**English Department Meeting—2/12/2021**

**1:03-3:30**

Rebecca Harris, Shawn Moore, Ihasha Horn, Michael Barach, Brandi George, Jeremy Pilarski, Suzanne Biedenbach, Cara Minardi-Power, Amy Trogan, Jill Hummel, Leonard Owens, Marty Ambrose, Cate Gooch, Katie Waddell, Thomas Wayne, Jason Calabrese, Sara Dustin, Scott Ortolano, Ellie Bunting, Mark Massaro, Eric Ivy, Laura Tichy-Smith, John Pelot, Mary Vaughn.

Guests: Dr. Deborah Teed and Keith Martin.

**Absent:** Thomas Wayne, Jennifer Grove, David Luther, Tom Mohundro (excused)

I. **Call to Order at 1:03** **by Dr. Amy Trogan**.

 A. Vote to accept previous meeting’s minutes.

 B. Minutes for January meeting accepted.

II. **Guided Pathways with guest speakers Dr. Deborah Teed, *Dean of Arts and Sciences*; and Keith Martin, *Director of Academic Pathways***.

 A. **Dr. Deborah Teed**:

 B. Calls it the “Road Show.”

 1. Help students find the right path for their futures and get into their University of choice. Linked to the A.A. degree.

 2. 10 different pathways.

 3. Provide equity to prevent exclusion.

 C. Counter arguments:

 1. Promotes meritocracy.

 2. Limited free choice. Paradoxical. Do not fulfill requirements, no degree.

 3. Quality decline; however, great faculty will offer a counterbalance.

 4. Lose liberal arts education. A structure will provide a Renaissance-styled education.

 D. Equity:

 1. Attempt to level the playing field to make education accessible to every student type.

 2. Declare a major.

 3. Intake processes

 4. Following the path (advising).

 5. Offer on-ramps to programs study to help students take the correct courses

 suited to their interests.

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 to their interests.

 E. Implementation

 1. Inspire ideas.

 2. Pick a major; pick a pathway. Plenty of mobility and preferences to help students succeed.

 3.Support *Equity* through pathways and create a culture of care.

 4.Know something about all departments---a little bit. (*Example: Dedicate all 36 hours to music (Gen ED). Assist in programing choices*)

 5.What type of writing do they need to do?

 6. Explore 2+2 programs. Transfer to a four-year.

 7. Suggest a first-semester course.

 F. **Keith Martin**, *Director of Academic Pathways*.

 1 Not completely mapped…yet. Working on having every

 possible major at the university level. Where they belong.

 2. Choice Overload: Too many choices. Student body going to be different.

 3. Pathways not prisons.

 **G. Implementing Guidelines (How it is going to work): *Dr. Deborah Teed and Keith***

 ***Martin***

 1. Keith on committee to develop website.

 2. Looking over data. Shocking. Georgia State University, pioneer of the pathways, increased graduation for both two-year and four year.

 3. Retention 57%; FSW; Students graduate with more credits than needed. Getting near 90, (FSW 34.8 graduation; 57% 1 year retention) F.aid cuts of the cash flow. Pathways alleviate this situation. None of the pre. Req.

 4. Give students a map.

 5. Faculty can get involved and tweak the GEN ED. Program. Can recommend the courses required. Provide opportunity for students. Make it easier for them.

 6. Envision the journey as a funnel effect. 10 pathways belong to. Think of them as tents. Students have same goal but have their own attribute.

 7. We will have a test to help students will help them make their choice so they can pick what is best way.

 8. Remove the undeclared students and explore their choices so they can focus on the major they want.

 9. Provide career info. and other comparative data.

 10. Discover FSW, Enrolling at FSW, First Semester, Second Semester; Third Semester; Final Semester.

 11. Check the student’s success, and if not, help place them where they need me.

 12. Career Services, Dr. Thomas Norman, help creating this office to better help students.

**H. English Faculty Opinions**

1. **Dr. Trogan**: Random decisions. Comp I, universal. Comp II, different (three choices). Take Comp II strategically. Picking Comp II based on the choices unrelated to education offered in these courses. Students on this path based on their desires. Support students and ideas when fleshing out the pathways.

 2. **Prof. Horn (*question*):** “Are we forming committees and different pathways

 based on what we teach?”

 3. **Dr. Teed** **(*answer*)**: “Faculty get together and decide. AS a bit different. Requires more input from the State.”

