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September 9, 2009

Writing Implementation Committee, Illinois Wesleyan University

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## **Minutes Writing Implementation Committee 9.9.2009**

Present: Mary Ann Bushman (chair), Jean Pretz, Linda French, Stephanie Davis-Kahl, Carolyn Nadeau, Joel Haefner (ex. of.)

Called to order: 3:35 pm

Mary Ann noted that two faculty had expressed an interest in serving on the WIC, and that she would approach CUPP about appointing or electing them to the committee.

Linda reported from a recent Science Division meeting that Math had a 200 level WI class, and didn't feel a need for more; similarly, Biology felt there were enough WI courses in their curriculum. Chemistry, Physics, and Psychology did not respond to the query. Linda added that many science faculty that teaching WI courses would need resources for course release, and/or reduced class size. Jean pointed to her Research Methods class and how adding a WI flag to that course would stretch staff and course load resources. She also pointed out that some students could not take that course until first semester junior year due to prerequisites.

There was general discussion as to whether we would be able to meet the faculty-endorsed mandate for one WI class by the end of the sophomore year in terms of available seats. We also reviewed course proposals funded year. Linda and others suggested that dept. chairs, first year advisors, Gateway faculty should be reminded of the end-of-sophomore-year WI requirement; it was suggested that Mary Ann make that announcement at the next faculty meeting.

Mary Ann indicated she would soon announce course development grants.

Mary Ann suggested that we draft an outcomes statement for the entire writing program, and to that end she produced a number of documents, including our writing values map, our scoring rubric, the WPA outcomes statement, and an outcomes statement from Willamette Univ. (the latter circulated by Stephanie). MAB also suggested that we consider looking at Swarthmore's outcomes statement as a model. Several members indicated we would want information literacy in any outcomes statement, and there was some discussion of experts in the area who might be brought to campus to catalyze drafting of an outcomes statement. There was discussion of outcomes assessment, leading to a learning outcomes statement, of information literacy using techniques similar to writing assessment, and that external funding for such an effort be explored.

Mary Ann also gave a brief history of changes to the Gateway program after it was originally proposed as part of the general education overhaul in the 1990s.

Members were asked to review the documents provided and brainstorm categories for a IWU writing program outcomes statement.

Next meeting: Wed., Sept. 30, 3:30 pm, Ames 214.

Submitted: Joel Haefner