

**UNIVERSITY SYSTEM OF GEORGIA
CHIEF BUSINESS OFFICERS/CHIEF ACADEMIC OFFICERS
JOINT MEETING
FEBRUARY 2 – 3, 2006**

THEME: "Planning for the Future: A Master Plan to Handle Enrollment Increases Through 2020 for the University System of Georgia"

February 2, 2006

- 6:00 p.m. Wine and Cheese Reception and Tour of the Old Governor's Mansion
- 7:00 p.m. Welcome by Dr Dorothy Leland, President of Georgia College & State University.
Dinner at Old Governor's Mansion
- 8:00 p.m. Opening Remarks by Dr. Dan Papp.

February 3, 2006

- 8:00 a.m. Coffee and Pastries in University Banquet Room in Maxwell Student Union
- 8:30 a.m. Opening Comments from Frank Butler, Bill Bowes and Linda Daniels
Enrollment increases and what it means to the USG by 2020
- 9:00 a.m. Issues and Approaches to handle enrollment increases through 2020:
- Academic Planning
 - Formula Funding
 - Space Allocation/Utilization
 - Personnel – both Academic and Support Services
 - Capital Requests
 - Major Repair and Renovation Funding
 - New Campuses
 - Weekend Classes
 - Technology
 - Private Funding
 - Retention, Progression, and Graduation (RPG)
 - New Ideas
- 10:15 – 10:30 a.m. Break
- 10:30 a.m. Issues and Approaches to handle enrollment increases through 2020 (Continued)
- 12:30 p.m. Lunch
- 1:15 p.m. Split Meeting - University Banquet Room
Banquet Area A – Chief Academic Officers
Banquet Area B – Chief Business Officers

Meeting Minutes: Committee on Academic Affairs

Spring 2006 MINUTES/CONCLUSIONS

February 3, 2006

Georgia College & State University

The Administrative Committee on Academic Affairs held its spring business meeting on Friday, February 3, 2006 on the campus of Georgia College & State University. Dr. Barry Goldstein, Chair, called the meeting to order. The minutes of the fall 2005 (November 9, 2005) meeting were approved as distributed.

I. Discussion Items

a. FY 07 Budget and Legislative Update

Dr. Dan Papp, Sr. Vice Chancellor for Academics and Fiscal Affairs, reported that the formula is not fully funded although increases in the formula were funded completely. According to Dr. Papp, at least 13 different projects on the minors list are in place for funding. He later stated, "We are not certain at this time whether other minor projects will be added to the list. Last year, the first through fourth major projects were reviewed by the Governor, but the legislature did not fund those projects. Likewise, funding for major projects five through six has not been determined yet and these projects are, in effect, in limbo." Dr. Papp further remarked that discussions were taking place regarding whether the Board of Regents would need to determine tuition increases before the legislature unveiled the amount of funding to be allocated to the university system.

b. Plus/Minus Grading Pilot

Dr. Papp explained that Georgia State University and the University of Georgia requested approval to begin offering plus/minus grades as part of their grading schemas on a pilot basis. Although legacy systems may require some revision and some Banner programming changes will need to be made, the two institutions are ready to undergo the pilot. A query was sent to other university system institutions inquiring about their interest in participating in this pilot, and responses varied with regard to implementation and interest that included the following issues:

1. How will such action impact HOPE regulations?
2. Will transfer student information reflect both the HOPE GPA and an institutional GPA?
3. How will such data be documented and maintained?
4. Will students be at an advantage or disadvantage under such a grading system?
5. Will the plus/minus grading system be mandatory for a campus that elects to participate in the pilot or be used according to faculty discretion?

Dr. Papp responded that the two institutions would participate in the pilot for a total of three years and report the results to the university system at a RACAA meeting. The proposed earliest timeframe for implementation of the pilot is fall 2007.

c. Regents' Test

Dr. Papp explained that the Executive Committee of the Board of Regents has requested that the

Office of Academic Affairs investigate alternative indicators of student competence in reading and writing other than passing scores on the Regents' Test. Various advisory committees, including the Advisory Committee on English, have sought alternatives in the past. To that end, it was suggested that an ad hoc committee of Vice Presidents for Academic Affairs develop alternatives to the Regents' Test. Dr. Arnett Mace, Vice president for Academic Affairs and Provost at the University of Georgia, will chair the committee.

