<u>2015 University System of Georgia Regents' Advisory Committee on English</u>
Minutes Approved 11 February 2016
5 March 2015
Clayton State University
Morrow, GA

Dr. Barbara Goodman, BORAACE Chair called the 2015 meeting to order at 1:02pm

Provost and VPAA, Dr. Kevin Demmitt presented greetings and welcome from the Clayton State University administration. Dr. Demmitt delivered encouragement to the BORAACE and presented an overview of activities at Clayton State.

Report on the *ad hoc* Common Core / Georgia Performance Standards Review Committee, Robert Bleil

<u>BOR Issues / Initiatives</u>

1. Professional development for faculty teaching new Learning Support Courses, Barbara Brown (BOR)

2. B. Goodman presented a request from Barbara Brown that the BORAACE members make suggestions regarding professional development activities for faculty teaching 0999 and 0989

Rhonda Kelly asked for a review of the committee's discussions regarding the combined courses. In 2014, Carmine Palumbo made a presentation to the BORAACE on the combined courses. R. Kelley indicated that there was significant confusion at South Georgia SC on the requirements / placement. There was a general discussion of how the courses are offered at various USG institutions.

R. Kelley raised the question of who is teaching the reading course.

S. Gilstrop asked if we can distribute some sample course calendars for the co-req courses.

R. Burnett gave an overview of the four outcomes for the workshop at GaTech (safe workshop space, reinforce basic study skills, develop certain conventions, engage in regular reflection).

S. Gilstrop asked if we might have some vendors in to discuss the adaptive learning modules.

Joan asked to see some of the sample writing assignments from the co-req

Lisa Mallory asked if we might have a list of textbooks that are in use around the system.

Barbara Goodman indicated that institutions are not required to create both courses, you are only required to create one or more courses that work with your student population.

3. Math Pathways: BOR request to define traditional / preferred math pathways for English majors (Barbara)

Barbara presented the two pathways (1111→ and 1001→ / 1101 →)

This request comes out of roll-out of Complete College Georgia and the changes to Learning Support.

There was a general discussion of the math recommendations / requirements at various USG institutions. R. Burnett argued that we may be doing a disservice to our students if we do not encourage them to undertake the more advanced math classes. R. Kelley suggested that we take care not to assume that MATH 1001 is a lesser math. Carmen Skaggs argued (returning to R. Bleil's comment) that this is a question for the math faculty.

4. Area F consistency

Barbara Goodman reminded the membership that the advisory committees are no longer required to vote on (no approval is needed) institutional changes to Area F. However, individual institutions are instructed to comply with Area F norms, and the BORAACE is supposed to keep track of Area F and report any inconsistencies to the BOR.

B. Goodman distributed a copy of each institution's area F.

The main question is that the BORAACE should review their area F and verify that the current guidelines are consistent with the intentions of the membership of this committee.

B. Goodman presented the current Area F English Guidelines with two questions: are these the correct area F guidelines, and second, is each institution compliant?

Curtis R. asked that number 3 include language that includes courses in literature, writing, or writing studies.

There was significant discussion of the issues surrounding the foreign language requirements and the problems of completing a language. R. Bleil presented Area F outcomes that this body voted on in 2012.

B. Goodman reminded the body that the point of this exercise is to keep our area F consistent and to ask the membership to review annually their area F requirements. Do we want to revise our area F outcomes (as a body or send them back to the sophomore subcommittee)?

B. Goodman, in many ways this is an issue of transferability between institutions.

R. Burnett moved that outcome number four be revised to read: "Analyze, interpret, and create cultural artifacts." Jeanie??? seconded. R. Kelley offered an amendment. that, "Analyze, interpret, and create texts and / or artifacts."

B. Goodman called for a vote, and the revised outcome four passed unanimously.

5. BOR / ECore Class Sizes, Carmen Skaggs

Carmen Skaggs raised the point that eCore composition caps are 27, while the advisory committee has recommended 24 students in the past.

R. Burnett reminded the membership of the ADE has even more stringent requirements.

Members of the committee traded war stories on course caps and debated the significance of sending a recommendation to eCore regarding course caps.

***At. 3:00pm, B. Goodman asked the membership to break into small group discussions on
- Math pathways
- Area F
- eCore
- Soft (Transferable) Skills

3:37pm Committee reports

--Math pathways

R. Burnett: "We recommend that students, in consultation with their advisor(s), take the math pathways most appropriate for their professional aspirations." Moved by Whittaker, Second by Skaggs. Goodman called the vote. One nay (James Hill), one abstain (Rhonda Kelly), the rest aye.

--eCore Class Sizes

The BORAACE recommends that all eCore composition courses follow the existing enrollment cap recommendations not to exceed 24 students. Skaggs moved Curtis Rucker second.

B. Goodman charged the First-Year Subcommittee with developing a current recommendation on class caps that we could then submit to eCore as an equal USG institution.

--Soft (transferable) skills

R. Flynn reported on behalf of the transferable skills group based on a quick survey of Forbes / Google these items are close to the AAC&U VALUE rubrics

STEM / STEAM (science, technology, engineering, arts, and mathematics)

--Area F

Area F language requirements: some institutions only require 1001/1002 for practical reasons. Actual requirements vary so widely as to be almost unusable. B. Goodman referred the area F discussion back to the sophomore committee

At 4:15 we broke into the five standing subcommittees.

The 2015 BORAACE adjourned for the day at 4:50pm.

Friday, 6 March 2015

Barbara Goodman called the meeting to order at 8:59pm.

