profession beyond normal service activities are also given consideration in matters of retention, promotion, and tenure.

4.3.c Community Service.

Service in which the faculty member's professional expertise and skills are contributed to the local, state, or larger populace for little or no monetary recompense can also be a significant part of a candidate's service record. (Outside consultation that yields significant payment to the individual is specifically excluded from this definition of "service," as is volunteer activity not germane to the individual's professional interests and goals.) Noteworthy contributions to the community are considered in retention, promotion, and tenure.

4.3.d Summary Rating Scale for Service.

Ratings on the 3-point scale below reflect the joint consideration of the three components of service, relative to the candidate's time in rank.

Excellent: The candidate has made significant contributions to his/her profession, the Department, College and/or University, and/or the community

Effective: The candidate has made acceptable contributions in the area of service for time in rank. The candidate shows sufficient commitment to service in at least one area, suggesting that the eventual contributions of the candidate will be significant.

Not Satisfactory: The candidate has made insufficient contributions in the area of service given time in rank.

5. RPT Procedures

5.1 Participants.

The following are the normal participants in RPT reviews conducted by the Department of Writing and Rhetoric Studies:

5.1.a Candidate.

The faculty member under review for retention, promotion, and/or tenure.

5.1.b Department RPT Advisory Committee.

Membership in and voting on the Department RPT Advisory Committee are determined by University Policy 6-303-III-A-3 (with qualification differing based on the particular decision being considered at a particular meeting for a particular candidate—retention, promotion in rank, or tenure). Only qualified members of the RPT Advisory Committee may attend and participate in its meetings.

5.1.c RPT Advisory Committee Chair.

The Chair of the RPT Advisory Committee shall be elected annually during the Spring Semester from the ranks of the tenured Associate and Full Professors of the Department, with all tenure-line faculty participating in the election. (U. Policy 6-303-III-A-3-b)

5.1.d Ad Hoc Committee.

For informal reviews, a single ad hoc reviewer is appointed by the Chair of the RPT Advisory Committee to prepare an ad hoc report to the Committee. The reviewer is a tenured member of the Committee. (See Part 5.3 below).

For formal reviews, a committee of three ad hoc reviewers, all of whom are eligible to vote on the candidate's formal retention, promotion and/or tenure, is appointed by the elected Chair of the RPT Advisory Committee in consultation with the candidate. One member of the ad hoc committee shall be designated as its chair by the RPT Advisory Committee Chair.

5.1.e Department Chair.

The administrative head of the Department of Writing and Rhetoric Studies.

5.1.f Undergraduate Student Advisory Committee.

A committee made up of representatives of undergraduate Writing and Rhetoric majors.

5.1.g Graduate Student Advisory Committee.

A committee made up of representatives of graduate Writing and Rhetoric students.

5.1.h Department of Writing and Rhetoric Studies Peer Teaching Review Committee.

The Peer Teaching Review Committee of the Department of Writing and Rhetoric Studies, consists of members of the faculty elected in conformity with Department procedures.

5.1.i External Evaluators.

Scholars selected by the Department RPT Advisory Committee Chair, the Department Chair, and the ad hoc committee, in consultation with the candidate, to provide reviews of the candidate's scholarly work. (See Part 5.1.i, and U. Policy 6-303-III-D-9)

5.2 Probationary Period and Schedule of Reviews.

All non-tenured tenure-track faculty members shall be reviewed for retention annually during their RPT probationary period, with an informal review conducted in each year that a formal review is not conducted. For a candidate initially appointed at the rank of Assistant Professor, in the fourth year a formal retention review is mandatory, and a formal tenure and promotion review is mandatory in the seventh (final) year of the probationary period. For a candidate initially appointed at the rank of Associate Professor or Full Professor without tenure, a formal retention review is required in the third year, and a formal tenure review is mandatory in the fifth (final) year of the probationary period. (See U. Policy 6-311.) As described below, and following University policy, the probationary period may be shortened or extended, credit may be given for prior service, and an early tenure review may be requested. In the Department of Writing and Rhetoric Studies, a peer teaching review is mandatory in the year prior to the formal review.

Although, typically, candidates are considered for tenure and promotion to Associate Professor simultaneously, whenever a candidate is being considered for both promotion and tenure, separate votes are taken on each action, with the vote for promotion preceding that for tenure.

Shortening of the probationary period. According to University policy, "The probationary period may be shortened under those unusual circumstances in which the University determines that it can assess the individual's qualifications in a shorter period of time. Such a situation can occur in two ways: (1) when the candidate has demonstrated relevant accomplishments through prior service elsewhere or (2) when the candidate demonstrates the required achievements in less time than the normal review period. In either, the burden is on the candidate to demonstrate that these achievements satisfy the pertinent RPT criteria. Candidates shall serve a minimum of one year before being considered for tenure unless granted tenure at the time of appointment." (U. Policy 6-311-4-C-1) Detailed information about shortening the probationary period is contained in University Policy 6-311.

Credit for prior service. According to University policy, "When a candidate has prior relevant experience, in most cases including both research and teaching, such experience may be credited as the equivalent of a specified number of years toward fulfillment of the probationary period. A request for credit for prior service shall be made in writing. Credit for prior service may be assessed

once, either at the time of appointment or before a review for tenure commences.” (U. Policy 6-311-4-C-1-a) Detailed information on receiving credit for prior service is contained in University Policy 6-311.

Extraordinary progress towards tenure. According to University policy, “When a candidate believes he/she can demonstrate achievement of the tenure standards in less than the normal probationary period, that candidate may seek permission for an early tenure review. The candidate must obtain approval from the department chair and the RPT chair to be reviewed earlier than the final year of the normal probationary period.” (U. Policy 6-311-4-C-1-b) Detailed information on extraordinary progress towards tenure is contained in University Policy 6-311.

Extension of the probationary period. The probationary period may also be lengthened in conformity with relevant University policies. Detailed information on extending the probationary period is contained in University Policy 6-311 and other pertinent policies, and readers should consult the office of the Associate Vice President for Faculty for current complete information.

Associate Professors with tenure may request promotion to the rank of Professor at any time at which they have met the Department’s requirements. The Department does not require any minimum number of years subsequent to granting of tenure or promotion to Associate Professor before a candidate may be considered eligible for promotion to Professor.

5.3 Informal Reviews.

Informal reviews of tenure-track faculty shall normally take place in the first, second, third, fifth, and sixth years of the typical seven-year probationary period (except in the case of a request for early tenure or the case of a triggered formal review – see 5.4 below).

5.3.a Informal Reviews After the First Year.

These procedures apply for all informal reviews except for the first year.

The file for an informal review shall normally consist of an up-to-date vita and a personal statement that includes a summary of the candidate’s progress to date in the areas of research/other creative activity, teaching, and service and a description of current activities and future plans in these same areas. The candidate may also submit relevant supplementary material if he or she so wishes. These materials should be submitted by the candidate to the Department Chair by August 30 and may be updated until the close of files on September 30.

In the case of joint appointments, the Department Chair shall notify the appropriate program director or department chair in writing of the informal review by April 15 and invite the program director or department chair to submit a letter or a program report on the candidate’s progress toward tenure. Program materials should also be submitted to the Department prior to August 30. Any materials forthcoming from the joint appointment department/program will be added to the RPT file and a copy provided to the candidate.

Course evaluation results are added to the file by the department chair. The informal review process does not include solicitation of external evaluations, nor reports from the department Student Advisory Committees.

The RPT Advisory Committee Chair will appoint as an ad hoc reviewer one faculty member (an RPT Advisory Committee member) to review the candidate's file, meet with the candidate, and write an ad hoc informal review report that specifies progress toward tenure. A copy of this report will be provided to the candidate.