Dr. Papp explained that if the committee determines that it is in the best interest of students to abolish the Regents' Test, then alternatives will need to be thoroughly vetted including whether to not establish an alternative test. Other issues that the committee will address include the timing of the Regents' Test to include a discussion of why students are administered the test when they have completed a substantial amount of core coursework? In addition to other issues, crosswalks with the College Board, the validity of COMPASS testing, and definitive indicators of sufficient reading and writing skills will be deliberated by the committee. Dr. Papp explained that the purpose of the Regents' Test, when initially established in 1972 as the Rising Junior Testing Program, was that "students were expected to demonstrate competence in the areas of reading and writing at such time as they became rising juniors (60 – 75 quarter hours)." Individuals who volunteered during the meeting inquired about how the Regents' Test of today relates to increased accountability. Individuals interested in serving on the committee were advised to send an e-mail indicating their interest or intent by Monday, February 6, 2006.

d. Follow-up on Textbook Guidelines

Dr. Papp explained that a Board Policy regarding textbook guidelines had been incorporated into the Policy Manual. Specific implementation guidelines will be developed for the Academic Affairs Handbook in approximately one to two months. The implementation guidelines will include a prohibition on the sale of complementary textbooks provided to faculty. Comments concerning the implementation guidelines should be sent by Friday, February 10, 2006.

e. American Diploma Project

Dr. Jan Kettlewell, Associate Vice Chancellor for P-16 Initiatives, explained that the American Diploma Project is an effort that Georgia has joined with 21 other states with the objective of raising expectations and achievement in high school such that all students will graduate with the knowledge and skills needed to be successful in college and work. Four key points concerning Georgia's involvement encompass standards, course requirements, assessment, and accountability. Each of the aforementioned areas is defined below:

Standards: Align academic standards in high school with expectations for college and workplace success so that all students who meet the standards are prepared for their next steps in life.

Course Requirements: Upgrade high school course requirements so that all students are required to complete a college and work ready curriculum in order to earn a high school diploma.

Assessment: Redesign selected high school tests in English and mathematics so that they also serve as readiness tests for college and work.

Accountability: Through the current accountability system (legislatively approved), hold high schools and colleges accountable for the success of their students.

Dr. Kettlewell advised that additional work would be undertaken in the coming months by the assessment subcommittee. This subcommittee would work to synthesize college preparatory and vocational guidelines in order to develop an academic core.

f. African Studies Certificate Program

Dr. Jessica Sommers, Executive Director of Academic Innovation – OIIT, explained that similar to other certificate efforts through the European Union, the University System has a consortium of institutions that participate in the USG-African Council. African Council member institutions spearheaded the development of an African Studies Certificate that could be implemented system-wide with the objectives of enhanced knowledge of Africa and infusion of African course content. Four travel grants will be awarded yearly with a targeted project in each of the following regions: East, West, Central, and South Africa. Recipients will be expected to develop curriculum plans infusing at least 25% African content into a course currently without African content. The 18-semester-hour system-wide certificate will be available to all university system undergraduate students.

g. System-wide Student Technology Usage Survey

Dr. Sommers discussed the impending dissemination of a system-wide student technology usage survey. Outcomes of the survey will be reported at the next RACAA meeting. It is projected that survey outcomes will be used to further inform planning efforts for system technology needs at the campus level.

h. RPG Status Report, NSSE/CSSE Update

Dr. Dan Papp and Dr. Cathie Hudson, Associate Vice Chancellor – Strategic Research and Analysis, indicated that the Retention, Progression, and Graduation (RPG) Committee was reviewing whether financial incentives were feasible under the current student progression plan and requested data indicators of progress. In addition to financial incentives, Dr. Papp stated that the RPG committee was in the process of analyzing the impact of tuition changes and need-based financial aid on student progression. Dr. Hudson explained that the committee was in the process of developing a survey on non-returning students, particularly those who have may transitioned to programs offered by the Department of Technical and Adult Education. A report of such activity will follow perhaps by the next RACAA meeting.

i. Information Technology Update

Mr. Randall Thursby, Vice Chancellor for the Office of Information and Instructional Technology (OIIT), discussed PeachNet capabilities and growth capacity. Mr. Thursby explained that at least 90% of

outages had been eliminated, but that coverage was needed in the area stretching from Georgia Highlands College to Dalton State College. Mr. Thursby explained that at least \$3.5 million dollars need to be placed in the budget specifically for system networks to offer at full operability and efficiency. Mr. Thursby explained that the data warehouse was on track and that specific information such as inclusion of faculty data elements and reversion of legacy systems was scheduled to take place in the coming months. Mr. Thursby further stated that upgrades to the WebCT infrastructure would commence during fall 2006.

j. **Modified Area F for Teacher Education**

Dr. Kettlewell led a discussion of the modified Area F for teacher education. The modified area F was to include an additional nine-semester hours (two courses in science and one course in mathematics) of study for early childhood and middle grades education discipline areas. Discussion ensued to include such questions as the following:

1. What is the cost?
2. How will science faculty teach these courses given existing workloads?
3. How will such requirements impact the MAT degree?
4. How will transferability issues be eased with the inclusion of this requirement?
5. Will the system provide financial support for the retraining and hiring of additional faculty?
6. What is the system plan to support and implement this change at the institutional level?
7. When were the courses transmitted for approval and by whom?

II. **Action Items**

a. **COMPASS Retesting**

Recommendation: A motion to develop a COMPASS re-testing policy was advanced to the floor. Dr. Hudson explained that policy formulation was required to establish parameters for COMPASS re-testing. Dr. Hudson explained that two-year colleges are not currently required to use the SAT or ACT for admission purposes, but rather, all students would be tested for placement with COMPASS. A follow-up matter was discussed in which it was indicated that enrollment management professionals needed to be involved in the development of such a policy.

