

## **MINUTES**

### **GWAR Committee**

**1:30 – 3:00**

### **Meeting Number 1**

**September 15, 2023**

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

**In attendance:** Eve Baker, Lori Brown, Navdeep Dhillon, Tom Do, Meghan Griffin-Pina, Lorenzo Gutierrez-Jarquin, Sarvenaz Hatami, Jeff Klaus, Loretta Ramirez, Deepti Singh, Courtney Stammler, Alexandra Wilkinson

### **Approval of Agenda**

Wilkinson moves to approve the agenda and Singh seconds the motion. The minutes are approved unanimously.

### **Approval of meeting Minutes for May 5. 2023**

Baker moves to approve the minutes from May 5<sup>th</sup> 2023 and Dhillon seconds the motion. The minutes are approved unanimously.

### **Welcome New Members**

Lorenzo Gutierrez-Jarquin is the director of undergrad advising for the College of the Arts. Another new member is Tom Do from the English department and the writing center. Do's focus is on rhetoric and composition. Jeff Klaus is the AVP and will be attending meetings periodically. Nicollette Brant will also be joining this committee representing the library. Brown notes that the GWAR roster still needs someone from the education department and the art department to complete the roster.

Brown urges committee members to join an additional, long-standing committee called the GPE Advising Committee. This committee typically met from 12 to 1 or 12:30 to 1:30 and would need its own chair, vice chair, and secretary. The committee is in charge of producing writing prompts for the GPE. This needs to be filled and start operation so testing can begin piloting prompts for upcoming GPEs. Brown is hopeful to recruit someone strong in stats to this committee. Brown also notes that after this committee initially gets started, it may only meet once rather than twice a month.

If you are willing to serve on this committee, please send Brown a quick email. However, if you know the person in charge of your college's nominating committee, you can also email them.

Brown notes that it is not a huge time commitment, and people can often work on prompts asynchronously and meet as a greater group to share.

## **Officer Elections**

Brown reminisces about the committee last year. It took several weeks to get leadership positions in place. However, she is optimistic about this year.

Brown opens nominations.

### ***Chair***

Wilkinson moves to nominate Brown for chair in the 2023 -2024 academic year. Brown accepted the nomination. Brown is elected to the chair position.

### ***Vice-chair***

Ramirez has self-nominated for the vice chair in the 2023 -2024 academic year and was elected unanimously to the position.

### ***Secretary***

Baker nominates Wilkinson for the role in the 2023- 2024 academic year. Wilkinson accepted the nomination and was elected unanimously.

## **Announcements**

Brown asks the committee if they would like to continue to meet via Zoom. Many members prefer ZOOM but are open to meeting in person once or twice over the semester.

Brown recaps GVARs journey last year for the committee and new members. The Chancellor's office changed the GVAR statewide policy. The committee then went through a long process of evaluating the value of the GPE but ultimately the Senate Executive decided not to suspend the GPE until further notice. Brown notes that a small GVAR group met over Summer 2022 to start the process of a new proposal on how students can meet the GVAR. This proposal was worked on extensively during the 2022-2023 academic year. The draft proposal is available on Canvas for further review.

Brown was recently notified that the draft policy has moved to the Curriculum and Educational Policies Council (CEPC). Brown and Johnson will present to CEPC on September 27<sup>th</sup> and answer questions. Brown notes that the draft policy will likely go back and forth between all parties.

The new policy proposes having a writing across the campus (WAC) approach. Writing will be embedded into the curriculum. Brown notes that attempts at a WAC program were unsuccessful in the past. However, because this WAC policy will be embedded into the policy rather than a

stand-alone effort, she is confident it will be more successful if it is supported. Brown reflects on the history of GEAR. This campus once had a test only approach, which was an exit exam for the college and to earn a degree. The WPE eventually became the placement GPE, and portfolio classes were created to provide support to students before going into the writing-intensive class. This policy was approved in 2012 and was implemented 2015/2016. Brown notes the consistent discussion about the GPE and its place on our campus over the past years.

The WAC proposal currently being reviewed recommends four writing courses minimum to create a bridge for students. The policy also proposes that instead of a committee, a diverse group of people from across campus would be responsible for reviewing classes, contributing to the curriculum, and supporting instructors and departments. This draft policy also calls for the college to create online module writing content and provide resources for students and instructors.

Do asks a question about the point person or the point department for the new WAC policy. Brown states that there most likely will be a point person but the current proposal recommends several people are also involved. One person may be the point person but there will be many people there to support the director and the vice director. This is not finalized, and Senate could make changes to this. Funding will also play a role in this. Do reminisces about WAC being difficult to implement with other departments on campus. Brown states that having a policy behind the development of classes provides a better opportunity and administrative support. This can encourage departments and instructors to implement writing classes. Brown notes the best example is when the current 2012 policy was created that required all students on campus to take a WI class. Our campus created 80+ WI courses since then with the help of funding and support.

## **GPE – Testing Update**

Baker notes that 1475 students tested on September 8<sup>th</sup> and 9<sup>th</sup>, and another GPE is scheduled for later in October. Baker notes that testing needs writing prompts ASAP. Furthermore, the April test needs to be rescheduled because it is also Beach Day. It will be moved forward one week.

