

Board of Regents Academic Advisory Committee of English

Spring 2021 Meeting Minutes

Held via Videoconference (Zoom)

Thursday, March 4

In attendance:

Atlanta Metropolitan State College	Lisa Mallory
Augusta University	Seretha Williams
BOR University System Office Liaison	Barbara Brown
Clayton State University	Mary Lamb
College of Coastal Georgia	Robert Bleil
Columbus State University	Judi Livingston
Dalton State College	Kerri Allen
East Georgia State College	Carmine Palumbo
Georgia College & State University	Matthew Pangborn
Georgia Highlands College	Jessica Lindberg
Georgia Institute of Technology	Melissa lanetta
Georgia Southern University	Beth Howells, CHAIR
Georgia Southern University	Russell Willerton
Georgia Southwestern State University	Paul Dahlgren
Georgia State University	Elizabeth Sanders Lopez
Kennesaw State University	Ralph Wilson
Kennesaw State University	Jeanne Law-Bohannon
Middle Georgia State University	Chip Rogers, Chair Elect
Savannah State University	Chante Baker
University of North Georgia	Shannon Gilstrap, Immediate Past Chair
University of West Georgia	Margaret Mitchell
University of West Georgia	Bonnie Jett
Valdosta State University	Donna Sewell

Agenda Item I: Beth Howells called the meeting to order at 1:07 p.m.

Agenda Item II: Approval of Minutes

Paul Dahlgren moved to approve the fall 2020 meeting minutes. Called to a vote, the motion carried.

Agenda Item III: Report from BORAACE Liaison to the USG

Barbara Brown fielded questions. She noted that:

- The General Education curriculum redesign is “on indefinite hold,” pending the retirement and replacement of the current system Chancellor.
- The system General Education Council is again accepting proposals, though any changes made now may be short-lived, depending on the Gen Ed curriculum redesign.

Agenda Item IV: AP Credit question

Barbara Brown commended the BORAACE for its work in offering recommendations of AP/CLEP credit in the fall. Still at issue is how much credit to award for AP ENGL Language & Composition and ENGL Literature & Composition exams. In discussion, members questioned the appropriateness of awarding credit for ENGL 1101, ENGL 1102, and a literature course for the Literature & Composition exam, particularly given the varying nature of ENGL 1102 and literature surveys across USG.

Motion: Mary Lamb moved that the BORAACE recommend the following:

The AP English Language & Composition Exam:

- A. A score of 1 or 2 on the AP exam receives no credit.
- B. A score of 3 or 4 receives credit for ENGL 1101.
- C. A score of 5 receives credit for ENGL 1101 and ENGL 1102.

The AP English Literature & Composition Exam:

- A score of 1 or 2 on the AP exam receives no credit.
- A score of 3 or 4 receives credit for a 2000-level literature course designated by the institution.
- A score of 5 receives credit for a 2000-level literature course designated by the institution and ENGL 1101.

Rob Bleil seconded.

Called to a vote, the motion passed 11-1.

Agenda Item V: Discussion of 2000-level Repository of Syllabi & Course Objectives

Jessica Lindberg proposed that the BORAACE establish an online repository of sophomore-level literature syllabi and Student Learning Outcomes to assist member institutions in aligning courses and objectives. Participation would be informal and voluntary, encouraging collaboration and in no way aiming for standardization of courses across USG. Several members expressed interest. An email call for participation will follow.