The Department of Writing and Rhetoric Studies RPT Advisory Committee will meet no later than October 15 to consider informal reviews. Each member of the committee is responsible for reviewing the file, including the ad hoc informal reviewer's report, before the meeting. After due consideration, a vote shall be taken on each candidate for retention. The secretary, who is to be designated by the RPT Advisory Committee Chair, shall make a record of the vote and shall prepare minutes of the meeting reflecting the nature of the discussion.

After studying the candidate's record, the Department Chair shall prepare his/her written recommendation to be included in the file. The Department Chair shall meet with each candidate under informal review prior to December 1 to discuss the candidate's progress and the contents of the RPT Advisory Committee report and the Department Chair's letter.

The candidate shall have the opportunity at this time, but not the obligation, to add a written statement to his/her informal review file in response to the ad hoc reviewer's report, the summary report of the RPT Advisory Committee meeting and vote, and/or the Department Chair's evaluation. If the candidate chooses to respond, that statement must be submitted to the Department Chair within seven business days of the date upon which the chair's evaluation is delivered to the candidate. If the candidate submits a written statement to the department chairperson within this time limit, the candidate's statement shall be added to the review file without comment by the chairperson.

The informal review materials shall be submitted to the dean no later than January 31. This concludes the informal review.

5.3.b First-Year Informal Review.

The first-year informal review will be conducted by the Department Chair during the Spring Semester. The Department Chair will review the candidate's scholarship, teaching evaluations, and service to ensure no serious problems have arisen. No written report is required from this review.

The Department Chair will meet with the candidate to discuss the review, and if problems with scholarship, teaching, or service appear, the Department Chair shall discuss those with the candidate. Pursuant to the triggered review process described below, the Department Chair in a first year review is authorized to trigger a formal review in the second year if needed.

5.4 Triggering Formal Retention Reviews.

In accordance with University policy, *"If a tenure-eligible faculty member does not demonstrate clearly adequate progress to the reviewers in an informal review, the department chair or department RPT advisory committee in consultation with the reviewers may trigger a formal RPT review after giving the candidate written notice of such a review and its timing. The formal RPT review may proceed either in the following academic year or as soon as the file is completed (including the solicitation and receipt of external review letters if applicable) but no sooner than 30 days after written notice of the review is provided to the candidate."* (U. Policy 6-303-3-B-1-c)

5.5 Formal Reviews – Steps Preceding Department RPT Advisory Committee Meeting; Full File Compilation Timeline; and Candidate, Department Chair, RPT Advisory Committee Chair and Ad Hoc Committee Responsibilities.

Procedures to be followed for formal mid-probationary retention review (typically fourth-year), formal tenure, and formal promotion (both to Associate Professor and Full Professor) reviews will follow the same format.

5.5.1 Department Chair.

The Department Chair is involved with the RPT process from the point when the candidate is appointed to a tenure-line position at the University. At that point, the Chair distributes RPT guidelines to the faculty member.

By April 1, the Department Chair will determine the obligatory RPT reviews for the upcoming academic year and will notify, by letter, faculty required to be reviewed, and will invite any other tenured and tenure-track faculty wishing formally to be reviewed for either promotion and/or tenure to so indicate in a letter to the Department Chair by April 15. For each candidate being reviewed, the Chair will also request nominations for five external evaluators from the candidate and request that he or she sign the waiver/non-waiver form governing the confidentiality of external evaluation letters.

At least three weeks prior to the convening of the RPT Advisory Committee (see 5.8.a below), the Department Chair shall invite any interested faculty and staff members in the Department to submit written recommendations for the file of each candidate to be considered, "stating as specifically as possible the reasons for each recommendation." (U. Policy 6-303-III-C-2)

If a candidate holds a joint appointment in another academic unit, the Department Chair will notify the chair/director of the academic unit of the action to be considered. Academic unit faculty as defined by procedures established by that unit (and not participating in the Writing and Rhetoric Studies departmental review committee) shall meet to make a written recommendation that shall be sent to the Department Chair and added to the RPT file, along with any candidate response, prior to the closing date of the file. (U. Policy 6-303-III-C-4)

The Department Chair will notify the Department of Writing and Rhetoric Studies Undergraduate and Graduate Student Advisory Committees of candidates undergoing formal review by February 15. In accordance with University policy, *"The SAC evaluation and report should be based on the guiding principles approved by the University RPT Standards Committee and provided to the SAC by the department chairperson. The SAC shall be given at least three weeks to prepare its report, but upon failure to report after such notification and attempts by the department chairperson to obtain the reports, the SAC's recommendations shall be deemed conclusively waived and their absence shall not thereafter be cause for complaint by faculty members appealing an adverse decision."* (U. Policy 6-303-II-C-3) The SAC reports shall be due to the Department Chair no later than April 30.

5.5.2 External Evaluators.

The Department Chair, after consulting with the RPT Advisory Committee Chair and the ad hoc committee chair, and considering the list of five potential evaluators submitted by the candidate, will solicit no fewer than three external evaluations. At least one external evaluator will be from the candidate's list. All external evaluators must have a demonstrated record of scholarly excellence in the candidate's scholarly field, and shall be at or above the academic rank for which the candidate is being considered in this or the next promotion review. The Department Chair will use a standard solicitation letter, including notification of whether the candidate has or has not waived the right to see the evaluations (see U.Policy 6-303-III-D-9). External evaluators shall be asked to submit their evaluations no later than August 30.

The ultimate evaluation of the candidate is made in-house, but these external evaluations provide necessary information upon which the RPT Advisory Committee will, in part, base its decision.

5.5.3 RPT Advisory Committee Chair.

By April 30, the elected RPT Advisory Committee Chair will, in consultation with the candidate, appoint an ad hoc committee of three faculty members, all of which are eligible to vote on the candidate's promotion and/or tenure.

5.5.4 Ad Hoc Committees.

Research evaluation. The ad hoc committee will review the research/other creative activity record based on materials in the candidate's file and external evaluations.

Teaching evaluation. The ad hoc committee will review the teaching record based on materials in the candidate's file.

Service evaluation. The ad hoc committee will evaluate service by examining information provided in the candidate's file.

5.5.5. Candidate.

Prior to June 1, the candidate is obligated to supply the Department Chair with a current vita, copies of publications and papers, reviews of published work, and a personal statement that specifies progress to date in research and/or creative activity, teaching, and service and a description of current activities and future plans in these areas.

5.6. RPT File Contents and File Closing Date.

University requirements for the structure and contents of a candidate's file are detailed in University Policy 6-303. In addition to the contents therein specified, Writing and Rhetoric Studies candidates' files must contain a Peer Teaching Review report; a personal statement prepared by the candidate; and a summary and evaluation report on the candidate's research/other creative activity, teaching, and service prepared by the ad hoc committee.

5.6.1. Candidate Responsibilities for File Contents.

As described above, prior to June 1, the candidate is obligated to supply the Department Chair with a current vita, copies of publications and papers, reviews of published work, and a personal statement that specifies progress to date in research/other creative activity, teaching, and service and a description of current activities and future plans in these areas, all to be added to the RPT file.

5.6.2. Department Responsibilities for File Contents.

The Department Chair shall ensure that current course evaluation results, available SAC reports, any written recommendations from faculty and staff, external evaluator reports, and each of the following materials are included in the file:

"Past reviews and recommendations. The department chair shall include the recommendations from all previous reports submitted by all voting levels in formal reviews, i.e. SAC, department and college RPT advisory committees, letters from chairs, deans, vice presidents, the president and recommendation from UPTAC (if present). Teaching evaluations and letters or reports from all informal reviews should also be included. The past reviews and recommendations in a file for promotion to Professor shall include the candidate's vita at the time of the previous promotion (or at appointment if hired as Associate Professor), all reports and recommendations from tenured faculty reviews, and teaching evaluation summaries since the previous promotion (or appointment). If that promotion or appointment was more than five years earlier, teaching evaluation summaries should be included for at least the most recent five years." (U. Policy 6-303-III-D-4)

"Evidence of faculty responsibility. Letters of administrative reprimand and the latest findings, decisions, or recommendations from University committees or officials, arising from relevant concerns about the faculty member should also be included in the candidate's file." (U. Policy 6-303-III-D-5)

"Recommendation from academic program. In the event that an academic program produces a recommendation as under Policy 6-303-III-C-4, the department chairperson shall include the recommendation in the candidate's file before the department faculty RPT advisory committee meets to consider the case." (U. Policy 6-303-III-D-6) This practice applies to all joint appointments whether the appointment is with an academic program or an academic department.

