**WAC Committee meeting agenda  
Monday, October 2, 2017 1:00 – 2:00 GS 214B**

**Present: Jeff Galin, Julianne Zvolensky,**

|  |  |
| --- | --- |
| 1. Introductions | Hi everybody! Welcome to WAC ☺  A reason we re-constituted the WAC committee was that we had lost representation across divisions over the years and had not replaced positions. In addition, because of the piloted Writing Enriched Curriculum (WEC) program initiative, we wanted to have more broad representation of disciplines across the university. The matter of diverse representation also applies to regular WAC business like syllabus approval for initial WAC-designation and 3rd-year re-approval.  \*Our current committee chairperson, **Dan Murtaugh**, will be retiring after this year. In a future meeting, we will need to elect a new chairperson. |
| 2. Explanation of WAC at FAU and what we do | **Jeff Galin (JG)** gave a brief overview of the summary sheet of WAC operations and projects. **(See last page of notes for a copy.)**  At its core, WAC aims to promote and support writing and writing instruction across the disciplines at the university.  WAC Committee & Syllabus review Assessment Writing Enriched Curriculum (WEC) Faculty training  1930s/University Honors Program/Honors College National Day on Writing & Student Publication Ceremony (new) Sustainability indicators |
| 3. Plans for how we might approach revision of FAU WAC's Mission Statement and Goals and the development of Sustainability Indicators for our program. | **What we hope to do this term:**   * **Map Program relationships: JG** will create a mind map diagram to visually organize information about our WAC program that shows relationships across the program itself and across the university as a whole. * **Revise Mission Statement and Program Goals:** We will send you our current Mission Statement for consideration and some material from **JG**’s book about sustainable WAC programs to inform our discussion **[included in meeting handouts]**. Handout “Launching & Developing Sustainable WAC Programs” has methodology and strategies for developing a mission statement and program goals. We will focus on revising our mission & goals after first 10 years of our program at FAU and develop sustainability indicators for program. In order to see if a program is sustainable, we must think of the entire system of the program and university, see where different parts overlap and connect, and see what kinds of things the program is doing well. For each indicator, we will produce a radar chart. The key is to develop clear, easy-to-identify indicators. Those indicators must be clear to assess and must be clearly representative of program. Once we identify the indicators based on our revised mission and goals, we can review our program. * With committee permission, **JG** would like to be able for the committee to write about our process of reflection to think about how such a process works and what it enables. **JG** is hoping that once the committee does the analysis of the program in its current state, we will find things to work on to inform our discussions and projects. |
| 4. Describe the WAC Re-Certification process, aka the 3rd-year WAC certification review | Every three years, the committee reviews WAC syllabi from the designated department to make sure the WAC criteria are still represented. Each syllabus is vetted by two committee reviewers.  This year’s 3rd-year review departments will be History & Philosophy. **Julianne Zvolensky (JZ)** will be distributing batches of syllabi to each committee member for feedback/approval. |
| 5. Describe new WAC Assessment process and the assessment interface updates we hope to have made this academic year. How can we get a higher student response rate with this required participation? | **JG** showed an example handout of WAC assessment data that he is presenting to different departments. He described the process by which departments will be able to set benchmarks goals for how the department would like for student writing in its courses to improve. |
| 6. Report on WEC institute, iWAC conference, and the development of the national AWAC organization and the WAC Institute | WEC Institute: UMN & Pamela Flash. **JG** is looking for folks to go and share our experience with developing WEC program at FAU. He will forward information about what the WEC Institute is as soon as the conference makes it available. |

|  |  |
| --- | --- |
| 7. Status update Writing Enriched Curriculum (WEC)  - What it is  - Status update: LLCL, OME, Sociology, Urban & Regional Planning (?) | Rationale for WEC program: Most WAC courses are in lower division. Departments have found it unsustainable to have WAC in upper division. Writing-Enriched Curriculum is a way to support writing in the upper division. It is a multi-year process. Overall, it is a 7-year process that ultimately will become part of the department’s culture. This year we hope to start the self-study process with Urban and Regional Planning. At this time, we are working one department a year, but would like to do two. One of the possibilities for this year’s committee project may be to advocate at the university level for support for two departments per year.  Ultimately, it is up to the specific department what they decide to do with their curriculum for these initiatives. Not all faculty have to participate and not all majors have to be involved. Before the department gets involved, the faculty discusses and votes about whether to participate. |
| 8. review/approval of RI GEB 3213 syllabus | Skim through the GEB RI syllabus for the WAC criteria.  Some discussion about the syllabus ensued. The committee approved the syllabus.  Note: the grade scores do not add up to 100; only 90.  **JZ** will notify the faculty and department of the committee’s approval. |
| 9. Schedule next meeting  **Friday, October 27th, 1:00 – 3:35.** | Read the chapter on sustainability indicators. We will look at our current Mission and Goals and some other material for discussion. It will be a working meeting. |

**Handout summary for today’s meeting:**

1. agenda  
2. WAC summary  
3. Launching & Developing Sustainable WAC Programs  
4. Reports: Modes and Averages (Sample of WAC assessment data ENC 1102)  
5. WAC 2000-4000 level course feedback form  
6. GEB 3213 RI syllabus  
7. Book excerpt: Strategy 7: Set Mission, Goals, and Sustainability Indicators

**Florida Atlantic University WAC summary**

**1. WAC Committee & Syllabus review:** The WAC committee guides the direction of the program through its conversations and decisions. As part of this, committee responsibility involves reviewing syllabi for initial WAC approval or 3rd-year re-certification approval and reviewing departmental WEC Writing Plans. It also makes decisions about any language used for the assessment rubric, mission statement, or other initiatives that support the culture of writing at FAU.

**2. Assessment:** Each semester, 15-20 random sections of WAC-designated courses are selected and students must submit a first and revised draft of a reading-based, thesis-driven, near-end-of-term paper. In early May, all submitted papers are scored using the WAC Assessment rubric by a group of 20-25 normed raters. Resulting data is presented to departments, who can then set benchmarks for future writing goals.

**3. Writing Enriched curriculum (WEC):** A parallel program to WAC in which entire departments go through a 3-year process where they map their curriculum in relation to what writing abilities the department desires of its graduates based on characteristics of writing in the discipline. Then, based on the curriculum map, the department submits a Writing Plan to the WAC Committee and, upon approval, implements that plan to support students in building those writing skills. The department conducts an assessment after two years of implementation. At the end of this process, the department can submit a revised Writing Plan to the WAC Committee for additional funding of a second implementation.

**4. Faculty training:** All faculty who teach WAC-designated courses or a breakout/discussion section for one are required participate in the WAC faculty training within one semester of teaching the course. Trainings are offered twice a semester.

**5. 1930s/University Honors Program:** The majority of 1930/UHP and courses in the Honors College are WAC-designated courses using the 2000-4000 level WAC criteria. Each new iteration of these courses must be reviewed and approved by the WAC committee.

**6. National Day on Writing & Student Publication Ceremony:** Annual event, typically on or near October 20. Originated from the National Council of Teachers of English. Recognizes variety of writing in variety of contexts. Consists of breezeway tabling, reception & certificate for students who have published, and an evening reading by a Florida author.

**7. new: track Sustainability indicators:** In conjunction with WAC Committee conversations and decisions, WAC will monitor the different components of its program and use that information to inform program operations and growth.