

I. Writing Plan Cover Page

Please fill in the gray areas on this form.

Date

Subsequent Edition of Writing Plan: previous plan submitted SEM/YR, First edition submitted Spring 2013

Carlson School of Management

WEC Unit Name

All Departments

Carlson School of Management

Department

College

Holly Littlefield, Kevin Upton

Senior lecturer

WEC Faculty Liaison (print name)

Title

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Email

Phone

Writing Plan ratified by Faculty

Note: This section needs to be completed regardless of Writing Plan edition.

Date: October 9, 2015 approved at UFAC meeting If Vote: $\frac{12}{\# \text{ yes}}$ / $\frac{12}{\# \text{ total}}$

Process by which Writing Plan was ratified within unit (vote, consensus, other- please explain):

This plan was put in place after consensus approval by the members of two Carlson undergraduate curriculum committees—Core Council and UFAC. These committees discussed the WEC plan at several UFAC meetings and all Core Council meetings during the past year.

II. Unit Profile: Carlson School of Management

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Number of Tenured and Tenure-Track Faculty:

<u>49</u>	Professors
<u>24</u>	Associate Professors
<u>35</u>	Assistant Professors
<u>108</u>	Total

More importantly, there are 35 P&A Instructional Faculty members who teach the majority of undergraduate classes

Major(s) <i>Please list each major your Unit offers:</i>	Total # students enrolled in major as of SP 2015	Total # students graduating with major May 2015
<u>Accounting</u>	<u>244</u>	<u>82</u>
<u>Finance & Finance Risk Mgmt</u>	<u>406</u>	<u>120</u>
<u>Information & Decision Science (MIS)</u>	<u>167</u>	<u>51</u>
<u>Marketing</u>	<u>314</u>	<u>137</u>
<u>Strategic Management & Entrepreneurship</u>	<u>78</u>	<u>17</u>
<u>Supply Chain & Operations Mgmt</u>	<u>103</u>	<u>41</u>
<u>Work and Organizational Mgmt (HRIR)</u>	<u>43</u>	<u>22</u>
<u>Public/Non-Profit Mgmt</u>	<u>29</u>	<u>7</u>
<u>Pre-Major</u>	<u>1074</u>	
Total:	<u>2458</u>	<u>477</u>

WEC Implementation Process	Semester/Year- Semester/Year	# participated	/	# invited
<u>Survey of Student Writing and Assessment of Student Writing</u>	<u>Spring 2013</u>	<u>N/A</u>	<u>/</u>	<u>N/A</u>
<u>Faculty Meeting #1 to Identify Desired Writing abilities</u>	<u>Summer 2013</u>	<u>30</u>	<u>/</u>	<u>143</u>
<u>Faculty Meeting #2</u>	<u>Fall 2013</u>	<u>12</u>	<u>/</u>	<u>30</u>
<u>Faculty Meeting #3</u>	<u>Fall 2013</u>	<u>9</u>	<u>/</u>	<u>30</u>
<u>Faculty Meeting #4</u>	<u>Fall 2013</u>	<u>15</u>	<u>/</u>	<u>30</u>
<u>Curriculum Mapping of Writing Assignments</u>	<u>Winter 2013-14</u>	<u>N/A</u>	<u>/</u>	<u>N/A</u>
<u>Core Council meeting</u>	<u>October 24, 2014</u>	<u>12</u>	<u>/</u>	<u>18</u>
<u>Core Council meeting</u>	<u>Jan 16, 2015</u>	<u>12</u>	<u>/</u>	<u>18</u>
<u>UFAC meeting</u>	<u>Feb 20, 2015</u>	<u>10</u>		<u>12</u>

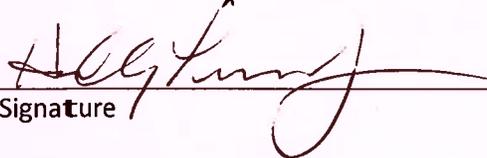
Core Council meeting	May 15, 2015	12 / 18
Core Council meeting	Sept 25, 2015	10 / 18
UFAC	October 9, 2015	12 / 12

III. Signature Page

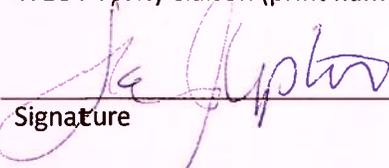
Signatures needed regardless of Writing Plan edition. Please fill in the gray areas on this form.

If this page is submitted as a hard copy, and electronic signatures were obtained, please include a print out of the electronic signature chain here.

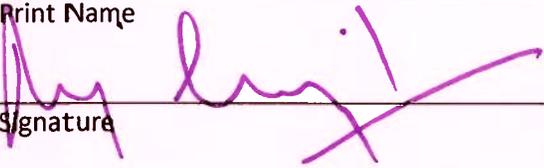
WEC Faculty Liaison

Holly Littlefield	Senior Lecturer
_____	_____
WEC Faculty Liaison (print name)	Title
	10/12/2015
Signature	Date

WEC Faculty Liaison

Kevin Upton	Senior Lecturer
_____	_____
WEC Faculty Liaison (print name)	Title
	10/12/2015
Signature	Date

Associate Dean for Undergraduate Studies

Raj Singh	Professor
_____	_____
Print Name	Title
	10/12/2015
Signature	Date

IV. Writing Plan Narrative, 2nd Edition

Please retain section headers and prompts in your plan.

Introductory Summary:

Briefly describe the reason(s) this unit (department, school, college) become involved in the WEC project, the key findings that resulted from the process of developing this plan, and the implementation activities that are proposed in this Writing Plan, with particular attention to the following questions: what is new in this 2nd edition of the Writing Plan? What, if any, key changes have been made to the 1st edition? What key implementation activities are proposed in this edition of the Writing Plan? (1 page maximum)

Carlson students, faculty and professional affiliates all agree that writing is a vital communication skill for effective business professionals. Improved communication in both writing and speaking is one of the school's four core outcomes for the undergraduate program. Because of this faculty agreed to take part in the WEC program to assess and improve student writing. As part of our first WEC plan Carlson faculty identified 16 key writing abilities students should be proficient in upon graduation. Those abilities were used as the criteria for the initial student writing assessment that was done in the summer of 2013. After considering the feedback from the writing evaluators and discussing their assessment with Carlson faculty the following fall, we decided to revise and refine those 16 criteria into one Carlson writing rubric and to develop materials that instructors and students could use as resources for improving student writing.

