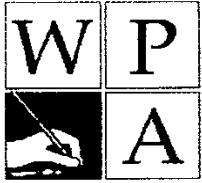


Council of Writing Program Administrators Consultant-Evaluator Service: Questions, Answers, and Information

Friday, July 17, 2015
B2 Merlins 9:25–10:40 am

Joyce Kinkead, Utah State University (C–E Panel member)
Shirley K Rose, Arizona State University (C–E Service Director)

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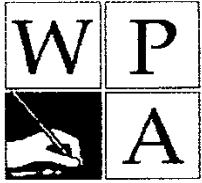


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▶ Why do Writing Programs need WPA C–E visits?

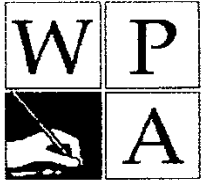
- Get an informed outsider perspective about strengths and challenges of the program;
- Assist a new WPA beginning a term of service and requesting an assessment of the current strengths and challenges of the program;
- Advise a program/department/institution considering making a major change and seeking guidance;
- Supplement periodic academic program reviews if they did not address the writing programs in detail.



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- ▶ **When is a good time for a WPA C–E visit?**
 - During the academic year when most students, teachers, and administrators are available to participate;
 - At a time when key personnel are available: WPA(s), upper level administrators, and others



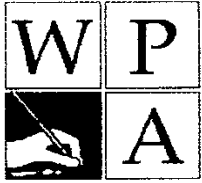
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▶ How are C-Es chosen for a visit?

- Teams are chosen from among a panel of 22 C-Es who have participated in C-E training ; team is match to program issues
- Panel is constituted of rhetoric and composition scholars at a range of types colleges and universities who have extensive experience as Writing Program Administrators in one or more areas of writing program administration;
- All teams include at least one member with several years of experience as a C-E;
- Teams of two people are typically one male and one female.



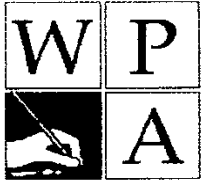


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▶ How does the Self–Study get written?

- *Who writes it?* Sometimes the WPA is single author; sometimes the self study is a collaborative effort;
- *What information is included?* A Self–Study guide is provided by the WPA C–E Service; some programs supplement with other relevant information or analyses, especially if they have unique questions or issues;
- *How is information gathered?* Sometimes writing programs have information already at hand, sometime they assemble information from available data, sometimes they collect data through interviews, surveys, or other forms of research.

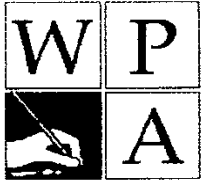


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▶ What happens during a C–E visit?

- See Sample 48-hour schedule in Brady article, from C–Es' arrival through departure;
- Formal and informal meetings with
 - upper level administrators with oversight of the writing program (sometimes all the way up to college or university president);
 - one or more WPAs;
 - teachers in the program;
 - groups (committees) or individuals with responsibility for setting curriculum, policies, and practices; and
 - students.

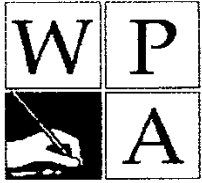


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▶ What kind of report do the C-Es write?

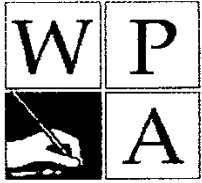
- Report usually consists of both a statement of findings about the current situation and a set of recommendations for changes;
- Areas of discussion typically align with information, issues, and concerns outlined in the Self-Study;
- Recommendations usually reference statements of professional guidelines and “best practices” and sometimes offer other successful writing programs as examples.



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- ▶ **What are the outcomes of C–E visits?**
 - WPAs and other administrators use the report findings and recommendations to set directions for the program;
 - Six–Month follow–up report from a representative of the writing program is recommended.

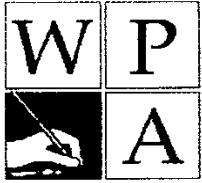


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▶ What does the service cost?

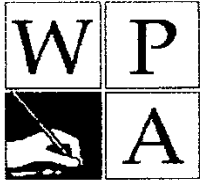
- \$4000 for honoraria for two consultant–evaluators (\$2000 each);
- \$250 administrative fee paid to the service to support costs of C–E training workshops and operating expenses;
- Travel and lodging for two consultants;
- Meals for C–Es and sometimes for others meeting with the C–Es at meals.



