This form is based on the document “Procedures and Policies for University of Hawai‘i Writing-Intensive Programs to Provide for Inter-Campus Articulation of Writing-Intensive Course Designations, April 1988.”

According to the 1988 Inter-Campus Articulation agreement, each campus will annually submit to the System-wide Standing Committee on Written Communication a description of how its Writing-Intensive (WI) program addresses the concerns listed below. Campus WI Program Directors may provide supporting or qualifying details in the blank spaces provided or may append additional materials as needed.

Upon receipt of each description, the Committee will review, advise, and recommend action on inter-campus articulation of the campus’s WI courses.

**Campus:** Windward Community College

**Writing-Intensive Program Director:** Robert Barclay

**Report submitted by** (name and title): Robert Barclay, Assistant Professor of English

**Date:** April 16, 2012

## I. PROGRAM SUPPORT

### Personnel

1. Is the program directed by a person who has been appropriately appointed and given appropriate released time to supervise the program? *(Note: For the last few years, the Committee has interpreted “appropriate released time” as “support that is appropriate for the program’s current size and state of development”–TH)*

   **The WI program director does not receive reassigned time.**

2. Who assists the director in supervising the program? (e.g., Faculty Board, student assistant)

   **The Writing Advisory Board (WAB), with representatives from the five academic departments assists the program director. The board reports to the Credit Curriculum and Academic Affairs Committee, a standing committee of the Faculty Senate.**

3. Do the director and board members have adequate professional/secretarial/clerical assistance to support their work and maintain records necessary for articulation of WI courses?

   **Yes. Student monitors from the Language Arts department are available to help.**

4. Does a network of support exist for instructors of WI courses?

   **A requirement for teaching WI courses is that faculty attend the WAC Summer Institute; WCC is sponsoring one this summer. Additionally, members of the WCC WAB review all WI syllabi each semester and are available to meet with individual instructors.**
Overall Teaching Load and Class Size

5. Are classes designated as WI limited to 20 students so that effective interaction between instructor and student can occur?

Yes.

6. Are teaching loads of instructors such that courses can be planned for and carried out in a way that is true to the spirit of the WI guidelines and that does not add unreasonably to the overall workload of the instructor?

Yes.

7. Is the teaching of WI courses appropriately rewarded in review processes, including tenure and promotion?

Yes.

Student Needs

8. Are enough WI courses offered so students can meet graduation or degree requirements?

Yes. The WAB in communication with Administration and Departments reviews WI offerings to ensure breadth across times and disciplines.

9. Are WI courses clearly designated in class schedules?

Yes.

10. Are students advised about the availability of and purpose for WI courses through regular campus publications?

Yes, in the college catalogue and in the schedule of classes.

11. Can students who need help on writing problems get help, either from instructors or from staff in a writing workshop or laboratory?

Students may get help from the Ka Piko Writing center or TRiO. Online tutoring is also available via Smartthinking.

12. Are WI designations recorded and explained on student transcripts?

Yes.

Budget

13. Have adequate funds been provided to support the program?

The WI program at Windward does not have a budget. The Office of the Vice Chancellor for Academic Affairs absorbs any expenses.

II. COURSE DESIGNATION PROCESS

1. Is the WI designation process reasonable, explained to faculty, and followed regularly by program administrators?

Yes. The process as well as the application and explanatory notes are on the College’s WAB web page.
2. Does the designation process include the following:
   a) Publicizing the hallmarks of writing-intensive courses
      Yes, in the college catalogue, and on WI syllabi.

   b) Soliciting proposals from individual faculty members
      Yes.

   c) Reviewing proposals
      Yes.

   d) Approving the designation of courses as writing-intensive
      Yes.

   e) Notifying appropriate personnel of such designations
      Yes.

3. Does the program offer an option for WI designations that extend beyond a single semester? If yes, please add a brief description of the option. [added Spring 1998]

   Yes. An instructor may teach a course for five years before reapplying for WI designation.

III. EVALUATION PROCEDURES

1. Is there a program of evaluation that assesses WI courses to see if they are doing what they are supposed to do—help students improve their writing?

   Yes. The WCC Writing Advisory Board reviews all WI course syllabi and end-of-semester student surveys. Recently, the WCC WAB revised the end-of-the semester student survey and also created a survey for online WI courses. Members of the WAB met with individual faculty if issues were flagged during either the syllabi or student survey review process.

2. Do program supervisors monitor the progress of students as they move through WI courses?

   No.

IV. FACULTY TRAINING PROGRAM

1. Are training programs in WI course instruction required or provided for faculty who want to participate in them?

   Yes. Teachers of WI Courses must attend the WAC Summer Institute for writing-across-the-curriculum training. WCC is sponsoring one this Summer.

2. Are orientation sessions provided at the beginning of each semester for instructors new to WI course instruction?

   No.

3. Are resources provided for instructors who want or need help in planning and teaching WI courses?

   Yes. Faculty may consult the program director and members of the Writing Advisory Board.

If you have additional information for the committee, please submit it with this form.