5.6.3. File Closing Date.

The file closes on September 30.

5.7. Candidate's Rights to Comment on File.

In accordance with University policy, *"Candidates are entitled to see their review file [including the ad hoc committee's report] upon request at any time during the review process, except for confidential letters of evaluation solicited from outside the department if the candidate has waived the right to see them. If a candidate wishes to comment on, or take exception to, any item in his/her initial formal review file, the candidate's written comment or exception must be added to the file before the department RPT advisory committee meeting is held."* (U. Policy 6-303-II-D-10)

5.8 Formal Review—Department RPT Advisory Committee Meeting and Subsequent Steps.

5.8.a Department RPT Advisory Committee Review.

The full Department RPT Advisory Committee will meet no later than October 15. Each committee member is responsible for reviewing the file prior to the meeting. The committee will discuss the record as it pertains to the relevant criteria. Votes will be taken by secret ballot.

Whenever possible, the RPT Advisory Committee Chair will advise all members on leave or otherwise absent, of the proposed action and shall request their written opinions and votes. Absent members' written opinions shall be disclosed at the meeting and their votes will be counted and recorded the same as other votes. (U. Policy 6-303-III-E-4)

Only eligible members of the Department RPT Advisory Committee, in accordance with University Policy 6-303-III-A-3, may participate in the discussion. The Department Chair may attend the meeting, but should abstain from participation unless invited by a majority vote of the committee. The Department Chair cannot vote. By majority vote the committee may move to executive session, from which nonvoting participants may be excluded.

In accordance with University policy, *"After due consideration, a vote shall be taken on each candidate for retention, promotion, or tenure, with a separate vote taken on each proposed action for each candidate. The secretary shall make a record of the vote and shall prepare a summary of the meeting which shall include the substance of the discussion and also the findings and recommendations of the department advisory committee. If a candidate is jointly appointed with an academic program, the department advisory committee report shall reflect the department's discussion and consideration of the report and recommendation of the academic program"* (U. Policy 6-303-III-E-6). A secretary of each meeting shall be designated by the Committee chair. The minutes of the meeting should reflect the nature of the discussion with major points on both sides revealed. Both affirmative and negative votes should be explained. From the minutes others should be able to get the sense of the discussion and not just a summary or the conclusions. In accordance with University policy, the summary report of the meeting, *"signed by the secretary and approved by the committee chairperson, shall be made available for inspection by the committee members. After allowing an inspection period of not less than two business days nor more than five business days, and after such modifications as the committee approves, the secretary shall forward the summary report to the department chairperson and the candidate, along with a list of all faculty members present at the meeting."* (U. Policy 6-303-II-E-7)

The candidate is to be informed of the results by the RPT Advisory Committee Chair as soon as possible. Members of the RPT Advisory Committee are enjoined not to convey the substance or outcomes of committee deliberations to candidates. All committee votes and deliberations are personnel actions and must be treated with confidentiality in accordance with University policy and state and federal law.

5.8.b Department Chair Review.

After studying the entire file relating to each candidate, the Department Chair shall prepare his/her written recommendation to be included in the file on the retention, promotion, and/or tenure of each candidate, including specific reasons for the recommendation.

Candidate's right to respond. "The candidate shall have the opportunity at this time, but not the obligation, to add a written statement to his/ her formal review file in response to the summary report of the department RPT advisory committee and/or the evaluation of the department chairperson. Written notice of this option shall be included with the copy of the chair's evaluation, which is sent to the candidate. If the candidate chooses to add such a statement to the file, that statement must be submitted to the department chairperson within seven business days, except in

extenuating circumstances, of the date upon which the chairperson's evaluation is delivered to the candidate. If the candidate submits a written statement to the department chairperson within this time limit, the candidate's statement shall be added to the review file without comment by the chairperson. . . . The department chairperson shall then forward the entire file for each individual to the dean of the college." (U. Policy 6-303-III-F-3 & 4)

5.8c. Actions and Appeals Procedures Beyond the Department Level.

Subsequent procedures are described in University Policy 6-303-III-G, H, J (action by dean and college RPT advisory committee, action by cognizant vice president and University Promotion and Tenure Advisory Committee, final action by president).

6. Appendix A: Notice of URPTSC Final Approval.

NA

APPENDIX J:
FACULTY REVIEW PROCEDURES for the
UNIVERSITY WRITING PROGRAM ASSOCIATE INSTRUCTORS AND AUXILIARY FACULTY
(INCLUDING CANDIDATES FOR LECTURER APPOINTMENT/PROMOTION)

[Draft February 25, 2010]

Approved by the Dean and University Writing Program Joint Faculty Advisory Committee
[2/28/2011]

Approved by the University Interdisciplinary Teaching Programs Faculty Appointments Advisory
Committee [____date], to take effect [__date].

(DRAFT)

This document serves as the "Statement of rules with procedures, criteria, and standards for initial appointment, periodic evaluation, and reappointment (including reappointment with promotion) of Lecturer faculty" adopted by the University Writing Program as an Interdisciplinary Teaching Program (IDTP) pursuant to University Rule 6-310(IDTP) and University Policy 6-310.

<http://www.regulations.utah.edu/academics/6-310.html>

<http://www.regulations.utah.edu/Rules/academics/R6-310.html>

I. University Writing Program Mission Statement

The UWP was established to create undergraduate writing instruction and teacher training for these courses, to develop and support writing-across-the-curriculum initiatives, and to develop and enhance graduate work in writing studies, all under the purview of one academic unit, which was charged in 1983 by the University Academic Senate with the oversight of all curricular initiatives and teaching of writing on campus.

II. Overview of categories of teaching personnel

The teaching categories of the University Writing Program include two categories of faculty: tenure-track and Lecturers, and two non-faculty categories (Associate Instructor and graduate students). Each of these categories of teaching contributes in important ways to the University's academic programs and makes a substantial contribution to the academic mission of the University Writing Program.

Faculty: Tenure-Track and Lecturers

Tenure-Track Faculty Positions. All tenure-track faculty members in the UWP hold what are commonly known as "joint" or "split" appointments. They hold their regular faculty appointments in (and their tenure homes are in) academic departments that cooperate with UWP. Their compensation and their responsibilities are split among the tenuring departments and the UWP. During a typical year, they fulfill responsibilities in their home departments, as well as for the UWP.

The UWP responsibilities include writing courses and cross-curricular pedagogy in writing, and a service load that includes the coordination of at least one undergraduate writing course, training its teachers in yearly colloquia, presentation of the program's expertise in pedagogy and evaluation related to writing in state, local, and campus venues; the University Writing Center's supervision, tutor training and campus-wide writing fellows outreach; CLEAR; consultation with faculty members in the Colleges of Business, Engineering, Nursing, and Medicine. In addition, each joint-appointment regular faculty member is also responsible for advising undergraduate and graduate students in the minor and graduate degree programs, and of course, for a research program, publishing appropriate to faculty members in the field of rhetoric and writing studies.