 4. **Dr. George (*question*)**: “How about a certificate AA for creative writing?”

 5**. Dr. Teed (answer)**: Cannot do something specific that a University offers. Needs to be broader or general like a *Global Studies Certificate*. Represented it in a transcript is a bit of mystery.

6. **Martin**: Redesign how to realign pathways. Eventually, advisors will become

 experts in guidance. They will do research on how to help students the different programs in the University.

 7. **Dr. Teed**: Assign Mary Lee Letou, multilingual, to help EAP program.

 8. **Martin:** Take some time to develop. Start out with meet and greets and build from there. A lot of action before it takes place.

 9. **Dr. Teed**: Look at the Universities and see what is offer at a sophomore level. Sky is the limit, and it helps enrollment. Each of you has a special interest.

 10. **Dr. Hummel**: Women Lit and Contemporary.

 11. **Prof. Pelot**: Perhaps a mythology course?

 12. **Dr. Teed:** Feel free to send us some questions. Congratulations to award- winning faculty.

 13. **Dr. Trogan**: Before we get started, perhaps we should do a discussion board

 provide on English-themed pathways.

 14. **Prof. Owens**: Offer a special topics course. Back to back over the course of

 two more years.

 15. **Prof. Horn**: Various modalities and how it can make more geographically

 convenient.

III. **Writing Center, Dr. Katie Waddell**:

 A. Encourage to use FSW Writing Center

 1. Data reveal high percentage of students using *Tuto*r.com. Please encourage students to use the Writing Center. Canvas offers a link They can join the cue for

 a live session. Encourage students to use that link. Our Center also has a drop box for after hours. Any questions?

 B. Questions

 1. **Prof Ivey**. Where can I find the link?

 2. **Dr. Waddell**: Canvas Course page. Left FSW tutoring and for students.

 3. **Prof. Horn**: Any blowback from making students use WC for obligatory reasons instead of something more specific? tutor.com. Writing Center usually

 wants something specific.

 4. **Dr. Waddell**: None that I know of.

 5. **Dr. Biedenbach**: Currently working with the Writing Center. Do virtual workshops three times a week. Instructor assistant’s are tutoring.

 6. **Dr. Waddell:** Happy about Suzanne’s involvement. Organize a workshop for students on thesis statements or your assignments. Offer additional support. Contact me or Laura for a workshop to attend.

IV. **Dual Enrollment, Prof Pilarski.**

A**.** Difficulties with *GoReact*

 1. Some Concurrent instructors having difficulty with GoReact.

 2. Files too big.

 3. Concerns about filming minors.

 4. Two observations scheduled so far.

 B. Due dates and Zoom Training

 1. Originally February 26th. Flexibility important. New date is mid-March.

 2. Encouraging Concurrent Faculty to complete Zoom training. No completion means no future classes.

 C. Questions from faculty

 1. **Prof. Horn**: Issues with Chrome Book. Access to computer labs and laptops.

 2. **Dr. Trogan** **(*replies*)**: Discussed with Dr. Sterk. Seeing if students can check out laptops and have access to IT support.

 3. **Prof. Vaughn** (***suggests***): Workshop might help.

 4. **Prof. Tichy-Smith** (***suggests***): Get used to Office. Another workshop

 suggestion. Also, a quiz to help them upload a document to Canvas.

 5. **Prof. Horn**: Students cannot use Microsoft Word on Chromebook.

 6. **Prof. Pilarski** (***suggests***): Have them download the program and login using their BUCS ID. After, they should be able to use Microsoft Office on their Chrome Books.

 V. **Assessment, Dr. Cara Minardi-Power**

A. ENC 1130 Meeting

 1.1130 meeting on the 19th at 11 o’clock. Attendance encouraged. Send link

 soon.

B**.** Contrasting FSW Assessment.

 1. Assessment not a pejorative against students or faculty. FSW uses it to enhance professional development and reflect on our own pedagogy. Please contact me if you have any questions about Team AAspire.

 2. Reports sent to SACS.

 3. Driven by faculty. Not administration.

 4. Dr. Joseph Van Galen always helpful.

 C. ***Syllapalooza***

 1. Looking over integral competencies. Do not have way to assess secondary.

 2. Conversations with Dr. Van Galen, Dr. Trogan about ENC 1101, ENC l102,

 and LIT. 2000.

