

## **Minutes of the GVAR Committee**

### **Meeting Number 9**

**February 18, 2011**

**1:30 – 3 PM (USU 311)**

In attendance: Rebekha Abbuhl, Lori Brown, Gary Griswold, Diana Hines, Nathan Jensen, Bron Pellissier, Maryam Quadrat, Susan Platt, Linda Sarbo, Rick Tuveson, Mark Wiley, Carol Zitzer-Comfort

1. Approval of agenda MSP
2. Minutes of 2/4/11 – MSP with these amendments: addition of Diana Hines to 2/4/11 meeting attendees; wording of 6a changed to “17 students registered for the WPE, but were ineligible to retest, and were notified as such.”
3. Announcements
  - a. Lynn Mahoney approved instrument being sent out to faculty concerning writing on campus; Van Novack is providing research support
  - b. WPE tomorrow: 2600 students registered
  - c. Rebekha Abbuhl distributed copies of “Framework for Success in Postsecondary Writing” from the Council of Writing Program Administrators, and asked everyone to read it for discussion at the next meeting.
4. Policy revisions
  - a. Under section 3a, change “hid” to “his”
  - b. Take out “as determined by the Diagnostic Subcommittee” in all three pathways
  - c. Preamble needs to be inserted before pathways (MSP)
  - d. Graduate student pathway need to be differentiated from undergraduate pathways
  - e. Discussion concerning what technical, professional, or writing intensive courses are
  - f. Discussion of whether departments should have a part in designating appropriate writing intensive courses in their departments
  - g. Discussion of unit count and how units would be counted in designated writing courses in the departments
  - h. Rebekha Abbuhl offered to bring the GE policy definition of writing intensive courses
  - i. Discussion concerning graduate student pathways:
    - i. What should be done with level three? Consider inserting “activity or course” into this pathway

- ii. Pathways should be parallel in wording for undergraduate students; level three should be level one level one, etc.
      - iii. Discussion of GVAR courses for graduate students: don't help them prepare to write theses, but still helpful for overall writing
    - j. Miscellaneous discussion
      - i. Discussion concerning whether students should have to take a diagnostic writing exam, or be able to self-place into 301A
      - ii. Discussion about how to ensure that WI courses are actually teaching what they should; need professional development, some kind of oversight, involvement from departments.
      - iii. Once we have a rough draft of GVAR Policy Revisions, invite Lynn Mahoney to committee meeting
      - iv. New policy might highlight need for a WAC position
    - k. Section 5
      - i. Change "The DWE Subcommittee" to "The DWE Committee"
      - ii. Change "will serve as a subcommittee of the" to "shall report to the"
      - iii. Modify charge of the committee from tasks requiring specialized knowledge of test development and measurement to providing general advisement and oversight for the development of the exam; Susan Platt agreed to work on this
      - iv. Discussion of membership of the committee; take out "one representative from the Writers Resource Lab or the LAC;" change "non-native English speaking students: to "speakers of other languages"
  - l. Carol Zitzer-Comfort kept notes of suggested modifications of entire document and will transmit these.
5. GVAR Coordinator's report
- a. The PARC Committee has informed the GVAR Coordinator that a GVAR Self-Study is due on June 1; template doesn't lend itself to a study of the GVAR Program. Linda Sarbo will discuss this with Sharlene Sayegh and Cecile Lindsay to see if this particular self-study is needed. If so, Linda will produce a rough draft for the committee to discuss.
6. Adjournment
- a. 3:15 p.m.

Respectfully submitted,

Susan Platt

*These minutes were approved on 3/4.*