

IWC report to the Senate

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Academic Senate Charges

IWC Charges 1-3 – related to Graduate Writing (New)

**IWC Charges 4-8 – related to Undergraduate Writing
(Regular Business)**

Academic Senate Charges

IWC 1 - Investigate the current state of writing in graduate programs, taking into account admissions, advising, course work, assessment, and student experience

– Status

- Subcommittee of IWC was tasked in preparing survey
- Survey was shared with Graduate Dean (Twyla Cummins) and member of the Grad Council sub-committee on writing (Linda Underhill), and revised prior to survey distribution by Graduate Dean
- Response rate: **80%** (64 of 80 of programs are represented in the results)

IWC1 – “State of Writing” Survey

Survey Goals:

1. To understand the nature/scope of graduate writing requirements in order to focus support and resource recommendations (IWC1)
2. To identify areas of inquiry needing follow-up (IWC2)
3. To provide guidance on policy creation or revision (IWC3)

Response rate: 80%

Writing-Related Graduation Requirements (Graduate level)

	Thesis	Capstone	Comprehensive Exam
Required	45%	22%	17%
Required or Option	75%	48%	27%

Question: How much writing support is needed to meet program thesis or capstone requirements?

Program Alignment

Requirements in programs offering courses with writing-related SLOs

	Thesis or Capstone	No Thesis Or Capstone
Offers course with writing-related SLO	48	2
NO course with writing-related SLO	11	3

Programs offering courses with writing-related SLO

1	36% (n=18)
2+	46% (n=23)
"All"	18% (n=9)

Question: Is writing appropriately scaffolded across the curriculum to support student success?

Writing Support for Students

Programs offering writing support

	Yes	No
Does the program offer specific support services to students who express a need for writing support or who do not meet course or thesis deadlines	38%	62%
Does the program offer specific writing support outside of coursework?	19%	81%

Forms of support	N=29
Referral to Writing Commons or ELC	48%
Advisor/Committee	38%
“Writing Coach”	14%
Specific Course	10%
Writing Workshops	3%

Question: How to provide development and support for writing most effectively?

Writing assessment of ALL students

No consistent assessment of writing skills of ALL students prior to or at the beginning of graduate education

	Yes	No
GRE/GMAT	36%	64%
Personal Statement or Writing Sample	59%	41%
Assessment of writing at start of program	22%	78%

Question: When and how best to identify student's writing abilities and needs?

Routine Assessment of International Students' Writing

Graduate Program Admission Standards

	Yes
TOEFL	99%
TOEFL Score 79-81	51%
TOEFL Score 88-93	46%
TOEFL Score 100	2%

Requirements for programs using lower TOEFL Score

TOEFL Score 79-81 (21 Programs)

Requires Thesis	48%
Requires Capstone	24%
Requires Thesis + Capstone	19%
Options: Thesis or Capstone	10%

Question: How do admission standards, program graduation requirements and writing support/development align for international students?

Academic Senate Charges

- **IWC 1** - Follow up
 - Complete analysis of survey
 - Investigate student experience
- **IWC 2** - Convene a working subgroup to include at-large key RIT stakeholders to write a third section of D01.5 University Writing Policy addressing graduate writing. This policy should i) provide a clear directive as to how graduate programs must participate in graduate writing improvement and ii) modify the policy such that full buy-in from graduate programs is accomplished, based on discussions from IWC 1
 - Status: Will be addressed once the IWC 1 is complete
- **IWC 3** - Add graduate writing to IWC's oversight and to evaluate generation or modification of associated policy across domestic and overseas campuses. Bring to senate any necessary amendment to Policy B02.0 for senate discussion and vote
 - Status: Will be addressed once the IWC 2 is complete

Academic Senate Charges

IWC 4 - Monitor and report to AS on the implementation and assessment of the Institute Writing Policy

- **Status: To-date: 170 courses have been approved as either WI-GE, WI-PR, or both.**

IWC 5 - Review proposed WI courses

- **Status: 2017-2018AY, 10 new WI courses reviewed and approved**

IWC 6 - Review COF Appendix B for internal consistency, as well as consistency with Appendix A (Gen Ed).

- **Status: Completed. We reviewed the COF and are in the process of updating information on the WI website.**

Academic Senate Charges

IWC 7 - Serve as the faculty liaison with the University Writing Program and other writing-related initiatives, making recommendations when appropriate

- **Status: On-going.**

IWC 8 - Make recommendations on how current Institute Writing policy that addresses desired language and level of writing proficiency may be clarified

- **Status: We discussed how to evaluate courses from the new Modern Languages and Cultures degree program. When evaluating modern language courses for WI status, we highlight the first point in the Institute Writing policy: “1) Writing practice and instruction fosters higher order thinking and cultivates critical intellectual processes such as analyzing ideas, solving problems, and evaluating claims.”**
- **Therefore, we believe advanced language courses might best meet the IWC requirements.**