

MINUTES

GWAR Committee

1:30 – 3:00

Meeting Number 7

December 2, 2022

Called to order: 1:38 pm

In Attendance: Joseph Aubele, Eve Baker, Lori Brown, Jason Deutschman, Navdeep Dhillon, Annel Estrada, Meghan Griffith, Sarvenaz Hatami, Benjamin Perlman, Deepti Singh, Courtney Stammler, Loretta Ramirez, Alexandra Wilkinson

Approval of Agenda

Wilkinson moves to approve the minutes and Perlman seconds. The agenda is unanimously approved.

Approval of meeting Minutes for November 18, 2022

Deutschman moves to approve the minutes and Perlman seconds the minutes. The agenda is unanimously approved.

Announcements

This committee will be submitting the draft proposal following this GVAR meeting. After, CPEC will work on writing the policy with this committee's recommendations. Notes will also be submitted in addition to a cover page.

GVAR Policy Proposal Draft Review

Brown begins reviewing the draft proposal with the greater committee. The entire draft proposal is located on BeachBoard under content for further review. The following is a summary and group discussion.

Brown states that the current draft form is more of a descriptive plan rather than written in the specific policy. Brown continues by stating that this document describes a proposal for the college. This draft policy differs from the statewide GVAR policy. This is an important distinction because a campus writing policy will remain steady if state writing policies change. Meeting the GVAR is important, but in general, writing is important for this campus. Meeting the GVAR will be implemented within this draft policy. Brown also stresses that if a Writing Across the Curriculum (WAC) program is not supported by campus resources, then this plan cannot work.

The draft policy notes that WAC is a national movement starting around the 1980s, allowing students to have frequent opportunities to better their writing. There are three approaches. All writing classes should lend themselves to at least one approach, but at times, all three writing

approaches. These include writing to learn, writing in the discipline, and writing to engage. The overarching idea is that writing more frequently will lead to students being more comfortable with writing. Writing to engage our students allows students to more deeply and critically understand the material. While writing in the discipline emphasizes that every field has unique writing styles, and students should have the opportunity to hone discipline specific skills.

The current draft proposal applies the WAC model to the CSULB campus. This proposal also incorporates the concept of *habits of mind* mentioned by Ramirez. This states that you cannot form a habit if you are not frequently exposed and practice that habit. This proposal also replaces the current GPE placement exam, which has been seen as a high-stakes exam. Brown also notes that sources were not included in the draft proposal to keep it cleaner looking, but if needed, citations can be provided.

Brown also highlights that proposed W courses would likely be converted from current classes. In this proposal, the addition of 2 W courses (2 and 3 on the proposal) will be a change for the campus, and the additional courses are meant to bridge freshman comp and the already in place WI course. Mandatory support services will also be provided to serve students better. Brown also emphasizes the importance of new W and WI courses providing opportunities for revision and should provide rubrics and or assessment criteria clearly designating writing proficiencies.

It is important to highlight that this proposal will not require new units. It is recommended that current classes add additional writing components to become W courses. Abubele recommends moving this statement earlier in the draft. Hatami also recommended a change in the sequencing of classes by reversing classes 2 and 3 on the draft policy.

Moving on, Brown suggests that student outcomes could probably be improved upon, but will save this for a later time or for CPEC. Brown notes that a WAC committee needs to be a training machine and with campus support this is possible. The new WAC committee would potentially benefit from having two chairs. Stammeler agrees that it is essential to have at least two people to divide the intensive workload.

Additionally, Brown notes that all undergraduates would need to have a Canvas course that is pre-loaded with all available writing resource modules. Abubele intercepts with writing maintenance of these modules be written into the funding. The library is currently focusing on some online writing resources. Brown continues noting that Faculty will need to feel empowered to assign online modules to students for additional writing support.

Funding will be imperative and in the first semester policy (Spring 2023 or Fall 2023), a large task force must be developed. This group would need to create content and should have release time to accomplish this task. After creating content, a smaller task force could be developed to make content accessible through Canvas. The discussion concludes with Brown thanking the committee and all involved in the long draft policy process.

Adjournment: 3:00 pm

Submitted by,

Alexandra Wilkinson