Lecturer Faculty Positions. Prior to enactment of University Rule 6-310 (IDTP), Lecturers for the UWP have been appointed through other departments, but have taught solely for the UWP, and not the "home" department. As a result of designation as a "Qualified Interdisciplinary Teaching Program" under Policy 6-310, University Writing Program is now authorized both to employ associate instructors (defined in Policy as "non-faculty instructional personnel"), and to directly appoint Lecturer faculty (eventually, of all ranks). The University Writing Program-appointed Lecturers (appointed beginning with the 2011-12 year, pursuant to this statement) are ordinarily full-time teachers at the University. Some Lecturers will work exclusively for the UWP, and others may be appointed both within the UWP and other qualified programs, for example, HONORS or LEAP. Lecturers are responsible for teaching at least 6 course sections, or the equivalent, per academic year; they are eligible for additional teaching course assignments based upon programmatic needs. Course sections are negotiated between programs when Lecturers hold a position in the UWP and another program within the University. Lecturers who hold such dual appointments can teach up to 6 courses, excluding summer term. Lecturers may also coordinate courses; advise undergraduate students in the minor; and assist with evaluating student placement essays, among other service commitments.

For teaching personnel whose primary University association is with the University Writing Program, a typical long term career track is to be initially hired as an Associate Instructor, and (beginning with 2011-2012) subsequently to be considered for appointment as a Lecturer at the appropriate beginning rank, based on degree obtained: 1) Instructor (Lecturer) for those without a terminal degree and then 2) for those with a terminal degree, for promotion through the higher ranks of (Assistant, Associate, and Professor-Lecturer), following the schedule described below. Candidates with exceptional qualifications may be brought in at a higher rank (Assistant, Associate, and Professor-Lecturer), and those who progress at an exceptional rate may be considered for faster advancement. Appointment to a faculty Lecturer position makes applicable a range of University regulations, including the provisions of the Faculty Code providing for rights and responsibilities. See Policy 6-316. See also Policy 6-300-Sec. 4 (auxiliary faculty generally); Policy 6-311-Sec. 5 (advance notice of termination for long-term instructional auxiliary faculty).

For faculty (regular or Lecturer) affiliated with the University Writing Program, but whose primary appointment is in another unit, career advancement is conducted in the primary appointing unit, with cooperation from University Writing Program (including providing input for RPT proceedings for regular faculty).

Associate Instructors and Graduate Students

Associate Instructors come from a variety of backgrounds, with many being professionals whose primary careers are outside the University. Associate Instructors are responsible for teaching on an as-needed basis from year to year. Graduate students are responsible for teaching 3 course sections, or the equivalent, per academic year. Per Policy both positions-- Associate Instructors and Graduate Students--are defined as "non-faculty instructional personnel."

III Participants in Appointment and Review Procedures

Individuals and committees participating in initial hiring or subsequent reviews and reappointments of the University Writing Program teaching personnel include the Director of the University Writing Program, the University Writing Program Administrative Officer, peer teaching evaluators, the student advisory committee, and the University Writing Program Joint Faculty Advisory Committee (UWPJFAC), the Dean of the College of Humanities, and the University Interdisciplinary Teaching Programs Committee (membership as specified in Rule 6-310).

The University Writing Program Joint Faculty Advisory Committee is comprised of three members selected each academic year by the program Director from its joint appointment faculty. The Director may also select up to two additional committee members from the Lecturer ranks (holding the same or higher rank as the candidates being reviewed). The primary function of UWPJFAC is to conduct reviews and develop reports and recommendations.

The University Writing Program Student Advisory Committee (WSAC) is composed of students from the UWP minor in of the University Writing Program and represents a range of majors on campus, with members nominated and then voted for by fellow students in the minor. Students volunteer for participation and plan social events, and support academic programs of the University Writing Program, as well as participating in the faculty review process.

Peer evaluators consist of two tenure-track regular faculty and two additional committee members from the Lecturer ranks, all of who must have above average teaching evaluations (holding the same or higher rank as the candidates being reviewed). Peer evaluators are voted for by tenure-track and lecturer faculty; lecturers must be of an equal or higher rank as the candidates up for promotion or review in order to evaluate them. The UWP Director will select the peer teaching evaluator with input from the candidate under review.

IV. Initial Hiring/Appointment of University Writing Program Teaching Personnel

Hiring procedures in the University Writing Program seek to serve the University's general commitment to excellent teaching and to ensure the highest quality of faculty participation. Review of a candidate's curriculum vitae (CV) and supporting materials (teaching evaluations, two letters of recommendation, and other evidence of teaching experience) will verify the candidate's appropriate credentials and teaching history. The University Writing Program Director and the University Writing Program Administrative Officer will interview all candidates before hiring. Ordinarily, all University Writing Program teaching personnel will have an MA or terminal degree in a related field for the AI and Instructor (Lecturer) positions; and a terminal degree in a related field for the Assistant Professor, Associate Professor, and Professor (Lecturer) positions.

For hiring/rehiring of Associate Instructors, the steps include submission of application materials by the candidate, interviews by the Director and Administrative Officer, and a final decision by the Director.

For initial appointment to a Lecturer position, the steps followed are as described below for a re-appointment—a recommendation from the Director will be forwarded to the Dean, then to the University IDTP Committee, and on to the Vice-president, Senate, and Trustees.

V. Review and Reappointment/Promotion Procedures

A. Reviews. All University Writing Program teaching personnel undergo a basic review annually. The annual basic review of all teaching personnel consists of review of the teaching evaluation and CV's by the UWP Director. All teaching personnel must submit an updated CV annually.

Those whose primary University affiliation is with University Writing Program undergo a more extensive review within the UWP that occurs no less frequently than every five years. Such extensive reviews ordinarily occur every three years and necessarily are included in any consideration of reappointment with promotion (promotion from Associate Instructor to Lecturer-faculty, or promotion to higher rank of Lecturer). See further description below.

B. Promotion eligibility schedule and terms of appointments. After the initial three years as an Associate Instructor, and then every six years after appointment as a Lecturer, the candidate can apply for promotion. The term for an Associate Instructor is always one year. Lecturers (Instructor, Assistant, Associate, or Professor) may be appointed for up to three-year terms, when such multi-year terms are determined to be administratively feasible.

1. Lecturers are full-time course instructors in the University Writing Program (or full-time in the University with a substantial part-time commitment to the University Writing Program). Their primary responsibility is teaching. They normally have contract terms of up to 3 years, which may be renewed (reappointed for another term) at the discretion of the University Writing Program Joint Faculty Advisory Committee in accordance with University Policies, including University Policy 6-310 (Appointment, Reappointment and Evaluation of Auxiliary Faculty and Other Instructional Personnel), with each reappointment following the process described below.

2. At the time of the formal review, the candidate will submit a portfolio that includes a CV, teaching portfolio, and any other relevant supporting materials. At the point of a third year review, Associate Instructors who have at least an MA in a related field, and who have taught for the University Writing Program (at least half-time) for at least three successive years and have made a significant contribution to the teaching mission of the University Writing Program can choose to apply for a Lectureship position (at either the Instructor rank or Assistant rank as appropriate, as described in Part VI-D below).

3. For Lecturers not holding a terminal degree the rank of Instructor (Lecturer) is ordinarily the highest permissible rank in the UWP. Those with a terminal degree (the PhD or MFA)

may advance first from Associate Instructor to the rank of Assistant Professor (Lecturer) and then at least six years after being initially appointed to a Lecturer position, may apply for a promotion to Associate Professor (Lecturer) and another six years after that, they may apply for the rank of Professor (Lecturer). Criteria for advancement to and beyond the entry rank for Lecturer are detailed below, but in brief include evidence of sustained and superior service to the University Writing Program and its students. Clear evidence of continuing significant progress in fulfilling all the criteria applicable to teaching and the majority of the criteria applicable to program contributions will be necessary for award of or advancement within the Lectureship ranks.

