

**Board of Regents Academic Advisory Committee of English (BORAACE)**

**Annual Meeting Agenda: April 2023 – Via Zoom**

**Friday, April 28, 9-11 a.m.**

- Call to order and introductions
- Approval of March 2023 meeting minutes
- Motion on Successful Completion of Composition Courses
- Revisions to Area F Learning Outcomes and Course Guidelines
  - Discussion of Language RAC Letter
  - Proposed Draft of Changes to Area F Outcomes and Guidelines

## **Board of Regents Academic Advisory Committee of English (BORAACE)**

### **Minutes of the Annual Meeting: Spring 2023 – Via Zoom**

#### **In Attendance**

**Elizabeth Kuipers, Seretha Williams, Aimee Berger, Barbara Brown, Mary Lamb, Robert Bleil, Judy Livingston, Kerri Allen, Carmine Palumbo, Berlethia Pitts, Elizabeth Lopez, John Havard, Chip Rogers, Margaret Cox, Rhonda Kelley, Rebecca Flynn, Danielle Steele, Andy Frazee, Beth Howells, Paul Dahlgren, Shannon Gilstrap, Maria Doyle, Bonnie Jett, Adam Wood**

**Session I: Friday, March 31, 9:30 a.m.-12:00 p.m.**

#### **9:30 Call to order, introductions, approval of minutes**

- All members and guests introduced themselves and noted their institutional affiliations
- Chair Elizabeth Lopez thanked the Executive Committee for their excellent support of the work of this committee in the past months and for assistance with meeting planning
- The 2022 spring meeting minutes were discussed and approved

#### **9:45 Update/Q&A with Dr. Barbara Brown, USG Assistant Vice Chancellor and RAC Liaison**

Dr. Brown provided updates on several items related to the work of the BOR and this committee.

- The news of a \$66 million state budget cut to the university system has just been announced. The system office continues to advocate for the needs of the system with state legislators and more information will be coming soon regarding institutional impacts.
- Updated cut scores for corequisite support have been sent to the committee via email. Originally set at 3.1, the cut score was lowered to 2.5 during the Covid pandemic. The new cut score will be 2.7 for English courses (for exempting corequisite learning support). The system threshold is for 60% of students to pass without such support. This does not impact students already admitted for Fall 2023, but should be implemented as soon as possible for those admitted going forward. Implementation should be in place for spring 2024. The committee discussed how to best coordinate co-rec support with collegiate-level courses, focusing on smaller collegiate sections and scheduling dynamics.
- There is discussion of a restart to the General Education redesign, but the focus is on easy to implement changes that will provide a meaningful core without causing undue harm or drastic change in any one area.
- The system has been analyzing data around placement and DFW rates, with a special focus on retention rates and the rate at which students complete their first 30 hours (core). There has been some debate about the continuation of test optional admissions for USG institutions (Georgia Tech and UGA will continue to require standardized tests.) There is no evidence thus far that test optional admissions have led to any harms to student success. The committee discussed dynamics of student success during the past three years (during and post-covid) regarding lower cut scores for learning support, students that stop attending classes without withdrawing, potential high school grade inflation, and examining data available to determine best steps forward.

Jonathan Watts-Hull joined the meeting to address questions about student success and data analytics. The following materials were shared during the conversation.

- <https://tilt.colostate.edu/wp-content/uploads/2022/03/First4Weeks.pdf>
- [http://users.stlcc.edu/email/080411\\_Acheiving\\_the\\_Dream.html](http://users.stlcc.edu/email/080411_Acheiving_the_Dream.html)
- <https://www.teaching-matters-blog.ed.ac.uk/creating-a-relentless-welcome/>

In this discussion, a variety of topics were covered.

