**WAC Committee meeting
Friday, April 24, 2020**

**1:00 -- 3:00 p.m.**

Topic list (in no particular order)

1. **Sustainability Indicators survey data**
	1. JG reviewed some of the data results from the faculty survey
		1. Pointed out some odd items
			1. Question of “how many WAC *courses* vs *sections* -- numbers accurate?
			2. “What department are you in?” was added late, so it is missing Social Work faculty who responded.
	2. WEC faculty who responded skewed data a little, like in case of question about WAC strategies from training
		1. JG How should we set up this question so that we can have a benchmark?
			1. JG We need a single answer we can ID on a graph…
			2. JG How is it that we turn the percentage range data into a 1-6 point range?
			3. JS - my answers didn’t fit into one category -- it depends on what course that I am teaching. The answer might be very different.
				1. Maybe we should ask people to think about each course
			4. We discussed possible ways to ask or organize the question to solicit this answer.
		2. The question is not so much how to get the info from faculty but how do we interpret it into a benchmark
		3. JH raised question about faculty bias in self-reporting.
		4. Changes to question about perception if quality of student writing upon graduation
			1. Had to add “I do not teach upper division WAC courses”
		5. The data on the document Jeff was showing us had data that either WAC team collected or that was collected via faculty survey or chair survey
		6. Jeff scrolled through the rest of the data document to show committee a general idea of some of the information
			1. He stopped to briefly comment/update on a couple of them
			2. Noted that a few items in the WEC section have not yet been operationalized
2. **Association for Writing Across Curriculum memberships?**
	1. About 350+ members in US
	2. Has done webinars, conferences so far…
	3. Other resources
	4. FAU has 6 memberships available
		1. Let Jeff know and you can join!
3. **WAC Faculty training requirements and Comparative Studies PhD students**
	1. Specifically, those who teach LIT 20XX and not ENC 110X classes.
	2. Are these GTAs still “covered” by the English Department’s orientation training that is focused on the ENC 110X courses, or do they need to participate in the more general WAC faculty training?
	3. GTAs do not get stipends for the WAC training.
	4. The committee discussed this in the past, but not as a formal agenda item.
	5. Current practice for GTAs teaching LIT classes has been to invite them as part of the faculty requirement. (i.e., they are no longer “covered” by the department ENC training)
	6. What does the committee want to require of PhD GTAs moving forward? Should PhD students teaching above the 1000 level be expected to participate in the WAC faculty training?
		1. JH up to the program? A program requirement?
			1. The student’s graduate committee would have to monitor this?
			2. JG clarified that the Comp Studies is not a single department
			3. JH suggested if WAC Comm thinks it necessary, to involve the Comp Stud prog. Director
			4. FB if they teach it they should take it
			5. JG if we make it a requirement, should we go through the Graduate Committee? UUPC?
			6. JZ clarified that it is only a couple PhD students per semester
			7. JG proposed recommendation: all phd students need to do the WAC training if teaching beyond the first-year writing courses.
			8. Vote: YES. JG will follow up with Grad College and UUPC as necessary.
4. **Student Recognition Awards**
	1. <http://www.fau.edu/wac/publishing-ceremony/2020recognition/index.php>
	2. Emailing certificates
	3. Provost commitment to recognizing students
5. **Re-Certification**
	1. Various groups trying to govern syllabi and content and length..
		1. Provost office Re: format
		2. Kevin Wagner on committee in Faculty Governance about making syllabi shorter
		3. FB issue is syllabi are too long.
			1. There is a big conflict about syllabus
				1. Like report to dean on to find out whether there is content in the Canvas Syllabus tab on Canvas.
		4. WAC com looked at a sample syll (Barnhardy PSY 1930)
			1. Not enough WAC info requirements.
			2. JS there is not a “model” syllabus on the WAC webiste
				1. FB not a bad idea, and then use the Provost guidelines in that model.
				2. JG we can do
	2. What is going to make this process work?
		1. Putting the syllabi for each person in a Google Drive folder gives easy access without needing to find an old email or download a bunch of files
		2. Returning feedback via a Google form puts all the feedback in one place and saves Julianne/WAC assistant director the time of having to manually match up all the feedback (because each syllabus gets reviewed by two committee persons)
		3. Revisit criteria to discuss concerns
	3. Next year the departments for review are History and Philosophy
		1. This is the smallest review group of the three-year rotation that the committee reviews
		2. Because the Honors College does not have traditional departments, HC WAC courses get reviewed based on the subject area(s) due for that year’s review.
			1. Many HC WAC courses are thesis/DIS courses. (4970)
			2. Thesis/DIS courses are a unique case in terms of WAC recertification review
			3. Should HC thesis/DIS courses be required to have a syllabus on file with WAC?
				1. Considerations

Very few students enroll in these sections, if any.

Faculty would not want to make a syllabus if no one is going to enroll.

Syllabi that exist for these courses are very generic and more of a formality.

The WAC assessment does not currently support assessing thesis projects.

Requiring a syllabus for thesis/DIS courses would increase the number of syllabi that each committee member has to review for re-certification each year.

* + 1. Deadline for next year’s reviews will be in early Spring 2021 (no later than spring break).
			1. An early spring term deadline will help give WAC asst. Director time to record reviewer feedback in the database and relay the review results to faculty before her annual appointment ends at the end of the spring term.
	1. Do we want to discuss a specific order or model
		1. JH and FB and JG and JS all agree a model syllabus would be helpful
		2. JS some syllabi had a writing section or “rider”
1. **Question about assessment for LLCL’s 3rd/final WEC proposal (and funding)**
	1. JG summarized sum of the complicated details of the situation.
	2. JG will be meeting with chair and liaison and will give some ideas for feedback for ways they can move forward.
	3. JG will talk briefly to JZ
2. **Faculty Recognition?**
	1. For the work they do to support student writing
	2. For example, credit for it in promotion materials?
	3. JG how can we develop some kind of site or program?
		1. It would be nice to acknowledge cool things faculty are doing in classes…
			1. FAU Insider email
		2. JG how would we find these people?
			1. How get people to share what they are doing?
			2. FB - it could work
			3. JG might establish some webinar frameworks.
		3. FB -- Maybe create a couple times a semester make a writing-intensive webinar or presentation and maybe we could tie in Michele Cox idea into it
3. **Semesterly or Annual WAC Panel?**
	1. WAC strategies discussions?
	2. Need more visibility for faculty and WAC as a whole
	3. Might be tied into the faculty recognition idea….
		1. Maybe some webinars….
4. **Fall 2020: invite Michelle Cox to campus?**
	1. Likely not going to happen in fall…
		1. But in future, yes!
		2. JG will contact and start thinking about arrangements.
	2. Help us think through writing support
		1. In particular, 2nd language and international students
		2. Specifically, graduate students
	3. If so, who would we have her meet with?
		1. WAC committee
		2. Provost
		3. Dean of Undergrad studies
		4. International studies?
		5. Study abroad?

**Post meeting discussion JG FB JZ**