

PELS Advisory Committee (3) Minutes –

Date: March 2, 2023

In Attendance:

Andres Ramirez Aguedelo, Fred Bloetscher, Debbi Johnson-Rais, Xing-Hai Zhang, Cynthia Carrico, Laurie Nesbitt, Romain Rivaux, Vivian Merk, Ahmed Fahad, Jeff Galin, Claudia Amadori

1. Introductions – new committee members and first instructor.
2. Review and approval of promotional brochure for FAU Foundation: members reviewed brochure and suggested revisions. Revisions include:
 - a. Adding more partners such as: student organizations, Career Planning, Division of Research, Center for IDEAs, Graduate and Professional Student Organization.
 - b. Develop notion that PELS will create a sense of community among multilingual students.
 - c. Remove sentence in the testimonials that refers to “accent removal”; use “accent reduction” or “language enhancement.”
 - d. Some edits in the wording
 - e. Other suggestions emailed after meeting (thanks Debbie) include using the following language:
 - i. *explain who we are-tell our story briefly
 - ii. *The major campaign motto is “Transcend Tomorrow”. Any language that can include looking toward the future is best. “Surpass, beyond, going beyond”
 - iii. *Show what is possible- “Today, a student in tomorrow, a....”
 - iv. *Highlight impact
 - v. *have a clear call to action—urgent. “The time is now”, “Give now”

(These come from a marketing meeting held by the FAU Foundation)
3. Current PELS courses – PELS 6001 & PELS 6003 (Spring 2023): Ahmed Fahad talked about the courses he is teaching. Committee discussed the issue of students dropping when they become too busy with other coursework. Some suggestions were made including:
 - a. Discussion board posts could be written or oral, students could choose their preferred method or alternate between written and oral posts. This might help students reduce course load, as oral posts might be quicker than written posts.
 - b. Discussion of teaching of language vs. genre (thesis/dissertation): teaching language is not necessarily a priority as these are grad students/advanced.
 - c. Teaching of specific academic language
 - d. Breakout rooms where students in similar programs can work collaboratively on their writing
 - e. “Writing Nights” – nights when students meet and write in small cohorts. This can be implemented through the writing cohort program already established by UCEW. We could create two writing cohorts of students currently attending PELS courses. PELS team to meet with Kim and discuss how to implement this moving forward.
4. Future PELS courses Summer/Fall 2023: Members shared ideas on how to promote PELS moving forward:
 - a. Committee members to share course flyers for Summer 2023 and Fall 2023 with their departments. Claudia to send information to share.

- b. Center for Global Engagement and the Graduate College have helped and will continue to help advertise PELS courses.
 - c. Laurie to email graduate students through College of Business.
 - d. Canvas (common file). This is a good method; however, given that we don't have a lot of resources, we might not want to over-advertise if we cannot offer enough courses. These courses are also only for graduate students. On the other hand, being able to show significant needs that we cannot yet fill would prove useful to solicit funding.
 - e. Contacting Julie Golden Botti (Assistant Provost of Online and Continuing Education). Jeff and I met her to discuss avenues for possible donations. We could try to contact her again.
 - f. Advertising through the Graduate and Professional Student Association. They have a symposium on March 29. (Claudia will follow up).
 - g. Involving graduate student organizations.
5. Transition to new UCEW director: a decision is currently being made on the two finalists who have recently toured our campus. After Aug 15, there will be a new director of UCEW/WAC/PELS.
6. Donations/Grants (ideas on possible avenues for funding the program beyond Spring 2024).
- a. Hispanic serving Institution grants.
 - b. Other small grants
7. Ideas on future workshops for students and faculty: Aviva (Intensive Language Institute) can organize faculty workshops. She has done so in the past and is willing to help. The Intensive Language Institute has offered a workshop on active engagement and has an expert on language anxiety. JG and CA will meet with Aviva to discuss further.
8. Presentation by Dr. Michelle Crow

I did not save the chat; therefore, I apologize if I am forgetting some important takeaways. Overall, I think that Michelle demonstrated the potential of PELS to become sustainable long-term and showed what a similar program has been able to achieve. Personally, I really liked the idea of the speaking groups. This is something that I would like to be able to implement once we gain more resources. It is also interesting, given the conversation we had earlier, that ELSO does not divide students by program of studies, but by degree (Master/PhD) and year in their program, as Michelle noted that peer-review is not successful among international graduate students. PELS plans to keep advisors informed of student progress, particularly for the Engineering students who are working on state watershed grants, but ELSO does not do that. I **would love to hear your thoughts on that.** Thank you all for a very interested and constructive meeting