Board of Regents Academic Advisory Committee of English

Annual Meeting Minutes (Spring 2020)

Held via Videoconference

Day 1: **Thursday March 26**

Those in attendance:

Atlanta Metropolitan State College	Lisa Mallory
Augusta University	Todd Hoffman
BOR University System Office Liaison	Barbara Brown
Clayton State University	Mary Lamb
College of Coastal Georgia	Robert Bleil
Columbus State University	Judy Livingston
Dalton State College	Kerri Allen
East Georgia State College	Carmine Palumbo
Fort Valley State University	Berlethia J. Pitts (Asha Warren)
Georgia College & State University	Matthew Pangborn
Georgia Gwinnett College	Rebecca Flynn, Immediate Past Chair
Georgia Highlands College	Jessica Lindberg
Georgia Institute of Technology	Rebecca Burnett
Georgia Southern University	Beth Howells, Chair-Elect
Georgia Southern University	Russell Willerton
Georgia Southwestern State University	Paul Dahlgren
Georgia State University	Lynee Gaillet (Elizabeth Sanders Lopez)
Kennesaw State University	Letizia Guglielmo
Middle Georgia State University	Arthur "Chip" Rogers
Savannah State University	Chante Baker Martin
South Georgia State College	Rhonda Kelley
University of North Georgia	Shannon Gilstrap, CHAIR x
University of West Georgia	Meg Pearson (Matt Franks)
Valdosta State University	Donna Sewell

Called to order at 2:33pm by Shannon Gilstrap. Housekeeping reminders about Whiteboard Collaborate Ultra.

Role call of members in attendance

Approval of 2019 Minutes.
Motion to Approve: Rob Bleil

Second: Lisa Mallory
Motion carries and minutes are approved.

Old Business:
Presentation of BORAACE By-Laws (Robert Bleil)
Motion to Approve: Shannon Gilstrap
Second: Mary Lamb

Given that the Bylaws had not been updated since approximately 2011, Rob Bleil presented a proposed draft of revised BORAACE Bylaws aligning the document with current practice. After an extended discussion and a number of friendly amendments, the attached draft was developed collaboratively and agreed upon.

The Motion carries and the document is approved.

Election of Officers for 2020-2021
Lisa Mallory, Rebecca Flynn, and Elizabeth Sanders Lopez were nominated for vacant At Large seats on the Executive Committee.
Chip Rogers was nominated as Chair Elect.
Motion to Approve slate of officers: Shannon Gilstrap
Second: Rob Bleil
The Motion carries and slate of officers is approved.

The Meeting was adjourned at 3:45 with a plan to reconvene at 9am the following morning to discuss questions for Dr. Denley and the BORAACE General Ed statement.

Motion to Adjourn: Chip Rogers
Second: Russell Willerton
Motion to Approve adjournment carries and the meeting is adjourned.

The Executive Committee was to convene following the meeting

Friday March 27

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9:00: Call to order and attendance.

9:15: Continue discussion of questions to ask Dr. Denley when he arrives on the video-conference at 11:00

Barbara Brown fielded questions concerning new core design—instigated further conversation of questions.

- Overlays—How are we to understand cross competencies? Critical thinking, global competencies, and info literacy? Shouldn't all three apply to Written Communication?
- Where are we to imagine the place of 1102 or how is second Written Communication to be understood?
    - Is Literature to be viewed as Arts & Humanities or Exploratory or Institutional Option in terms of place in Core Elements?
    - What about the changes to the Core in terms of their effect on faculty positions?
- How are we to understand the role of Exploratory Courses?
- What is the current timeframe given Covid-19?
- Explain how you are imagining transferability.
- What is the process for feedback and implementation?

Visit from Dr. Denley

After initial greetings, Dr. Denley gives reassurance his visit is still a part of the ongoing development process.

Question Timeline: Dr. Denley requested to begin by addressing timeline:

- *All of this work began May 2019. At that point, we convened design group—faculty advisory council, administrators, provost, industry leaders, students. Basic idea to understand what new Gen Ed Core be for stakeholders.*
- *Opened up discussion for faculty input—several 100 comments. Eventually resulted in design principles.*

- *Initial design principles presented to Board as draft info item. Precipitated feedback. The final design principles approved in September and changes were based on input.*
- *The next phase of work with much larger group with Chairs of discipline RACs, students, administrators, advisors, registrars, tech people, presidents since redesign touches different aspects of university life.*
- *Still fielding comments and feedback. Now more than 1000 suggestions. With current interruptions, timeline will have to be adjusted. Will take up work in fall hopefully. It is early to say date of implementation… less and less likely fall 2022. Formal board adoption fall 2020 so maybe possible for campus discussions 2020-2021. Haven't made call for fall 2023.*

Overlays or Cross Competencies. Critical Thinking, Global Competencies, and Info Literacy all belong with Written Communication. Why just Critical Thinking and Global Competencies, not Info Literacy in current model?

