**WAC Committee Meeting – April 14th, 2021**

In attendance: Jamie Granger, Clevis Headley, Jason Sharples, Jeff Galin, Claudia Amadori

1. WEC Proposal Sociology

Sociology:

Many 3000-4000 courses have become writing intensive

Sociology has its dedicated Writing Center consultants

Revision to Annual Assessment

Professional Development for faculty

Budget

Clevis: Will there be CAPs for WEC writing intensive classes?

Jeff: Departments can make decisions on caps/courses that should be writing intensive. WEC is not certifying any given course. (Not like WAC). Certifying a course can create difficulty for students (being able to take it) and faculty (able/willing to teach it).

Department should have control over curriculum.

WEC Proposal passed by unanimous vote.

1. QEP: If QEP team accepts proposal, WEC will phase out. Departments currently still in the WEC program will shift to Communication Enriched Curriculum (CEC). They will get additional money for additional outcomes. CEC is a more viable option, spanning beyond writing to other modes of communication. It will implement a broader range of outcomes for students. There will be more outcomes to assess, but only 6-8 a year in a rotating cycle. 3 faculty from the department work on the assessment team each year.

CEC Advantages for departments: departments will gain a more systematic approach to integrating abilities in their curriculum. The learning compacts will become more effective. With a more uniform interface for goals, the university can more easily create dashboards to monitor outcomes. Each department will identify 2 major modalities and 2 minor modalities of communication. Some departments might choose to go for all 4 modalities.

Other QEP: Learning Assistant (LA) program is very expensive and does not serve a lot of departments. It requires a peer tutor for every 24 students. Courses become peer-led discussion courses, shifting away from lecture. This QEP will retain many good students in the university.

QEP- questions JG will be asked on Monday:

Jeff explains how he will approach the questions and asks feedback from the committee.

1. FAU already has a Writing Center and WAC program. Would anything change with these programs? Explain the visual and digital components of your QEP.

*(JG to ask clarification on second part of this question). All three centers would reach out to more classes across the university each term, including writing center. UCEW would also provide dedicated consultants for prestigious scholarships. All centers would provide new university-wide workshops. And departments may support dedicated UCEW consultants in their disciplines. The UCEW would train and manage but these consultants would work exclusively for departmental students (we have been piloting this model for a few years now).*

1. You mentioned that you would work with 2-3 departments a year, which would mean 15 departments at most after 5 years. Is there a possibility of this being scaled up without compromising the quality of what you are proposing? What would be needed to do so?

*(JG corrects the question: 2-3 dep only in the first year and 3-4 thereafter to reach an estimated group of 20-23 departments in 6 years– ultimately to scale up more coordinators will be needed)*

1. How do you hope to get the buy-in of faculty and departments, including the buy-in of large departments?

*(JG has discussed this with departments; 15 departments have already shown interest, 9 of which high interest. Departments are very excited to participate, including large departments like Chemistry, English, Communication and Biology). There is s cash incentive for both departments and liaisons) Some departments are not likely to participate in the CEC model but will utilize the centers, scholarship of teaching director, and workplace engagement liaison.*

4. How applicable is this model for all types of classes -- large, small, online, hybrid, etc.?

*(JG: model is not mandated to all classes: JG to explain the concept more clearly on Monday) That is, departments will decide where in the curriculum elements will be added, assignments tweaked, courses rethought. But no courses will be designated as CEC courses perse. Any class can include elements at exposure level. Even large classes can include skill-building activities in small groups. Most classes can include elements in hybrid or online courses. Departments develop their curricular maps and how they want to change them.*

1. Explain the structure of the QEP office that you envisage. What would you have to give up serving as QEP coordinator?

*(This was already explained during the presentation; JG will clarify. Small office, 5 people…) Director, assessment/budget coordinator, graduate assistant, 2 CEC coordinators. The director will supervise the writing, speaking, and visual/digital center directors. The Director will also supervise the Scholarship of Teaching Director and Workplace Engagement Liaison/CCEW Director (in collaboration with the Career Center).*

1. Student Publication Ceremony: Jeff/Claudia shared the success of the ceremony, presence of Provost and deans, video recording, high number of participants and publications. Great feedback from deans, departments, and students. JG also briefly introduced WEC Departments in PPT slides. The video will be posted in the WAC website shortly. Departments have been encouraged to share the names and titles of students who were recognized.
2. RE-Certification: How to make the process more successful.

*Ideas discussed:*

* Jeff to go to department meetings of department being re-certified and briefly discuss requirements for WAC syllabi/provide faculty with a list of acceptable statements to be included in WAC syllabi
* WAC team to create short video on WAC requirement to share with faculty/department chairs prior to recertification
* Departments to check their syllabi internally before submitting them for WAC

Recertification.

* Members of the WAC committee to review syllabi individually and then meet in pairs (virtually or in person) to discuss findings before submitting syllabi reviewed to Julianne (2 members review the same stack of syllabi). This will help to reduce the number of discrepancies and will foster conversations on WAC outcomes.
* Other ideas? Please communicate them to Claudia/Jeff.

1. WAC Workshops – we need to provide more pedagogical support for faculty teaching WAC courses.

*Possible ideas*:

Refresher course? Canvas module? (JG does not recommend this) Refresher meetings by department?

Short video highlighting aspects of WAC such as: What has changed in the last 5 years? Best practices? What has been successful? Antiracist teaching. Antiracist grading.

WAC team to create short videos on specific topics (such as Diversity, Inclusion and WAC) for faculty to watch. It should not be mandated: volunteer participation. JG does not think that Canvas modules imposed on faculty are very successful.

Refresher course every 5 years? Probably not.

We want to create more opportunities to invite opportunities for faculty to come together – group conversations/faculty reporting on success. Writing pedagogy club.

Any other comments?