## **GEAR Coordinator's report**

Brown notes that we do not adjudicate student writing on this committee. This committee reviews students' requests and compares them to the GEAR policy. Brown also notes that many students are submitting the incorrect form. Instead of a GEAR Waiver Request, they may be submitting the form Exception for Graduation Requirement. The academic appeals committee forwards them to GEAR.

## ***Student # 1 MH37***

MH37 went to UC Santa Barbara and took an upper-division class called Comparative World Literature in Fall 2022. MH37 believes this class is a writing intensive course and would like it to replace the required writing intensive on this campus. Brown shares the syllabus with the committee, which is located on Canvas.

Brown notes that writing intensive classes on our campus need to have a minimum of 5000 and demonstrate drafting and provide feedback. This class does not appear to meet this requirement. The class requires two short papers of 500 to 1000 words each and a final paper of up to 1500 words. There are no references to drafting and revision in the syllabus. Wilkinson states that the class does not meet the minimum word count for writing intensive classes on this campus. She also states that GEAR has had many discussions opposing the allowing of classes to be substituted and that WI classes must be taken on this campus.

Do agrees with Wilkinson that this campus cannot evaluate a class on another campus. Wilkinson asks if the student provided a reason for the request, but Brown notes the student did not. Ramirez notes that this is the student's perception of what a writing intensive class is. Ramirez also notes that the class does have the student outline a paper for a midterm but other than that, no further evidence is offered. Hatami argues that this is the student's perception. Singh also notes that this committee cannot be responsible for evaluating courses at another university. Brown also reminds this committee that the campus will accept writing courses from other CSUs but not UCs.

Brown calls for a vote. All those in favor of granting a waiver to MH37. The waiver is denied unanimously.

### ***Student # 2 EI38***

EI38 is expected to graduate in Fall 2025. EI38 is proposing to substitute Music 468 as a WI class. Brown notes that this class is not a WI class and appears that it never was one. Gutierrez-Jarquín also notes that since 2018 this campus no longer uses the upper division F capstone for writing intensive classes. However, C1 F applies to the ethnic studies requirement for newer students. Some students may be in the older system but EI38 is not. Griffin-Pina notes that many students are on different GE pathways, but the campus WI classes are labeled as WI. The committee believes this is a mistake on the student's part.

Brown calls for a vote if we would like to affirm the waiver. The waiver is denied.

### ***Student # 3 TX39***

TX39 is an international business student set to graduate in spring 2024. TX39 would like to waive the portfolio course. However, TX39 scored 9 on the GPE. Brown notes that TX39 is also a BMAC student and took the GPE with accommodations. Accommodations in place included a distraction-reduced environment, ear plugs, and extended time. Stammeler notes that this student failed English 100 B but repeated it and received an A later. Griffin-Pina notes that the student is currently enrolled in a portfolio class. Brown states that the student is hoping to get out of it and believes that they do not need it.

Do asks what the student's testing time accommodations were multiplied by? Brown states by two so the student had at least 150 minutes to take the exam. Do notes that this provides limited evidence for not needing to take the portfolio course. Ramirez trusts that BMAC worked with the student, and they received the required accommodations. Hatami asks if this committee has

waived a portfolio course previously. Stammier comments that the student will have a great need to write effectively as an international business student with a legal studies certificate. Wilkinson notes that if the student is experiencing issues with the additional allowed time BMAC recommends, then the student should reach out to BMAC for changes. The student will most likely experience additional timed writing exams in other classes. Changing the BMAC accommodations will protect this student for the remainder of their time at the university.

Brown calls for a vote to affirm TX39 request to waive the portfolio course they are currently enrolled in. The waiver is unanimously denied.

### ***Student # 4 WT40***

WT40 is a student that has a job offer, and it is contingent on a summer 2023 graduation date. WT40 took CAFF 427 and received a D in the class. The D grade does not meet the GVAR. WT40 is currently enrolled in the WI GEO 355, should the waiver be denied. WT40 is requesting that the committee accept the D in CAFF 427 to meet the GVAR and have graduation date of Summer 2023. Brown received a note from advising that the student was fully aware they needed a C to meet the GVAR. The student also submitted an offer letter to advisors that noted a required background check. The background check will reveal the student did not graduate in Summer 2023 which means the job offer will be rescinded.

Wilkinson asks if this committee has ever allowed a D as a passing WI class grade. Brown notes that she is not aware of this happening. Gutierrez-Jarquín notes that the student took CAFF 427 twice, and received a D in both attempts. Singh is concerned about denying the student's waiver and, therefore, the job offer. Hatami asked if this type of concern could have been addressed with the instructor. Brown notes that the student could have worked with them, but we do not have those details. Singh echoes this. Brown agrees there were many options the student could have taken with the professor of the class. Stammier is concerned about why the student did not prioritize the WI class as a graduation requirement when the student clearly knew they wanted to work for this particular company. The student also took IS 301 prior to the class becoming a WI and is outside the request window to apply for it. The committee is very sympathetic to the student's situation. However, the committee believes it is unfair to waive this class and it could open requests for additional waived classes for future students.

Brown calls for a vote for all those in favor of accepting the D in CAFF 427 as a passing WI grade. The request is denied.

### **Old Business**

WAC Proposal – Online Module Ideas

### **New Business**

**Adjournment:** 3:16 pm