Our first WEC plan listed the following resources and activities that we planned to complete in the first phase of Carlson's WEC program.

- A Carlson writing rubric that all instructors can use and adapt for their individual writing assignments
- A website of instructor materials including
 - A list of best practices for using the rubric to design and assess student writing
 - A series of 5-minute writing workshops for instructors to use in their courses
- A website of student materials including
 - A repository of discipline-specific real world writing samples of specific document types used in business fields
 - An explanation of the citation expectations for each major's preferred citation format/s
 - A series of individual exercises/tutorials to address core writing difficulties

The following WEC activities were planned to help familiarize instructors with Carlson writing resources and implement the rubric into their assignment descriptions and evaluations:

- Focus groups with faculty and students who have used the writing rubric and website materials and tutorials
- Class visits and consultations with faculty members who would like help using the writing rubric and website materials
- A survey of undergraduate faculty to assess the effectiveness of the writing rubric and website and to get suggestions for improvements
- A final half-day seminar to will wrap up these activities

Unfortunately, we had difficulty last fall (2014) hiring an RA to help us with this process. Because Carlson graduate students are mostly in intense 2-year, MBA programs we were unable to find an RA from among that group. And, although we posted the position at Carlson, the U's central job-posting, and with Writing Studies, we only had one qualified applicant--Michael Madsen. However, because he already was employed 50% by Writing Studies, he could only take on an additional 25% position. So, although we had funding for a 50% RA

for one year, we only were able to find an RA for half of our planned amount. Additionally, by the time he was hired and began working it was nearly November of 2014, so that process took much longer than anticipated, and we did not have as much of his time as we had planned. He continued to work at 25% for spring 2015 and summer 2015.

Most significantly to implement the WEC plan, we narrowed our faculty focus upon the 35 P&A Instructional Faculty who teach the majority of undergraduate program courses, and a sub-group of that number, the Core Council, made up of 18 P&A Faculty who teach the majority of the large enrollment and core classes within the College. The Core consists of seven courses covering introductions to the seven disciplines within the college. The Core Council meets twice each semester to share best practices in undergraduate instruction, to identify problems within the offerings, and to generate ideas for improvements in instruction. The Associate Dean for Undergraduate Instruction is an ex officio member of the Core Council. In addition, the other groups that have been significantly involved in the WEC process at Carlson are the instructors of undergrad WI courses and UFAC (undergraduate advisory committee). UFAC is made up of representatives from each Carlson department, the associate deans of the undergraduate program, the Carlson student services manager, and a student representative. This group meets monthly. The WEC RA and WEC liaisons had individual meetings with each of the WI instructors and WEC liaisons gave updates and led WEC discussions at all Core Council meetings and at several UFAC meetings.

In particular, the liaisons with the assistance of the RA, met with individual faculty, UFAC, and with the Core Council to discuss the evolution of the refined CSOM Writing Rubric and the development of video materials to support instructors in using that rubric.

This allowed us to complete the following activities from our first writing plan:

- Individual meetings with all instructional faculty teaching WI courses to get their feedback on revising the Carlson writing rubric and to create a list of helpful resources for improving student writing.
- A revised Carlson writing rubric menu that all instructors can use and adapt for their individual writing assignments
- A list of best practices for using the rubric to design and assess student writing
- A series of writing tutorials addressing common problems that instructors can direct students to as needed (partially completed—7 are done, more will follow)
- A pilot trial of the writing rubric with 7 faculty (fall 2015)
- Meetings with faculty to discuss best practices for integrating the writing rubric menu into their courses

Carlson faculty decided to create one writing rubric for students rather than try to develop a rubric for each major because business writing shares a core of universal traits that apply to every major. These include an emphasis on clarity, persuasion, analysis, concision, visuals, and correctness in language and format. However, as we met with instructors to revise and refine the rubric it became clear that although there was complete agreement about the importance of the elements on the rubric, instructors needed the freedom to adapt, add or delete rubric elements when appropriate for their individual fields and assignments. As a result, the Carlson writing rubric is now a rubric menu. Instructors are encouraged to use the elements that are relevant to their assignments and to delete or adapt those that are not.

Some of the other activities outlined in the first edition of this writing plan have not yet been completed due to the difficulties we had finding an RA. Once our RA began, he focused his efforts on meeting with instructors, refining a Carlson writing rubric and developing several student tutorials/videos to address key writing challenges that were identified in the faculty interviews he conducted.

Moving forward this plan asks for funding for spring 2016, summer 2016, fall 2016, and spring 2017. Our plan is to again hire a graduate RA or P&A instructor to help us develop writing resources and to work with instructors on using the writing rubric. Additionally, we also would like to hire an undergraduate media assistant to develop a Carlson Writing Resources website with student and instructor sections. However it is likely that we will again find it difficult to find an RA for this position. We are open to the CWB suggestion of hiring one of our instructional adjuncts to take this position instead of a graduate student; however, most of our adjuncts are already working full time in addition to their teaching, so although we will explore this option, we may not have success there either. We hope that the WEC coordinators in the Center for Writing may be able to help us with the process of finding an RA or adjunct to work on implementing writing plan two.

To fund this plan we will first use the money we have not yet spent from plan one (due to only having a 25% RA). We are requesting additional WEC funds to complete the rest of the project.

During spring and summer 2016:

- The RA will complete the online tutorials effort begun this past academic year.
- The Undergraduate student media assistant will begin to create the website and find appropriate complementary materials from other sites.
- The RA will meet with instructors and students who took part in the beta test of the writing rubric menu to evaluate student and instructor response and assist instructors in refining the rubric menu and customizing it for their individual courses.
- The RA will help plan a workshop for all UG instructors to discuss best practices in using the Rubric, and to try hands-on activities in customizing the Rubric to individual courses

During the fall (2016) and spring (2017)

We expect that in addition to finishing the work begun in the first two semesters we also would like the RA and the undergraduate media assistant to continue working on the following items from our first writing plan that were not completed due to the shortened amount of RA time we had.

