Minutes for First-Year Writing, 9/19/19

The meeting was called to order at 1:06

Committee members in attendance: Jackie Blain, Carrie Hall (chair), Robert Lestón, Suzanne Miller, Jody R. Rosen, Jennifer Sears. Absent: [confer with the list of committee members]

Minutes from the May 2019 meeting were approved unanimously when quorum was reached.

**Chairs report:**

Professional Development (PD): The seminar is going well, with 18 participants in one group. This is a bigger group than the pilot that was run last semester.

* Some people audited (read: came without pay) in the summer (boot camp), but now there is funding for all of them for summer (retroactively) and fall.
* Within this cohort, 2 are teaching ENG 1121 and 16 teaching ENG 1101.
* In the summer, the group worked on getting syllabi and units together for fall courses.
* In the fall semester, they have met once to check-in, talk about something they have done in their courses or a homework assignment that increased engagement, and discuss what’s worrying about (eg teaching grammar). In addition, they have online discussion fora about these topics.
* Upcoming meetings will address: How and why to teach reading skills. Teaching grammar. ESL possibly treated separately from grammar—led by Lubie Alatriste. Possibly an additional session about the OpenLab.
* For the pilot PD seminar, everyone used OpenLab for their teaching; this time that hasn’t been required. There’s consideration to return to that for consistency in the next (Spring 2020) iteration since this semester there’s a mix of Blackboard and OpenLab.

Assessment: We as a committee need to work on assessment.

* If we want to get rid of the exam, we need to get something else in place.
* We need to assess the new outcomes.
* We also need to assess ENG 1101 as per the college.
* We need an assessment subcommittee on this committee (Robert and Pat have expressed interest). Will need to work with AIRE.
* As a department we need to decide what we want to assess 1101. We couldn’t vote out the exam because we don’t have something to replace it with.
* At a WPA conference, Carrie talked to Mark McBeth (John Jay College) about assessment for 1101.
* Mark said that to assess one learning outcome at a time; Carrie would like to start with transfer (do a transferable task or how they would do it. If you were asked to write in a new genre eg XXX how would you go about doing that?).
* We could do that in PD and non-PD to see how students were doing in each. Develop a rubric and assess accordingly.
* Robert would like a beginning and end assessment.
* Jody asked if this is something we could assess beginning and end, where the end assesses transfer and the beginning establishes baseline.

Tutoring/Writing Center (WC): There is no tutoring available outside of special programs (eg SEEK, Co-Req). The Provost will get back to us about this.

* Suzanne suggested a feasibility study for an English Dept WC.
* Robert reported that the Provost wants to talk about getting something immediate going for tutoring.
* Also VP of Enrollment told Robert that there can be space for the Perkins-funded math model for tutoring.
* Robert reported from the Academic Affairs Council that this is a category of academic support; they talked about writing support.
* Interested department members could become a departmental subcommittee, which would also involve meeting with the Provost.
* Suzanne suggests broadening it out to other departments, and emphasized the need for a definition of WC. Jody pointed out that every department could have a stake in a WC since every department has Writing Intensive (WI) courses.
* Robert: admin won’t pay for duplication, so not another hire that does what Judith Rockway does. Maybe a WC hire in the department. There’s a need to show continued interest, support, pressure. Writing Across the Curriculum (WAC) is run through Associate Provost Pam Brown’ office; Pam has said they can go to WAC, to ENG 1101CO for tutoring (but these are not options for students)
* Jody asked what other CUNY schools do. Carrie answered that on some other campuses, they secure external funding from grants.

**Subcommittees:**

Annual Report: Jennifer will do the annual report again.

Assessment: Robert, possibly Pat (not present)

Handbook: motivated by so many new hires, revising the handbook would be helpful. Q: Is there a way to tie this into the OER? Suzanne, Carrie, Jody, Robert might be interested. Robert put together materials over the summer for new hires (this is what we do, this is our philosophy) that is approximately 20 pages. At the same time, we should look at handbooks from good programs: these are great, we should use them as models, ~200 pages. This endeavor could include other committees later, but to start the focus should be on FYW. We can gather other information from other groups to add, this can be the work of the subcommittee. (eg ESL, ENG 1101CO, reading, and more)

Open Educational Resources (OER): Jody reported that she worked with Kim Liao, Sarah Schmerler, and Leigh Gold to turn the readings from the pilot PD into an annotated bibliography.

She recommended that the current PD participants continue this work as part of their deliverables.

Also, PD participants can add their materials to the FYW OER OpenLab site as examples—and as part of the OER.

**In the works for the future:** Coffee hour or lightning talks to get people together and talking about the issues discussed here and that matter to FYW!

Submitted by Jody R. Rosen, 10 October 2019