- There has been a system-wide focus on student success, with special emphasis on course modality. One theme emerging is how we help students learn to be college students (time management, understanding expectations, other non-disciplinary concerns). The goal of student success conversations is to share experiences and work for continuous improvement, not to penalize teachers or institutions. PTR discussions focusing on student success are also intended to be formative, leading to more authentic teaching and reflection.
- We need to continue to work on eliminating structural barriers to success (scheduling, requirements, burdensome prerequisites). The committee discussed a variety of themes including first-year experience and cohort models present in many of our institutions already.

#### **11:15 Discussion of questions for 11:30 visit with Dr. Ashwani Monga, USG Executive Vice Chancellor and Chief Academic Officer, and Dr. Dana Nichols, USG Vice Chancellor of Academic Affairs**

- News of \$66 million budget cuts
- Gen ed redesign
- Student success and any system-wide trends
  - (cut score change example)
- Expectations for course modality

#### **11:30 – Q&A with Dr. Ashwani Monga, USG Executive Vice Chancellor and Chief Academic Officer, and Dr. Dana Nichols, USG Vice Chancellor of Academic Affairs**

- Dr. Monga spoke about a range of topics including the following.
  - The Research RAC and communicating best practices across institutions
  - Anxiety over past general education redesign and the goal of helping students see the value in their core requirements to help with retention and create student excitement about higher education
- Dr. Nichols spoke about a range of topics including the following.
  - The general education refresh and creating meaningful encounters across disciplines, including the humanities and the liberal arts
  - How to clarify and communicate workplace competencies (especially in 1101, 1102, and 2000-level courses for our committee)
  - Academic forecasts and declines in majors
  - Area F requirements and requirements in PhD programs

#### **12:00 Nominations and voting on next chair-elect and Executive Committee vacancies**

The current slate for next year is as follows:

- Immediate Past Chair, Elizabeth Lopez
- Chair, Carmine Palumbo
- Chair Elect: Vacant
- Parliamentarian: Robert Bleil
- At Large: (3)
  - Seretha Williams continues until 2024

- John Havard continues 2024
  - Vacant. Paul Dahlgren rolling off this year.
- Adam Wood was nominated and unanimously voted in as Chair Elect.
- Berlethia Pitts was nominated and unanimously voted in as an At Large member.

**Session II: Friday, March 31, 1:00-4:00 p.m.**

**1:00 p.m. Discussion of potential Area F revisions**

- Motion to Revise Area F Learning Outcomes. Adam Wood moved to revise the Area F Outcomes, focusing on the world language requirement. This was seconded by Carmine Palumbo.
- The committee discussed a variety of issues related to this motion, including the following.
  - Many voiced the concern that we are losing majors over the world language requirement and that we remain one of the last disciplines to retain this requirement in Area F.
  - Our learning outcomes for Area F were last revised in 2012 and our course guidance was last revised in 2004.
  - Seretha Williams indicated that many institutions have multiple concentrations in English (professional writing, rhetoric, literary studies, creative writing) and that Area F is the same for all. Some may need world languages for career readiness and academic success; others may not. The current requirement offers little flexibility.
  - Beth Howells suggested how we might better use advisement to support different students into Area F courses.
  - Area C does allow for world language to be taken for credit.
  - In addition to the 2000-level literature surveys, a variety of skills might better prepare students for entry into the major such as workplace-based research and writing and studies in popular culture.
- The committee voted to change to the Area F learning outcomes, with a focus on the world language requirement. All voted with support with two abstentions (Shannon Gilstrap and Seretha Williams).
- The committee will reconvene as a committee of the whole on April 28 to draft and vote on specific changes to our Area F Learning Outcomes and Course Guidelines. No specific changes will be sent forward until after the next meeting.

