Initiative Proposal Process and Timeline:

1. 11/01/12 – Individuals/groups submit proposals via email (using this form) to their Unit Head for consideration. “Unit Heads” include:
   - College Deans: Brad Caskey, Dale Gallenberg, Glenn Potts, and Larry Solberg
   - Chancellor, Dean Van Galen
   - Provost, Fernando Delgado
   - Associate Vice Chancellor-Student Affairs, Gregg Heinselman
   - Assistant Chancellor-Business and Finance, Elizabeth Frueh
   - Executive Director-Administrative Services, Michael Stifter
   - Executive Director of University Advancement, Chris Mueller
   - Faculty Senate Chair, Wes Chapin

2. 11/16/12 – Unit heads submit approved unit proposals via website to Strategic Plan Progress Committee (SPPC)

3. 11/30/12 – SPPC requests any clarifying information needed from Unit Head/Proposer

4. 01/07/13 – Unit Head/Proposer provides clarifying information to SPPC

5. 01/17/13 – SPPC completes ranking and review of initiatives

6. 01/22/13 – Rankings and feedback forwarded to Faculty Senate, Cabinet, and Proposers

7. Spring semester 2013 – Initiatives finalized, built into 2013-14 budget and communicated to campus.

1. Proposed initiative: (limited to 500 characters or less)

   Students who are more motivated to improve their writing will do so. If ENGL 200 is linked in more direct ways to a student’s major subject area than at present, students will be more motivated. In addition, the linking anticipates cooperation between interested instructors in the discipline and instructors of ENGL 200.

   In the Spring of 2013, three sections, approved by College of Arts and Sciences dean Caskey, are in the experimental launch of this program: two sections are set aside for Plant and Earth Science students (crop sci., soil sci., geology, horticulture) and one section is set aside for biology majors. The chair of English has been in conversation with the chair of Chemistry to explore further linking in connection with a STEM grant that is being pursued.

   Current staffing of ENGL 200 is virtually 100% by Instructional Academic Staff (IAS), whose motivations for working to make such linkages functional can be intrinsic only. Nonetheless, the experimenters in the above three sections, are so motivated. Many others may be. But efforts like these ought, in fairness, and may, in fact, need to be further incentivized.

2. Person, administrative department, or college proposing the initiative:

   Marshall Toman, Chair, Department of English

3. Which strategic goal does this initiative support?

   Academic Excellence

4. Describe how the initiative supports the goal(s). (limited to 1000 characters or less)

   The initiative fosters improved writing skills in all UWRF students.
5. Based on the definition of university-wide Initiative [initiative that spans across colleges, units, and departments], indicate how the proposed initiative has a university-wide impact: (limited to 1000 characters or less)
   ENGL 200 is a General Education requirement. As such, every student must take it. Some may be motivated by the general approach currently in place. Others may find the attachment to a disciplinary additionally motivating.

6. Please provide a set of benchmarks and / or indicators of success to support your initiative. (limited to 1000 characters or less)
   Success of the grant would be measured by comparison of syllabi content and by responses from students indicating whether the ENGL 200 experience was satisfactory. Control data could be provided from non-participating (general) sections of 200. For tight control, the same instructor could provide data from both a disciplinary specific section and a general section since it is likely that a given instructor teaching a probable three sections of ENGL 200 would be teaching both a general section and a disciplinary specific section. Data would be provided to the SPPC and to the FASDB.

7. Indicate, to the best of your consideration, which of the foundational elements mentioned below will the initiative engage. You will have opportunity to elaborate on each element on the next page. (Please indicate YES or NO each of the foundational elements.)
   Sustainability YES
   Inclusiveness YES
   Human Capital YES
   Technology NO
   Facilities NO
   Finance YES
   Other NO

8. SUSTAINABILITY: Indicate how SUSTAINABILITY would be affected by the initiative. If SUSTAINABILITY is not affected by the initiative, please describe why not. (limited to 1000 characters or less)
   The English Department is contemplating infusing all of its 200 courses with sustainability content (many are already). Two of the experimental sections in Spring 2013 (those for PES) are already so infused.

9. INCLUSIVENESS: Indicate how INCLUSIVENESS would be affected by the initiative. If INCLUSIVENESS is not affected by the initiative, please describe why not. (limited to 1000 characters or less)
   Many sections of the department’s 200 courses are already infused inclusiveness content. Connection to disciplines may enhance the opportunity for specific majors to be exposed to those sections that include such content or detract the amount of this content as material is dropped in order to make room for discipline-specific material. It is realized, however, that discipline-specific and inclusiveness content are by no means a zero sum contest between the two.
10. HUMAN CAPITAL: Indicate how HUMAN CAPITAL would be affected by the initiative. If HUMAN CAPITAL is not affected by the initiative, please describe why not. (limited to 1000 characters or less)

The initiative is all about human capital: energizing it to better prepare our students and rewarding it. It does not add personnel. It would transform instructors.

1) Preference will be given to IAS over tenureline faculty. Faculty in the English Department are eligible.
2) Preference will be given to IAS who have taught at UWRF for three consecutive semesters.
3) The instructor and chair agree by participation and approval respectively to offer the section(s) dedicated to the discipline at a time convenient to the discipline (i.e., not scheduled across from a conflicting disciplinary course) and for three iterations after having received the grant funding.

11. TECHNOLOGY: Indicate how TECHNOLOGY would be affected by the initiative. If TECHNOLOGY is not affected by the initiative, please describe why not. (limited to 1000 characters or less)

Nothing besides what we have in place and continue to improve upon.

12. FACILITIES: Indicate how FACILITIES would be affected by the initiative. If FACILITIES is not affected by the initiative, please describe why not. (limited to 500 characters or less)

Same as current.

13. FINANCE: Indicate how FINANCE would be affected by the initiative. If FINANCE is not affected by the initiative, please describe why not. (limited to 1000 characters or less)

$8,000 in the summer of 2013
$8,000 during the school year and summer of 2013-2014

$16,000 of new or reallocated money over two years; $8,000 per year.

If the idea is sound but too costly, modifications might be made.

1) Grant money to develop a linkage between ENGL 200 and a discipline of the instructor's choice in the amount of $975 per instructor.
2) Instructors will receive $325 upon acceptance of the grant; the remainder upon completion of the preparatory work for modifying the content of the ENGL 200 section (revised syllabus; bibliography; vocabulary; revised assignment sheets including any proposed joint assignments).
3) The amount requested per year of the two-year cycle is $8,000, allowing for eight participants per year with $200 left over for incidentals, such as for supplies and expenses involved in the measuring and the de-briefing of the project. The $200 yearly budget would reside within the English Department.