



MINUTES

CARTA Steering Committee Meeting, January 13, 2012

Report date: January 14, 2012 by E. Ozer

Participants: R. Dundas, Music (**Chair**)
J. Chandler, Architecture (**Vice Chair**)
P. Abbott, Interior Architecture
E. Ozer, Landscape Architecture (**Secretary**)
R. Buckley, Art & Art History

Absent: K. Watson, Communication Arts
P. Church, Theatre
M. Vitenson, Music

Chair's Agenda:

- I. Call to order and Roll
- II. Review of minutes from meeting on December 2, 2011; vote to approve
- III. Chair's Report
- IV. Assembly Meeting Dates
- V. Steering Committee Meeting Dates
- VI. T & P Criteria and Procedures
 - A. Comments requested from Associate Dean A. Drisin
- VII. Select representative for Provost's Sabbatical Leave Committee from CARTA
 - A. Dan Guernsey from Art Department?
- VIII. Adjournment

MEETING COMMENCED at 1:07 pm

I. Call to order and Roll

Chair R. Dundas called the meeting to order at 1:07 pm.
K. Watson, P. Church, and M. Vitenson were absent.

II. Review of minutes from meeting on December 2, 2011; vote to approve

Motion (R. Buckley): Approval of minutes.

Second (J. Chandler).

Vote: All in favor.

Resolution: Minutes approved.

III. Chair's Report

Chair R. Dundas distributed photocopies of his notes from the Chairs Advisory Council meeting that was held on January 12, 2012. He briefly went over the agenda items of the meeting, pressing particularly on Dean B. Schriener's announcement regarding the importance of improving the writing skills of the students. He also shared a document (Please see attached *Writing Initiative Update*) that was distributed by Dean B. Schriener during the Chairs Advisory Council meeting.

IV. Assembly Meeting Dates

The Steering Committee members discussed possible meeting dates for the CARTA Spring Assembly Meeting. To ensure a higher number of attendees, it was agreed that the meeting should be scheduled on a Thursday afternoon, during the University's official time period allocated for such activities. The discussion concentrated on two specific dates; March 22nd and March 29th. Some of the Steering Committee members had conflicting activities for March 29th. March 22nd seemed better.

Motion (R. Buckley): I move to select March 22, 2012 as a meeting date for the CARTA Spring Assembly Meeting.

Second (P. Abbott).

Vote: All in favor.

Resolution: Motion Passes. The CARTA Spring Assembly Meeting is scheduled for March 22, 2012 at 3:30pm.

Steering Committee Action: Each Steering Committee member will inform their respective colleagues and department chairs about the agreed date and time of the CARTA Spring Assembly Meeting.

V. Steering Committee Meeting Dates

The Steering Committee members agreed to meet on February 17, 2012 at 1:00pm and March 2, 2012 at 1:00pm. Chair R. Dundas advised that the February 17 meeting might take much longer time than usual, since the focus of that meeting will be on developing the CARTA Bylaws document. Chair R. Dundas distributed photocopies of the College of Art and Sciences Bylaws document and asked the Steering Committee members to review it before the February 17th meeting.

Motion (J. Chandler): I move we request Chair R. Dundas to spearhead the creation of CARTA Bylaws.

Second (P. Abbott).

Vote: All in favor.

Resolution: Motion Passes.

VI. T & P Criteria and Procedures

A. Comments requested from Associate Dean A. Drisin

Chair R. Dundas reported that Associate Dean A. Drisin had recently edited the current *CARTA Policies and Procedures for Faculty Appointment, Tenure, and Promotion* document. Associate Dean A. Drisin provided the revised document to Chair R. Dundas and requested that the Steering Committee

review his edit. Chair R. Dundas distributed photocopies of the edited document to the Steering Committee members and asked for their comments.

J. Chandler: We currently don't have an appropriate body to make recommendations about this document. However, we can review the proposed changes.

Then, the Steering Committee members briefly reviewed the proposed changes. There were no oppositions to any of the changes.

Motion (J. Chandler): I move we make no comments on the proposed changes.

Second (P. Abbott).

Vote: All in favor.

Resolution: Motion Passes.

