

I. Writing Plan Cover Page

Please fill in the gray areas on this form.

Date: 6/3/17

Subsequent Edition of Writing Plan: previous plan submitted SP/16, First edition submitted Sp/16

WEC Unit Name	
Communication Studies	CLA
Department	
Mary Vavrus	College
WEC Faculty Liaison (print name)	
vavru001@umn.edu	Associate Professor
Title	
	61-624-5515
Email	
	Phone

Writing Plan ratified by Faculty

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

Date: April 21, 2017 If Vote: 12 / 12
yes # total

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

The plan was distributed by email and tenure-stream faculty was asked to vote on it.

II. Unit Profile:

Communication Studies

Please fill in the gray areas on this form.

Number of Tenured and Tenure-Track Faculty:

<u>6</u>	Professors
<u>5</u>	Associate Professors
<u>1</u>	Assistant Professors
<u>12</u>	Total

Comments about Faculty/Instructors

We also have 20 FTE P&A & 32 GS teaching

Major(s) <i>Please list each major your Unit offers:</i>	Total # students enrolled in major as of Sem/Year	Total # students graduating with major AY 0#-##
Comm Studies BA	Fall 15 = 547	14-15 = 311
Total:		

WEC Implementation Process	Semester/Year-Semester/Year	# participated	/	# invited
WEC intro meeting with tt faculty	F/15	8	/	8
WEC #1 meeting	F/15	32	/	61
WEC #2 meeting	F/15	16	/	61
WEC # 3 meeting	Sp/16	13	/	61
WEC # 4 meeting	Sp/16	9	/	61
UG Committee	F/16	11	/	11
UG Committee	Sp/17	10	/	11

III. Signature Page

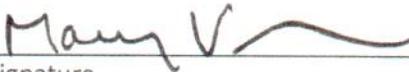
Signatures needed regardless of Writing Plan edition. Please fill in the gray areas on this form.

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

Mary Vavrus

WEC Faculty Liaison (print name)



Signature

Associate Professor

Title

6/5/17

Date

Department Head/Chair

Ronald Greene

Print Name



Signature

Professor & Chair

Title

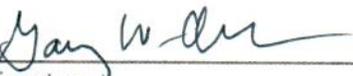
6/2/17

Date

Associate Dean

Gary Oehlert

Print Name



Signature

Professor & Associate Dean

Title

6-28-2017

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)

The department decided to become involved in the WEC process for two reasons. First, we identified an ongoing frustration among faculty and instructors about the level and variability of writing ability present in students completing their senior papers and other writing assignments in upper division courses. Second, we realized that while there is a lot of student writing within the curriculum, it is often uncoordinated and isolated and there is no coherent plan in place to teach writing in a systematic and deliberate way across courses. The first writing plan created a list of desired writing abilities for our students, as well as a comprehensive overview of how writing is taught at the level of individual courses by mapping our desired writing abilities across almost all courses taught in the department. This led us to clarify and plan where in the curriculum we want to emphasize what writing abilities. We have a fairly flat curriculum with few required courses and few prerequisites, so students do not necessarily move in a linear fashion through the department, with two exceptions. Students are required to take 1101 and 1313w, and the latter is a prerequisite for the capstone project. Thus, we identified COMM 1313w (Analysis of Argument) as the ideal place to emphasize five of the most fundamental writing abilities (i.e., # 1-3, 8, & 10). Not only is this course a prerequisite for the capstone course, it is also taken by virtually all majors and it already is writing intensive and capped at 27 students, making writing instruction focusing on the five most fundamental desired writing abilities both feasible and practical. Finally, creating the specific focus for COMM 1313w allows instructors of higher level course to assume that students in their courses have acquired the fundamental writing abilities and allows them to focus in their courses on other writing abilities instead. As most of these courses are not writing intensive and often have larger numbers of enrolled students, the emphasis will be on means of writing instruction that are less intensive in terms of time requirements and instructor commitment, such as 5 minutes writing assignments and peer reviews.