C. *Formal Reviews.* The more extensive review (ordinarily every three years) includes the following components.

1. The University Writing Program Joint Faculty Advisory Committee (UWPJFAC). The UWPJFAC selects a chair holding the same rank or higher than the candidates being reviewed.
2. University Writing Program Student Advisory Committee (WSAC) Student volunteers from among the student body generate a report on faculty undergoing formal reviews.
3. The UWPJFAC evaluates all teaching personnel and makes recommendations on each person in the extensive three-year review process (described below), or for the review of the application for the lectureship rank and promotion, according to the guidelines established through this policy statement. The report from WSAC is taken into consideration in the review.

For the extensive review, the individual's file should include a peer teaching evaluation from at least one, independent, established faculty member who is recognized for excellent teaching. After review of the candidate's file, the Committee prepares a recommendation regarding the application that is forwarded to the University Writing Program Director.

In instances in which the extensive review is part of a faculty appointment process (as with any annual reappointment or multiyear appointment, or any reappointment with promotion), the further steps applicable for faculty appointments will follow (per Rule 6-310 and Policy 6-302). For each reappointment (with or without promotion), the UWPJFAC will vote on its recommendation, and the Director will prepare a separate recommendation letter that is forwarded to the Dean of the College of Humanities. The recommendations from the UWP and the Dean are then forwarded to the University Interdisciplinary Teaching Programs Faculty Appointments Advisory Committee. The UITP Committee will prepare its own recommendation regarding the appointment/promotion, which will then proceed to the Senior Vice President of Academic Affairs, and on to the Academic Senate and Board of Trustees.

D. *Appointment Periods and Academic Rank*: The University Writing Program offers the following periods and commensurate Academic Ranks (applicable ordinarily, but with exceptions for highly qualified candidates):

- a. A period of at least three academic years, having taught up to six courses, as an Associate Instructor before the candidate can apply for a Lecturer position. For those without a terminal degree, an appointment as Lecturer would be at the rank of Instructor (Lecturer), and no further promotion in rank would ordinarily be possible. Candidates at the rank of Instructor (Lecturer) comprise a consistent necessary core of high quality and skilled teachers in the classroom. For those with a terminal degree the first appointment as Lecturer would be at the rank of Assistant Professor, and further promotion in rank would then occur as below.
- b. A period of at least six academic years as an Assistant Professor before the candidate can apply for the rank of Associate Professor (Lecturer).
- c. A period of at least six academic years as an Associate Professor (Lecturer) before the candidate can apply for the rank of Professor (Lecturer).

Promotion is not automatic after a certain period of service; rather promotion is based on satisfying the outlined criteria and standards for excellence (described in the following section).

VI. Lectureship Promotion Criteria and Standards.

Criteria for advancement from Associate Instructor to Lecturer, and through the ranks of Lecturer, in brief, include evidence of sustained and ultimately superior service to the University Writing Program and its students. Clear evidence of continuing significant progress in fulfilling all the criteria applicable to teaching and the majority of the criteria applicable to program contributions will be necessary for award of or advancement within the Lectureship ranks.

A. Standards for Initial Appointments

The standards used to evaluate Lecturers who teach courses for the University Writing Program are similar to the academic standards and qualifications to evaluate regular faculty teaching similar courses for the University Writing Program. At the time of appointment and at the point of each promotion, evaluation will be based both on past achievement and the anticipation of future contributions. Such issues as prior teaching experience, related work experience, service, teaching awards and contribution to the University Writing Program mission will be used to determine the appropriate rank at the time of *initial appointment*. The candidate's activities will be considered in terms of their significance, innovation, consistency and impact as well as their potential for future growth.

B. Qualifications for Entry-Level Associate Instructor

Associate Instructors must hold a PhD, an MFA or an MA in a related field, and have at least one year of teaching experience. A letter of interest, a curriculum vitae and a summary of teaching evaluations from recent teaching experiences are reviewed to demonstrate candidates are 1) qualified to teach and 2) consistently prepared and effective in their teaching.

C. Qualifications for Initial Appointments as Lecturer

After teaching at least half time for at least three years at the Associate Instructor level, the candidate may apply for a Lecturer position. The academic record of successful teaching Associate Instructors who hold a PhD, an MFA or an MA in a related field who apply for appointment as Lecturer should demonstrate the potential for future excellence. A curriculum vitae and a summary of teaching evaluations from recent teaching experiences are reviewed to demonstrate candidate eligibility. Candidates must be consistently prepared and effective in their teaching, clearly articulating teaching objectives, using effective methods of conveying information and skills, and providing timely and meaningful feedback and assessment of student learning.

D. Qualifications for Assistant Professor (Lecturer)

For a candidate with a terminal degree the initial appointment as Lecturer will be at the rank of Assistant Professor (Lecturer). The academic record for appointment at this rank should demonstrate the potential for future excellence in teaching and significant contribution to the University Writing Program. Teaching evaluations, the teaching portfolio, and other relevant experience or expertise will form the core of the evaluation. The rank of Assistant Professor (Lecturer) will be given to candidates who are consistently prepared and effective in their teaching, clearly articulating teaching objectives, using effective methods of conveying information and skills, and providing timely and meaningful feedback and assessment of student learning. Candidates will also be expected to contribute significantly to the University Writing Program in the form of advising students in the minor, serving on the placement committee, coordinating a course, or holding an administrative position including, but not limited to Writing Center Director.

E. Qualifications for Associate Professor (Lecturer). After at least six years, the Assistant Professor (Lecturer) who holds a terminal degree (PhD or MFA) in a related field can apply for promotion to the rank of Associate Professor (Lecturer). The successful candidate will demonstrate creativity in developing new pedagogies and a deep and current understanding of the discipline, as evidenced by their syllabi. Criteria include performing teaching responsibilities with consistency, imagination and resourcefulness, employing effective methods of teaching, receiving strong teaching evaluations and positive recommendations from WSAC. The successful candidate shall have made efforts to enhance teaching methods, and improve learning outcomes, or carried out other related activities, and may have applied for teaching grants. They will also demonstrate participation in teaching oversight in the program. This may include, but is not limited to, advising students in the minor, serving on the placement committee or coordinating a course, or holding an administrative position including, but not limited to Writing Center Director.

F. Professor (Lecturer). After another six years, candidates with a terminal degree (PhD or an MFA) can apply for the rank of Professor (Lecturer). Professor (Lecturers) must demonstrate excellence in teaching through teaching evaluations and WSAC reports, and other indications of excellence, innovation and commitment. Excellent teaching is stimulating, informed, timely and scholarly, employing innovative or effective methods of teaching. This is demonstrated in part through consistently high teaching evaluations and strong WSAC recommendations. Other considerations might be winning national or University teaching awards, developing new programs and curricula, being awarded grants or fellowships, or being recognized in the community for

teaching work. Successful candidates will also have demonstrated consistent and effective participation in teaching service (described above) within the University Writing Program, as well as publishing or presenting scholarship in an academic public forum.

VII. Review and Promotion Procedures

The Process for Lecturers or Potential Lecturers:

1. At the end of spring semester, the Director will notify faculty who can apply for promotion or reappointment the next fall.
2. By the end of the summer of the academic year for review, the candidate should submit to the Director a portfolio including the following:
3.
 - i) a curriculum vitae
 - ii) a list of courses taught at the University Writing Program
 - iii) a summary of teaching evaluations from recent courses
 - iv) recent syllabi and/or other evidence of teaching accomplishments; and
 - v) any other materials the candidate deems relevant.