VII. Select representative for Provost's Sabbatical Leave Committee from CARTA

A. Dan Guernsey from Art Department?

Chair R. Dundas informed the Steering Committee that the CARTA should select a faculty member to serve on the Provost's Sabbatical Leave Committee. During past years, faculty members from the Architecture department and Music department served on this committee. Chair R. Dundas suggested that some other departments should also be represented in this committee. He asked if the Steering Committee members had any opposition to have Dan Guernsey or another faculty member from the Art department as a candidate. The Steering Committee members agreed that Dan Guernsey or another faculty member from the Art department could represent the CARTA in the Provost's Sabbatical Leave Committee. R. Buckley will investigate possible names from his department (Art) and will inform the Steering Committee members about possible candidates.

VIII. Adjournment

Motion (R. Buckley): I move we adjourn the meeting.

Second (J. Chandler).

Vote: All in favor.

Resolution: Motion Passes.

MEETING ADJOURNED at 1:46pm

Writing Initiative Update

Recall this initiative has three components: first, a "writing in the disciplines" (WID) initiative; second, a study of writing standards in the second year "Writing with Humanities" courses; and third, the collection and publication of resources and tools available to the University community (students, faculty and staff) relating to excellent writing. The task-force consists of the following members: Irma Becerra-Fernandez, James M. Sutton, Leslie Richardson, Michelle James, Paula Gillespie, Gisela Casines, Nicol Rae, Kimberly Harrison, Norman Munroe, Cliff Perry, Douglas L. Robertson, Adriana McEachern, Charmaine DeFrancesco, Laura Probst, Consuella Askew, Thomas Breslin, Adam Drisin, John Stuart, and Allan Richards.

1- 3 Instructors Hired with one course release each to serve as pedagogical consultants to faculty in other disciplines:

- Jennifer Bartman (assigned to College of Education)
- Larissa Ramos (assigned to College of Business, but has also reached out to Department of Economics)
- Karl Klint (as Karl is new to FIU, we wanted to give him time to adjust to the institutional context; currently writing instructor Jeff Wehr has the course release to allow him to work with College of Engineering; he has also reached out to Department of Architecture.)

2- Writing in the Disciplines (WID)

This effort was led by Kim Harrison. Launched the Writing Initiative with a seminar for faculty in the different disciplines on 16 September. For the seminar we invited our writing consultant Dr. Mike Palmquist, Associate Vice Provost for Learning and Teaching, Professor of English, and University Distinguished Teaching Scholar at Colorado State University. Palmquist is widely published in the field of writing studies, and he is the founding editor of *Academic Writing*, a refereed journal focusing on interdisciplinary perspectives on communication across the curriculum, and editor of the influential WAC Clearinghouse. The seminar was attended by 42 faculty.

At the seminar faculty learned about the following:

- origins of Writing Across the Curriculum (WAC),
- elements of effective WAC programs at other research universities,
- effective writing assignment design, and
- methods for improving student critical thinking through writing.

They participated in hands-on sessions to help them plan how and where to incorporate additional writing activities into their classes and to design effective assignments. Writing program faculty assisted the consultant in working with WID faculty in the hands-on sessions. Participants were also provided with two books containing practical tips and strategies for teaching writing in the disciplines.

3- Writing in the Humanities (WIH)

This effort was led by Kim Harrison. Held a second seminar in support of Writing in the Humanities on 27 October, led by the consultant Dr. Palmquist. Thirty faculty members attended, and they learned about the following:

- key issues related to national WAC efforts,
- effective writing assignment design,
- forms of feedback,
- use of rubrics,
- strategies to enhance student critical thinking.

They participated in hands-on sessions in which they refined their goals for assigning writing activities and improved their writing assignments. Writing program faculty assisted the consultant in working with WIH faculty individually and in small groups. Participants were provided with two books to help them improve writing instruction and also a copy of the handbook, *The Everyday Writer*, that ENC 1101 and 1102 purchase and that can also be a useful resource for them in Gordon Rule courses. (It is, in essence, a grammar and style guide that includes online tutorials in subjects such as citing sources and avoiding plagiarism.) We also rolled out at this workshop a new Moodle shell with resources to help faculty improve their teaching of writing.