Agenda Item VI: Standing Subcommittee Breakout Sessions

- A. First-Year English
- B. Sophomore English
- C. Major Program
- D. Graduate Program
- E. Online Education
- F. Assessment

Agenda Item VII: Update from the System

Dr. Tristan Denley met with the BORAACE to discuss the General Education Curriculum redesign. Among the highlights:

- Dr. Denley noted that the Gen Ed redesign has been one more of many COVID collateral victims. Depending on the new USG Chancellor, the redesign process could resume as soon as fall.
- In response to Russell Willerton’s question about distinguishing between the new ENGL 1102 and other required writing courses in the disciplines (2000-level, e.g.), Dr. Denley reiterated that ENGL 1102 is a “college introduction to writing a research paper.” In its potential new form, ENGL 1102 should aim to “more intentionally engage students as they . . . grapple with the arguments in their own discipline.” Rather than making a 2000-level writing class such as Technical Communication redundant, Dr. Denley said, “The 1102 experience can make the [2000-level writing class] a much stronger experience than it otherwise would be. I don’t see any reason why we can’t have now and in the future both of those two things working together.”
- Dr. Denley dispelled the notion that ENGL 1102 is to become an Oral Communication class and asserted that the course is still “still a writing class,” “still taught by English faculty,” just “flavored by different genres within each discipline.”
- Melissa Ianetta asked if ENGL 1102 would be as narrowly focused as film majors writing about film studies or more broadly focused, as in writing in the Humanities. Dr. Denley said it would be “more of the latter. . . . General Education courses have to be acceptable general education courses for SACSCOC, and general education courses are intended to be general, so if we get them too particular, we run afoul of whether they really are general education.” We are “aiming for a Goldilocks zone: flavored enough to be helpful within the sciences or within business or within the humanities, but not so specific . . . as to be overly narrow.”
- Responding to Judi Livingston’s question about the potential impact of the new ENGL 1102 on part-time faculty, Dr. Denley said, “we would have to create a new level of professional development to enable not only established faculty but adjuncts who . . . may not even know they’re going to be teaching that class until a few weeks before or maybe a couple of days before the term sometimes.” Dr. Denley reiterated that “faculty development and a support system to make it work will be crucial.”
- Dr. Denley noted that “the impression that most employers have, right or wrong, is that the students just can’t write.” We should aim to have students better represent that they can write and do have these skills within their broad disciplinary areas. ENGL 1102 should help, at least in

a small way, communicate the value of the discipline or area.

- Judi Livingston expressed an increasing uncertainty of the humanities' place within our institutions, within USG priorities, and within our culture: "A lot of what's been debated on the national stage is very much what we in the humanities do. We look at language, we look at the way we interpret it, we look at the all these things, and so the need for the humanities seems so evident to us, and creating community and creating understanding. At the same time we feel like we are less quantifiably useful in some kind of preparatory way. We're not sure how to quantify our usefulness. . . . It seems self-evident the work that we do is critical to our to our communities, right now. . . . What's your sense?"

Dr. Denley responded, "You know the top 10 skills that employers really want right now—typically speaking, half of them are humanities-based skills, the things that you have been teaching for a long, long time. And for whatever reason, people just don't see that, so I think we have to help them to see that what you call soft skills is actually really hard to do. . . . I think you're right, we just have to do a much better job of explaining to people what it is that these kinds of skills are."

- Dr. Denley noted that he looks forward to his next meeting with BORAACE and encouraged members to reach out to him with questions or concerns at any time.

Adjournment: The meeting concluded for the day at 4:51 p.m.

Friday, March 5

In attendance:

Atlanta Metropolitan State College	Lisa Mallory
Augusta University	Seretha Williams
BOR University System Office Liaison	Barbara Brown
Clayton State University	Mary Lamb
College of Coastal Georgia	Robert Bleil
Columbus State University	Judi Livingston
Dalton State College	Kerri Allen
East Georgia State College	Carmine Palumbo
Fort Valley State University	Asha Warren
Georgia College & State University	Matthew Pangborn
Georgia Gwinnett College	Rebecca Flynn
Georgia Highlands College	Jessica Lindberg
Georgia Institute of Technology	Melissa Ianetta
Georgia Southern University	Beth Howells, CHAIR
Georgia Southern University	Russell Willerton
Georgia Southwestern State University	Paul Dahlgren
Georgia State University	Elizabeth Sanders Lopez
Kennesaw State University	Ralph Wilson
Kennesaw State University	Jeanne Law-Bohannon
Kennesaw State University	Jennifer Dail
Middle Georgia State University	Chip Rogers, Chair Elect
Savannah State University	Chante Baker
University of North Georgia	Shannon Gilstrap, Immediate Past Chair
University of West Georgia	Margaret Mitchell
University of West Georgia	Bonnie Jett
Valdosta State University	Donna Sewell

Agenda Item I: Beth Howells called the meeting to order at 9:05 a.m.