- A series of 5-minute writing workshops for instructors to use in their courses that address discipline-specific writing challenges
- A repository of discipline-specific real world writing samples of specific document types used in business fields
- An explanation of the citation expectations for each major's preferred citation format/s
- The undergraduate assistant will add this information to the website

Additionally,

- The RA will help WEC liaisons plan and conduct a workshop on the experiences instructors had with the Rubric and to discuss the results of the summer (2016) writing assessment
- The RA will begin to go through the collected student writing samples we have for each major and pull out examples of strong work that instructors can use as class examples and for the 5-minute workshops
- These also will be posted on the website

Section 1: DISCIPLINE-SPECIFIC WRITING CHARACTERISTICS

What characterizes academic and professional communication in this discipline?

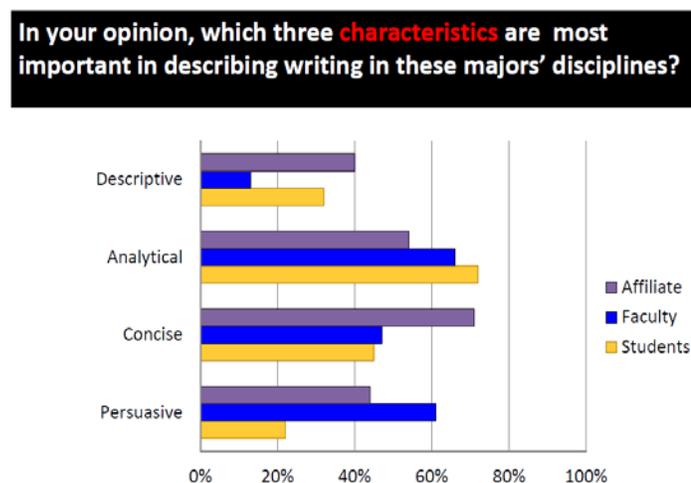
- There have not been substantial revisions to this section of the Writing Plan.
- There have been substantial revisions to this section of the Writing Plan. (Discuss these explicitly.)

Although each of The Carlson School of Management's seven different departments and 9 majors has individual writing expectations that are specific to its field, writing in the business professions does share many universal traits. Marketers, accountants, financeers, and managers all need to be able to write clearly, accurately, concisely, and persuasively for professional audiences. They need to be able to effectively use professional formats like email, memos, decks, reports, proposals, graphics, and presentations and have the ability to form and support an argument that caters to the needs of the readers.

In *A Guide to Plain English* Arthur Levitt the former Chairman of the Securities and Exchange Commission notes that professional writing "uses words economically and at a level the audience can understand. Its sentence structure is tight. Its tone is welcoming and direct. Its design is visually appealing. A plain English document is easy to read and looks like it's meant to be read." Because writing across business disciplines shares many of the same features and because Carlson requires a shared core curriculum for all its students, the school as a whole decided to take part in the WEC process rather than as individual departments.

When students, faculty and our business affiliates (a group made up of alumni, recruiters, mentors, and our governing board members) were surveyed regarding their opinions about the most important characteristics of writing across business disciplines, they reported the most important traits of business writing to be: descriptive, analytical, concise, and persuasive (see Figure 1 below).

Figure 1: Survey results for writing characteristics



At subsequent WEC meetings, Carlson faculty expanded on this initial list and determined that effective writing in management fields is:

- **Audience focused.** Choices of terminology, format, kinds of evidence, level of formality, style, tone, language choice (jargon) are all determined by audience.
- **Concisely developed:** choices are made as focus and framing (no shotgun blasts).
- **Parsimoniously adjectival**
- **Actionable** (answers the question: Why would anyone care? So what?)
- **Coherently narrative:** Writing involves storytelling and involves logical linking and final synthesis
- **Persuasive**

- **Evidence-based** (uses credible sources, trends and themes—logic)
- **Careful**
- **Goal directed**
- **Balanced and bounded; contextualized**
- **Developed**
- **Plain-spoken**

Section 2: DESIRED WRITING ABILITIES

With which writing abilities should students in this unit's major(s) graduate?

There have not been substantial revisions to this section of the Writing Plan.

There have been substantial revisions to this section of the Writing Plan. (Discuss these explicitly.)

Discussion: In the summer of 2013, the original plan identified the 16 following desired writing abilities that faculty felt students ought to have.

1. Articulates a clear position in a central thesis
2. Employs key disciplinary theories, concepts, and/or evidence in justifying analysis, conclusions, and recommendations
3. Bases argument and conclusions on situational and/or organizational context
4. Identifies an organization's key competencies using an analytical framework
5. Recognizes and addresses counterarguments or alternatives
6. Uses effective, valid data/evidence that is relevant to audience concerns
7. Sequences most important arguments first
8. Is designed for easy reading (skimming, headings, bullets)
9. Avoids unnecessary words; is succinct/concise
10. Uses direct, plain English
11. Uses an engaging style, such that the reader's attention is sustained
12. Summarizes ideas, texts, or events appropriately
13. Communicates information using graphics and/or visuals that are appropriate to the audience and content
14. Integrates source information (whether textual or graphic)
15. Uses correct grammar, spelling, and punctuation
16. Uses correct citation formatting

Over the past two years, based on the feedback we received from the assessors of the first round of Carlson student writing evaluations (conducted by the WEC program) and multiple group meetings, one-on-one discussions with faculty and additional literature review, we refined that list into a menu of 14 writing abilities that are now in four clusters:

- Clarity
- Persuasion
- Analysis
- Language/Format.

To help instructors and students understand this writing criteria, we also developed a rubric menu with key writing abilities for each of the four categories and descriptions of strong, OK, and weak for each element. Additionally, we created guidelines for instructors describing best practices for the use of this menu for assessing and teaching writing with their own assignments. The goal here is for instructors to use the elements of this general business writing rubric that are relevant to their specific assignments and add their own discipline- or assignment-specific elements as needed. This writing rubric represents the elements of business writing that our faculty and affiliates believe are important across business

disciplines. Whether students are entering accounting, marketing, finance or other business fields, writing that is audience-focused, clear, concise, persuasive, and analytical will be valued. However, most business fields will have some discipline-specific elements of professional writing that it values. Carlson’s use of a menu of writing rubric options allows for instructors to select, add, or delete rubric elements as needed.