Action: A motion to develop a policy for COMPASS re-testing was approved by the majority of those present and two “no” (nay) votes were cast.

b. **EPACC Recommendations**

i. **Georgia Framework for Teaching (GSTEP)**

Recommendation (in brief): The Educator Preparation Academic Advisory Committee recommends the incorporation of the Georgia Framework for Teaching into the “Guarantee” of the *Regents’ Principles and Actions for the Preparation of Teachers for the Schools*. Otherwise referred to as the GSTEP Framework, it is proposed that the “Guarantee” will provide the following elements:

- Provide a common language and purpose across all stakeholders and agencies;

- Align teacher preparation within the University System with collaborative statewide efforts to improve teaching quality;
- Link teacher preparation, certification, assessment, professional growth, and school improvement;
- Provide more integrated, coherent preparation and support for teachers;
- Guide professional learning for teachers across their careers;
- Offer a philosophical core for decision-making about teaching, learning, and professionalism;
- Create synergy and opportunities for collaboration to attract external funding, inspire research on teaching and student learning, and inform policies and practices;
- Serve as a generative platform which is a catalyst for change;
- Focus the work of learning communities around agreed upon issues of teaching and learning; and
- Foster substantive discussion about teaching, the culture of schools, and the preparation of teachers.

ii. ***Change to the Regents' Principles for the Preparation of Teachers for the Schools***

Recommendation (in brief): The Educator Preparation Academic Advisory Committee recommends a modification to what is considered participation in teacher preparation and school improvement to include documented efforts of education and arts and sciences faculty in:

1. Improving their own teaching so as to model effective teaching practices in courses taken by prospective teachers;
2. Contributing to the knowledge base through research, including how to promote and improve student learning and achievement in the schools and in the university; and
3. Collaborating with public schools to attract prospective teachers into teacher preparation, to help teacher candidates apply educational theory to school practice, to mentor beginning teachers, to assist with teachers' continued professional development, to keep up to date on the realities of school practice, to identify and codify effective practices, and/or to conduct action research for school and teacher preparation improvement.

According to the recommendation to revise the *Regents' Principles*, "University System institutions that prepare teachers will support and recognize education and arts and sciences faculty for participation in teacher preparation and in school improvement efforts through decisions in promotion and tenure, pre-tenure and post-tenure review, annual review and merit pay, workload, and allocation of resources."

Action: The motion to revise the language as described in the *Regents' Principles for the Preparation of Teachers for the Schools* was approved as presented.

iii. ***Professional Education Course Requirement for all USG-prepared Teachers (3 courses)***

Recommendation: EPAAC recommends approval of three Professional Education Courses

(nine-semester hours). These three EDUC courses are entitled, "Investigating Critical and Contemporary Issues in Education," "Exploring Socio cultural Perspectives on Diversity," and "Exploring Teaching and Learning." The three courses will be part of Area F for teacher preparation, except for teachers prepared to teach at the high school level. The three professional education courses will be required for all high school teachers prepared by the University System, but this requirement will be outside of Area F. Each of the three courses will include at least 10 hours of field experiences. With implementation scheduled to begin with the freshman class of fall 2007, the three aforementioned professional education courses will replace the three Professional Education Courses that are not part of Area F for BSED teacher preparation programs, and the nine hours (outside of Area F) now required by the university system for teachers preparing to teach at the high school level.

Action: The motion to replace the current three professional education courses required for teacher education candidates was approved as presented.

iv. ***Area F Early Childhood – Nine Sch. Academic Discipline Requirement (2 Science Courses and 1 Math Course)***

Recommendation: A motion was made to include nine semester credit hours (two science courses and one mathematics course) in the early childhood education curriculum. The purpose of the recommendation was to further define the science and mathematics courses.

Action: The motion was approved as presented.

v. ***Area F Middle Grades –Nine Sch. Academic Discipline Requirement (two academic courses in one area of required concentration and one academic course in a second area of required concentration)***

Recommendation: A motion was made to include nine semester credit hours (two academic courses in one area of required concentration and one academic course in a second area of required concentration) in the middle grades education curriculum.

Action: The motion was approved as presented.

III. **Summer Meeting Plans – Brasstown Valley (Young Harris, Georgia)**

Dr. Barry Goldstein, RACAA Chair, explained that a block of rooms had been reserved at Brasstown Valley Resort for the summer joint meeting of RACAA/RACSA members to be held July 17 – 19, 2006. Dr. Goldstein explained that under the advisement of Dr. Roman Cibirka, the Medical College of Georgia Continuing Education Office would mail packets with room reservation information and the agenda to each vice president for academic affairs and vice president for student affairs. A room rate of \$169 per night has been negotiated.

IV. **Adjournment**

The meeting adjourned at approximately 3:30 p.m. on Friday, February 3.

Respectfully Submitted,
Marci M. Middleton, MBA, MS
Director, Academic Program Coordination
USG

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