Thus, in many ways, this 2nd writing plan is a logical extension from the first. The big change from the previous writing plan is now that we know where different writing abilities are taught within the curriculum, we can distribute writing instruction more strategically across courses. To do so successfully outside of COMM 1313w, we will still need to provide workshops to faculty & instructors focusing on teaching methods for those higher level writing abilities. We plan to have 2 of them for each semester in the next two years, facilitated by the Writing Center. The main intervention, however, will be in COMM 1313w. Although already a multi section WI course, the content of the course currently is not particularly consistent across sections, nor is there a consistent focus on particular writing abilities. By creating greater coherence across sections and by identifying the fundamental writing abilities that all sections of the course will focus on, we will be able to remedy both. In addition, the course will become a gateway course for graduate instructors, who all will be assigned to be instructors of COMM 1313w in

their second year of teaching. This will allow them not only to improve their teaching skills in a closely supervised environment, but also to develop specific teaching skills related to writing instruction that will aid their professional development and increase their confidence and competence in writing instruction in subsequent courses they'll teach (we expect GI to "graduate" to teaching 3000 level courses after 2 semesters of teaching 1313w).

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.)

Communication Studies is a discipline firmly anchored within the liberal arts that ranges from social science over humanism to critical theory. As such, making arguments is central to all writing that is done in the discipline. Argument-based writing generally entails making claims about messages, media, and human communication behaviors and supporting these claims coherently and with appropriate evidence, usually in the form of longer essays. Different areas of the discipline, however, are committed to different epistemologies, from scientific realism to hermeneutics. Thus, how arguments are crafted and what counts as evidence varies greatly between different areas, as do certain conventions regarding style, the most typical being APA, MLA, and Chicago.

In addition to the argumentative essay, a number of other documents are routinely produced. Frequent are informal writings such as reflection papers or blog posts; technical reports and summaries of articles and other texts; and some specific genres of writing, such as storyboards, campaign messages, survey questions, etc.

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.)
1. **Articulate and develop a clear argument based on a thesis statement.**
 2. **Demonstrate understanding of the relationships between claim and evidence (considered broadly, as well as specifically in the context of argumentation).**
 3. **Build upon an understanding of claims and evidence to interpret and evaluate arguments (to consider the meaning and value of claims in context).**
 4. **Show awareness of and adaptation to purpose and audience.**
 5. **Explicitly recognize the constraints and possibilities offered by the subject, the audience, and other contextual factors and adapts writing in light of these factors.**
 6. **Recognize the expectations of genres, both as conventional modes of written expression and as**

elements of document

design and organization, and

possibly intentionally interrupt those expectations.

7. **Capably communicate theoretical and abstract notions, with attention to their larger implications to society and politics**
8. **Demonstrate processes of reasoning as appropriate to the analytical moves of the document (inductive and deductive specifically, but also broadly considered)**
9. **Address theories and concepts in ways that move beyond textbook definitions to application, synthesis, and critique**
10. **Produce writing that is grammatically and mechanically proficient**
11. **Display creativity and originality**

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.)

Currently, writing instruction for ALL majors is concentrated at two points. COMM 1313: Analysis of Argument, which is a pre-requisite for the senior project course, and the 4000 and 5000 level courses taught mostly by tenured faculty in which students complete the senior project. COMM 1313 focuses on the basic structure of arguments and the various forms of evidence that are employed in support of arguments in different epistemologies. As such, it does teach the fundamental organization of academic writing in the discipline. It is not, however, concerned with teaching the technical aspects of writing, such as spelling and grammar, nor does it go into depth with the different styles employed in the discipline. Writing instruction in the 4/5000 level courses in which students complete their senior theses is primarily focused on how to construct a 15-20 page length essay: including outlining drafting, revising, and finally completing the essay. By assuring that all students have competencies in the basic writing abilities taught in COMM1313w, instructors in higher level courses can reinforce these writing abilities and also focus more on the more advanced writing abilities that they intend to focus on.

What became apparent during the assessment of the curriculum in phase 1 of the writing plan is that we do not teach all desired writing abilities with the same frequency, and that some sub-disciplines within the major are more deficient in some of them than other areas. For example, we found that the performance and production based courses do not cover many abilities and as a result, students focusing on them might encounter difficulties when writing their capstone project. Another result from the analysis of the curriculum is that even within sections of the same course, writing instruction can vary widely. When looking for reasons, we found that faculty, and in particular graduate students, are not all equally confident about teaching writing abilities.