Agenda Item II: Presentation of Position Statements

A. Position Statement on the new General Education curriculum redesign. Shannon Gilstrap and Elizabeth Sanders Lopez presented a draft of the position statement, which the BORAACE edited as a group (acting as committee of the whole).

Rob Bleil moved that the BORAACE adopt the following:

Position Statement from Board of Regents Academic Advisory Council for English. This Position Statement summarizes the recommendations of the BORAACE regarding the General Education Redesign.

1.
BORAACE supports a Core curriculum that offers students a liberal-arts education while also providing flexibility.
2.
BORAACE advocates for a Core curriculum that acknowledges and celebrates diverse perspectives, literature, and world languages.
3.
BORAACE advocates for every student having the opportunity and requirement to study works of literature in completing the Core curriculum.
4.
BORAACE advocates for information literacy as a central competency of Core courses in written communication.
5.
BORAACE advocates for humanistic approaches to data fluency and digital fluency (e.g., linguistic approaches, studies in digital humanities) to be options for Core courses in data/digital fluency.
6.
BORAACE advocates for all Core courses in written communication to be taught by faculty with disciplinary training in writing.
7.
BORAACE values the disciplinary expertise of our faculty and advocates for resources from the USG to support ongoing professional development and the scholarship of teaching and learning as part of Core curriculum redesign.

Russell Willerton seconded the motion.

Called to a vote, the motion passed 15-0.

B. Position Statement on Class Size. Chip Rogers noted that Rebecca Flynn, Chante Martin, and he had met and reviewed preliminary Georgia Gwinnett College (GGC) data on class caps but were not at the point of crafting the position statement. Rather, the committee seeks greater input from USG schools. Chip Rogers shared results of the BORAACE's fall 2020 survey of class caps, indicating general consistency across USG of class sizes in ENGL 999, ENGL 1101, and ENGL 1102, with slightly wider ranges of caps in 2000-level surveys, and encouraged participation from additional USG institutions.

Agenda Item III: Subcommittee Reports

Major Program Subcommittee: Judi Livingston reported that our English programs appear to be experiencing the same issues in isolation. Notable trends include decline in program enrollments, the development of tracks and concentrations to support broader recruitment, and increasingly greater need to advocate for program importance to both internal and external audiences. The subcommittee urges collaboration between institutions and sharing of resources, perhaps to include a shared folder pooling questions, documents, and resources.

Graduate Program Subcommittee: Matt Pangborn reported discussion of sharing graduate program best practices and of recruitment issues, graduate exams, support for graduate students (funding), and graduate student pedagogical training and professional development after the initial course on teaching.

First-Year English: Russell Willerton reported further discussion of reducing class sizes with notable success at the University of North Georgia and the University of West Georgia; also discussion of ENGL 1102 possibilities across disciplines, the use of computer lab classrooms in composition classes, and the importance of BORAACE members communicating with each of our institutions' Council on General Education members.

Agenda Item IV: Elections

- A. Chair-elect:** Elizabeth Sanders Lopez was nominated next year's chair-elect to replace immediate past president Shannon Gilstrap; the nomination was approved by a 12-0 vote.

Ralph Wilson was nominated to take Elizabeth Sanders Lopez's open seat on the Executive Committee for a one-year term (ending in 2022); approved 11-0.

- B. Member-at-large:** Paul Dahlgren was nominated to replace longest-serving member Lisa Mallory; approved 13-0.

Adjournment: 11:28 a.m., with the Executive Committee to convene following the meeting.