Carlson Writing Abilities

Clarity

- Articulates a position in a central thesis
- Summarizes ideas, texts, or events effectively
- Communicates information using graphics and/or visuals that are appropriate to the audience and content

Persuasion

- Employs audience-relevant theories, concepts, data and/or evidence to justify conclusions or recommendations
- Bases argument and conclusions on situational and/or organizational context
- Recognizes and addresses counterarguments or alternatives

Analysis

- Identifies an organization's key competencies using an analytical framework
- Bases analysis on disciplinary theories

Language/Format

- Effectively organized—puts most important arguments first; sequences persuasively
- Is designed for easy reading (skimming, headings, bullets)
- Uses plain English; avoids unnecessary words
- Uses an engaging style
- Uses correct grammar, spelling, and mechanics
- Uses correct citation formatting to provide source information

Rubric Menu

Writing Criteria	Strong	OK	Weak
Clarity			
Articulates a position in a central thesis	Articulates a well-defined position, purpose, or thesis	Articulates a position, purpose, or thesis	Articulates no position, purpose, or thesis; or it is unclear
Summarizes ideas, texts, or events effectively	Summarizes ideas, texts, or events accurately and adequately	Summarizes ideas, texts, or events accurately	Summarizes ideas, texts, or events inadequately, if at all
Communicates information using graphics and/or visuals that are appropriate to the audience and content	Tailors visuals to the audience and content	Includes visuals for the audience and content	Does not include visuals, or includes visuals inappropriate for the audience and content
Persuasion			
Employs audience-relevant theories, concepts, data and/or evidence to justify conclusions or recommendations	Justifies conclusions or findings with evidence, concepts, theories, and/or data that the audience will find compelling and persuasive	Justifies conclusions or findings with relevant evidence, concepts, theories, and/or data	Lacks evidence to support conclusions or recommendations, or evidence used is not appropriate for the audience
Bases argument and conclusions on situational	Argument and conclusions demonstrate a sophisticated	Argument and conclusions demonstrate	Argument and conclusions are

and/or organizational context	understanding of the given context	a some understanding of the given context	inappropriate in the given context
Recognizes and addresses counterarguments or alternatives	Addresses counterarguments and alternatives thoroughly	Addresses counterarguments and alternatives	Overlooks counterarguments and alternatives
Analysis			
Identifies an organization's key competencies using an analytical framework	Identifies an organization's key competencies incisively using a cogent analytical framework	Identifies an organization's key competencies using an analytical framework	Does not identify an organization's key competencies adequately; lacks an analytical framework, or misunderstands that framework
Bases analysis on disciplinary theories	Connects deeply with key disciplinary theories and concepts	Employs key disciplinary theories and concepts	Fails to employ key disciplinary theories and concepts, or employs them insufficiently
Language/Format			
Effectively organized--sequences most important arguments first	The writer has correctly identified the key points and recommendations and put them at the beginning of the document; subsequent points are organized persuasively with each point building to the next	The writer puts most of the most important points and recommendations in the beginning; the organization pattern is mostly effective	The main points are not given until later in the document; the organizational pattern is confusing
Is designed for easy reading (skimming, headings, bullets)	The document includes clear headings, bullets, and formatting to help readers skim quickly; it is easy to pick out the main points without reading the whole document	The document includes some headings, bullets, and formatting to help readers skim, but they may have some trouble easily finding all key points	The document lacks headings, bullets, or formatting to help readers skim. Document looks text-heavy
Uses plain English; Avoids unnecessary words	Language is direct, audience-appropriate, and concise	Language is mostly concise with minimal use of passive voice or excess verbiage	Passive voice is common, sentences are often wordy, writer rambles
Uses an engaging style	The writing is interesting and audience-focused	The writing is somewhat interesting and audience-focused	The writing is dull; some points may be irrelevant to the audience
Uses correct grammar, spelling, and punctuation	No errors	Minimal errors that do not detract from meaning or credibility	Multiple errors that make some sections confusing or hurt the writer's credibility and professionalism
Uses correct citation formatting to provide source information	Cites all outside information using the correct citation format for the document—without errors	Cites all outside information using the correct citation format with minimal errors	Some citations are missing; the citation format is incorrect

Section 3: INTEGRATION OF WRITING INTO UNIT'S UNDERGRADUATE CURRICULUM

How is writing instruction currently positioned in this unit's undergraduate curriculum (or curricula)? What, if any, course sequencing issues impede an intentional integration of relevant, developmentally appropriate writing instruction?

There have not been substantial revisions to this section of the Writing Plan.

There have been substantial revisions to this section of the Writing Plan. (Discuss these explicitly.)

As part of the WEC process, we did an initial mapping of the entire undergraduate curriculum and looked at the writing assignments and the goals they assessed for each course. The complete mapping is included in Appendix A. Key findings from this mapping and from the initial WEC survey of faculty include the following:

- A majority of Carlson courses (not just WI ones) include some writing—see figure 4
- Nearly all writing assignments assess at least one of the four core abilities of persuasion, analysis, summarization, and correctness—see figure 5
- Instructors use a wide variety of types of assignments most of which mirror the kinds of writing done by business professionals. The exception here is that business professionals place a heavier emphasis on correspondence than most Carlson classes do—see figures 6, 7, and 8

Figure 4: Amount of writing assigned in Carlson classes

Last semester, how many pages of finished student writing did you assign in your undergraduate course(s)?

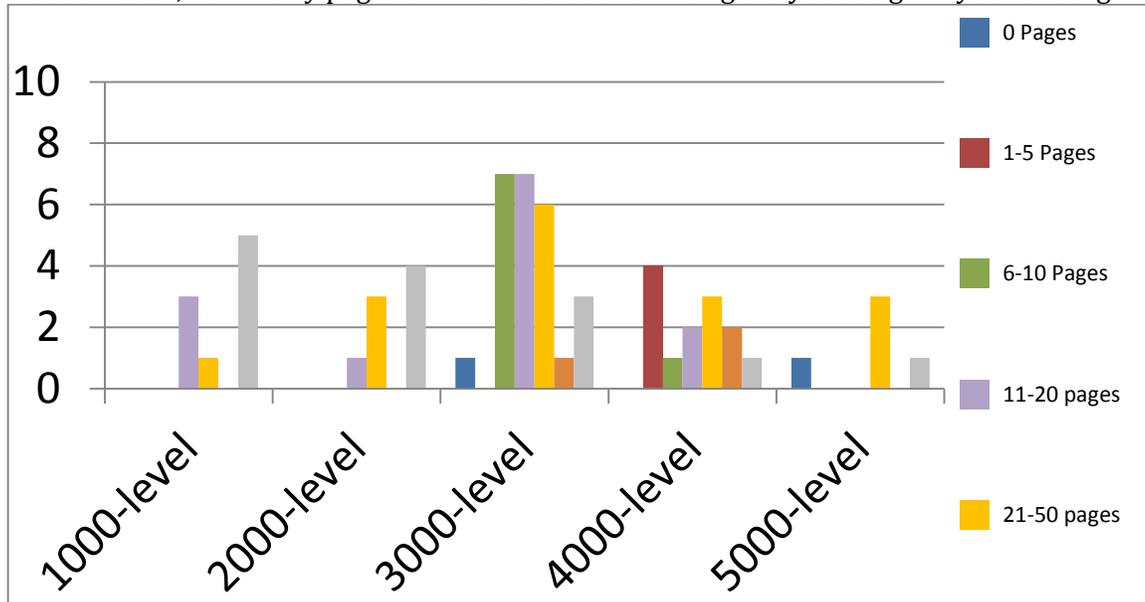


Figure 5: Percent of undergrad writing assignments that assess the four core abilities

