UNIVERSITY WRITING

AWARD FOR EXCELLENCE IN WRITING ACROSS THE CURRICULUM

PURPOSE

The University Writing Committee's (UWC) Award for Excellence in Writing Across the Curriculum honors academic programs (undergraduate majors) and their faculty who have demonstrated sustained and successful efforts to integrate evidence-based pedagogical practices across an undergraduate major. One award of $20,000 will be given to an academic program to use for faculty professional development. These funds are unrestricted, but the UWC encourages programs to use the money to support writing-focused guest speakers, conference attendance, or research projects.

ELIGIBILITY

Any undergraduate academic program may apply. The UWC is especially interested in applications from those who have participated in WAC Academies and/or have multiple writing enriched courses certified. The academic program may not have won this award in the past five years (Note: Exceptions to this criterion may be made for academic programs that complete substantial revisions to their undergraduate curriculum)

PROCESS

- Academic programs wishing to be considered should submit a packet of materials (see below) to universitywriting@auburn.edu by Sunday, April 13th.

- The UWC will review applications during its April meeting, and programs will be notified by April 24th. The winning program will be invited to the University Writing Awards Luncheon, tentatively scheduled for Thursday, May 1st.

MATERIALS

The application packet should include the following:

- **Narrative:** Reviews the program's sustained efforts to teach discipline-specific writing across the undergraduate major using evidence-based practices. (approximately 750 words)

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- **Course Materials:** A **curated** packet of materials that illustrate the use of evidence-based practices for teaching writing found in the writing across the curriculum (WAC) and/or high-impact practices (HIPs) literature. Please select **three (3)** of the following areas of practice to demonstrate, and highlight them specifically in your packet and narrative:

    - Assignment prompts that include features of transparent design

    - ePortfolios or other multimodal assignments

    - Frequent, timely, and constructive feedback, such as peer review

    - Interactions with faculty and peers about substantive matters

    - Low-stakes writing-to-learn activities

    - Opportunities to reflect and integrate learning

    - Public demonstrations of competence

    - Real-world application for writing assignments

    - Scaffolded learning that supports students' efforts over time

    - Student choice over topics or materials

    - Writing assignments that promote experiences with diversity

- **Additional Materials:** A **curated** packet of materials that demonstrate sustained efforts and engagement with writing. Select **three (3)** of the following:

    - Student assessment outcomes/data related to writing (e.g., measurable improvement over time, feedback from employers or industry partners)

    - Student feedback/evaluations from courses

    - Faculty efforts to integrate writing-focused high impact practices, including ePortfolios, across the major

    - Results from collaboration with University Writing to develop assignments, assessment tools, courses, curricula, etc.

    - Results from faculty and/or student involvement in University Writing workshops, the Miller Writing Center, etc.

    - Participation in the Student Research Symposium

    - External recognition (e.g., student writing competition awards, student writing publications, etc.).

o Courses certified as Writing Enriched (WE)

CRITERIA FOR EVALUATION

The UWC will evaluate application packets according to the following criteria, which are weighed equally and will be evaluated holistically:

1. **Sustained effort over time**: The application demonstrates that the academic program has been continuously engaged in planning, implementation, and assessment of writing over the last five years; preference will be given to programs that demonstrate engagement with University Writing administrators, programs, and services.

2. **Evidence-based practice**: The application demonstrates the academic program's commitment to using pedagogical practices found in the WAC and/or HIPs literature, such as those listed under the application requirements; preference will be given to programs that integrate multiple such practices throughout the major.

3. **Record of success**: The application demonstrates a record of success with writing instruction beyond standard forms of assessment, especially via student reflections, placement rates attributable to writing, publications, presentations, awards, etc.