

MINUTES

GWAR Committee

1:30 – 3:00

Meeting Number 14

April 7, 2023

In attendance: Eve Baker, Lori Brown, Jason Deutschman, Navdeep Dhillon, Sarvanaz Hatami, Loretta Ramirez, Deepti Singh, Courtney Stammler, Alexandra Wilkinson

Approval of Agenda

Deutschman moves to approve the agenda and Baker seconds the motion. The agenda is approved unanimously.

Approval of meeting Minutes for March 17, 2023

Ramirez moves to approve the minutes from March 17th, 2023 and Deutschman seconds the motion. The minutes are approved unanimously.

Announcements

Johnson and Brown met with Senate Executive and were invited back at a later date. However, a date has not been scheduled yet. At the meeting, Brown spoke for about 5 minutes. Kerry Johnson was invited separately to discuss the potential GPE suspension but was not given separate time to make this case. Brown remained positive and stated that she was there to talk about the new proposal. However, if there were questions about the GPE, she could try to answer them. Johnson briefly discussed the potential GPE suspension. During the meeting, Senators asked questions about the proposal. The GPE discussion was lively and time-consuming. Questions time was limited, but Brown was able to answer 1 question.

Furthermore, a consensus about suspending the GPE could not be found at this meeting. Some Senators favored suspending the GPE, and others did not want to unless we had something to replace it. Brown shared that the GWAR committee is not in favor of suspending the GPE without something to replace it. Brown is unsure if the Senate will move the proposal to CEPC or if they would like to meet with Brown again. At the meeting, Klink shared that WAC was unsuccessful in the previous attempt. However, it was not supported by policy. In the past, the WAC program and the GWAR overlapped, but now they will be combined.

Baker notes that over 2900 students are registered for the upcoming GPEs. However, questions surrounding the summer testing dates persist from students. Brown notes that we will proceed with the summer test at this time. Stammler and testing are being inundated with questions at this time. Brown notes that miscommunication continues to happen about the GPE and is unsure why.

Stammler and Aubele updated two GWAR Prompts so they can be used in the upcoming tests. Thank you!

GWAR Coordinator's report

During Brown's meeting with Senate Executive, a suggestion was made to include the online modules throughout the proposal and earlier in the proposal. Currently, the modules are only briefly mentioned in the proposal but are extensively mentioned in the budget portion.

This committee must consider how to incorporate the online modules into the policy. We should brainstorm and be ready for the next round of questions. Brown notes that previously, this committee hoped that the newly established committee created through the policy would oversee the modules. However, the Senate would like it in the policy more extensively before moving forward.

Ramirez asks if there was perhaps pushback because it might be considered online teaching. Ramirez envisioned the modules as a tool rather than online teaching. Brown notes she did not get this feeling but did sense a general uneasiness of any learning being digitalized.

Brown notes that much of the funding is designated for creating, refreshing, and implementing the modules. Brown asks for suggestions on implementing the modules earlier in the policy. Should this be a checkoff before a student graduates, and if so, who is responsible for it?

Wilkinson notes she envisions the modules being an instructor tool rather than something to assign to students who are not doing well. For example, if an essay is being assigned in two weeks, the week before, a few modules could be assigned to prepare students for this type of writing. Wilkinson also notes that the modules could be required in all W and WI classes. The content will already be created, so it will not be additional work for instructors. By the time the student finishes at CSULB, the modules should be completed. This way students are learning content taught in the classroom and getting support with writing outside the classroom.

Brown asks what if a student has already completed modules and an instructor wants to assign them to a class. Brown and Wilkinson agree that repetition would most likely benefit students.

Stammler asks how many modules are being considered. Brown notes that there are 10 module suggestions at this time.

Ramirez notes that there have been many variations of the module idea throughout the year, and it has evolved. She envisioned the policy version as a resource for students and teachers. It is also noted in the policy that the university needs to provide resources which includes support for the writing center. Perhaps the modules are something that the student does not need to complete but it is the responsibility of the university to provide modules if a student needs them. Optimal student support can come from a well-staffed writing center and detailed how-to online modules. This also supports faculty that may be intimidated by teaching writing in their course.

Hatami agrees that she envisioned the modules being required in every W and WI class to take the burden from teachers. The modules are something that are ready for faculty to implement into classes, so they do not have to develop them or teach writing on their own. This also creates consistency across the campus and among students. Hatami also does not see a problem with the students completing modules multiple times (perhaps even 3 times), similar to faculty training that we take yearly. As long as the modules are not too comprehensive or time-consuming.

Hatami envisions the modules being 10% of the final grade for W and WI classes. The modules could also be assessed through self-graded Quizzes further simplifying the process for instructors.

Brown notes that it appears as though the committee supports required modules being part of a W or WI class rather than just support for a student that failed a class and needs extra support. Wilkinson notes they could be both. Hatami mentions that the modules would hopefully encourage faculty that fear teaching writing to take on W and WI classes. Although Hatami envisions modules being required, she is still open to discussion about them. Brown would like to see students cover all modules before they graduate. Another solution is to have W and WI classes assign a certain number of modules in each course.

Brown also notes that the policy should clarify that instructors do not need to do any online teaching to create the modules. We also do not know what the modules are really going to look like yet in the end. Brown will move something up earlier in the proposal in hopes of mitigating this comment.

Stammler teaches English 100 B and notes that she covers all the suggested module topics in her class. She also mentions that the librarian she works with has 10 modules available for students to review and get a badge. You can find the library modules here: [libguides modules](#). Stammler notes that ideally, all the module concepts are taught in lower-level W courses, and after the modules can serve as a resource for faculty and students to review at later times.

Hatami agrees with Stammler and suggests that another option is to offer the modules to students and have no grade attached. However, students need to complete them to meet the writing requirements. Similar to the GPE we have now. It must be completed, but it is not done within a class. Wilkinson notes a conversation this committee previously had regarding this subject. Completing the modules could potentially be the ticket out of a WI class. This would make it comparable for native and transfer students. Hatami strengthens this by stating students could complete modules throughout their undergrad program as long as they are completed by graduation. Brown states that this method would remove pressure and responsibility from instructors but would create the need for a tracking system.

Brown's department is practicing with one module (9 smaller activities) in business on information literacy. Brown would also like to review what modules the librarian has for Stammler's class. Modules can be engaging and productive for learning.

Brown asks some committee members to write a paragraph about the modules. Wilkinson, Hatami, and Brown will write a paragraph before the next session.

Adjournment: 2:47 pm

Respectfully submitted by,

Alexandra Wilkinson