4 Core Writing abilities	Percent of undergrad assignments that assess this ability
Argue a position	58%
Analyze or evaluate	82%
Create concise summaries	78%
Use correct grammar, spelling, mechanics	68%

Figure 6: Affiliates' survey response regarding writing formats

Of the types of writing you do for your job, which three do you consider most important?

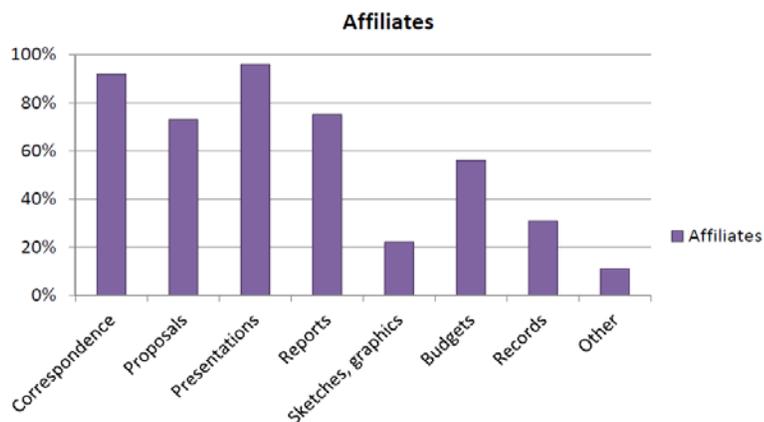


Figure 7: Faculty survey response regarding writing formats

Which of the following writing assignments have you incorporated in any of the academic major courses that you have taught within the past year?

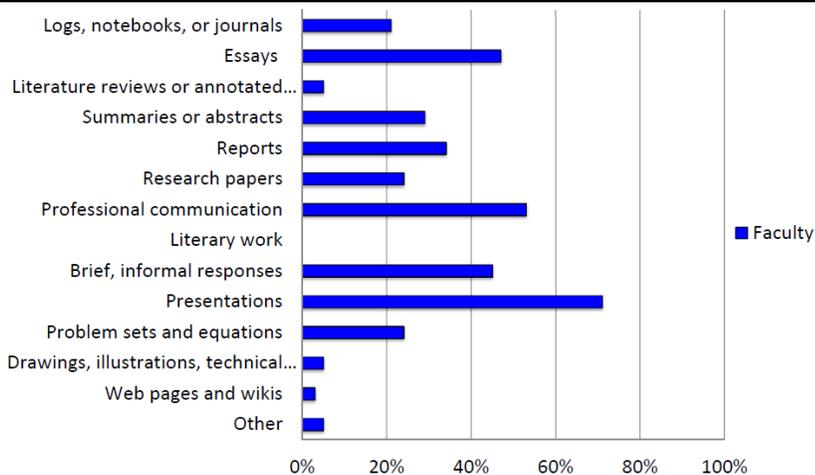


Figure 8: Curriculum mapping findings regarding writing formats assigned

Assignment Types	Percent of undergrad courses that use this assignment type
Presentations	22%
Reports/proposals	14%
Essays/case studies	13%
Group reports	12%
Problem sets	10%
Brief informal responses	9%

Research papers	5%
Logs/notebooks/journals	4%
Professional notation/coding/diagramming	3%
Literature review/annotated bibliography	2%
Summaries or abstracts	2%
Professional communication	2%
Wiki or web pages	2%

The Carlson undergraduate curriculum includes a series of Core business courses that all students take in addition to a series of courses required for their specific majors. One core course, Mgmt 3033W: Business Communication, is writing intensive; students also must take one writing intensive course (usually a capstone class) in their major. Although they are not writing intensive, other Core courses often include some emphasis on writing.

Carlson Undergraduate Core Curriculum

Freshman year

- Mgmt 1001—Contemporary Management
 - Writing emphasis is on journals, case study analysis, and research
- Mgmt 1005—Corporate Responsibility and Ethics
 - Writing emphasis is on analytical memos

Sophomore year

- BA 3000 Career Skills
 - Writing emphasis is on job search documents—cover letters, resumes—and self reflection and assessment
- ACCT 2050 Introduction to Financial Accounting
 - Writing emphasis is on financial reporting formats and content
- ICORE –very little emphasis on writing in these large lecture classes
 - MKTG 3001 Principles of Marketing
 - FINA 3001 Finance Fundamentals
 - SCO 3001 Introduction to Operations Management
 - MGMT 3004 Business Strategy

Junior/senior year

- Mgmt 3033W—Business Communication
 - Writing emphasis focuses on professional style and formats, audience analysis, document design, presentations, and persuasion
- HRIR 3021 Personnel and Industrial Relations
 - Writing emphasis is on case study analysis, team writing and presenting, and short response
- ACCT 3001 Introduction to Management Accounting
 - Writing emphasis is on reporting
- IDSC 3001 Information Systems for Business Processes and Management
 - Writing emphasis is on professional notation

Junior/senior year

- Capstone WI courses within each major; each course requires a substantial final writing project involving drafting, feedback, and revision. The focus is on research, reporting results to business audiences, and persuasion. These courses are required for each Carlson major.
 - Accounting 5125W
 - Finance 4242W
 - Human Relations 4100W
 - Management/Entrepreneurship 4170W
 - Marketing 4080W
 - Information Systems 4204W
 - Supply Chain 4065W

Although Carlson faculty does not see a pressing need for substantial revision to the current undergraduate writing curriculum, many instructors have expressed a strong interest in developing tools that would help them improve their current assignment descriptions, rubrics, and classroom practices and in creating online resources to provide students with samples and self-directed, skill-focused exercises.