- *Learning domains are imagined as part and parcel of all learners' experiences.*
- *Initially asked ourselves were they inherent to discipline or could the cross disciplines. We have an interlacing structure. All elements equally important from design perspective. Not just classes, also competencies.*
- *We tried to have the cross-cutting elements be natural elements in teaching of subject. Placed Global and Info Literacy in ways it seemed natural. We were wary of having everything everywhere.*
- *Would cross-cutting elements crowd out others? Are you saying Info Literacy natural? Would you like to keep them? That is fine a suggestion of a change. We can well imagine why that is a good suggestion.*

Importance of our Discipline in the Core. Question of the Written Communication in the field course? What is your sense of how this class is taught? Credentialing? What are your thoughts of the role in the Written Communication in the field course?

- *TD would welcome feedback here. While in the past, the two semester sequence, often the second semester is research writing and largely focused around literature. Is there a way in which that course which refocuses writing to learn how to write about topics or write in the genre of the discipline?*
- *I too think students should be able to write well. Doesn't diminish writing. The change is to get students to engage in the kind of writing in the genre of their discipline.*
- *The way I think about that. People trained to teach writing are in English departments. So there would need to be professional development to teach a writing intensive class. It is naïve to think that everyone could do this. What I would imagine that this is a course that is largely taught by English faculty it is just that we reposition or apportion or recalibrate writing to engage in topics or stylistic elements to broad genres.*

Leads to another question. If students were taking social sciences writing in discipline and changes majors, then what? Do they take it over? Transfer issues?

- *Needs to be a flavored 1102. We can't create impediments. The data tells us that students stay relatively close… don't go far afield.*

- *Way we are proposing structure… not required again. We are curricularly advantaged by students trained in discipline. New learning experience similarly transferrable.*
- *Broad categories are where we are headed. This has to be carefully calibrated. It isn't intro to proof writing in math, but we need to learn to write and communicate. Proof class is different class, not writing class. We need to be clear in boundary rails around this class. Really want to get this group's thoughts on this.*
- *TD expressed approval for the idea of*
  ENGL 1102: Writing in Business
  ENGL 1102: Writing in the Social Sciences
  ENGL 1102: Writing in the Humanities.
- *At some point, the Gen Ed Council will have to approve courses—make sure approval process is handled by the right RAC—a Writing course is approved by Writing RAC, not a Writing in Sciences approved by Sciences.*
- *Different institutions may have different levels of specificity depending on size.*

One of questions: How can we recommend this as a writing course and not disciplinary course?

- *We are in the process.*
- *Whole new nomenclature for this work. Still in development.*
- *Boundary rails we are developing.*
- *Descriptors of Elements are being worked on by implementation group.*

Role of Literature in new Core. Could a student make it through the Core without Literature?

- *Literature certainly has a place in Arts and Humanities.*
- *In terms of the fear of less opportunity to engage majors, we need to rethink that model. Data tells us there are other gateways. Every discipline has its own gateways. We may feel like it is FY classes, actually not true. What has to be the case… other mechanisms. Doesn't have to be in core.*
- *One of the nice thing about new structure. Exploratory Courses or Institutional Options. Within an institutions decision to require a course in literature or humanities… it would be the purview of an institution. Need opportunity to explore or be curious.*

Constraints and Flexibility.

- *We are constrained by 60 hours.*
- *Yet greater flexibility for students and for institutions to bring their own flavor.*
- *Need a judicious balance.*
- *Create requirements and build flexibility.*
- *Isn't perfect… our goal is to get something out there to have conversations.*
- *Recognizing that when we add something in one place, we will lose in other.*

Is a two semester First Year writing sequence still a possibility at a given institution?

- *We have been fielding questions of eroding in History and Science and elsewhere, like Writing with this model.*

- *There is a healthy and robust conversation whether or not we need to expand Written Comm, History, Science.*
- *And if we do that, that is in Institutional Options.*
- *Those courses would go there.*
- *That is a healthy conversation to be had at different institutions.*

What level of course as exploratory? 1000, 2000, 3000?

- *Policy language would live behind this.*
- *Any course that satisfies core element or field of study course or upper-level. So could be anything….*
- *A lot of conversations are happening about transferability and place for upper-level.*
- *Need seamless transferability in core.*
- *Not sure about upper-division as yet, but must make transfer smooth.*
- *Opportunity in new core to reimagine prereqs.*

Positions of Faculty as a result of new core.

Reality is that change is change. I can't guarantee that new structure won't over time create different and differing demands so over time might change make up of faculty. We are now going through upheaval with the virus. Campuses will go through other kinds of upheaval. The challenge is to create a new structure that privileges student success. Has to be practically implemented with faculty we have and faculty we plan to hire--Doable and sustainable. It is about student and faculty success.

Is there a place for our discipline in other Core Elements?

- *Yes, potentially.*
- *Reading as part of cross-cutting*
- *Data/Digital Fluency. Courses teach how to manipulate and analyze data. Stats. Programming*
- *Oral Communications also has possiblities*
- *Descriptors of Core Elements will have certain deliverables. Not tied just to certain courses. For instance, HUMN course might have a place in Data/Digital Fluency*
- *Transferability will be privileged.*

11:45 Dr. Denley left the room

The Meeting was adjourned at 11:58 with a plan to develop a Statement outlining considerations in the development of the new Gen Ed Core from our disciplinary perspective. This will be developed remotely via Google Docs.

Motion to Adjourn: Rob Bleil
Second: Russell Willerton
Motion to Approve adjournment carries and the meeting is adjourned.