Along with those materials provided by the candidate, the Director will include in the candidate's review file:

- vi) a peer teaching evaluation report prepared by a faculty member (tenure-track or lecturer of equal or higher rank). The UWP Director will select the peer teaching evaluator with input from the candidate under review.
 - vii) per requirements of the office of the Senior Vice President, initial appointment as a Lecturer or a promotion in Lecturer rank must include at least two letters of recommendation, preferably from outside of the University of Utah.
4. Before the mid point of fall semester of the academic year for review, the Director will solicit a report from the University Writing Program Student Advisory Committee (WSAC).
5. The University Writing Program Joint Faculty Advisory Committee (UWPJFAC) convenes. A committee Chair is selected to oversee the review, and to circulate the candidate's portfolio to other committee members who read the complete file.
6. After candidate files are read, a formal meeting of the UWPJFAC is called for review. At the review meeting, the chair appoints a secretary who records minutes of the meeting.
7. The University Writing Program Joint Faculty Advisory Committee Chair appoints a committee member to write a report summarizing and evaluating the candidate's teaching, making a determination that the candidate's record is sufficient for promotion and reappointment. The report should explain the factual basis for evaluation. The

committee reports to the University Writing Program Director, who produces a recommendation of the full Committee.

8. With a positive recommendation from the University Writing Program Joint Faculty Advisory Committee, the application, including the Director's recommendation, is forwarded to the Dean of the College of Humanities for approval. Both the Director and Dean's recommendation, along with the WSAC letter, are then forwarded to the University Interdisciplinary Teaching Programs Faculty Appointment Advisory Committee. With the approval of the University Committee, the appointment/reappointment then proceeds to the Senior Associate Vice President for Academic Affairs (and on to the Senate, and Trustees) for final approval of the appointment with Lectureship rank or reappointment with promotion in rank.

VIII. Review Materials

The University Writing Program (Lecturer) or Associate Instructor should submit annually an updated curriculum vitae that summarizes their latest teaching, scholarly and creative activities: classes taught or new classes or programs developed, books, articles, essays, or chapters in books published; presentations at conferences, and other types of more informal scholarly activities such as book reviews, popular publications or presentations or participation on boards of directors. For the extensive three-year review process, the review of applications for promotion to lectureship and successive changes in rank will be based on a review of the candidate's portfolio in teaching. Additional materials that *demonstrate the candidate's history in scholarship or service are also considered*.

A. Teaching

As is true for the regular faculty member, the most basic assessment tool of auxiliary teaching efforts is the course evaluation. Associate Instructors and Lecturers undergoing the extensive reviews will submit teaching portfolios that represent their core teaching objectives and how they are demonstrated in both classroom work and the production of student work. This might include copies of articles published about pedagogical issues or a personal statement of teaching philosophy, objectives and goals. Included in the teaching portfolio should be syllabi, samples of student papers, exams and assignments and a formal statement of teaching philosophy. This evaluation will include a peer teaching evaluation. The purpose of the teaching portfolio is to demonstrate how the candidate meets the basic criteria established for promotion.

Teaching portfolios might include:

- A statement of teaching philosophy reflecting the individual's view of the teacher's role and how the individual's activities fit with that philosophy.
- Statement of teaching responsibilities, including course titles, numbers, enrollments and student demographics, a brief description of the way each course was taught and how the courses fit into the overall mission of the University Writing Program.
- Representative course syllabi detailing course content and assignments, teaching methods, readings, homework assignments and evaluation activities, possibly highlighting how courses have changed over the years in response to student feedback or instructor growth.

- Description of steps taken to improve teaching, either through the improvement of individual courses or in general through activities to enhance teaching skills or background knowledge. This might include attendance at special training programs or workshops.
- Descriptions of instructional innovations attempted and evaluations of their effectiveness.
- Descriptions of non-traditional teaching settings, such as work with laboratory assistants, special help sessions, work with students during office hours, and out of classroom contact of all kinds with students.
- Descriptions of special programs the candidate has developed to enhance their teaching.
- Descriptions of curricular revisions, including new course projects, materials, and class assignments.
- Self-evaluation of teaching-related activities.
- Contributions to or editing of a professional journal on teaching in the discipline.
- Service on professional society committees or University committees dealing with curriculum or teaching issues.
- Invitations to present at national conferences on the candidate's teaching.
- A videotape of a typical class session.
- Participation in off-campus activities related to teaching in the discipline, such as working with local community groups in educational campaigns.
- Evidence of help given to colleagues leading to improvement of their teaching.
- Descriptions of how non-traditional materials are used in teaching.
- Teaching awards are highly valued as are awards for distinctive service to the University or the community.

In addition to the teaching portfolio assembled by the candidate, the record for evaluation will also include a peer teaching evaluation.

B. Scholarship

While Associate Instructors or Lecturers appointed by University Writing Program are not required to produce scholarship and present at professional conferences, it is fully in line with the University's promotion and tenure guidelines for regular faculty members that they do. Ideally, in a Research University all faculty members contribute to the production of new knowledge in a regular and on-going way, which in turn, enhances their teaching. This might be true of University Writing Program teaching personnel, including Lecturers. This material *may be* included in the review package but is not specifically required, and is supplemental to the central teaching review that will be done of University Writing Program course instructors.

The University Writing Program Lecturer or Associate Instructor should submit annually an updated curriculum vitae that summarizes their latest teaching, creative and scholarly activities: classes taught or new classes or programs developed, books, articles, essays or chapters in books published; presentations at conferences; and other types of more informal scholarly activities such as book reviews, popular publications or presentations, or participation on boards of directors.

C. Citizenship

Service is a requirement of University Writing Program teaching personnel, and the review will consider the expression of commitment and contribution to the University Writing Program Community that goes beyond the classroom. Attendance at University Writing Program events

such as sponsored conferences, lectures, workshops, and similar events demonstrates an interest in the University Writing Program and its many members rather than only the students in a single class, and will be considered as evidence of citizenship. Teaching or service in outreach programs such as pipeline programs, community workshops or community engaged research are highly valued and should be included as part of the review packet. Programs to increase accessibility to students in the forms of advising, counseling, and writing letters of recommendation should also be presented in the review portfolio, and again are a reflection of the teacher's commitment to and involvement in the University Writing Program community.

October 23, 2013

TO: Ruth Watkins
Senior Vice President for Academic Affairs

FR: Ann Darling 
Chair, Undergraduate Council

David Kieda 
Chair, Graduate Council

RE: Departmental Status for Writing and Rhetoric Studies

The Writing and Rhetoric Studies program originally submitted a combined proposal that included (1) changing its status from a program to a department, as well as (2) creating a new BA/BS and (3) changing the name of its existing minor. This combined proposal was approved by the Undergraduate Council (UC) on 11/29/12 and by the Graduate Council (GC) on 1/28/13. When the proposals reached the Academic Senate, that body asked the program to split the proposal into three separate parts. Parts (1) and (2) have already been approved by the Senate.

The Writing and Rhetoric Studies program is now resubmitting the proposal for (1), changing the program to a Department. Since an earlier version of this has already been approved by both the UC and GC, and the revised proposal is only a better and more detailed version of the original, we see no need to review and approve the proposal again.



UtahStateUniversity
DEPARTMENT OF ENGLISH

May 17, 2013

To Whom It May Concern:

I am writing in support of the University of Utah's proposed new department in Rhetoric and Writing. At USU, we are not offering a similar focus on rhetoric in any of our undergraduate emphases, so this new department at the U of U would provide different offerings from those we make available to students in Technical and Professional Writing at USU. If you have any further questions, please feel free to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Jeannie B. Thomas".

Jeannie B. Thomas
Department Head
Professor of English and Folklore

July 17, 2013

Dear Professor Mathison,

The Department of English & Literature at Utah Valley University supports the proposal to transition the University Writing Program (UWP) to a Department of Writing and Rhetoric Studies. This new department will better serve U of U students, U of U faculty, community stakeholders, as well as faculty and students at other Utah schools. At UVU, we appreciate the leadership the U of U provides in the field of Writing and Rhetoric Studies.