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

Both faculty and students have similar perceptions of the importance of writing in the discipline and of how papers are graded. The big disconcert is where the technical (objective) aspects of writing and content intersect. In our discipline, there is an inherent overlap between the two that is not easily articulated and for undergraduate students often difficult to discern. The way in which an argument is presented (e.g., written) is directly linked to how persuasive (good) it is. While there are broad areas of agreement about what makes an argument a good one, these areas are both abstract and also fluid and context dependent. Consequently, it is easier for instructors to mark and comment on technical aspects that are demonstrably right or wrong (# of words, # of references, spelling or grammatical errors, etc.) and for students to think that those errors determine the grades they receive, than to focus and comment on the more abstract issues relating to argument.

Criteria for the writing abilities were established to be:

- 1a. offers an explicit thesis statement based on a debatable proposition
- 1b. sets up the topic and introduces the writer's position- which is followed through in the document.
2. has a coherent structure, including elements typical of the genre (reading response, research paper, storyboard, etc.).
- 3a. makes a claim, uses evidence, and explicates how/why the evidence proves the claim.
- 3b. incorporates paragraph structures that allow distinction between claims and evidence (i.e. topic sentences, internal summaries).
- 3c. uses explicit language regarding conclusions (thus, therefore, because, etc.) and evidence (example, anecdote, empirical).
4. contextualizes evidence within the broader argument/paper or issue.
5. selects evidence suitable to the claim advanced.
6. identifies strong and weak arguments and articulates an explanation as to why.
7. addresses validity on epistemological grounds; recognizes in what framework other arguments make sense and compares the relative merit of those frameworks.
8. demonstrates attention to audience and purpose in the selection of genre and medium and offers specific appeals to audience needs and expectations.
- 9a. accurately uses the terms from the text and the field to explain their object of analysis.
- 9b. articulates an argument in relationship to a theoretical position.
10. answers the "so what?" question, explicitly addresses the implications of thesis/research/paper beyond the immediate assignment
11. is committed to particular epistemology and is coherent in that context (i.e. follows a logical pattern or a coherent system of values or reasoning).
12. connects theory to application or critique.
13. connects theories to real world examples or media texts.
14. generates arguments that have not already made in sources (makes inferences or offers extensions).

15. is spell-checked, grammatically correct, proofread, and formatted correctly.
16. is organized and formatted to promote readability.
17. uses peer reviewed, recognizable resources and explains their relationship to the argument when incorporating documentary evidence.
18. adheres to MLA, APA, or Chicago style, as instructed.
- 19a. illustrates the writer's ideas and interpretation of research or assignment genre
- 19b. differentiates the writer's position from course materials and texts
- 19c. offers a novel reinterpretation of existing data, conclusions, issues, or arguments.

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?

Writing Plan 2nd edition will focus on achieving three main goals: 1) to assure that all majors receive instruction in what we deem to be the five most fundamental writing abilities early in their academic careers (i.e., in COMM1313W); 2) to distribute explicit instruction of the other desired writing abilities across the curriculum so that all students will be exposed to explicit instruction in all 13 desired writing abilities at some point before their capstone project; and 3) to train all GTAs in basic writing instruction so that they feel comfortable to teach writing abilities both in COMM1313W and in any subsequent 3/4000 level courses they will teach.

As explained above, in the first phase of the writing plan we identified COMM 1313W as the key course to modify so as to align with writing abilities 1-3, 8 and 10. In order to accomplish this, we propose to implement Writing Plan 2nd edition as follows. First, the course director, John Nordin, will attend the "Teaching with Writing" seminar offered by Pamela Flash in August of 2017 to deepen his understanding of writing pedagogy. Second, during AY 17-18, Nordin and the instructors will meet biweekly during the regular semester to generate and test teaching strategies, some informed by the "Teaching with Writing" seminar and some by past and current experiences with teaching COMM 1313W. Following this and based on what they decide during the 2017-18 academic year, in Summer, 2018, a committee of Nordin and 6 instructors of COMM 1313W (3 GI and 3 P&A) will review and revise the course structure of COMM 1313W, and design a syllabus for all COMM 1313W sections that will include assignments and exercises that emphasize writing abilities 1-3, 8, and 10. The course review committee will meet for a total of about 40 hours during summer 2018 to design assignments, exercises, and other means of teaching and assessing the desired writing abilities (such as grading rubrics) and providing feedback to students. We hope to generate assessment methods for the course modification during the bi-weekly and summer meetings; possibilities include comparing student writing from before and after the modification and surveying COMM 1313W instructors to find out which exercises were successful and unsuccessful for teaching writing abilities 1-3, 8 and 10.