**2:48 p.m. Standing subcommittees breakout sessions and reports**

- First-Year English
  - Committee discussed learning outcomes for world languages, covid exceptions for admissions, class sizes relative to faculty sizes and program enrollments
- Sophomore English: No attendees
- Major Program
  - Committee discussed Area F requirements and prerequisites for the major
- Graduate Program: No attendees
- Online Education: No attendees
- Assessment
  - Committee discussed data collection methods for assessment and program outcomes, with an emphasis on revisions to make these broad enough to cover all aspects of the current major across institutions

**3:45 p.m. Discussion of Composition Prerequisites**

- Carmine Palumbo proposed a discussion of changing the grade threshold for passing English 1101 and 1102. If the courses are taught separately and do not necessarily directly prepare for literary study, is the grade of C or better to move from 1101 to 1102 and out of 1102 necessary? Why is 1102 a prerequisite for 2000-level courses in literature? Would 1101 be sufficient? We would have to address the issue of a grade of C or better counting for credit for these courses in institutional catalogs.
- To be able to devote time to this issue, the committee agreed to address this when we reconvene on April 28.

**4:00 Adjournment**

To: University System of Georgia, Council on General Education  
Regents' Advisory Committee on Academic Affairs (RACAA)

From: BOR Academic Advisory Committee on English

Re: Successful Completion of Composition Courses

Date: 28 April 2023

The Board of Regents' Academic Advisory Committee on English (BORAACE) affirms that no system-wide policy exists regarding successful completion of ENGL 1101 and ENGL 1102 courses or prerequisites for literature courses.

Institutions are encouraged to

- determine what grade best represents successful completion of ENGL 1101 and 1102 and prerequisites for literature courses based on institutional mission, the best judgment of appropriately credentialed faculty, and the needs of students
- work with institutions in the University System with which they have transfer partnerships and agreements to resolve any issues created by differing successful completion grades and prerequisites at different institutions
- support the work of BORAACE as it continues to provide guidance on course measurements and assessment to adjust to new standards for completion of Composition courses and prerequisites for literature courses at system institutions.

**April 27, 2023**

**Recommendation from USG Languages Regents Advisory Committee on the language requirement in Area F learning outcomes for the BA in English.**

The members of the USG Regents Advisory Committee (RAC) on languages have discussed possible changes to the language requirement in Area F for the degree in English. As currently written, language outcome #1 requires that students "demonstrate intermediate level mastery of a foreign language." It is our understanding that the English RAC is considering the possibility of changing this learning outcome and associated Area F content. We write the following recommendation in response to this possible action:

We recognize the value in periodically updating learning outcomes for any degree to ensure that they align with student and societal needs as well as current trends in the discipline. We also recognize that the current wording for English's Area F may unnecessarily limit the flexibility of that area of the core. Nevertheless, we urge you to maintain a robust proficiency standard in your learning outcomes.

**Disciplinary Affinity:** We believe that learning outcomes for English and world languages must be closely intertwined, as the fields share a professional organization (the MLA) and a common interest in helping students understand the complex ways in which language both reflects and shapes human experience. Conceptual frameworks shift when moving between languages, and no practice makes this more apparent than the in-depth study of a language other than one's first language. A graduate with a degree in English should have intermediate proficiency in a language other than English so as to better understand their own linguistic position and the interaction between language and culture. Indeed, all of our language courses include a robust cultural component where students compare their own cultural assumptions to practices from other communities.

**Multilingual Georgia and Graduate Professionalization:** Georgia is increasingly multicultural and multilingual, with a growing percentage of its population that was born outside of the U.S. or that speaks a language other than English at home. A major implication is that graduates who live and work in Georgia will increasingly be interacting with people from diverse linguistic backgrounds. For example, English teachers (a significant group among English majors) will almost certainly be in classrooms with at least some students from multilingual households. Moreover, graduates doing work in editing or content creation will have to be sensitive to multilingual audiences for their writing. Multilingual job offerings are up in Georgia, and some of these explicitly combine English and world language competencies. For example, the Georgia Department of Labor identifies [Interpretation and Translation](#) as one of the "Hot careers" in the state looking ahead to 2028. In sum, USG English graduates who are proficient in a second

language and culture will have demonstrable, important marketable skills that are fundamental in today's competitive job environment.

