

University System of Georgia
Board of Regents Academic Advisory Committee on English
Minutes from the Annual Meeting
January 31, 2013-February 1, 2013
Georgia College and State University

USG Representatives in Attendance:

- Billy Reynolds, Abraham Baldwin Agricultural College
- Joan Hildenbrand, Atlanta Metropolitan State College
- Lisa Mallory, Atlanta Metropolitan State College
- Emily J. Dowd, Bainbridge State College
- Barbara Goodman, Clayton State University
- Robert Bleil, College of Coastal Georgia
- Carmen Skaggs, Columbus State University
- Barbara Murray, Dalton State College
- Elizabeth Perkins, Darton State College
- Carmine Palumbo, East Georgia State College
- Washella T. Simmons, Fort Valley State University
- Elaine Whitaker, Georgia College & State University
- Rebecca Flynn, Georgia Gwinnett College
- Jen Wunder, Georgia Gwinnett College
- Jonathan Hershey, Georgia Highlands College
- Rebecca Burnett, Georgia Institute of Technology
- Ted Wadley, Georgia Perimeter College
- Lillie Johnson, Georgia Regents University
- Curtis Ricker, Georgia Southern University
- Jason Horn, Gordon State College
- Debra Matthews, Middle Georgia State College
- Mark Nunes, Southern Polytechnic State University
- Mark Smith, Valdosta State University
- Angela Coleman, USG Liaison

Call to Order

The 2013 Annual Meeting of the Board of Regents Academic Advisory Committee on English (BORAACE) was held in the Pat Peterson Museum Education Room at Georgia College & State University. Elaine Whitaker, Chair for the BORAACE, called the meeting to order at 10am. Dean Kenneth Proctor, College of Arts and Sciences, welcomed the Committee to campus. The meeting began with Dr. Whitaker discussing BORAACE's charge.

Update from the Board

Angela Coleman, the USG Liaison to the BORAACE, provided the Committee with a general overview of the evolution of Complete College Georgia (CCG) within the USG. She discussed the increased attention on completion plans within the system and stressed that retention, progression, and graduation would remain a key priority for institutions in the coming year. At the same time, she noted, "quality and rigor of student learning" must not suffer. She discussed remediation as an impediment to completion, and strategies to improve

progression, such as using learning support as co-requisites courses instead of pre-requisites.

She also discussed the role of K-12 partnerships in helping to ensure a growing number of “college-ready” students entering into USG institutions. She highlighted the emphasis on adult learners in CCG and the need for a range of institutional strategies and supports to enhance success for returning military, mid-career, and other non-traditional students, including more flexible scheduling. Dr. Coleman also stressed the need for the USG to be responsive to changing workplace needs and to develop new programs as needed, without unnecessarily proliferating duplicative degrees.

Finally, she discussed CCG’s attention to student success rates in courses—specifically, identifying those courses that impede a student’s progress toward completion, and then creating appropriate interventions to increase student success rates in those same courses. There was some discussion of massive open online courses (MOOCs) within the USG and the degree to which these courses might either facilitate or impede degree completion. There was additional discussion as well about the connection between the System’s strategic plan and the shift within the state toward performance-based funding.

Following her presentation, the committee discussed getting access to Sharepoint, which was scheduled to happen in 2012. The Executive Committee agreed to pursue gaining access to Sharepoint accounts for the coming year. The Committee also discussed the lack of merit pay increases for faculty, in contrast to public perception, skewed by media reports of outlying individual or discipline-specific exceptions, that faculty are overpaid.

The Committee also discussed common core standards and the USG’s articulation with K-12 initiatives. In particular, the Committee noted that more discussion was need between K-12 and USG partners to determine what high-school teachers should be doing to prepare students to meet USG expectations for college preparedness.

Working Lunch

The BORAACE broke into sub-committees for working lunch sessions. The following sub-committees convened: First Year English, Sophomore Courses, Major Programs, Assessment, and Executive Committee. The Graduate Programs subcommittee did not meet.

Old Business

The BORAACE reconvened at 1pm with an approval of the minutes from the 2012 Annual Meeting. There was brief discussion of and follow-up on last year’s work with the TCSG on course outcomes for Area C classes in USG-TCSG articulation agreements. The committee also reviewed recommendations for Area F learning outcomes that were approved at the 2012 Annual Meeting.

The Committee adjourned for the day at 2:30pm and reconvened on Feb. 1 at 9am.

Subcommittee Reports

First Year English

Following on the previous day's discussion of Complete College Georgia, the First Year English Subcommittee expressed some concern over gateway course success rates. A majority of the discussion revolved around composition faculty workload issues as they relate to effective pedagogy. At some USG institutions, the Subcommittee noted, creeping class sizes and an institutional over-dependence on faculty overloads are creating obstacles to quality instruction and consequentially student success. The Subcommittee presented the following draft statement:

The National Council on Teachers of English recommends composition faculty teach no more than 20 students per course and no more than 60 composition students per semester. To the extent that the Board of Regents Area A Completion Policy presents a potential bottleneck in student retention, progression, and graduation rates, this body recommends that USG institutions strive to meet these guidelines and discourage the practice of class size overloads and faculty workload overloads to accommodate enrollment.

The Subcommittee also discussed the importance of continuous course assessment in composition, the need for better security in assessment of student work in online courses, engagement as a strategy for increasing student success, and the need for sufficient resources to ensure course quality.

Sophomore Courses

The Sophomore Subcommittee discussed the need for system-wide guidelines for online literature courses. In particular, they discussed the need for greater consistency in both depth and breadth of online courses, including levels of student interaction and engagement. Since best practice guidelines for online course development already exist, the Subcommittee recommended that all institutions research and follow best practice recommendations for faculty training, instructional design, and student engagement.

Major Programs

The Major Programs Subcommittee discussed various institutional impediments to double majors, noting that English remains a high-demand degree for employers looking to hire effective communicators and critical thinkers. The Subcommittee also discussed the role of the English minor and allied minors within various institutions, and the ways in which these minors can provide students with valuable career and life skills. Discussion also turned to pre-requisite and co-requisite structures—in particular: are these course sequence requirements in place to ensure students have required prerequisite skills, or are they creating bottlenecks that unnecessarily slow down student progress toward degree completion? The Subcommittee also discussed briefly the role of faculty advisement in student progression.

Assessment

The Assessment Subcommittee acknowledged the need to engage in a broader discussion of assessment practices. The Subcommittee recommended that English departments across the USG share with one another their assessment plan in order to create a stronger sense of cross-institutional consistency in approaches to assessing course effectiveness.

Executive Committee

BORAACE Chair Elaine Whitaker presented to the committee the following names for Executive Committee membership for the 2013-2014 term of service:

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| Chair: | Mark Nunes, Southern Polytechnic State University |
| Chair Elect: | Billy Reynolds, Abraham Baldwin Agricultural College |
| Past Chair: | Elaine Whitaker, Georgia College & State University |
| At-Large: | Debra Matthews, Middle Georgia State College |
| At-Large: | Rebecca Burnett, Georgia Institute of Technology |

The BORAACE unanimously approved this slate of candidates.

The meeting adjourned at 11:30am.