 3. Cover Evaluation language like Communicate, Research, Survey. Research as much as three integrals. What do we want to know the effect of our courses and reflect on how we are teaching them.

 D. Faculty Conversation

1. **Dr. Trogan** (suggests): Survey. Also, keep in mind which competencies we use can be adjusted. *Research* and *Communicate* represent the two big ones. Some of the Lit classes do not include *Analyze*. Perhaps there should be more. We might be selling ourselves short and not representing ourselves accurately.

 2. **Dr. Ortolano**: Sounds great!

 3. **Dr. Harris and Dr. Moore**: Keep competencies focused. Do not have too

 many.

 4. **Dr. Trogan**: Good to have this discussion.

 E. General Assessment Updates

 1. Dr. Joe Van Galen will participate in April meeting.

 2. General Course Assessment 26% completed.

 3. Jessica Godwin is the new Team AAspire liaison.

 4. More assessment training coming soon.

**V (a). Additional Assessment Notes and Details provided by Dr. Cara Minardi-Power.**

A. General

English discipline meeting 2.11.2021: LAC notes

1130 meeting on 2.19 at 11:00, anyone welcomed

Discuss holistic scoring of final essays, revisit the rubric for the final exam

* Brief history of assessment, why I used to hate it
* How FSW uses assessment
	+ Faculty driven/Team ASPIRE only collects and organizes data
	+ Not evaluative of a professor’s performance
	+ PD
* Course level assessment is 26% complete, planning to have the Notorious JVG as a guest at our April meeting
* Grace Scardo is leaving assessment, new person is Jessica Godwin
* Syllapalooza: an opportunity to check course competencies against what we ACTUALLY do
	+ repeat every 3-4 years
	+ focus on integral (AASPIRE has no way to assess secondary outcomes YET)
* This semester: English 1101. English 1102 (essay, literature, technical writing), Literature 2000
* Go over CREATIVE acronym:

### Communicate clearly in a variety of modes and media

* Acquire communication and rhetorical literacy in order to speak and write effectively, express one’s knowledge, read critically, analyze rhetorically, and synthesize information, skills necessary to furthering one’s own educational and occupational goals. Understand, evaluate, and discuss rhetoric, argument, and persuasion in a variety of contexts. Critically examine evidence, interpret and integrate information, identify solutions and potential outcomes, and apply rhetorical and communication literacies to the real world.

### Research and examine academic and non-academic information, resources, and evidence

* Understand how scholars across all academic disciplines investigate and speak to the human condition. Conduct in-depth, reflective, and ethical research about the dynamics of the human condition and the physical world in order to acquire information literacy, refine critical thinking and analytical skills, and sharpen intellectual focus. Effectively locate, interpret, manage and use information and evidence from academic and non-academic sources in order to create original projects that engender meaningful learning in the classroom and beyond.

### Evaluate and utilize mathematical principles, technology, scientific and quantitative data

* Understand and apply the scientific method, as well as quantitative and qualitative research methods, to a variety of questions and concepts, not limited only to those dealing with scientific understanding. Modify, test, and reevaluate previously held mathematical or scientific theories and beliefs based on new information, as well as engage in the continuous search for truth. Examine how mathematical, scientific, and technological reasoning are integral to communication and provide foundations for further inquiry. Acquire literacy in scientific and quantitative reasoning in order to evaluate new and old ideas and better understand the natural world, our role in it, and our potential for transformation.

### Analyze and create individual and collaborative works of art, literature, and performance

* Acquire cultural literacy and foster creative thinking by examining the visual, artistic, literary, and inventive endeavors of humankind. Understand histories of creative thought, nurture personal creativity, and strengthen human relationships. Engage with the material culture, creative productions, and humanistic traditions of diverse cultures to examine human values and life across the world. Understand how human innovations in the arts, sciences, and humanities have changed the world and produced the societies in which we all live, as well as how diverse communities and societies interact in order to produce new forms of knowledge and culture.

### Think critically about questions to yield meaning and value

* Apply intellectual standards and critical thinking to confront issues central to the human experience. Evaluate, read widely in, and analyze the thinking of others through a variety of fiction and nonfiction genres across disciplines. Evaluate and consider new technologies and their effects on human life and the world. Improvise and seek out new ideas and solutions to complex problems in order to improve one’s own thinking and foster maturity of judgment. Employ ethical decision-making and develop sound arguments using critical thinking.