To implement the distribution of writing abilities across all courses in the

curriculum, the Undergraduate Studies Committee of the Department will use the curriculum map created in the first writing plan to determine which writing abilities should be taught in which courses. In cooperation with the Writing Center, we will conduct two workshops each semester focusing on teaching strategies for the entire department.

The course director, P&A and graduate instructors who constitute the review committee during summer, 2018, will be compensated using professional developments funds. Graduate instructors will also receive a small stipend throughout the 2017-18 academic year to encourage and reward participation in the biweekly meetings. The biweekly meetings are considered part of Nordin's teaching responsibilities. In addition, to encourage participation, the biweekly meetings for instructors of COMM 1313W and the writing workshops for all faculty will be catered. Thus, the resources required for the implementation are professional development funds for the COMM1313W instructors and course director, as well as funding for lunches during the faculty wide teaching workshops focusing on teaching the other writing abilities in courses beyond 1313W.

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?

The writing plan was developed by the DUGS in consultation with the Writing Center and the Undergraduate Studies Committee, which has representatives from the regular faculty (2), P&A teaching faculty (3), graduate students (2), and staff (2).

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>).

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):

RA Contact Information: email _____, phone _____

Period of appointment (Semester/Year to Semester/Year):

RA appointment percent time:

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

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

Describe how frequently the RA will check in with the liaison:

Describe in detail the RA's check-in process (e.g., via email, phone, in-person, etc.):

¹ 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: **Communication Studies**

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

Total Financial Request: **\$26,027.50**

Semester 1: Fall 2017		Semester 2: Spring 2018		Semester 3: Summer 2018	
Item	Cost	Item	Cost	Item	Cost
Catering 8 biweekly COMM1313w meetings (10*\$20)	\$1,600.00	Catering 8 biweekly COMM1313w meetings (10*\$20)	1,600.00	Professional Development Money for 7 members of COMM1313w review committee (double for chair)	\$8,000.00
John Nordin attending Pamela Flash's seminar, August 21-25	\$667.50			Catering course development committee (8*\$20)	\$160.00
Catering 2 all faculty writing workshops (30*\$20)	\$1,200.00	Catering 2 all faculty writing workshops (30*\$20)	\$1,200.00		
Professional Development money for GI instructors (6 * \$250)	\$1,500.00	Professional Development money for GI instructors (6 * \$250)	\$1,500.00		
Semester 1 Total:	\$4,967.50	Semester 2 Total:	\$4,300.00	Semester 3 Total:	\$8,160.00

Rationale for costs and their schedule of distribution

To get started with our writing plan, the COMM1313w course supervisor, John Nordin, will attend Pamela Flash's writing seminar August 21-25, 2017. We are compensating him \$1000 to do so, half of which the Department will pay; thus, I am adding \$667.50 (salary plus fringe) to the requested amount for Fall, 2017. In order to compensate P&A staff and graduate instructors for the significant work required to review and revise the structure of COMM1313w and its syllabus, we estimate 40-60 hrs of work from each committee member will be required. Because this work is performed in addition to their regular appointments (i.e., summer) \$1000 professional development money translates to about \$16.6 - \$25 per hour, an appropriate rate. Similarly, to signal strongly that writing instruction matters, recognizing the additional effort instructors make during the semester in their biweekly meetings seems imperative.

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

Semester 1: Fall 2017		Semester 2: Spring 2018		Semester 3: Summer 2018	
Service	Qty	Service	Qty	Service	Qty
Workshop	2	Workshop	2	Consultation	20 hrs

Description and rationale for services

The consultation is to help the COMM1313w review committee to identify, design, and implement the appropriate writing assignments and exercises. The workshops are to help other faculty (i.e., non COMM1313w) teach the remainder of the desired writing abilities in their courses.

