Initial Faculty Conversation about WP Self-Study, 11/1/12
(Stephen, Erica, Derede, Mark, Robin S, Heather, Maggie, Eliz, Emily, Denise)

WRITING PROGRAM SELF-STUDY TOPICS THAT RESULTED FROM TODAY’S DISCUSSION RELEVANT TO NEXT MEETING ON DECEMBER 6th.

Mark: HSI committee for VPDUE; LALS and September Bridge week of pre-university curriculum suggests . . .

TOPIC #1 = "WHO ARE OUR STUDENTS?" (Mark on VPDUE’S Hispanic Service Institution [HSI] committee)

Robin S: students with low skills, and not receiving tutoring; but many of them "embody" the social justice texts of C8: "tap into that experience in an academic way."

Elizabeth: we offer lower-division writing instruction, etc. We get to decide how we frame our curriculum, especially the demographics of EOP, first in family, etc. Also, we have faculty doing things in many academic units.

Mark’s second suggested topic:

#2 = STRETCH AND TUTORING. Different possibilities and opportunities.

Stephen’s suggested topics:

#3 ONLINE LEARNING--are we interested in the intersections of writing and technology?

#4 WRITING IN THE DISCIPLINES--how does the rest of the campus respond to how we teach research, etc. (~library going to online tutorials)?

#5 HONORS PROGRAMS AT THE COLLEGES

Derede’s suggested topic:

#6 PROFESSIONAL DEVELOPMENT

Issues of professional development: conferences, brown bag lunches, etc. We are spread out and professional development is harder, so what do we want to do differently?

Eliz: "recording the fact of activities" such as conferences; mentoring new
Lecturer hires; etc.

Maggie: Agreed. This is a kind of "curricular glory" for the WP. That is, we can partner with other academic departments.

Robin: Yes, the WP can offer specific workshops for faculty in other divisions to help them assist with students’ writing needs.

Eliz: What did last External Review Committee say? WE SHOULD REFERENCE CAROL'S FRAMEWORK FOR WRITING ACROSS THE CURRICULUM (in support of the DC, see “Freeman DC Report, April 2010” in Writing Program Documents Library on Faculty Corner), a framework disregarded by the Acting VPDUE after Ladusaw. Include this in the Self-Study’s appendices.

Denise's suggested topic:

#7 WHAT HOLES SHOULD THE WRITING PROGRAM RECOGNIZE AND ADMIT?

Denise: What lens are we turning on ourselves? What problems do we see? Who teaches 80B in the colleges? Etc.

Erica's related suggested topic:

#8 WHAT IS THE WRITING PROGRAM’S PRESENCE IN THE VARIOUS COLLEGES?

C9/C10 ARE UNDERREPRESENTED.

Elizabeth's final suggested topic:

#9 FUNDING STABILITY FOR PRE-SIX LECTURERS

The Hum Dean has successfully unproblematicized this issue for the time being.

Pam's notes

Elizabeth: ELWR curriculum - W203, 20/21/23 series
Mark: Partnerships w/other units LALS, environmental studies, EOP Summer Bridge, W161 & W64, Education Dept grant

Mark: Demographics - First gen (33% this year), HSI, international students (especially Asian), who are our students, how does our curriculum match our clientele?

Elizabeth: Enhanced collaboration w/provosts, building "community" in Core course

Stephen: DC expectations

Stephen: WP relationship w/Honors Colleges?

Mark: Tutoring program piece - WP autonomy, administrative, pedagogy reasons for breakup w/LSS model, new model, how do we serve underrepresented students, training tutors

Denise: Jim’s Core Assessment document, Core 80B taught by non-WP faculty, standards, not consistent

Denise: Need new study of W2 - it's been 10 years

Erica: Who is teaching at which college, only one WP faculty at C9/10

Robin - How we mentor new WP faculty