Section 4: ASSESSMENT OF STUDENT WRITING

What concerns, if any, have unit faculty and undergraduate students voiced about grading practices?

Please include a menu of criteria extrapolated from the list of Desired Writing Abilities provided in Section II of this plan. (This menu can be offered to faculty/instructors for selective adaptation and will function as a starting point in the WEC Project's longitudinal rating process.)

There have not been substantial revisions to this section of the Writing Plan.

X There have been substantial revisions to this section of the Writing Plan. (Discuss these explicitly.)

As noted in section two, substantial work was done this past year in developing and refining a menu of writing criteria that can be used across all Carlson course for writing assessment and instruction. To help faculty better implement this rubric in their assessment of student writing we also developed the following guidelines for faculty.

During fall (2015) we are conducting a pilot to assess the use of the rubric with 8 – 10 Carlson faculty across every department in the college. We held a training meeting early in the semester with these instructors to discuss using the rubric to teach writing and assess student papers and go over these guidelines. After the semester finishes we will discuss the rubric's effectiveness and take suggestions from those instructors and their students.

Guidelines for using the rubric

Do

- **Discuss the rubric with students.** Help them understand your expectations, and highlight examples of "strong," "acceptable," and "weak" writing if you can.
- **Consider adding student-chosen criteria.** Students may have keen insights, so be willing to update or negotiate the rubric as needed.

- **Make sure that language on the rubric is clear.** Rubric language is often abstract, and students may need some clarification or rewording.
- **Help students use the rubric formatively**—planning for their assignment, assessing their efforts so far, and reflecting on feedback.

Don't

- **Use rubrics exclusively as a summative scoring tool.** In other words, don't use the rubric only to assign a final score.
- **Assume that rubrics are always self-explanatory.** The more students engage with the rubric, the more effective it will be.
- **Overlook possible issues of reliability, equity, and validity.** Time will often reveal a rubric's weaknesses. For instance, the rubric might fail to measure what it was intended to measure, or even disadvantage some students unfairly.

Sources

Andrade, H. G. (2005). Teaching with rubrics: The good, the bad, and the ugly. *College teaching*, 53(1), 27-31.

Panadero, E., & Jonsson, A. (2013). The use of scoring rubrics for formative assessment purposes revisited: A review. *Educational Research Review*, 9, 129-144.

Reddy, Y. M., & Andrade, H. (2010). A review of rubric use in higher education. *Assessment & Evaluation in Higher Education*, 35(4), 435-448.

Section 5: SUMMARY Of IMPLEMENTATION PLANS, including REQUESTED SUPPORT and RELATION TO PREVIOUS IMPLEMENTATION ACTIVITIES

What does the unit plan to implement during the period covered by this plan? What forms of instructional support does this unit request to help implement proposed changes? What are the expected outcomes of named support?

How do the implementation plans of the 2nd edition Writing Plan relate to implementation activities from the 1st edition Writing Plan? What has been successful? What was not successful? How do implementation plans build on what was learned from the first year of implementation?

There are two significant stages contained in this plan. Stage I is the beta testing of the Rubric Menu, scheduled for fall 2015. Seven faculty members from the different College majors have participated in an orientation/training session organized by the liaisons at the beginning of fall semester 2015; they will then employ the rubric in their classes during the semester. Following this experience, the faculty members will reconvene with the liaisons to provide feedback on the rubric menu. We will also survey students who used the rubric in those classes to obtain their feedback on the rubric. The liaisons will then refine the instrument.

As noted in the opening, because we were only able to hire a 25% for part of last year, another element of this plan is to have an RA continue the development of video instructional materials meant to supplement faculty efforts to explain writing concepts. Video materials are quick discussions of concepts like concision, clarity, and persuasion. Because faculty often feel less qualified to discuss writing skills, the videos provide support to their efforts to improve student writing. Additionally, we would like the RA to create a WEC resources

webpage to house these tutorials for easy student and faculty access. Ideally, this would be a subpage linked to the main Carlson website.

Stage II is the introduction of the Rubric Menu and instructional tutorials to the full undergraduate faculty. We anticipate that this introduction will involve both discussion and a workshop to prepare the faculty for full implementation in spring 2017.

Moving forward this plan asks for funding for spring 2016, summer 2016, fall 2016, and spring 2017. Our plan is to again hire a graduate RA to help us develop writing resources and to work with instructors on using the writing rubric. And we also would like to hire an undergraduate media assistant to develop a Carlson Writing Resources website with student and instructor sections. However it is likely that we will again find it difficult to find an RA for this position. We are open to the CWB suggestion of hiring one of our instructional adjuncts to take this position instead of a graduate student; however, most of our adjuncts are already working full time in addition to their teaching, so although we will explore this option, we may not have success there either. We hope that the WEC coordinators in the Center for Writing may be able to help us with the process of finding an RA or adjunct to work on implementing writing plan two

We plan to first use the leftover money from our first writing plan and then continue with the additional funds we have requested for plan two.

During spring and summer 2016:

- The RA will complete the online tutorials effort begun this past academic year.
- The Undergraduate student media assistant will begin to create the website and find appropriate complementary materials from other sites.
- The RA will meet with instructors and students who took part in the beta test of the writing rubric menu to evaluate student and instructor response and assist instructors in refining the rubric menu and customizing it for their individual courses.

During the fall (2016) and spring (2017)

We expect that in addition to finishing the work begun in the first two semesters we also would like the RA and the undergraduate media assistant to continue working on the following items from our first writing plan that were not completed due to the shortened amount of RA time we had.

- A series of 5-minute writing workshops for instructors to use in their courses that address discipline-specific writing challenges
- A repository of discipline-specific real world writing samples of specific document types used in business fields
- An explanation of the citation expectations for each major's preferred citation format/s
- The undergraduate assistant will add this information to the website

Additionally,

- The RA will help WEC liaisons plan and conduct a workshop on the experiences instructors had with the Rubric and to discuss the results of the summer (2016) writing assessment.
- The RA will begin to go through the collected student writing samples we have for each major and pull out examples of strong work that instructors can use as class examples and for the 5-minute workshops.
- These also will be posted on the website

Section 6: PROCESS USED TO CREATE THIS WRITING PLAN

How, and to what degree, were stakeholders in this unit (faculty members, instructors, affiliates, teaching assistants, undergraduates, others) engaged in providing, revising, and approving the content of this Writing Plan?

