**Spring 2017  
WAC Committee meeting   
Friday, February 17, 2017, 1:00 – 2:00**

**Present:** Rachel Luria, Joe Su, Daniel Murtaugh, Allen Smith, Jeff Galin, Julianne Zvolensky

**Absent:** Julia Mason, Fred Bloetshcer

1. **WEC update**

**LLCL** – Languages, Linguistics, and Comparative Literatures is in its second year of implementation. They will be submitting a revised Writing Narrative at the end of the year. In the second iteration, LLCL can ask for up to $10K of financial support, with an additional $3K serving as a liaison stipend.

**OME** – Ocean and Mechanical Engineering is in its first year of implementation. They have sent us some material to show their progress during the fall semester.

**Sociology** – Sociology is getting ready to have their **M3 meeting** where they discuss assessment. It is scheduled for **March 1st**. Their writing plan is expected at the end of the semester. We have told them the sooner they submit the better, but to submit one no later than the end of May.

**WEC growth** – **Jeff Galin** **(JG)** has visited all of the College Deans’ meetings during the fall and has followed up with individual departments to gauge interest and what departments would be willing to participate in the process at some time in the future (yes/maybe/no scale). Right now, of those that have responded, about 11 departments (out of 44 total at the university) have indicated that “yes,” they would be interested in pursuing a WEC initiative. **JG** has submitted a new program request to Dean Pratt and will meet with Provost Russ Ivey about WEC next week to discuss further university financial support.

At a rate of 1-2 departments starting the WEC process per year, it would take 8 years for departments that start now to complete the entire WEC process (all three cycles of self-study, assessment, and revision). To grow at two departments a year would cost about an additional $48K next fiscal year. **JG submitted a request for funding for new programs**, including an additional $13K to cover what has already been committed to LLCL for its second iteration of its writing plan narrative. We can probably manage two departments per year on our own with a graduate student added to staff. Growth at a larger scale would be more complex, expensive, and need hiring, etc.

The next department for WEC is still to be determined. It is possible it may be the College of Nursing, but currently they are struggling with implications of their replacement 1102, so it may not be the best year for them to start the WEC self-study.

1. **Recertification**
   1. Julianne has sent out all the syllabi for review. Each person has one batch of about 20 syllabi to review. Only return a feedback form for syllabi that are NOT approved. Once you have reviewed your batch of syllabi, you are done. **Please return reviews back to Julianne by the end of February or the week after spring break at the latest so that she can document all of the feedback and follow up with faculty if necessary.**
2. **WAC Reflection**

It has been 10 years since WAC was implemented (not including a couple years of planning before launching). Over the years to this point, WAC has more or less been operating as “Normal state of affairs” in terms of its programs, continuing to run most of the same projects like faculty training, re-certification, National Day on Writing, and end of year assessment. Generally, WAC has not been in the public eye of the university. Projects like the National Day on Writing and Student Publication Ceremony have tried to help with this, but these are small-scale events focused on students and not faculty and/or curricular design. In general, WAC has been going about its business within the context of university.

**Goal: For the WAC committee to do a thoughtful analysis of the program over the next few meetings and into the fall and open the table to what we want to see the program accomplish in the next 5-10 years.**

* 1. **JG** shared a diagram from upcoming book about the sustainability of WAC programs, *A Methodology, Principles, and Strategies for Launching and Developing Sustainable WAC Programs*.
     1. The committee discussed the diagram for “The Whole Systems Methodology for Transformational Change.” This diagram depicts the process that can apply to overall an overall program and to its individual parts/projects.
        1. **Background**: The book draws on ideas from complexity theory, systems theory, resilience theory, sustainable development, and social network theory
           1. These all have overlaps among different concepts.
           2. WAC is a part of the complex system of the university.
           3. Complex systems have emergent behavior.
           4. In a complex system (like a university), there are many parts working in relation to each other and they create emergent behavior and non-linear elements, etc.
           5. A Systems thinking approach look for points of leverage within a system to create change in the system.
        2. The methodology derived from each of the five frameworks provides a starting place for how to think about a WAC program in a university. It is centered on the process of developing **Sustainability Indicators (SIs)** at different levels of the program.
           1. The process of analyzing a system is four parts:

**Understand, plan, develop, lead**

* + - * 1. **Understand – assess campus mood, map the system, and note ideologies.**

What relationships does WAC have? Map the connections. Are there gaps among the relationships across the university?