U of U Students

The UWP transition to department status will further enhance their proposed undergraduate Writing Major to allow specific focus on multiple aspects of writing. Rather than a more traditional literary studies degree (English major), the new Writing major, according to the proposal, will allow concentrated work in Rhetorical History and Theory, Social Practices, Multimodal Competency, Writing Competency, and Information Literacy. The proposal further indicates that this department would be the first of its kind among PAC 12 institutions, so it is clear that although similar departments flourish at many schools across the country, undergraduate students in this region currently have little opportunity to focus their education exclusively on the burgeoning field of Rhetoric and Writing Studies. The new department and associated undergraduate major will thus better prepare students for numerous job opportunities, and for advanced degrees in both this field and many other professional degree programs.

We note that at the U of U, writing education is supervised campus-wide by a Writing Board that represents a number of disciplines and Colleges. Because the U of U 2003 Review process recommended that the UWP functioned as a department and therefore should transition to become one, it seems clear that department status will continue to provide leadership for writing across the curriculum at our school and others.

U of U Faculty

The faculty who teach coursework for the UWP will be best served by grouping them in a Department of Writing and Rhetoric Studies. Because this Department would lead the way among PAC 12 institutions, the reputation and status of the U of U faculty and graduates will be enhanced. Further, we admire the opportunity that faculty in this new department will enjoy in aligning their research interests. Bringing together the expertise of diverse faculty within the new department likely will bring about additional research and grant opportunities.

The U of U currently employs 8 Lecturers, 5 Associate Faculty, and only 2 adjunct faculty. Because most of the writing courses at the U of U are therefore taught by permanent, full-time faculty, students benefit in terms of consistent instruction and dedicated faculty attention. In addition, Lecturers are rewarded with rank distinctions which encourage superior teaching and related research achievement. Unfortunately, a majority of writing courses at other Utah schools, including UVU, are taught by a rotating pool of adjunct faculty, who, to make a living wage, are likely to become "freeway flyers," often teaching sections at three or more schools across the state, travelling long-distances and scrambling each semester to adjust to changing needs and schedules. The U of U model could become the standard for institutions of higher learning that have a stake in academic and workplace literacy.

Community Stakeholders

At UVU, we prize engaged learning that involves students in projects outside the classroom. We see the proposed Department of Writing and Rhetoric Studies as a nexus for such engaged learning, as it devotes specific attention to student internships and job-related preparation. At a time when industry is clamoring for better writing skills from college graduates, it seems a wise investment to elevate the study of writing to departmental status.

Writing and Rhetoric Studies as a field of inquiry is deeply invested in researching and developing new modes of education that reflect our digital world and innovatively connect with community partners. In a July 2013 article in *The Chronicle of Higher Education*, Clay Shirkly points out that “MOOCs are not the future of higher education—that future will be far more various and surprising than we can see now—but they do expand the horizon of the visible. One of the things we can see in that expanded landscape is that the demand for complex knowledge far outstrips our ability to provide it via current colleges and universities.” The proposed department aligns faculty and students in developing rigorous new modes of education that directly link to the marketplace and respond to financial realities.

Faculty at Utah Universities and Colleges

Curriculum offered by the proposed department offers exciting possibilities for our own Writing Studies program, such as courses in Writing and the Public Sphere, Business Plans and Proposals, Writing Across Borders, Digital Rhetoric, Language of the Law, Rhetorics of Gender, and Digital Research Methods.

The UWP houses a Ph.D. in Rhetoric & Composition with a cutting-edge curriculum and reputation. The proposed department will further add to the status of the Ph.D. program both nationally and internationally because it mirrors the direction and trajectory of the larger academic field. Graduates of the Ph.D. program hold UVU leadership positions, including Dr. Deborah Marrott, Chair of Basic Composition, Dr. Gae Lyn Henderson, Writing Program Administrator, and, formerly WPA, Dr. Doug Downs. In addition, other UVU faculty have benefitted from UWP coursework, such as Dr. Janet Colvin, Chair of Communication. UVU also employs numerous adjunct faculty in our Writing Program and in Basic Composition who have been educated by the UWP. We support the proposed department as a superior training opportunity for potential faculty.

Stand-alone Writing Programs such as exist at the University of Utah have enjoyed widespread support from faculty in fields of Rhetoric & Composition, Writing Studies, Critical Discourse Analysis, Literacy, English, Communication, English as a Second Language, and Education/Culture/Society. Each of these fields, and a number of others, employ faculty dedicated to the various aspects of English language learning and literacy, but all share in common a dedicated central concern with writing. The existing UWP models the importance of writing as a research subject for all Utah schools. For example, the May, 2012 Conference on Critical Discourse Analysis held at the University of Utah and initiated by U of U faculty Dr. Thomas Huckin and Dr. Jennifer Andrus invited scholars from across the United States to participate in the first-ever US CDA Conference. The emerging field of CDA in European countries thus found an American counterpart with the inception of this important conference. We are aware of a scholarly book collection currently under review that includes submissions from two Conference presenters. Leadership provided by UWP thus initiates research and publishing opportunities for faculty at Utah schools and across the country.

The Department of English & Literature at Utah Valley University supports the proposal to transition the University Writing Program (UWP) to a Department of Writing and Rhetoric Studies.

Sincerely,

Steve

Stephen D. Gibson
Chair, Department of English
Utah Valley University



June 24, 2013

Dr. Maureen Mathison
University Writing Program
255 Central Campus Dr., RM 3700
University of Utah
Salt Lake City, UT 84112

Dear Dr. Mathison,

I am pleased to support the proposal to create a Department of Writing and Rhetoric Studies at the University of Utah. This will offer important new opportunities for undergraduate students in a variety of fields.

This proposal presents clear evidence of sufficient student interest in this department. The proposal answers all the important questions about curriculum, faculty, course offerings and possible areas of emphasis designed to prepare students for graduate school and employment.

The University Writing Program was established in 1983. In the past 30 years it has provided a strong curriculum in writing-across-the-curriculum, undergraduate writing courses and teacher training. In addition the UWP has expanded its outreach both on campus and in the community.

I am particularly interested in the various options for specialization: Pre-Law, Professional Writing, Gender Studies, International, Rhetoric, Business and Biology/Pre-Med. This provides a wide range of course groupings and should attract students.

Another strong point of this proposal is the discussion of faculty. Some have indicated their preference to stay in their respective departments where they are tenured, but others are willing to move to the new department. It is important that faculty have the autonomy of making that decision.

The proposal to create a new department builds on the well-established success of the UWP. In addition, the new department will not compete with existing programs in the state.

Please add my name to the list of supporters of this proposal to create a Department of Writing and Rhetoric Studies.

Sincerely,

A handwritten signature in cursive script that reads "Kathleen M. Herndon". The signature is written in black ink and is positioned below the word "Sincerely,".

Kathleen M. Herndon, Ed.D.
Chair, English Department



October 8, 2012

Undergraduate Council
Office of Undergraduate Studies
110 Sill Center
CAMPUS

Dear Undergraduate Council,

I am pleased to write a letter to support the University Writing Program's (UWP) request for a name change to the Department of Writing and Rhetoric Studies. The name change reflects a national trend, whereby longstanding writing programs are being conferred departmental status.

Over the last fifty years, the discipline of writing has expanded throughout the United States, generating extensive research on writing instruction and a number of print and online journals dedicated to publishing research, all of which supports research-based undergraduate writing instruction in lower and upper division courses. Writing reached a level of disciplinary status by 2004, as stipulated by the National Research Council (NRC), and was officially acknowledged by this council in 2010. With growth in both status and numbers, it has become common for programs and faculty cohorts to carve out unique spaces in their home institutions, often seeking departmental status. Departments currently exist in a number of prominent peer institutions, including the University of Iowa, the University of Minnesota -Twin Cities, and the University of Texas --Austin.

The University Writing Program at the University of Utah exemplifies these positive developments in the discipline, having a well-established doctoral program, a growing minor, and quality instruction at the lower- and upper-division for general education and the baccalaureate requirement. Since its inception, the growth and development of the University Writing Program has been consistent and strong.

