

Office of the Chancellor

WAC Meeting Minutes for May 22, 2015

Following are the minutes for the latest WAC meeting. Please contact me with any revisions.

Meeting Called to Order: 1:03pm

Attending: Nicole Blair, Alison Cardinal, Asao Inoue, Kelvin Keown, LeAnne Laux-Bachand, Heather Porter, Ali W. Stromdahl, Justin Wadland

Absent: Caitlin Carle, Erica Cline, Rich Furman, Cynthia Howson, Emily Ignacio, Eric Madfis, Sushil Oswal, Deirdre Raynor, Emma Rose, Ruth Vanderpool

Announcements & Updates:

UWP Website

- A new web page is being developed for grading contracts for use in faculty development workshops.

Studio Course

- Alison and Kelvin have been working on the studio course. This will be folded into the post-work conversation in July. The stretch and studio courses need to be in synch.
- The studio course will have the same studio activities from 111 with an additional rhetorical grammar approach. There will be tutorials from *Language Power* by Dana Ferris with readings that question language standards.

Agenda Items:

Look over UWP web site, particularly the WAC portion

<http://www.tacoma.uw.edu/university-writing-program/wac-meeting-schedule>

Discuss the FYW Directed Self-Placement (DSP) process, which is online now

<http://www.tacoma.uw.edu/university-writing-program/directed-self-placement-dsp-0>

- While the DSP can't be required this year, most students will be taking it through the TLC. It should be required next year.
- The online DSP process is text-heavy and students may need assistance.
- Adjustments can be made following feedback or sooner if something is missing.
- When talking to students about the DSP, emphasize that it is not an assessment. It is for self-assessment and reflection to help the student make an informed decision.
- Transfer students should take the DSP, but it will not be required. We may look into a separate DSP process for them. 112 courses are gone and they may take TCORE 101 if they haven't met their C-course requirement. It is unlikely they will take the stretch course.

Form a strategy/plan for communicating and discussing with other divisions the W-course proposed changes

<http://www.tacoma.uw.edu/university-writing-program/about-upper-division-writing>

- Several members of WAC will be working toward renewal when their positions go up for conversion in February with a national competitive search. This will likely limit their availability.
- Meetings with teachers will be scheduled in Autumn.
- Since the TCORE designation may be phased out and Tcore teachers are encouraged to teach basics like library assignments, Nicole recommended a strategy for transfer students who have already covered the basics, in order to avoid boredom and disengagement. Asao suggested designing that into the syllabi and having students with experience in the subject teach the class. They would discuss the content with the teacher, prepare handouts or Google docs, and learn by teaching others.
- Asao will be meeting with all department and division heads about the new W-course guidelines for feedback in Autumn. The feedback will be reviewed in Winter 2016. The new guidelines will be pushed for a faculty vote by the end of Winter quarter with the plan to have it in place by Autumn 2016. Time will need to be scheduled for existing W-courses to be reviewed by the WAC, which may mean that full compliance of all W-courses may not be achieved until Winter 2017.

Planning next steps (e.g. design oversight and assessment of W-courses?)

- Nicole recommended Junior-level writing in the discipline classes to develop clear pathways for majors. Sociology, Nursing, and Environmental Studies may already have writing within the discipline.
- After the W-courses are sorted out, we might consider piloting a 200-level (211) Sophomore writing class if we can provide data that students need more writing experience before they get their major.
- Asao is looking into the logistics of bringing in teaching assistants from the MAIS program as teachers of record to fill an impending gap in first-year writing classes. Questions and concerns about this proposal were raised by everyone present, including ones about the financial cost, the potential impact on the TLC (which currently has MAIS graduate student workers), and perception. As this would be the only major in UWT to have tas, it could create an unfair perception that tas can do the work of instructors and it is not intended to replace existing teachers. The meeting ended with Asao proposing an alternate, true assistant model, where it may be possible to match a student teacher with a lecturer to sit in on the classes, learn, and decide on which days they can teach. This could be a year-long program with 1 quarter in the TLC and 2 other quarters with 2 different classes and 2 different teachers.

Agenda Items:

- A pre-Autumn syllabi discussion will follow the summer reading, starting with goals and focusing on stretch, studio, and stand-alone courses. Stand-alone should be for more accelerated students. There may be a high number of students who misplace themselves in the first week and should be routed into the second week of the stretch-course. Discuss whether the first two weeks in 120 and 121 can have a similar curriculum and start with a universal assignment.
- Asao will meet with the librarians to learn about changes and target instruction for W-courses. The library will have a new Director.
- Strengthen connections between the UWP and TLC and discuss how to better serve each other.
- Communicate to the TLC when an assignment will be heading their way.

Meeting Adjourned: 2:00pm