

MINUTES
GWAR Committee
MHB 315
1:30 PM -3:00 PM
Meeting Number 3
October 6th, 2017

Present: Joseph Aubele, John Scenters-Zapico, Jonathan O'Brien, Debra Fraser, Rebecca Lemme, Rebekha Abbuhl, Max Rosenkrantz, Lori Smurthwaite, Lei Sun, Leeanne Bergeron, Lori Brown, Jason Moore

- 1. Approval of agenda: M/S/P**
- 2. Minutes of meeting on September 15th, 2017: M/S/P**
- 3. Announcements:**
 - a. Jason Moore is the new ASI student representative (history).
 - b. UNIV GWAR portfolio course funding was approved by the Provost. UNIV 310 GWAR course approved using existing syllabi. Five courses to be offered spring 2018. These portfolio courses will satisfy GWAR.
 - c. Rebekha Abbuhl is now an official GWAARC member through spring 2018.
 - d. Institutional data request - still no answer.
- 4. Discussion of 4 possible revisions to GWAR policy in light of EO1100:**
 - a. Background: Different CSUs have responded to the EO in different ways. Some CSUs have passed resolutions against the order, and there is a petition asking Chancellor White to rescind the order at change.org. There was a webinar on 9/29 on the executive order; the general impression was that the chancellor's office has made up their minds about this and will not likely delay or rescind the order.
 - b. **Possible solution 1: Preserve pathways and address WI GE capstone courses:**
 1. The existing writing intensive (WI) GE upper division capstones must fit into categories B, C, or D in order for their use to continue. There are 45 GE WI courses that would need to be re-categorized. This solution may not be feasible given the fact that some of these courses could not easily fit into the B, C, or D categories and also because it would be seen as administrative overreach to force instructors to re-categorize their courses.
 2. Alternatively, instead of restricting the culminating course to a certified WI GE capstone course, it could simply be a GE capstone course in the B, C, or D category—if current policy is enforced that these capstones have 2500 words and opportunities for revision.
 3. Alternatively, like CSUCI, we could say that the final culminating course be a GE capstone course in the B, C, or D category (policy unenforced) where there is at least one student learning outcome that addresses writing.

- c. **Possible solution 2: Have the undergraduate and transfer student pathways more closely resemble the graduate pathways:**
1. This would mean eliminating the requirement that undergraduate and transfer students take WI GE capstones. In addition, undergraduate and transfer students would be allowed to self-place into a GWAR portfolio course or take the GPE. ENGL 301A and the GWAR portfolio courses would be preserved.
 2. This solution may not be feasible. It would be too difficult to manage when students must self-place. There would also be a potential inequality between native students and transfer students. Leeanne explained there are over 5,000 students now who have breached the 50-unit threshold and are overdue to take the GPE. These students will have a GGPE registration hold spring 2018. How could this multitude be managed if students are electing to self-place? Data according to GWAR Required Report LBSR0391 dated 09-15-2017
- d. **Possible solution 3: Eliminate the current GWAR requirements and have departments decide how writing will be addressed within their departments:**
1. Proposal eliminates the test and the pathways and leaves it up to the departments to address writing. The GWAR committee could offer suggestions (e.g., WAC alternative, faculty development, etc.), but ultimately the department would decide. The concern with this proposal is that it may be difficult to oversee whether writing requirements have been met.
- e. **Possible solution 4: Expand existing WAC Alternative in GWAR policy:**
1. Proposal eliminates the GPE test and portfolio courses, as well as the requirement that students take a WI GE capstone. Students would be required to take two courses in their major that address writing (the WAC alternative). However, there are not enough WAC courses to implement this in the fall. In addition, a system for tracking students would need to be put in place.
 2. Simultaneously, we could expand support to struggling writers, e.g., faculty development workshops, WAC Modules, standing tutoring appointments, university writing center, using supplemental instruction (SI), recruiting GAs within the discipline as writing SI tutors, expanding genre-specific WRL tutoring workshops.
- f. **Possible solution 5: Return the policy to the way it was before Fall 2012**
1. Proposal returns the GWAR to pre-2012 levels. Students would take the GPE. Low-scorers would take ENGL 301A and a GWAR portfolio course. Mid-level scorers would take a GWAR portfolio course. High-range scorers would be done. However, we agreed as a university that we

wanted an upper-division writing course in the major that all students would need to take. This would run contrary to that decision.

- g. In an **informal straw poll**, the committee expressed more support for possible solution 4 than for the other possible solutions. It was noted that any recommendation we make will need to be voted on by the academic senate, and that we need to consult with stakeholders for their feedback.
 - h. It was proposed that a sub-committee meet to discuss the proposals in more depth. Lori Smurthwaite, Lori Brown, Leanne Bergeron, John Scenters-Zapico, Rebecca Lemme, and Rebekha Abbuhl will meet October 13th at 1:30 in LAB 209.
- 5. Student waiver petition format revision.** Ken Kelly to look into why the Testing Office has this responsibility and report. At least require a cc to Testing.
- 6. GWAR Coordinator's Report:**
- a. CCPE has eliminated their GWAR portfolio courses (including ENGL 301B). Students who are matriculated must take stateside GWAR courses per CSU policy.
- 7. Next meeting:** October 20th at 1:30pm in MHB 315
- 8. Adjournment.**

Respectfully submitted,
Leanne Bergeron
Secretary

(These minutes were approved on 10/20).