The UWP faculty are involved in long-term research projects in the teaching and learning of academic writing at the undergraduate and graduate levels, the interconnections between rhetoric and digital technologies, technical writing, second language writing, legal rhetoric and political rhetoric.

Both the departments of English and of Communication support this name change. Department of Writing and Rhetoric Studies curriculum will be coordinated with other departments to ensure no duplication of teaching efforts. An advisory board comprised of faculty from English and Communication will meet once a year to coordinate curriculum decisions. The proposal also calls for the reinstatement of a Writing Board for consultation about writing across campus. Members from the Sciences, Social Sciences, Humanities, Engineering, and upper campus will be invited to participate.

Changing the name of the University Writing Program to the Department of Writing and Rhetoric Studies requires no additional funding for teaching, faculty resources or administration. Additional resources for student advising will be provided.

I am pleased to recommend approval of this change.

Sincerely,

A handwritten signature in black ink that reads "Robert Newman". The signature is written in a cursive style with a long horizontal flourish at the end.

Robert D. Newman, Dean
College of Humanities

RN/jd

Cc Maureen Mathison, Director

October 5, 2012

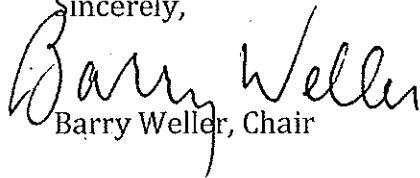
To Whom It May Concern,

The English Department fully supports the proposal for the *University Writing Program* (UWP) status and name change to the *Department of Writing and Rhetoric Studies*. The UWP has been an autonomous academic unit since the 1980s; it has come to be noted nationally for its high quality faculty members and innovative curriculum. Essentially, the UWP has functioned as an independent department for more than a decade.

Professor Mathison, Director of the UWP, met with the English faculty last spring to discuss the proposed change and a new major in Writing and Rhetoric Studies. There was unanimous agreement to support departmental status and the major.

The UWP and the English Department have a strong relationship. The UWP offers TA teacher training and funding for many of our graduate students; several of our undergraduate students are pursuing a minor through the UWP. We look forward to continuing our collaboration with the new department.

Sincerely,


Barry Weller, Chair



October 5, 2012

To Whom It May Concern,

The Department of Communication offers its support for the proposed name and status change of the *University Writing Program (UWP)* to the *Department of Writing and Rhetoric Studies*. It also supports the proposed major.

Faculty members in the Department of Communication discussed the two proposals with Professor Mathison, Director of the University Writing Program, at a faculty meeting last spring. The consensus was that over the years the UWP has developed a unique curriculum from which students benefit by gaining a deeper knowledge and command of writing practice and theory. The number of students in the UWP minor has increased; we anticipate genuine student interest in the major.

The Department of Communication and the University Writing Program have a lengthy history based on a positive relationship. We look forward to continuing and growing our collaboration.

Sincerely,

Kent Ono
Professor and Chair



COLLEGE OF EDUCATION | THE UNIVERSITY OF UTAH
DEPARTMENT OF EDUCATION,
CULTURE & SOCIETY

October 1st, 2012

To Whom It May Concern:

On behalf of the University of Utah's Department of Education, Culture and Society (ECS), it is with great enthusiasm that I write this letter of support for the Writing Program's application requesting departmental status. The ECS faculty believes that the Writing Program's elevation to a department would greatly benefit the University of Utah community. The Program's offerings are unique and will continue to be in great demand by students.

The ECS Department looks forward to the addition of the University of Utah's Writing Department.

Sincerely,

A handwritten signature in black ink, appearing to be 'Ed Buendía'.

Ed Buendía



Professor Maureen Mathison
University Writing Program
255 Central Campus Drive Room 3770
Campus

April 8, 2013

Dear Professor Mathison,

Proposal for a Department of Writing and Rhetoric

I am writing to support your request that the University Writing Program be given the status of an academic department.

Based on the proposal you have sent me, I am convinced that a Department of Writing and Rhetoric will be an asset to the university's curriculum at both the undergraduate and graduate level. You have shown that the University Writing Program is well-established at the U, and has experienced sustained growth since 1983. Faculty support is in place, the curriculum is set, and student body interest and demand appears sufficient to justify this request. The five-year budget projection appears reasonable, and the impact on the budgets of other departments in the college is minimal.

It is significant that writing and rhetoric is broadly recognized as an academic field in higher education and that a number of top tier universities already have departments in this field. It is also interesting to note that this would be the first such department in a PAC-12 institution. I am glad to learn that the University of Utah has the library resources to sustain research and teaching in this field. As a historian, this does not surprise me. Although the field as an area of modern scholarship has developed since the 1960s, the fields of writing and rhetoric have a long history in higher education. The greatest thinkers of the ancient world were educated in these fields. Origen was a grammarian; Augustine was a rhetorician. So this is not a new discipline – indeed, as a field of study it is intrinsic to the goals of higher education.

The new writing and rhetoric major promises an excellent disciplinary fit for History students. Training in the academic field of writing and rhetoric would be important to all historical fields including the history of gender, ethnicity, imperial and colonial history. I can imagine that now that a writing and rhetoric major has been approved, a History/ Writing and Rhetoric double major will be appealing for our students.

I wish you every success in achieving departmental status and look forward to interdisciplinary contact between our departments.

Sincerely,

A handwritten signature in cursive script, appearing to read "Isabel Moreira".

Isabel Moreira
Professor and Chair
Department of History
1-5685

Maureen Mathison, Associate Professor
Director, University Writing Program
Room 3700
Language and Communication Building
255 S. Central Campus Drive
Salt Lake City, UT 84112

April 9, 2012

Dear Professor Mathison,

The University of Utah Libraries appreciate your request to comment on our ability to support students in a new Rhetoric and Writing Studies undergraduate major as they develop programs needed by our students.

As the curriculum will comprise largely of existing University Writing Program courses, current collections should be sufficient. The J. Willard Marriott Library has extensive holdings in Rhetoric and Writing Studies including monographs, databases and online journals specific to the discipline. These holdings have been acquired over many years to support the Department of English, the Department of Communication, Classics and the College of Education. Rhetoric and Writing Studies is so interdisciplinary in nature that the library already has significant coverage in the discipline. Our collection is sufficiently large and deep to satisfy most *undergraduate* needs. In addition, Marriott has an approval plan which automatically provides major English language scholarly books.

Marriott also has significant resources to support the multimodal and multimedia communication projects that many students in the new major will be undertaking. Students may take advantage of the hundreds of software packages available in the Knowledge Commons and the expertise and equipment offered in the Commons and the Digital Scholarship Lab.

We encourage faculty to work with subject librarians to build up specific sub-disciplines where our collection needs supplementing. Despite budget constraints, we are usually able to order any books necessary to directly support classes. We modify our journal subscriptions to reflect current teaching and research. As the scholarly communication landscape evolves, new options may exist beyond traditional print book purchases and conventional subscriptions. We would like to work with faculty to evaluate the most workable.

Thanks to the state-wide funding received by the Utah Academic Library Consortium (UALC) and to campus Student Computing Task Force funds, our electronic collection is strong in indexes, abstracts, and full-text online databases.

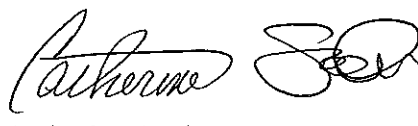
Student difficulties in locating materials often stem not from collection weaknesses, but from the complexities of using a large research library. We offer class presentations and one-to-one consultations with library specialists who will help students find the most relevant works and suggest the most appropriate search strategies. Once the major is approved, we will appoint a subject liaison to work directly with faculty in providing training and consultation for students as well as collection development assistance

We look forward to working with the faculty and students in this new program.

Yours truly,



Rick Anderson
Acting Dean
J. Willard Marriott Library



Catherine Soehner
Associate Dean, Research and Learning
J. Willard Marriott Library