### Investigate and engage in the transdisciplinary applications of research, learning, and knowledge

* Discover and apply new ideas when required to break with traditional systems of thought. Foster systemic problem-solving habits that require thinking in terms of patterns, relationships, and context. Empathize and engage with others from diverse backgrounds in order to develop, understand, evaluate and assess information and generate solutions to important local, national, and global problems. Collaboratively work with others to creatively transfer knowledge and learning to a variety of new contexts. Learn different approaches to intellectual inquiry, test theories for issues that confront our communities, and imagine solutions to complex problems in the academy, the workplace, and the world.

### Visualize and engage the world from different historical, social, religious, and cultural approaches

* Understand how history, culture, and society shape and inform the human condition in the successful pursuit of academic and occupational goals. Understand how diverse cultures have interacted with, and continue to connect with, each other on a global scale. Engage in the comparative study of the values and traditions of diverse cultures. Understand and navigate the conventions, knowledge formations, practices, and discursive norms of society, culture, and the academy in order to improve and analyze one’s own thinking, value diversity, and cultivate an open-minded approach to new ideas and social issues.

### Engage meanings of active citizenship in one’s community, nation, and the world

* Develop an understanding of the individual’s relationship to their communities and the world, including the need for personal physical and mental well-being, in order to foster a sense of social responsibility. Read and consider historical and political texts and analyze different political points of view in order to develop effective political and civic decision-making and consider policy solutions to complex civic and political problems. Encourage active participation in the processes of local, national, and global citizenship and government. Acquire political and civic literacy through a deeper understanding of national and global politics, as well as the obligations of the individual to society, their communities, and the world.
* Discuss and consider integral outcomes (use spreadsheet), we will finalize at the March meeting.

B. **Excel Spreadsheet. Click View and Zoom to see text.**



**VI.** **Administrative Updates**

 A. Administrative updates will be sent through an announcement on the English Faculty page.

**VII. Faculty Updates**

 A. Housekeeping

 1. **Dr. Trogan**: Jillian Patch needs some CRNs. Information missing one from of the modules.

 **Prof. Bunting**: Item IX missing essay and quiz. If you are missing these, you can email Jillian and she can put it in. Missing presentation in ENC 1102 Essay. New presentation put into the updated one.

 B. Creative Writing

 1. **Prof. Horn**: Dr. George and I were talking about forming a committee or subcommittee to address certain issues: Lowering the cap to because it is workshop heavy. Problems with the syllabi (contradictory). How do we want to go about this as a department? Any chance of a degree? Creative writing faculty includes **Prof. Horn**, **Prof. Pelot**, **Prof. Ambrose**, **Dr. George**, and **Dr. Barach.**

 2. **Prof. Pelot**. I ran by that by Dr. Rath. Cannot do a degree but certificate.

 3. **Dr. Barach**: Send out an email we can meet and discuss new committee. So we

 can discuss a new committee.

 4. **Dr. George**: A great idea. Let’s get together.

 5. **Prof. Horn**: Our adjuncts can help.

 6. **Dr. Trogan**. I’ll check it out. In favor of this.

 7. **Dr. Minardi-Power**: Interested in creating a certificate problem. Dr.

 Bidenbach and I like that not to fall off the table. Offers a unique opportunity to create something transdisciplinary.

 8. **Dr. Trogan**. Especially do this through our Guided Pathways.

9**. Dr. Minardi-Power**. Truly interdisciplinary. Not just rhetoric. Employer have complained about student writing.

 10. **Dr. Trogan.** Gives us opportunity for innovation.

 C. TLC

 1. **Dr. Ortolani**: TLC. Dr. Jill Hummel presenting *Parenting as a Professor*.

 Digital Pedagogy on inclusivity. Digital Pedagogy going on this month. Document available. Under Announcements or under the chat.

 2. **Dr. Trogan**: Thank you, Scott, for keeping us engaged.

 D. Miscellaneous

 1. **Prof. Massaro**: Girl scouts cookies from people in New York shelters. Will you post that on the Canvas page and send a group email.

 2. **Dr. George**: Reminder of events on April 13th. Advertising materials will be provided.

**VIII. Congratulations**

 A. Thank you to **Prof. Elle Bunting** and **Prof. Ihasha Horn** for their hard work and dedication to our students.

 **Notes**: ***Prof. Jeremy M. Pilarski, 2/12/2021***