

## **MINUTES**

GWAR Committee

**1:30 – 3:00**

**Meeting Number 3**

**October 7, 2022**

**In Attendance:** Lori Brown, Navdeep Dhillon, Jason Deutschman, Sarvenaz Hatami, Henry O'Lawrence, Benjamin Perlman, Loretta Ramirez, Courtney Stammmler, Alexandra Wilkinson

**Call to Order:** 1:35pm

### **Approval of Agenda**

Perlman moves to approve and O'Lawrence seconds, the agenda is approved unanimously.

### **Approval of meeting Minutes for September 16**

Brown notes that the plan authors should be removed. O'Lawrence moves to approve the minutes as amended and Perlman seconds. It is approved unanimously.

### **Announcements**

Brown has no new announcements at this time.

Deutschman opens a discussion about AB928 that changes the GE pattern across the board for community colleges, CSUs and UCs. This mandates that the current Critical thinking A3 category be changed to Critical Thinking and Composition by potentially adding another composition course. Will this impact the WAC? Brown states that some people are concerned, mainly those who teach oral communication, as it looks like a possibility that they might lose this as a distinct campus requirement. It would be difficult to lose public speaking requirements because verbal communication is important for our students. However, this may be good for WAC on this campus. Brown also notes that she is in favor of a campus writing policy because it protects the policy a bit more when state level changes occur. She resumes that rumors about GWAR continue to exist, and students are getting confused. The confusion around GWAR is a primary reason for WI substitution cases. Brown notes that the committee can look into this policy later when she has more information. More info on this bill can be found via an email from Deutschman.

### **Chair Election**

Brown is not officially on this committee; However, Brown will remain the GWAR coordinator for this campus. Brown will continue to be the chair if that is the will of this committee. If someone else would like to take over, this is a possibility.

***WI Subcommittee formation for 2022-2023***

A discussion occurred about reviewing the current WI application as a committee or allowing the WI subcommittee to review and make recommendations. It was determined that the subcommittee should review it and report at the next meeting.

The WI subcommittee also needs to reconvene for this year. Wilkinson and Perlman will re-join the committee, Ramirez and Deutschman will also join. Wilkinson will be the Subcommittee Sub Chair. This subcommittee will review (Phil 403) and will make recommendations at next meeting. Deutschman asked about the format of the review. Wilkinson states that most communication is done asynchronously through email.

### ***Summer GVAR Work Group***

Brown received an introduction to the 2 WI Course Path proposal. Ramirez was also kind enough to integrate the WAC and the portfolio proposals and turn it into a policy. Brown reminds us that the WAC proposal would have undergrad students take a mix of lower and upper division courses for a total of 4 writing courses. Ramirez also created an intro for this proposal. Stammler asks for more clarity on criteria number 2, which allows students to take an additional upper or lower-division writing course. Brown/Ramirez mentions that much of this is pulled from Chico state policy and could emphasize a second comp course, and it serves as a bridge between comp 1 and the WI course and allows for choice. Brown notes that after the policy is written, the implementation may be different.

Wilkinson asks if transfer students will substitute anything to meet the GVAR? Brown states that transfer students coming in with 60 units would only take 2 WI courses. We also need to discuss what WI courses transfer students need when they come in with fewer than 60 units. **The policy that we submitted to CEPC should mention or suggest what we will expect of transfer students.** Thankfully, CEPC will refer back to us, as they write the policy.

Other considerations we need to take into account include defining what a W course will mean and what a WI course will be. Lowering the class cap will be important, but 12 is reaching, but 35 is too many students, so finding a middle ground is necessary. It is suggested that a W course would be about 3,500 words, but we can add more specifics of what needs to be in those classes. Perhaps adding something about double counting and, hopefully, GE classes will hop on board. It is suggested that the W courses will have at least 50% of the grade from writing sources. The WI course policy that currently exists should be integrated with the W policy. It is even possible the original WI course policy changes.

Brown asks if we want to make the GVAR course major specific? Wilkinson believes there will be pushback as there was before. Brown notes that the class does not need to be major specific, but perhaps suggested by the college and have similar writing styles that the students will use in their profession.

