**Fall 2018 WAC Committee Meeting #2
Thursday, November 1, 2018, 11:00 – 1:00**

**Agenda**

1. **WAC training:** Can we remove department chair signature requirement off the faculty training application? It would enable 100% electronic sign up via Google Forms and would streamline the process. Downsides?

**Notes:** The committee discussed this item. The main reason chair signature was originally included had to do with approving “extra WAC job” for payroll/stipend purposes. It was also to alert the chair to faculty activity connected to their courses. Some suggestions included sending the chair an email with an embedded “I approve” button**. It was resolved that WAC can convert the application/faculty sign up process to a Google Form. Then, WAC will send a letter to the chair informing them that “This faculty member will be participating in the WAC training seminar, etc. Please contact us with any questions.”**

1. **Re-Certification process of English:**

- Should we include PhD students? In past we have. There are only a couple (5ish?)

**Notes:** Since there are so many syllabi to review for English anyway, the removal of 5-6 from the pool would not make a noticeable impact. So, the PhD students course syllabi will be included in the re-certification review for English.

- New process to streamline approval & feedback using Google Forms…

**Notes: JCZ** explained how this year’s re-certification will use Google Forms to deliver approval status and feedback for syllabi. This will enable WAC to collect all the review information into a single form spreadsheet. In turn, this will allow for easier follow up with faculty members as email notifications about approval status and summary of feedback can be automated using a WAC G-Mail account. **JCZ** answered questions about how the process will work and explained that the committee reviewers will still be able to give feedback on specific WAC criteria items.

The form will feature drop down menus for reviewer name, faculty/syllabus author name, and course number/course title. It will have check boxes for approval status (approved/approved with revisions/not approved). It will have a checkbox list to identify any WAC items that need clarification or revision. Finally, it will have a section that reviewers can opt to use to give more detailed, written feedback for a specific WAC item. There will be a separate form for 1000-level and 2000-4000-level courses.

- Once re-certification is done for the year and individual faculty have gotten their feedback summary, should chairs get a “summary” of approval status -- how many overall syllabi were approved, approved with minor revisions, or not approved?

**Notes:** The committee discussed how useful the final re-certification status would be for department chairs. Namely, they wondered what the chair would do with the information**. It was decided that it would not be necessary to send this information to the chair at the conclusion of re-certification (unless the chair requested it) but that it would be useful information for WAC to track over time.**

1. **Update on WEC:**

- **Political Science**: This department is currently in process. They have been collecting survey responses, but have struggled with identifying affiliates and getting those affiliates to answer the survey. Their pre-M1 meeting will be Wednesday, November 14th; the M1 meeting is coming up on Friday, November 16.

- **WEC liaison working group:** On Monday, October 1, **JG and JCZ** had a meeting with most of the WEC divisions who have been involved with the program. **Tony Ambrosio** also joined the meeting to help give advice about assessment. The goal of creating this group & calling this meeting was **to address the need for more uniform assessment process across WEC divisions.** Right now, each department uses a different process, and the result is that there is no way that WEC can compare data across departments. Ultimately, we would like to be able to provide clear representation of the impact of the WEC program. Ideally, whatever WEC assessment process a program designs could be folded into other existing forms of assessment, such as senior capstones or assessments done for external accrediting bodies. The main idea that came out of the meeting was that rather than trying to track student outcomes at this time, to focus on faculty perception and culture (writing culture) of the department through a survey of some kind. The question that we are all working to answer is **How do we report findings in a comparable way? Is there a way to collect material and compare quality changes?** A problem in trying to answer these is that the student population changes each year. So the question may be more like, **are students generally meeting expectations?** Right now, liaisons are still thinking of how to address this need for more systematic assessment.

* **WEC Fellows: JG** described the pilot WEC Fellows program in which current WEC departments have been invited to participate. This semester, there is a pilot with Philosophy and School of Urban & Regional Planning. In part, this is a thesis project for one of the graduate students in English. The idea is to assign a Writing Fellow to a certain course. The ideal Writing Fellow would be a student who has already taken the course and has done well. The Fellow would attend a few key meetings of that course where writing assignments are introduced and supported. That Fellow would then be available in the UCEW to students in that course for further one-on-one support. **Julia Mason** suggested looking to other Writing Fellows models, such as the one at Nova Southeastern University; **JG** said they have also been looking into the University of Wisconsin’s program, which is among the largest in the country.
1. **Special events:**

- **National Day on Writing & Pen-to-Paper** – Yay! Success. This was the first time that we’ve held the Arnold Kossoff Pen-to-Paper contest. The Kossoff family made a generous donation to the FAU Foundation to use to support and celebrate writing. There were about 40-45 undergraduate and graduate students who participated. Andy Furman, the featured National Day on Writing speaker, selected the winners in each category. The undergraduate winner was Sohini Lahiri and the graduate winner was Corinne Binnings. Each received a $400 scholarship award. The Kossoff family came to the event where each winning piece was read. We also shared the anonymous Google folder of all the entries so that they could see the variety of work that Mr. Kossoff’s work inspired. **Next year, we need to make sure to ask for student demographics with their submission.**

- **Student Publication Ceremony** – dates & planning. Due to the low participation that we had trying to attach the Student Publication Ceremony to the National Day on Writing in October, we decided to move it to the spring semester so that it would coincide with other end-of-year awards/celebration events, including things like the “launches” of the different campus publications. We are hopeful that this might help get more support of the event and allow us to advertise it a bit more.

- **WEC Recognition reception** – dates & planning. We have never done any kind of recognition or reception for departments/faculty who have participated in the WEC process. An event like this would be a good opportunity to recognize the projects that different departments have been working on and also give an opportunity for folks involved in the WEC initiative to meet one another. If we move forward with this project/event, it would be in the spring term.

1. **Continue WAC Self-Study: Operational Sustainability Indicators.**
* The committee continued work on program goals 2, 3, and 4 (of 5 total).
* See the document in the shared FAU WAC folder for details on the changes/updates that were made.
* A few summary items:
	+ Goal 2: Maintain WAC courses
		- The matter of distribution of WAC courses across faculty status
		- There is a limited number of faculty invested in making sure these courses are consistently taught.
		- The people who are interested in teaching WAC often approach WAC…
			* The question becomes how to penetrate others; how do we get other faculty interested in teaching WAC courses?
	+ Goal 3 (?): Assess Outcomes
		- Someone suggested the idea of posing survey questions to chairs about perceptions
			* To what degree have WAC courses contributed to the improvement of student writing on campus?
			* What question(s) from the WEC survey can we use for improving student writing by the end of their degree programs?