What ideologies exist on campus? Are there still expectations that teaching writing is “how to write a sentence” By now WAC should have circulated notion of writing to learn, but if this perception is not apparent on campus, then WAC should be aware of other ideologies informing the teaching of writing.

* + - * 1. **Plan** **– involve stakeholders, consider connectivity and equity, set mission for program. Develop program SIs.**

Assess what currently exists – what can we do instead/in addition? **[Here, FAU WAC did some of this with WEC. We decided to get more into upper division.]** What do we learn from our thoughts/self-study?

* + - * 1. **Develop – Create projects, make reforms, go slow, manage obstacles. Develop projects SIs.**

Develop a report of self-study to send to stakeholders (UUPC, Faculty Senate, etc.)

Obstacle: Lots of WAC courses taught by GTAs, Instructors, and Adjuncts, which are the least enfranchised faculty. This was not a goal when WAC started.

Obstacle: Equity of support – Little support right now for L2 (second Language students)

* + - * 1. **Lead** **– Communicate, connect, assess, improve, anticipate change. Track all SIs**

Communicating the current mission statement – we never developed our own mission statement for FAU; parts were borrowed from elsewhere. Everything the program does should be connected to that mission.

How might we begin to rethink FAU’s WAC Mission Statement?

* + - 1. **At each stage of this process, there are indicators that can gauge sustainability.** 
         1. Status SIs give us context
         2. Impact SIs help us look at program and see if something is working or not working.
         3. **As a committee, we need to think of status and impact SIs**
         4. **If FAU WAC can identify 5-10 sustainability indicators for the program overall and for any given project, we will have a clear snapshot of entire program.**
         5. Remember that SIs can change overtime.
         6. **Proposal for WAC Committee: a two hour meeting to brainstorm Sustainability Indicators and then another meeting to operationalize them.**
         7. There is a band of equilibrium within which program can function with each Sustainability Indicator. If there is a lot of points that exist outside of the inner band, there are problems to address in the program.
         8. At this 10 year mark, FAU’s WAC program has gotten large and complex enough to need to do this kind of work.
         9. **Top priority – grow WAC committee to allow some members to rotate off if they want.**
      2. **Proposal to committee is this**:
         1. **JG** plans to meet with Provost Ivey to discuss future/fate of WEC

If funding, great; we will proceed with growth.

If no funds, we’ll proceed as currently operating with appropriate adjustments.

* + - 1. Once we develop SIs, **JG** would like to use our program as a model for applying these theories.
      2. **In terms of a timeline to do this kind of work, this semester** we’re suggesting 1-2 meetings for discussing the mission statement, goals, and Sustainability Indicators. Depending n how far we get, the committee may start some mapping of FAU WAC in the context of FAU. We can probably get much of the “understand” part of the diagram done this term.
      3. In the Fall, we can continue the self-studying conversation with the Plan phase.
    1. **AS**: wonders about the role of individual faculty or committee members in this process. The willingness to participate is here, but the concern is that I’d be limited in what I can offer. Anything I found would be anecdotal. Traction of things like WAC or RI courses in colleges can be difficult.
    2. **JG** if I get permission from Ivey and Pratt, will send a call across university for new WAC committee members. One committee will manage WAC and WEC. We can use the WEC initiative as incentive for growing committee. Coupling WAC and WEC in the same committee will help us not only have anecdotal evidence because there is assessment built into each WEC initiative.

**FAU WAC will start with its mission statement. Is it representative of our program? Should we change it? Most of the current mission is filtered through faculty/classrooms.**

Once **JG** can get more people on the committee and some data, etc. we can do more of this work.