

MINUTES

GWAR Committee

1:30 – 3:00

Meeting Number 4

November 3, 2023

In attendance: Eve Baker, Nicollete Brant, Lori Brown, Navdeep Dhillon, Tom Do, Gary Griswold, Eileen Klink, Meghan Griffin Pina, Lorenzo Gutierrez-Jarquin, Benjamin Perlman, Loretta Ramirez, Deepti Singh, Courtney Stammler, Katherin Toscano, Alexandra Wilkinson

Call meeting to order: 1:33 p.m.

Approval of Agenda

Baker motions to approve the agenda and Singh seconds the motion. The agenda is unanimously approved.

Approval of meeting Minutes for October 20, 2023

Perlman motions to approve the minutes from October 20th, 2023 as amended, and Baker seconds the motion. The amended minutes are unanimously approved.

Announcements

Brown notes that Griswold and Klink have been invited to discuss concerns about the draft proposal. Griswold has extensive experience with GWAR and has previously served as chair for the committee and assisted with the GWAR Summer work program. Griswold was also a part of the implementation of the current GWAR policy and writing

Griswold also notes concerns about adding two classes to a student's schedule. Griswold is concerned about hiring faculty, instructors, and TAs for all these courses. Griswold also discusses concerns about the need for a WAC director and potential staff to assist. Griswold's main concern is if the proposal does not secure funding and there is an alternative position. Or funding may be provided but then removed.

Stammle notes that Griswold's concerns are valid, but the committee may not have answers to all of them at this time. Brown states the funding question is fundamental. Brown notes that she has been waiting for official word about support for the proposal. Once the proposal went to CEPC, Brown was given very short notice that the policy was going to be looked at. Brown understands that without funding support, it would be very difficult for departments to commit to the draft proposal. Brown notes that the executive leadership went to the Provost, Vice Provost, and AVP for curriculum to request funding. Brown notes that VP Cormack has assigned the University Resource Committee URC to look at the policy and determine a resource need before moving forward. CEPC has put this policy on hold for faculty review it with their colleges and departments.

and the potential of having others complete the modules for them. Griswold is also concerned about instructors being able to utilize modules. Klink also mentions modules would need to be updated to prevent cheating. Brown notes that consistent updating is being asked for in the proposal.

Brown asks Stammer if any solutions for the modules have been discussed. Stammer notes that most feedback is received to the modules but concerns about the integrity remain. For example, if a student completes a module on punctuation, well, the student learns about punctuation. However, without faculty oversight, students could struggle with the application. Brown notes that this committee may not be able to answer this at this time and to leave it to the committee responsible for module development.

Brant asks if the modules can be a part of a class. For example, if the instructor notices a student needs more support, they can assign a model. This would mean that the application of that module should appear in future writing assignments in the class. The instructor should be able to provide feedback. Brown notes that this campus can provide support, but it is difficult to access the application within the modules. Stammer suggests having composition instructors make recommendations for the writing classes as they can often catch students who are struggling. Griswold states that this would miss transfer students. Brown believes that the modules could have a strong presence in the third class that incorporates writing. Brown asks if the committee supports the third class that integrates writing. GWARC overwhelmingly supports the third class. Brown notes that GWARC initially thought that the module task force would be allowed the flexibility to determine what the modules entail. Tutoring will also play an important role.

Griswold and Klink state that they will support this proposal given the parameters.

Brant asks if faculty can meet students at the writing level the student is at. Griswold notes that it is not that simple. It takes time to acquire language. Perlman notes that he meets students where they are, but often needs to refer students to the writing center because they need consistent exposure to writing. Perlman notes that many classes can be converted to writing classes with the help of the guide Perlman, Wilkinson, Golden, and Hatcher developed. Brown notes there is an incentive to convert classes into writing classes because it means students can take more writing classes within their major.