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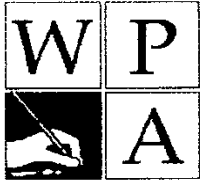
- ▶ **What is the typical process and timeline for a visit? (see sample timeline from Brady article)**
 1. Consultation with C-E Service Director about Writing Program's need for a visit;
 2. Submission and approval of proposal for funding by institution's administration
 3. Self-study process begins (or continues);
 4. Identification of several possible dates for a visit (usually Sunday afternoon through Tuesday noon): Deans', Provosts', and Presidents' calendars fill far in advance. Start by identifying their available dates and times;
 5. C-E Service Director's selection of team members for visit from among those with relevant experience and available within given date range;
 6. Director's introduction of team-members and program's coordinator for the visit (typically the WPA) and exchange of contact information; confirmation of date for visit and clarification of procedures for C-Es' compensation and reimbursement;



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- ▶ **What is the typical process and timeline for a visit? (continued from previous slide)**
 7. Completion of general outline of visit schedule, typically in consultation with the CEs;
 8. Completion of program Self-Study Report and delivery to C-E team; team contacts visit coordinator and/or self-study author with any questions and suggestions for revisions of visit schedule;
 9. Visit takes place;
 10. Exit interview in which preliminary recommendations are outlined;
 11. Team prepares and submits a written report of their findings and recommendations within four to six weeks of the visit.

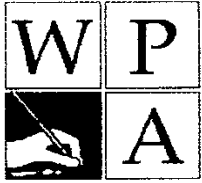


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Related Publications

- ▶ Beidler, Peter. "WPA Evaluation: A Recent Case Study." *WPA: Writing Program Administration* 14.3 (1991): 69–72.
- ▶ **Brady, Laura. "A Case for Writing Program Evaluation." *WPA: Writing Program Administration* 28.1–2 (2004): 79–94.
- ▶ Harrington, Susan. "The Place of Assessment and Reflection in Writing Program Administration." In *Discord and Direction: The Postmodern Writing Program Administrator*. Sharon James McGee and Carolyn Handa, eds. Logan, UT: Utah State University Press, 2005. 140–157.
- ▶ Holdstein, Deborah H. "Where Discord Meets Direction: The Role of Consultant Evaluation in Writing Programs." In *Discord and Direction: The Postmodern Writing Program Administrator*. Sharon James McGee and Carolyn Handa, eds. Logan, UT: Utah State University Press, 2005. 18–27.
- ▶ Hairston, Maxine. "What Freshman Directors Need to Know About Evaluating Writing Programs." *WPA: Writing Program Administration* 3.1 (1979): 11–16.
- ▶ Lindemann, Erika. "Evaluating Writing Programs: What an Outside Evaluator Looks For." *WPA: Writing Program Administration* 3.1 (1979): 17–24.
- ▶ McLeod, Susan H. "Requesting a Consultant–Evaluation Visit." *WPA: Writing Program Administration* 14.3 (1991): 73–77.
- ▶ Rose, Shirley K. "'Creating a Context': The Institutional Logic of the Council of Writing Program Administrators Development of the Consultant–Evaluator Service." In *The Promise and Perils of Writing Program Administration*. Eds. Theresa Enos and Shane Borrowman. West Lafayette, IN: Parlor Press, 2008. 21–48.
- ▶ White, Edward M. "The Rhetorical Problem of Program Evaluation and the WPA." *Resituating Writing: Constructing and Administering Writing Programs*. Ed. Joseph Janangelo and Kristine Hansen. Portsmouth, NH: Heinemann–Boynton/Cook, 1995. 132–50



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Resources

▶ Other Materials

- Sample Timeline for planning (from Brady article)

http://wpacouncil.org/files/A_Case_for_Writing_Program_Evaluation.pdf

- Sample Schedule for visit (from Brady article)

http://wpacouncil.org/files/A_Case_for_Writing_Program_Evaluation.pdf

- Guidelines for Self-Study (link on WPA C-E Service webpage)

<http://wpacouncil.org/files/WPA%20Guidelines%20for%20Self-Study%202008.pdf>

- Sample Table of Contents for Self-Study (from Brady article)

http://wpacouncil.org/files/A_Case_for_Writing_Program_Evaluation.pdf

Sunday

4:00 p.m.	Arrive at airport.
6:00 p.m.	Dinner with department chair and writing faculty and administrators