### **Skills development**

Intermediate-level proficiency in a language represents a significant increase in practical language skills compared to elementary-level proficiency. These are directly applicable to professional, academic, and social contexts. They include:

- Ability to narrate in a range of tenses (past, present, future)
- Ability to comprehend speakers from the target language/culture on a range of topics
- Ability to read written texts from the target language/culture, including literary texts and business communications
- Development of greater independence in the language - intermediate-level speakers can "recombine learned material to express personal meaning" and are "primarily distinguished by their ability to create with the language when talking about familiar topics related to their daily life" (ACTFL proficiency standards -Intermediate). In terms of reading, students in our intermediate-level classes interact with cultural artifacts written in the target language for native speakers of the target language. Students study the ways in which language always embeds, reinforces, or resists cultural practices and power dynamics.
- Upon completion of an intermediate-level sequence, students are able to engage with texts written in the target languages for purposes of research or creative expression.

We do have some specific recommendations for updates and institutional approaches that we invite you to consider:

- a) In area F learning outcome, replace "foreign language" with "world language" or "language other than English"; this change would emphasize that English belongs to a global community of languages that span political boundaries. Just as English is a language spoken as a minority language in many countries around the world, languages other than English are spoken at home by tens of millions of people living within the United States. There is nothing foreign about the Spanish or Korean spoken by people who have spent all or most of their lives in Georgia. And the most recent census data for Georgia shows that more than 14% of the population speaks a language other than English at home. Many of the language programs represented in the language RAC of the USG have already changed their names to reflect this new position, and we may consider a change at the system level in next year's recommendations.
- b) In the area F learning outcome, change "mastery" to "proficiency," as the latter better reflects the skills and communicative tools students can develop at the intermediate level.



- c) Ask home institutions to integrate language options into their Humanities (area C) and Institutional Options (area B) requirements; this would allow students to progress in their language study while fulfilling core requirements.
- d) Ensure that placement exam policies are in place at home institutions that allow students to move directly into intermediate-level courses if their background is sufficient.

# ENGLISH

## Proposed Area F Learning Outcomes

Upon successful completion of the recommended Area F in English, students should be able to:

1. Analyze and interpret a broad range of texts;
2. Communicate effectively for various audiences and purposes;
3. Understand various research methods and citation practices relevant to study in the humanities;
4. Demonstrate awareness of language and texts as cultural, historical, and materially embedded practices.

Approved: January 27, 2012

## Proposed Area F Course Guidelines

Area F consists of 18 hours in 1000-2000 courses related to English studies and other courses which may be prerequisite to higher level major courses distributed as follows:

1. At least one world literature or world literature-based humanities course, if not taken in another area.
2. Additional courses relevant to English studies and other transferable courses in literary study, advanced composition and rhetoric, professional writing, creative writing, the humanities, history and/or the social sciences as specified by each institution.
3. Optional courses in language study may be included. May include up to nine (9) hours of world language courses, more than one world language, and American Sign Language.

Approved: July 13, 2004



## ENGLISH

### Area F Learning Outcomes

Upon successful completion of the recommended Area F in English, students should be able to:

1. Demonstrate intermediate level mastery of a foreign language;
2. Identify key periods and genres in literary and/or cultural production;
3. Communicate effectively for appropriate audiences and purposes;
4. Analyze and interpret texts;
5. Integrate sources appropriately.

Approved: January 27, 2012

### Area F Course Guidelines

Area F consists of 18 hours in 1000-2000 courses related to English studies and other courses which may be prerequisite to high level major courses distributed as follows:

1. Up to nine (9) hours of foreign language courses up to the level equivalent to the fourth semester, if not otherwise satisfied.
2. At least one world literature or world literature-based humanities course, if not taken in another area.
3. Additional courses relevant to English studies and other transferable courses in literature, the humanities, history and/or the social sciences as specified by each institution; if applicable, another foreign language at the 1002-level and above.

Approved: July 13, 2004