Over the past year the liaisons, with the support of a 25% time research assistant, have met with 14 individual faculty members who teach in the Undergraduate Program. Faculty members provided feedback on the original rubric, on the writing outcomes pertinent to their sub-discipline, and on their own expectations for student writing skills. Writing practices at other Business Colleges were examined and, where they have been formalized, were found to be largely consistent with the evolving practice at CSOM. An additional literature review (Andrade, 2005, Panadero & Jonsson, 2013, and Reddy & Andrade, 2010) provided additional insight into “best practices” and are reflected in the current Rubric Menu and the instructions/guidelines created for faculty.

Faculty members were also shown early stages of the video support materials and provided feedback for improvements.

In addition, the WEC program and the evolving Menu were the topics of discussion at each meeting of the CSOM Core Council during the Academic Year. Core Council participants are the instructors and department coordinators for the Undergraduate Core Curriculum. They meet twice each semester to discuss instructional and classroom management issues. The second writing plan was approved by both Carlson Core Council and the UFAC committee.

Section 7: CONNECTION TO STUDENT LEARNING OUTCOMES

Briefly describe how the ideas contained in this Undergraduate Writing Plan address the University's Student Learning Outcomes (<http://www.slo.umn.edu>).

Carlson’s 14 writing abilities are directly linked to 6 of the University’s 7 Student Learning Outcomes

University of Minnesota Student Learning Outcomes	Carlson School of Management Student Writing Abilities
<ul style="list-style-type: none">• Can identify, define, and solve problems	<ul style="list-style-type: none">• Articulates a clear position in a central thesis• Recognizes and addresses counterarguments or alternatives
<ul style="list-style-type: none">• Can locate and critically evaluate information	<ul style="list-style-type: none">• Uses effective, valid data/evidence that is relevant to audience concerns

<ul style="list-style-type: none"> • Have mastered a body of knowledge and a mode of inquiry 	<ul style="list-style-type: none"> • Employs audience-relevant theories, concepts, data and/or evidence to justify conclusions or recommendations • Identifies an organization's key competencies using an analytical framework • Bases analysis on disciplinary theories
<ul style="list-style-type: none"> • Can communicate effectively 	<ul style="list-style-type: none"> • Effectively organized—puts most important arguments first; sequences persuasively • Is designed for easy reading (skimming, headings, bullets) • Uses plain English; avoids unnecessary words • Uses an engaging style • Uses correct grammar, spelling, and mechanics • Uses correct citation formatting to provide source information • Summarizes ideas, texts, or events effectively • Communicates information using graphics and/or visuals that are appropriate to the audience and content
<ul style="list-style-type: none"> • Understands the role of creativity, innovation, discovery, and expression across disciplines 	<ul style="list-style-type: none"> • Uses an engaging style
<ul style="list-style-type: none"> • Have acquired skills for effective citizenship and life-long learning. 	<ul style="list-style-type: none"> • Is designed for easy reading (skimming, headings, bullets) • Uses plain English; avoids unnecessary words • Uses correct grammar, spelling, and punctuation • Uses an engaging style • Uses effective, valid data/evidence that is relevant to audience concerns

V. WEC Research Assistant (RA) Request Form

This form is required if RA funding is requested. If no RA funding is requested please check the box below.

No RA Funding Requested

RAs assist faculty liaisons in the WEC Writing Plan implementation process. The specific duties of the RA are determined in coordination with the unit liaison and the WEC consultant, but should generally meet the following criteria: they are manageable in the time allotted, they are sufficient to their funding, and they have concrete goals and expectations (see below).

RA funding requests are made by appointment percent time (e.g., 25% FTE, 10% FTE, etc.). Appointment times can be split between two or more RAs when applicable (e.g., two 12.5% appointments for a total of 25% FTE

request). Total funds (including fringe benefits when applicable) need to be calculated in advance by the liaison, usually in coordination with administrative personnel¹.

Please note that, outside of duties determined by the liaison, WEC RAs may be required to participate in specific WEC activities, such as meetings, Moodle discussion boards, and surveys.

RA Name (Use TBD for vacancies): TBD

RA Contact Information: email TBD, phone TBD

Period of appointment (Semester/Year to Semester/Year): spring 2016, summer 2016, fall 2016, spring 2017

RA appointment percent time: 50%

Define in detail the tasks that the RA will be completing within the funding period:

The RA will coordinate the classroom beta testing of the Rubric Menu, assisting faculty in customizing the Menu to each specific course and assisting students by providing an introduction to the rubric. The RA will also continue work on the video tutorials, developing additional materials and identifying additional sources for materials that will simplify student access to information on writing.

During spring and summer 2016:

- The RA will complete the online tutorials effort begun this past academic year.
- The Undergraduate student media assistant will begin to create the website and find appropriate complementary materials from other sites.
- The RA will meet with instructors and students who took part in the beta test of the writing rubric menu to evaluate student and instructor response and assist instructors in refining the rubric menu and customizing it for their individual courses.

During the fall (2016) and spring (2017)

We expect that in addition finishing the work begun in the first two semesters we also would like the RA and the undergraduate media assistant to continue working on the following items from our first writing plan that were not completed due to the shortened amount of RA time we had.

- A series of 5-minute writing workshops for instructors to use in their courses that address discipline-specific writing challenges
- A repository of discipline-specific real world writing samples of specific document types used in business fields
- An explanation of the citation expectations for each major's preferred citation format/s
- The undergraduate assistant will add this information to the website

Additionally,

- The RA will begin to go through the collected student writing samples we have for each major and pull out examples of strong work that instructors can use as class examples and for the 5-minute workshops.
- These also will be posted on the website
- The RA will help WEC liaisons plan and conduct a workshop for all UG instructors to discuss best practices in using the Rubric, and to try hands-on activities in customizing the Rubric to individual courses.

Define deadlines as applicable (please note that all deadlines must be completed within the funding period):
TBD

Describe how frequently the RA will check in with the liaison:
At least weekly, or as progress warrants.

Describe in detail the RA's check-in process (e.g., via email, phone, in-person, etc.):
Weekly e-mail check-in. Monthly face-to-face meetings. Urgent sessions as appropriate.

ⁱ An example for determining funding for appointments can be found on the WEC Liaison Moodle. This is for planning and example purposes only and cannot be used to determine final budget items for the Writing Plan.