Monday

8:00 a.m.	Meet with dean of College of Liberal Arts
8:30 a.m.	Meet with provost
9:15 a.m.	Meet with professional and technical writing coordinators
10:00 a.m.	Meet with English department undergraduate advisors and associate chair
10:45 a.m.	Meet with undergraduate writing coordinator
11:30 a.m.	Meet with business writing faculty—a mix of full-time faculty, GTAs, and adjuncts. (Course coordinator will not be present)
12:30 p.m.	Lunch with department chair
2:00 p.m.	Meet with director of the Computing Center
2:30 p.m.	Open forum for GTAs and adjuncts to discuss anything related to composition (e.g., courses; course content; teacher training; administration; professional/career prep, etc.) Not present: Composition administrators, chair, or associate chair.
4:00 p.m.	Open forum for all faculty to discuss anything related to composition (e.g., courses; course content; teacher training; administration; etc.) Not present: Composition administrators, chair, or associate chair.
5:00 p.m.	Ph.D. supervisor Evening free (as requested); dinner on your own.

Tuesday

8:00 a.m.	Meet with members of Academic Standards Commission, GTA Council, Assessment Council, Liberal Studies Program Committee, and the associate provost for academic programs
9:00 a.m.	Meet with creative writing supervisor
9:30 a.m.	Meet with sci/tech writing faculty—a mix of full-time faculty, GTAs, and adjuncts. (Course coordinator will not be present)
10:15 a.m.	Final meeting with composition course supervisors
11:00 a.m.	Prepare for exit interviews with chair, dean, and provost (344 Stansbury)
12:30 p.m.	Lunch: Exit interview with chair and dean
2:00 p.m.	Exit interview with provost
3:00 p.m.	Leave for airport

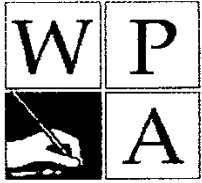
Appendix B: Sample Table of Contents for a Self-Study

Here is the table of contents from our self-study, which offers sense of what worked for us as a way to organize our information.

Table of Contents	Page
General Information about the university	1
General Information about Writing Courses at WVU	2
Course Administration at a Glance (Table 1)	
Course Information at a Glance (Table 2)	3
General Information about the Department of English	4
Annual Budget	
Budget Supplements from Writing Funds	
English Course Enrollments by Category (Figure 1) (Composition, Creative Writing, all other courses)	4
Faculty Overview	5
Faculty at a Glance: Number by Rank and Assignments (Table 3)	
Teaching Loads	
Part-Time, Visiting, and GTA Positions	
Salaries	
Staffing	
Credentials for Writing Faculty	6
Administrative Decisions about Writing	6
English 101 Details	7
English 102 Details	7
English 202 (Professional Writing) Details	8
English 305 (Scientific & Technical Writing) Details	8
Additional Courses	9
Faculty Development for Writing Instruction	10
Related Writing Programs and Instruction	11
Conclusion	12
List of Supporting Material (Handbooks, brochures, <i>c.v.'s</i> , course guides, syllabi, web pages)	14

Timeline for C-E Visit, Initial Planning through Visit and Report

January	February	March	April	May
Gather C-E info:	Writing faculty meet with Chair	Ask more questions of C-E coordinator about how to prepare for visit	Gather program materials	Contact Deborah Holdstein with questions about C-E service
Read WPA website	Chair meets with dean		Re-read WPA Self-Study	
Contact C-E coordinator (Deborah Holdstein)			Re-read WPA articles on C-E visits (McLeod and Biedler)	Ongoing conversations with Deborah Holdstein to define goals
Read WPA Self-Study				Begin writing self-study
Read WPA articles on C-E visits (McLeod and Biedler)				Discuss goals, organization, and what to include/exclude; conversations include Holdstein from WPA and department colleagues.
June	July	August	September	October
Complete self-study	Submit self study and other materials	Schedule time with dean and provost	C-E Visit in early Sept. (2 days)	Meet with writing faculty and chair to discuss C-E report
Circulate draft			Receive report on Sept. 30	
Present budget request to Dean for approval		E-mail and phone other members of the university		Meet with Dean and Provost
Apply for C-E Visit		Establish schedule for C-E visit		Plan goals for six months, one year, two years, three years, five



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Thanks

Questions? see <http://www.wpacouncil.org/node/64/edit>
or contact: shirley.rose@asu.edu

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