MINUTES
WRITING ACROSS THE CURRICULUM ADVISORY BOARD
MEETING
April 15, 1998

Presiding: Mary McCoy

Attending: Michelle Kirtley
Barbara Ewell
Paul Fallavolitta
Pat Hugg
Cassandra Mabe
Jan Melancon
Mary Sue Morrow
Doreen Simonsen
Melanie McKay
T.R. Mooney
Avia Morgan

Absent: Larry Lorenz

I. Announcements:

A. Michelle Kirtley was introduced as a new member of the Board, replacing Karen Arnold.

B. Paul Fallavolitta was introduced as a new member of the Board, replacing Karla Buitrago.

II. New Business:

A. T.R. Mooney discussed the Advise/Revise program. It is a structured tutoring program with individual appointments from an entire class. Ten classes are scheduled for the 1997-98 year.

B. Melanie McKay reviewed the progress plan, highlights of which included the following:
2. The main writing center was wired for ethernet June 1997. WAC tutors have been trained with Internet skills and the Online Writing Centers, available to students from other universities via WAC website.

3. The main writing center has been upgraded with 29 Dell computers, featuring Windows 97. It opened August, 1997. Eighty-eight workshops were scheduled in the fall 1997, with over 1400 students attending. 5,000 students visited the WAC lab per month in the fall 97. Workshops included classes from Professional Writing, Nursing, Business and Pastoral Studies. Spring, 1998 workshops include classes from Fortier High School, City College, Communications.

4. In summer 1997 WAC produced our first newsletter WAC Works. This publication is designed and written by WAC tutors, for Loyola students; it addresses writing concerns, offers writing tips, and features a spotlight on a faculty member.

5. Off-campus students continue to evaluate the WAC lab services on course evaluations.

6. Hours for WAC are in place at the main writing center as planned.

7. Student surveys started in fall 97 and will continue through spring 98. Results will be tabulated in summer 98.

8. T.R. Mooney has been collecting evaluations from faculty using the Advise/Revise program. Results will be tabulated summer 98. Samples are collected for the WAC Resource Bank. Contributions assist in tutor training. Samples should be excellent papers and papers needing writing assistance.

9. Melanie McKay has been working toward funding for a Writing Fellows Program. It has been unsuccessful. The proposal to Textron Marine was turned down. This project is on hold until financial funding is available.
10. The WAC Website is an on-going project. It features resources for faculty and students such as search engines, style guides, online writing centers, references. Melanie McKay showed the Board the Purdue on-line writing site.

C. Melanie McKay opened the discussion on the new three-year plan and on the role WAC should play in the future. The committee agreed that WAC should have a more structured and intensive role in courses. McKay pointed out that funding limitations are a perennial problem with tutor recruitment. Stricter standards were enforced this year, but the number of tutors has dropped. The graphics lab has closed and the communications lab is not staffed. Several Advise/Revise classes were cut due to smaller work-study pool. The group discussed workshops as a replacement for the Advise/Revise program; posting information on the WAC website was discussed as well. Barbara Ewell inquired about how widespread the support for WAC and its services is from faculty. Ten percent of faculty regularly use and support WAC services. Paul Fallavollita said that freshman and City College students are frequent WAC lab users.

The group considered ways for WAC to reach more faculty. Melanie McKay stated that over the years, WAC has offered workshops, sent announcements and made telephone solicitations to attract faculty participation. Jan Melancon suggested a forum or a presentation during "Loyola Day" introducing WAC and the services it can provide. Melanie McKay suggested a presentation to the Council of Chairs. Jan Melancon further suggested a forum incorporating the entire university, not just Arts and Sciences. Jan Melancon stated specific examples should be addressed exactly how the WAC lab can assist individual classes. She uses the WAC lab for her LASip classes in the summer. T.R. Mooney stated Professor Bucholtz from the College of Business requested that WAC make a presentation to his classes and he does recommend his classes to visit the WAC Center. Mooney further stated that more requests are from the Arts and Sciences division.

Melanie McKay stated that WAC lab services will be publicized in an article to appear in the "Loyola Today" newspaper. The committee moves on to a discussion of the university's
commitment to WAC. Barbara Ewell suggested there should be stronger structural commitment from the university. Jan Melanson suggested that common curriculum requirements be incorporated into WAC services. Barbara Ewell suggested that the common curriculum faculty should decide WAC is a major component and requirement of the class. Mary McCay suggested that a proposal be submitted to the common curriculum committee. In the proposal, all common curriculum courses will require the WAC component. If this proposal is approved, then each common curriculum course will be required to use WAC in their classes. Mary McCay further stated that the WAC Advisory Committee would submit this proposal. All common curriculum courses are supposed to have a multidisciplinary component. Writing across the Curriculum is a way of integrating this component. Barbara Ewell stated that the common curriculum committee in conjunction with WAC would decide exactly what they require of the students.

Mary Sue Morrow stated that part-time faculty teach many common curriculum courses. These part-time faculty are hired at the last minute and may have trouble incorporating a WAC component. Pat Hugg suggested that because the part-time faculty is hired so late, this WAC requirement is especially important. Mary Sue Morrow pointed out that WAC experienced staffing problems this year due to financial cutbacks. If the university accepts the WAC component, how will it handle the extra workload without the proper amount of staff? Barbara Ewell suggested a meeting with the new Arts and Sciences dean and the dean of City College and lobby from the top. Melanie McKay stated that the dean of the business school would like his faculty to incorporate more writing in their courses.

Cassandra Mabe suggested that maybe one faculty member in each department could incorporate writing in his or her class and start from this point to encourage other faculty members. Pat Hugg suggested that WAC make a presentation to an individual class with the WAC services and what it can offer. This would satisfy both faculty and students and the same time. Michelle Kirtley stated that the common curriculum endeavor would require a huge commitment from WAC. Could WAC satisfy the entire
university? Barbara Ewell suggested generic guidelines for working with WAC be taught to the some of the faculty, guidelines that could be passed on to other faculty members. Pat Hugg suggested that several faculty members be encouraged to incorporate technology with writing in their classes. Doreen Simonsen suggested a liaison between selected faculty members and WAC members along the model of the library working group. Mary Sue Morrow suggested a presentation to departmental faculty meetings with a faculty member who has used the services. Doreen Simonsen suggested that during these liaison meetings, each faculty member assist another with a new technical service.

Mary Sue Morrow suggested another WAC advisory coffee klatch in about a month to review further information. Melanie McKay asked the members to fill out the questionnaires and return them as soon as possible. Doreen Simonsen suggested a topic for the next klatch would be "How to correctly cite a bibliography."

The meeting adjourned at 1:55 pm.