Semester 4: Fall 2018

Item	Cost
Catering 16 biweekly COMM1313w meetings (10*\$20)	\$3,200.00
Catering 4 all faculty writing workships (30*\$20)	\$2,400.00
Professional Development money for GI instructors (6 * \$500)	\$3,000.00

Semester 4 Total: \$8,600.00

Semester 4: Fall 2018

Service	Qty
Workshop	4

UNIVERSITY OF MINNESOTA
Office of Undergraduate Education

August 14, 2017

To: Mary Vavrus
From: Robert McMaster, Office of Undergraduate Education
Subject: Decision regarding WEC plan funding proposal

The Department of Communication Studies recently requested the following funding to support its Writing Enriched Curriculum:

Fall 2017	Catering - 8 biweekly COMM 1313W meetings (10 x \$20)	\$ 1,600.00
Fall 2017	John Nordin attending Pamela Flash's seminar, Aug. 21-25	\$ 667.50
Fall 2017	Catering - 2 all-faculty writing workshops (30 x \$20)	\$ 1,200.00
Fall 2017	Professional development money for GI instructors (6 x \$250)	\$ 1,500.00
Spring 2018	Catering - 8 biweekly COMM 1313W meetings (10 x \$20)	\$ 1,600.00
Spring 2018	Catering - 2 all-faculty writing workshops (30 x \$20)	\$ 1,200.00
Spring 2018	Professional development money for GI instructors (6 x \$250)	\$ 1,500.00
Summer 2018	Professional development money for 7 members of COMM 1313W review committee (double for chair)	\$ 8,000.00
Summer 2018	Catering - course development committee (8 x \$20)	\$ 160.00
Fall 2018	Catering - 16 biweekly COMM 1313W meetings (10 x \$20)	\$ 3,200.00
Fall 2018	Catering - 4 all-faculty writing workshops (30 x \$20)	\$ 2,400.00
Fall 2018	Professional development money for CI instructors (6 x \$500)	\$ 3,000.00
TOTAL		\$ 26,027.50

The Office of Undergraduate Education thanks you and your colleagues in Communication Studies for your continued commitment to the productive integration of effective writing instruction into your undergraduate curriculum, and is pleased to provide financial support for your efforts.

The Campus Writing Board and OUE approve the course development approach outlined in the plan for the reasons you provided in the meeting. Your remarks clarified that a P/A instructor is the instructor of record on the course, that the course will be instrumental in the department's TA training, and that the success of this "pilot" effort may allow for sustained and expanded efforts in the future. These ideas are not self-evident in the plan yet, and although we won't hold up funding, we request that you include them in a revised draft of the plan and send that revision back to us via Matt Luskey. Matt is available to help with the revision too.

OUE is unable to fund the total request, as it exceeds the \$25,000 cap. OUE is also currently unable to fund lunches at \$20/person. We can allocate \$12/person at this time.

UNIVERSITY OF MINNESOTA
Office of Undergraduate Education

The total approved amount of funding is \$21,483.50, as detailed here:

Fall 2017	Catering - 8 biweekly COMM 1313W meetings (10 x \$12 20)	\$ 1,600.00 \$ 960.00
Fall 2017	John Nordin attending Pamela Flash's seminar, August 21-25	\$ 667.50
Fall 2017	Catering - 2 all-faculty writing workshops (30 x \$12 20)	\$ 1,200.00 \$ 720.00
Fall 2017	Professional development money for GI instructors (6 x \$250)	\$ 1,500.00
Spring 2018	Catering - 8 biweekly COMM 1313W meetings (10 x \$12 20)	\$ 1,600.00 \$ 960.00
Spring 2018	Catering - 2 all-faculty writing workshops (30 x \$12 20)	\$ 1,200.00 \$ 720.00
Spring 2018	Professional development money for GI instructors (6 x \$250)	\$ 1,500.00
Summer 2018	Professional development money for 7 members of COMM 1313W review committee (double for chair)	\$ 8,000.00
Summer 2018	Catering - course development committee (8 x \$12 20)	\$ 160.00 \$ 96.00
Fall 2018	Catering-16 biweekly COMM 1313W meetings (10 x \$12 20)	\$ 3,200.00 \$ 1,920.00
Fall 2018	Catering - 4 all-faculty writing workshops (30 x \$12 20)	\$ 2,400.00 \$ 1,440.00
Fall 2018	Professional development money for CI instructors (6 x \$500)	\$ 3,000.00
TOTAL		\$ 21,483.50

Please email Pat Ferrian (ferri004@umn.edu) and Molly Bendzick (mollyb@umn.edu) within 30 days of the receipt of this letter with the EFS account string in your department that will receive these funds. Pat will transfer \$7,027.50 in FY18 and \$14,456.00 at the start of FY19.

CC: Molly Bendzick, Dan Emery, Pat Ferrian, Pamela Flash, Matt Luskey, Bryan Mosher, Jennifer Reckner, Rachel Rodrigue, Michael Sallberg, Leslie Schiff