VI. WEC Writing Plan Requests

Unit Name:

Financial Requests (requests cannot include faculty salary support) *drop-down choices will appear when cell next to "semester" is selected*

Total Financial Request: **\$21,423.60**

Semester 1: Spring 2016		Semester 2: Summer 2016		Semester 3: Fall 2016	
Item	Cost	Item	Cost	Item	Cost
Research Assistant (50%) (ABD)	\$8,122.40	Research Assistant (50%) (ABD)	\$5,168.80	Research Assistant (50%) (ABD)	\$8,122.40
Fringe	\$1,429.00	Fringe	\$910.00	Fringe	\$1,429.00
Tuition	\$5,000.00			Tuition	\$5,000.00
UG Social Media Assistant (10hrs/wk)	\$3,000.00	UG Social Media Assistant (10hrs/wk)	\$2,400.00	UG Social Media Assistant (10hrs/wk)	\$3,000.00
paid with unexpended funds from WEC plan 1 (\$25,158)	-\$17,551.40	paid with unexpended funds from WEC plan 1	-\$7,606.60		
Semester 1 Total: \$0.00		Semester 2 Total: \$872.20		Semester 3 Total: \$17,551.40	

Rationale for costs and their schedule of distribution

During the first semester the RA will complete the 5 minute on-line workshops effort begun this past academic year. The Undergraduate student assistant will help in creating a social media presence by adding zip to the website and finding appropriate complementary materials from other sites. During the second semester, in addition finishing the work begun in the first semester, both will assist instructors in refining their rubrics following the beta semester. We expect that the media activities will continue each semester as additional requests for on-line materials are received from instrutors and as additional web sites become available.

Service Requests *drop-down choices will appear when a cell in the "service" column is selected*

Semester 1: Spring 2016		Semester 2: Fall 2016		Semester 3: Spring 2017	
Service	Qty	Service	Qty	Service	Qty
Consultation		Consultation		Workshop	
Workshop					

Description and rationale for services

In Spring 2016 we need assistance in evaluating our Beta test of the Rubric. Later in the semester we plan to hold a workshop for all UG instructors to discuss best practices in using the Rubric, and to try hands-on activities in customizing the Rubirc to individual courses. The following semester we expect to do site visits to observe the implementation of the Rubric and would benefit from having some consulting support. Finally, in Spring 2017, we would hold a workshop on the experiences instructors had with the Rubric and to work on upgrades.

Semester 4: Spring 2017

Semester 5: Summer 2017

Semester 6:

Item	Cost	Item	Cost	Item	Cost
UG Social Media Assistant (10hrs/wk)	\$3,000.00				

Semester 4 Total: \$3,000.00

Semester 5 Total: \$0.00

Semester 6 Total: \$0.00

Semester 4:

Semester 5:

Semester 6:

Service	Qty	Service	Qty	Service	Qty

UNIVERSITY OF MINNESOTA
Office of Undergraduate Education

December 29, 2015

To: Holly Littlefield, Carlson School of Management
Kevin Upton, Carlson School of Management
From: Robert McMaster, Office of Undergraduate Education
Subject: Decision regarding WEC plan and funding proposal

The Carlson School of Management recently presented its second edition Writing Plan proposal, and requested the following funding to support its Writing Enriched Curriculum:

Spring 2016	50% RA	\$ 8,122.40
Spring 2016	Fringe	\$ 1,429.00
Spring 2016	Tuition	\$ 5,000.00
Spring 2016	UG Social Media Assistant (10 hrs/wk)	\$ 3,000.00
Spring 2016	Paid with unexpended funds from WEC Plan 1	\$ (17,551.40)
Summer 2016	50% RA	\$ 5,168.80
Summer 2016	Fringe	\$ 910.00
Summer 2016	UG Social Media Assistant (10 hrs/wk)	\$ 2,400.00
Summer 2016	Paid with unexpended funds from WEC Plan 1	\$ (7,606.60)
Fall 2016	50% RA	\$ 8,122.40
Fall 2016	Fringe	\$ 1,429.00
Fall 2016	Tuition	\$ 5,000.00
Fall 2016	UG Social Media Assistant (10 hrs/wk)	\$ 3,000.00
Spring 2017	UG Social Media Assistant (10 hrs/wk)	\$ 3,000.00
TOTAL		\$ 21,423.60

The Campus Writing Board (CWB) is enthusiastic about the exceptional potential for this continued pilot program, which proposes to offer CSOM instructors a set of brief in-class writing activities and a menu of grading criteria that can be adopted or adapted to suit their courses. Thus, the Office of Undergraduate Education has agreed to fund the fiscal request for the first two semesters right away, for a total of \$26,030.20 (\$17,551.40 in FY16 and \$8,478.80 in FY17).

Given that the proposed rubric menu is still in the “beta testing” phase, it makes sense to the CWB to allocate funding incrementally. Doing so allows you to present further evidence of faculty/instructor adoption and adaptation of the Rubric Menu before additional funding is provided. This incremental approach should also help with your stated concern about bringing onboard a person well-suited to do this work with you. Dan Emery, the WEC team member assigned to CSOM, will be happy to work with you to develop an assessment tool to provide this evidence, which would also prove useful for departments in the future who wish to follow a similar model.

UNIVERSITY OF MINNESOTA

Office of Undergraduate Education

The CWB and Office of Undergraduate Education invite you to return to the CWB either on July 21 or at the September 2016 meeting (date yet to be determined) to share your findings and request the additional funding for Fall 2016 and Spring 2017. Please let Dan Emery, Molly Bendzick, and Rachel Rodrigue know which meeting you prefer to attend.

As noted in your fiscal ask, you currently have \$25,158 in unexpended WEC funds. Your total request of \$17,551.40 for Spring 2016, and \$7,606.60 of the Summer 2016 request will be covered by those unexpended funds. **The Office of Undergraduate Education will provide \$872.20 in Summer 2016** to cover the remaining amount of the fiscal ask for that semester.

Please provide Pat Ferrian (ferri004@umn.edu) with the EFS account string in your department that will receive these funds. Pat will transfer funds before the end of FY16.

CC: Suzanne Bardouche, Molly Bendzick, Dan Emery, Pat Ferrian, Pamela Flash, Sarah Hobbie, Rachel Rodrigue, Leslie Schiff, Debra Schmidt, Raj Singh