Ramirez notes that funding remains the same from the previous proposal. **Ramirez/Brown note that there needs to be funding allocated for a GVAR headquarters and a person in charge of implementing the WAC policy.** Brown notes that by proposing a WAC, she hopes that the college will understand that we need a WAC program and imagines this would be through the English department. WAC program resources such as computers, assistances, GAs, TAs, and

part-time lecturers could also support this program. Next Friday, our recommendations will need to be finalized.

## **GWAR Coordinator's report**

### ***Student WI substitution case***

Brown notes that WI substitution cases are generally handled by the GWAR coordinator and the advisor, with the coordinator making a decision without bringing it to the larger committee. Typically, our campus does not substitute WI courses because although the content may be similar, the writing component is not. Brown states that there have been more of requests recently and wants to bring each to the larger committee. PT24 has documentation (emails) with an instructor/advisor about what classes can be swapped while studying abroad. PT24 feels strongly that she was told to take a class that meets the WI, however, the WI course is specific to our campus, and they are not offered abroad. This class substitutes only by content. PT24 also provided a transcript and the course syllabus.

Brown notes that it is difficult to determine if this class meets WI, but it is not the job of this committee. This should be done before a student travels and takes the course. However, she has already taken the course and is due to graduate this semester. Our decision has a great impact on the graduation date for this student.

Discussion: Deutschman asks which course was substituted or suggested as WI? Brown answered KIN 332 and also states that this course would have substituted for a major specific course, and it just happened to also be a WI course. Deutschman mentions the recent number of cases and that we need to connect with international studies and make it known that WI courses cannot be substituted. Brown notes that Kerry Johnson, in academic affairs, has discussed this with each college. Emphasizing that when we are making a substitution, especially for study abroad that you not only check the content but check the WI component ahead of time. Brown also stressed that even if an abroad course has a substantial amount of writing, this is something unique to our campus.

Hatami asks was the student was misdirected? Brown states the advisor in the emails mentions that this is her best guess for class substitution and the student was not directed to go elsewhere. Brown references that the best way to avoid setting a precedent with this issue is to approve this substitution because of the confusion.

Ramirez mentions that the word count is only about 3,000 words, which is not enough to meet the 5,000-word requirement. Wilkinson states that there is only one 2,000 word paper but also mentions that even if the 5,000 word count is met, there is much more that makes a WI course meet the GWAR. Deutschman notes that the advisor seems like a faculty member rather than a professional advisor and may not know about all the GE and WI requirements. Stammeler brings up a previous concern about the student being misguided. Although this is not crystal clear, it can be argued for. Brown mentions at the top of the email when selecting courses that these are probably the best matches that I see for you to choose from. The other courses on the list were not WIs. It appears as if the student did her due diligence. There were a lot of discussions, and it seems like the department is behind her to get credit for it. Brown states that the student was

asked to get a letter from the KIN department, but we received these emails in place of a formal letter. Deutschman mentions she is very academically strong. Brown believes that if we believe that advising was at fault here then we should grant the substitution.

**Vote:** Deutschman makes a motion to approve the waiver for substituting for this international course for KIN 332. Perlman seconds the motion. The motion passes and is approved.

### ***Student Petition for Waiver of GVAR***

Brown notes that there is one GVAR waiver that needs to be discussed. However, we did not receive the GVAR waiver from the student – GB23. However, she mentions that it is still worth discussing because there have been several students that have never taken the GPE and have not received a GPE waiver, and yet, they are enrolled in a WI course somehow. This is problematic because the tradition of this committee has been that we do not grant waiver requests for current students. Current students still have the ability to meet the requirements. Therefore, this has to be an extreme exception. Furthermore, part of the waiver asks what you have continuously done to meet this GPE requirement.

Brown reflects on the first current student waiver request that was brought to this committee, noting that it was very contentious. This committee held its ground and instructed the student to complete the GVAR process by taking a portfolio class. This case was similar but not identical to the current cases we are seeing where students are ending up in WI courses without going through the required process. Brown notes that cases are most likely coming up more frequently due to miss information about the GPE. She urges that this committee look into these cases with a keen eye for how the student got into the WI course in the first place. If students are enrolled in a WI course without passing the GPE or taking a portfolio course, this means that it was overridden in the system.

### **New Business**

**Adjournment: 3:01pm**

Submitted by,

Alexandra Wilkinson