Writing Liaison Committee  
Meeting Minutes – December 13, 2011, 10-11; 11-

Attending: (10 a.m.): C. Savini (English – Chair), H. Bohler (Movement Science), C. von Renesse (Math), R. Burwell (Psychology), S. Lawson (Music), C. Braun (GARP), N. West (Academic Advising)

Old Business

Approval of the Nov. 15 Minutes

New Business

Professional Development Workshops

Savini distributed a list of people registered for the workshops

Thanks to funding from the Faculty Center and Reading and Writing Center, the event is fully funded.

The immediate response was enthusiastic – a number of early responders wanted to do all three, causing budget concerns.

- Those who did the WAC fundamentals workshop last spring were eliminated from the What is Good Writing workshop since it is a review of fundamentals.
- The committee decided not to eliminate folks not in the hard sciences from the Writing in the Sciences Workshop, assuming that individuals will best be able to determine what type of workshop will be helpful for them.

A few departments are not represented, including EGST, Education, Nursing, Philosophy, CIS, and Criminal Justice. However, due to space limitations, Savini will likely not actively recruit.

Pre-WAC Workshop Surveys

Savini distributed surveys from last year to determine if we need to revise the questions.
1. Should we include a question that asks, “what do you need from a workshop?”
   - “What questions do you have about writing in the sciences?”
   - “What questions do you have for Dr. Lerner?”
2. Should we include a question re: peer review.
   - What challenges have you had using peer review?

Post-WAC Workshop Surveys
At the last workshop, we asked folks to bring assignments to the workshop, but didn’t follow up with them.
- if it’s possible to upload a document to a survey monkey, could we include that in the pre- and post-workshop surveys?
Provide an example of a typical writing assignment in your class.
Provide an example of an assignment that you changed using information from the workshop.
- Could provide a box into which they could copy and paste the text. That also removes the burden of feeling like it needs to be nicely formatted for submission to the committee.

Since we’re holding the money until folks attend the follow-up meeting, we can eliminate the question that asks if they plan to share the information they gained with their department. (These meetings will occur in February. The purpose of the meeting is to brainstorm ways to apply the knowledge that you’ve gained and ways to spread it).

**Website**
Carston Braun created a website. We’ll be adding to it this semester (Braun will be responsible for updating the website)
- Writing Across the Curriculum Mission (Homepage – “Our Mission”)
- Committee membership, meetings, and minutes
- News and events
- Handouts and materials (Carston will PDF from Dropbox)
- A place for submitting questions and comments (to cseidel@westfield.ma.edu)
- Links and information
  - Purdue OWL
  - WAC Clearinghouse
  - Links to pages for people we’ve brought on to campus

**WAC Mission**
Savini distributed a draft mission that she’s been using to guide her work (changes are highlighted, deletions are struck through):
1. Support faculty through professional development and one-on-one consultation as they develop writing curriculum for courses across the curriculum.
2. Support curricular changes that ensure that students are expected to perform writing assignments throughout their four years, enabling students in order to develop rhetorical flexibility and meet discipline-specific writing outcomes.
3. Work with other groups and initiatives on campus in order to better understand areas of need and to showcase approaches to teaching with writing being used on the campus.
4. Foster a culture of writing at WSU. This culture includes a heightened awareness of the ways that writing can be used as a mode of learning and critically thinking, as well as a way to communicate within academic and professional arenas. This culture also includes a heightened sense of community among faculty around the teaching of writing, so that faculty can turn to colleagues as they continue developing writing curricula, for both mentorship and the exchange of ideas.

**Plan Spring and Fall Faculty Development Workshops**
Contingent in part upon what faculty express interest in leading.
Ideas:
Committee decided to do a “Faculty Writes” series of events through the spring: one per month.

Need to create some momentum so that we might propose a week-long writing camp for faculty like they do at Bridgewater.

Possible topics:
- Chris Cudlac and Eve Shapiro on turning a diss into a book. Leah turned her thesis project into a
- Maybe one on writing a textbook, or creating classroom resources
  - von Renesse and Shoba have created course material including a textbook chapter and an online resource.
- A grant writing workshop with Beverly Williams and Louanne (hold off until next year since Louanne just did two
- Planning a Summer Writing Project
  - Breaking it down
  - Dealing with writer’s block
  - Not waiting until August
  - Getting started
- Memoir Writing
- A poetry or fiction writing workshop
- In the future: Writing with Students (perhaps led by faculty from psych)

Survey?
- how often do you write that’s not geared toward course prep
- do you have a blog?
- Do you do creative writing?
- How many articles do you submit per year?
- What kinds of writing do you do outside of assignment writing?
- What gets in the way of your writing?
- What topics would you be interested in in a workshop? Which ones would you be interested in leading?

Next Actions:
Catherine will distribute a survey to faculty and staff on their writing habits and desires for workshops.