4- Technology Component

This effort was led by Dean Probst. Members of the subcommittee include: Isis Artze-Vega, Irma Becerra-Fernandez, Cynthia Dottin, Paula Gillespie, Kimberly Harrison, Michelle James, Laura Probst (convener), Leslie Richardson, Joseph Riquelme, Vicenta Shepard. The ultimate goal for this subcommittee is the creation and ongoing maintenance plan for a permanent site to host resources and tools for improving student writing skills. The site is designed to have content for faculty and for students. As part of the planning process, this group identified functionality needed on this site. The immediate task of the group was to set up a temporary site to support the task force and the faculty working in the two pilot projects (WID and WIH). The subcommittee accomplished the following:

- Launched a Moodle shell as a collaboration site for WID and WIH faculty
- The site went live on time for the second workshop
- A separate effort will be to create a web site of resources for faculty and students

4- Writing Fellows Effort from Paula Gillespie with the Writing Fellows

This effort was led by Dr. Paula Gillespie. At both workshops, Dr. Gillespie discussed the fellows program. In the spring, 55 fellows will be placed in classes in philosophy, religious studies, interdisciplinary studies (taught by Ken Johnson), and in senior design seminars in Architecture. Currently, three training courses for fellows are

scheduled for the spring term. The search for a Writing Fellows coordinator continues.

5- Next steps

- Consultants in Business and Engineering continue to develop online material to assist both professors and students. For example, for faculty, they are collecting (and in some cases designing) useful rubrics and assignment materials. For students, they are collecting model assignments and professional style guides.
- Consultants continue to work with faculty to review writing assignments and grading criteria and to add more writing into their courses.
- Consultants have reached out to faculty beyond their initial assignment, offering assistance to both economics and architecture, and will continue to do so.
- Continue to build the Moodle shell and encourage faculty participation in discussion boards.
- Collect "starting point" syllabi and assignment sheets for assessment purposes.
- WID Faculty were invited for a lunch meeting in December and will be invited again in January 20th (at CAT) to thank them for their participation, to receive feedback on the consultant service, and to plan for continuing their WID efforts.
- Met with task force on Nov 29 to review and plan. Some of the items at this meeting are to be discussed with Deans at DAC.
- Host two additional spring events on Friday February 17th and March 23rd, coordinated with the Writing Program, the Center for Advancement in Teaching, and the Center for Excellence in Writing. Tentatively planned are a faculty panel that will showcase ideas for writing assignments across the disciplines and a lunch, sponsored by Bedford publishing, that will introduce faculty to the resources related to the *Everyday Writer* handbook.
- Invite consultant for a return visit (spring 2012).

6- Plan for next year

- Continue outreach to selected WID schools and programs through the consultant service.
- Increase consultant service to other schools/departments if there is a need and ability to hire additional instructors.
- Promote Moodle shell beyond initial WID/WIH faculty.
- Site visits to nationally recognized WAC/WID programs that will inform ongoing development.
- Increase attention to assessment, with assistance (perhaps from the Office of Institutional Research or from an advanced doctoral student in assessment).

- Continue to support faculty efforts through meetings and workshops. The Spring workshop should address where we are, what's working and what's not working, appropriate metrics to measure ROI
- Continue to expand the reach of the initiative to other Colleges and Departments
- Promote "Year of Writing Well."

Moving forward, involvement of the faculty senate and task force (soon to be renamed) are important as we consider oversight of Humanities with Writing courses and the pros/cons of labeling writing courses in majors as writing intensive.

7- Discussion Items with Deans from last meeting with Task Force:

- Faculty have requested to continue to meet once a semester to share best practices. They also want to continue to involve graduate students in the efforts. We are planning these meetings in collaboration with the Center for Advancement of Teaching.
- How to continue to reward faculty for participating in professional development activities (WID and WIH). Initially we offered a \$500 stipend to WID faculty willing to redesign their courses (syllabus and writing exercises) and \$100 stipend to WIH faculty for attending seminar and continuous improvement of their courses.
- What is the role of the various Deans' Offices in promoting and supporting this writing initiative as it moves forward, given that this is a "journey"? The faculty has to want to participate in this effort - how do we determine who the players are and communicate to them that their work is valued (given faculty are already being asked to do many tasks)? This initiative will only be successful if we have the support of the faculty. We've seen really good will this semester, we need to keep that going.