

MINUTES  
GWAR Committee  
BH 201  
1:30-3:00

Meeting Number 11  
April 20th, 2018

In attendance: Henry O'Lawrence, Lei Sun, Rebekha Abbuhl, Leeanne Bergeron, Max Rosenkrantz, Eve Baker, John Scenters-Zapico, Lori Brown, Lethia Cobbs, Joseph Abulele, Jason Deutschman, Rebecca Lemme

1. **Approval of agenda:** M/S/P
2. **Minutes of meeting on April 6, 2018:** Approved M/S/P
3. **Announcements:**
  - a. May 4<sup>th</sup> is the last GWAR meeting for the semester.
  - b. GPE on April 14<sup>th</sup> tested approximately 1600 students. Pilot GPE given to 130 students.
4. **Discussion of GE forum:**
  - a. In one forum discussion, the majority of attendees who spoke stated that GWAR should be located with GE, not within the major. In another forum discussion, there was support for the WAC alternative. No consensus emerged from either forum concerning the GWAR.
5. **Update on status of GPE, ENGL 301A, GWAR portfolio courses, and the WI GE capstone courses:**
  - a. According to Neil Hultgren and Norbert Schurer, the current system (GPE, ENGL 301A, GWAR portfolio classes, WI GE capstone courses) will be continuing in the 2018-19 school year.
  - b. The academic senate will use the next year to deliberate on issues related to GE, and any proposal we send forth to the GEGC and CEPC will ultimately need to be approved by both those committees and the academic senate.
6. **Plan for AY 2018-19:**
  - a. The committee agrees that we should remain active participants in the process of re-imagining GWAR and the GE.
  - b. There was a recommendation that the committee develop a mission statement at the next GWAR meeting on 5/4.
  - c. Next year, the committee needs to continue monitoring the GPE, the GPE pilots, and the WAC pilot. Concerning the WAC pilot, we should gather information on what students and faculty think about the pilots; how many students completed the pilot successfully; what kind of writing the students have produced in the

pilots. Ultimately, we will need data and evidence to support whatever recommendation we end up making.

- d. Questions for the committee to consider:
  - i. What information and data are there from WAC ALT pilot courses, GE WI capstone courses, and current GVAR pathway?
  - ii. Who are the WAC Alternative course instructors? The GVARC should develop questions for instructor feedback, problems, and goals.
  - iii. How many lecturers are in the WAC pilot?
  - iv. How difficult was it to alter/modify the course to participate in the pilot?
  - v. Who is going to teach writing in the major; what are their qualifications? How will faculty qualifications affect accreditation?
  - vi. How are writing assignments added into the curriculum? Will colleges and chairs require faculty to teach writing?
  - vii. How does the proposed change affect lecturers?
  - viii. How will job description and protocols change? What are the desired vs required qualifications?
  - ix. How will we assess courses with writing assignments in the major?
  - x. What role could the writing modules play in any GVAR proposal?
  - xi. How can we integrate the WI GE capstone courses into a GVAR proposal?

**7. Question regarding minimum grades in GVAR portfolio courses D is passing:**

- a. It was discovered that language in the GVAR policy and in the CSULB catalog regarding minimum passing grade requirement for GVAR portfolio courses was not aligned. The CSULB catalog was corrected to match GVAR policy 3.1.1.3.
- b. GVAR policy 3.1.1.3: “Complete a GVAR portfolio course, including the submission of a portfolio that earns a passing score.”
- c. The minimum grade to pass a GVAR portfolio course is not specifically stated in the policy. Therefore, a “D” is a passing grade.
  - i. The GVARC intended for the minimum passing grade requirement policy to be the university minimum requirement. However, the requirement minimum passing grade can be set at the discretion of the college/department offering the course(s).
  - ii. No change in policy is considered at this time.
- d. How many students pass the course but not the portfolio? That information has not been gathered. LB and RA will meet to discuss possible ways to capture this data.

**8. GVAR coordinator’s report:**

- a. WAC module tutor and student assessments are strong
- b. WAC survey on experiences and perceptions with writing and the teaching of writing at CSULB survey ends June 1, 2018. Survey respondents are alumni, faculty, and students.

**9. Adjournment**

Respectfully submitted,  
Leeanne Bergeron, Secretary  
(These minutes were approved on May 4<sup>th</sup>, 2018).