Election of Officers

Robert Bleil (Chair) (as of 4/15/15)
Lisa Mallory (Chair Elect)
Barbara Goodman (Past Chair)
Debra Matthews (At-Large)
Rebecca Burnett (At-Large)
Ted Wadley (At-Large)

Carmine Palumbo (moved)
Michael Shroeder (second)

The voice vote was unanimous.

B. Goodman indicated that we will circulate changes to the by-laws in the next month. R. Bleil indicated that he will propose a subcommittee on online learning.

Report of Subcommittees

First-Year

Carmen Skaggs (chair) reported that the committee revisited the question of enrollment caps and the relationship of enrollment caps and eCore. The committee recommends:

The BORAACE recommends that all USG institutions strive to follow the Association of Departments of English (ADE) policy statement for class size, regardless of delivery method.

R. Burnett (moved) J. Bishop (seconded)

J. Bishop proposed an amendment that appears in red above. General discussion took place about both the language of the recommendation and the process for sending the recommendation forward. C. Skaggs pointed out that we need to establish the first part (above) before moving on to the statement on eCore. R. Burnett suggested that we attach the ADE guidelines as justification.

Carmen Palumbo suggested that this committee's work might be more productive if we link it to a review of the learning outcomes for all English courses. And use the learning outcomes to leverage eCore.

The recommendation passed unanimously.

The BORAACE recommends that all eCore English courses follow the existing class size recommendations. Furthermore, sections of English composition should ~~never~~ not exceed 24 students.

C. Skaggs (moved) R. Flynn (seconded)

C. Skaggs indicated that this resolution should be the beginning of a conversation with eCore. R. Bleil indicated that eCore claims to be fully expandable and should be able to accommodate the lower course caps. C. Skaggs argued that we need to look at the financial. R. Flynn indicated that we need to back this up with data.

James (?) Debra M (seconded) moved to amend the statement to replace never to not.

Vote: 13 / 6 / 3 (aye, nay, abstain) the amendment passes

Curtis (moved) and R. Flynn moved to remove the second sentence. 16 (aye) 6 (nay) 1 (abstain)

B. Goodman called the question (in green): 20 aye / 1 nay / 0 abstentions. B. Goodman will bring the language to the members by email.

Second-Year

Did not meet.

Assessment

No recommendations.

Graduate Studies

Did not meet.

English Major

Shannon Gilstrap (chair) indicated that there was general discussion of the composition of the major and the BSED and MAT changes.

Open Access Materials (Merryll Penson, [American Studies / MLS] Executive Director USG Library Services)

Affordable Learning / Open Educational Resources

The 2014 NMC Horizon Report forms much of the basis of the current deliberations.

According to the US GAO, textbook costs account for 26% of the tuition at public institutions.

In addition to the cost of textbooks, an ongoing problem is the delay in acquiring textbooks, and faculty report significant delays in working with material.

In summer 2013, the faculty development offices at the USG, in partnership with the UNG Press and eCore began to experiment with Open Educational Resources. USG Vision: "Reduce the cost of instructional resources."

If the reasoning is accurate, lower textbook costs may significantly increase retention numbers.

Affordable Learning Georgia Project

USG initiative to promote student success by providing affordable textbook alternatives. A one-stop service to help USG faculty and staff identify lower-cost, electronic, free, and Open Educational Resources, building on the cost-effective subscription resources provided by GALILEO and the USG libraries.

The initiative is spearheaded by "campus champions" and "library coordinators."

http://www.affordablelearninggeorgia.org

http://libguides.galileo.usg.edu

http://www.gao.gov/products/GAO-05-806

NB: There is no mandate from the USG that faculty adopt free or open-source resources.

The eCore OER project is funded by this initiative. The initiative also funds the state-wide faculty grants.

Funding exists in the system for the use of post-1923 materials.

Rhonda K. indicated her support for the project: "I think that it is unethical to ask student to buy a textbook that they do not need."

James asked how the first and second round grants were awarded and Merryll Penson described the process.

Jason Horne spoke in support of more responsible textbook usage.

M. Penson reiterated that the ultimate goal of this initiative is <u>responsible</u> textbook selection that keeps cost in mind.

R. Burnett suggested that the grants must include the language "no indirect costs" in order to protect the funds. Burnett further pointed out that the model of textbook development is problematic because it makes the development into a work-for-hire instead of the usual royalty model that continues to pay faculty for their work. Single-sourcing might allow more faculty to use these resources more effectively.

<u>E-Write Placement Test / BOR Information (Leslie Caldwell)</u>

Barbara Brown was supposed to send documentation about placement to all members of this body. The documentation seems to have gone to the Learning Support personnel, not to the English representatives. ACT does not permit anyone outside of ACT to review the actual written essay. Only the statistical analysis can be viewed.

There are no new rumors from the System offices, and most previous rumors have ultimately been proven wrong.

L. Caldwell indicated that there should be little or no change in learning support numbers based on the use of e-Write.

Implementation of e-Write is not required until fall 2016, but the co-req (English 1000 courses) must be implemented by fall 2015.

Return to Area F Outcomes

Existing Area F Outcomes (2012)

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

R. Kelley moved that James seconds that outcome number 1 be revised to read: "Demonstrate intermediate level competency in a foreign language."

B. Goodman called the question. Aye by acclimation

Guidelines

James proposed and Elaine seconded: "additional courses relevant to English studies and other transferable courses in literature, writing, the humanities, history and/or the social sciences as specified by each institution; if applicable, another foreign language at the 1002-level and above.

Goodman called the question and the change passed unanimously.

2016 Meeting will be held on a Thursday / Friday in February with CCGA as hosts. Conference rate for the weekend?

The meeting adjourned at 11:48am.

Submitted by R. Bleil