

**Regents' Administrative Committee on Academic Affairs**  
**Meeting Notes/Minutes**  
**November 7, 2007**  
**Macon State College**  
**Macon, Georgia**

**Executive Vice Chancellor/Chief Academic Officer's Remarks**

Dr. Susan Herbst, new Executive Vice Chancellor/Chief Academic Officer, introduced herself and shared information about her professional career. She opened up discussions by posing the following question, "What can a system official do other than request increases in budget resources?" Dr. Herbst followed by discussing the establishment of funds for competitive purposes, conferences and themed meetings, networking opportunities, developing faculty and administrator development projects, as well as an openness to talk through various issues.

**Discussion Items**

**1) Strategic Plan (Sandra Stone, Cathie Hudson)**

It was announced that a capacity committee was underway in determining the educational needs of the metropolitan area and the role of collaborative institutional programming in enhancing educational access across various parts of the state. The strategic plan and the six areas were discussed in brief:

Goal 1: Renew excellence in undergraduate education to meet student's 21<sup>st</sup> century educational needs.

Goal 2: Create enrollment capacity to meet the needs of 100,000 additional students by 2020.

Goal 3: Increase the USG's participation in research and economic development to the benefit of a global Georgia.

Goal 4: Strengthen the USG's partnerships with the state's other education agencies.

Goal 5: Maintain affordability so that money is not a barrier to participation in the benefits of higher education.

Goal 6: Increase efficiency, working as a system.

**2) Core Curriculum (President Dorothy Leland)**

President Dorothy Leland shared information concerning the committee structure, charge, and objectives with regard to the Core Curriculum project. Based on the information disseminated, faculty members will be able to provide electronic feedback to the committees while the revised curriculum is under development. President Leland discussed some aspects of the Regents' Test and issues concerning how a standard measure does not equate to a standard test. It was then suggested that the "high stakes" aspect of the test be moved from the student to the institution as a focal point. The revised core curriculum was presented as an opportunity to address issues of accountability from a proactive perspective. Below is a succinct description of the committee structures and other details. All online information can be found at the following website: <http://www.strongfoundations.usg.edu/>

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Committees: Steering Committee, Core Curriculum Design & Assessment Committee, and Core Curriculum Competencies Committee

The Steering Committee will assist in guiding the project to a successful completion by providing input and feedback on the following matters: project design, project implementation, communications strategies, and work products of other project committees. The Core Curriculum Design & Assessment Committee will be responsible for recommending a competency based core curriculum framework that reflects project goals. The Core Curriculum Competencies Committee will be responsible for formulating initial recommendations regarding learning outcomes for the core curriculum framework. The committee has met twice (August 28 and October 31, 2007).

**3) RPG System Level Project and Survey of Student Engagement (Cathie Hudson)**

Each campus was advised that an institutional representative was designated for the NSSE/CSSE task force. In the meantime, a survey of first-year experiences will be sent to system institutions to understand what arrangements currently exist for freshmen. Initial work in this area will focus on traditional students. More details from the survey of student engagement will be available during spring semester 2008. Thus far, the project has had small sample sizes from which to generate results.

**4) Academic Advising – System Level Project (Sandra Stone)**

Key recommendations associated with the academic advising project under the tutelage of President Ronald Zaccari were announced including the following:

- each institution will have an administrative structure in place that incorporates advising;
- each institution will require mandatory advising sessions;
- each institution will establish an advising handbook;
- each institution will establish advising training for faculty and staff;
- each institution will develop a campus advising plan; and,
- each institution will publish a two-year schedule of course offerings.

**5) Implementing the Revised Regents' Test (Leslie Caldwell)**

Further discussion occurred regarding the genesis and maturation of the Regents' Test from its earliest beginnings as the rising junior test. Dr. Caldwell shared that the standards are impacted by the students and that the Regents' Test was not a response to indices of national accountability. Following an e-mail message that was sent to all chief academic officers concerning the Regents' Test in October 2007, specific aspects of the implementation phase were reiterated at the meeting to include the following:

- a) Freshmen will be tested during fall 2007.
- b) For first-time failures during fall 2007 and reading scores below 50, students will be encouraged to take the reading skills course in spring 2008.
- c) Students who do not fall into the situation as described in b) should be

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encouraged to take the regents' test during spring 2008. If the students do not pass, then place them in an appropriate skills course in summer or fall 2008.

- d) Students will not be required to complete early remediation during fall 2007 based on institutional guidelines. However, institutions may consider it.

The purpose of the Regents' Test was further discussed with questions concerning performance on the test versus course grades, test validity, test content and course proficiency, test scores and student completion and skills, student competencies and test intent and purpose, and measures of institutional outcomes assessment.

**6) Teacher Production Accomplishments (Jan Kettlewell)**

University System teacher production accomplishments were shared in terms of increased enrollments, increased degree productivity across sectors, and increased participation in teacher education by minority students. Using years 2002 through 2004 as reference points, the university system increased preparation and participation rates by the following percentages:

- Since 2002, the USG has prepared over 20,100 new teachers.
- In 2007, USG prepared 44% more teachers than in 2002.
- In 2007, the USG prepared 21% more teachers than in 2004.
- In 2007, the USG prepared 17% more minority teachers than in 2004.

Based on collaborative agreements with other agencies, the P-16 office has been able to track the attrition rate of USG prepared teachers in public school systems. Based on recent analyses, only 5% of university system prepared teachers leave public schools after their first year of teaching compared to approximately 14% of teachers prepared by other non-USG institutions. The continuing challenge for teacher preparation initiatives is to increase the number of teachers of color within public school settings and to address teacher workforce shortages in specific disciplinary areas.

**7) Faculty Contracts and Summer Pay (Sandra Stone)**

A question emanating from Kennesaw State University was posed to the assembled chief academic officers concerning nine month contracts and optional coverage for summer term. Members indicated that with the fiscal year ended June 30<sup>th</sup> and that summer is part of the next fiscal year. The question was then discussed in terms of calendar versus fiscal years and how an institution balances faculty workload. It was agreed that enrollment and needs for classes vary among fall, spring, and summer terms. It was recommended that the overall issue be submitted to chief business officers for recommendation and advisement.

**8) Policy Changes Concerning Faculty Status (Cathie Hudson)**

A proposed change to the *Policy Manual* was distributed to the chief academic officers, specifically with regard to the personnel section. The proposed changes highlighted changes to the policy for professional leave, garnishment of pay, the removal of language concerning senior lecturers, and notice of employment requirements for specific ranks (e.g., instructor, assistant professor, associate professor, or professor). A new section

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concerning lecturers and senior lecturers was briefly discussed in terms of notice of non-reappointment after six or more years of full-time service at an institution. Discussion ensued concerning how to code and differentiate between tenure and non-tenure track faculty members, lecturers and senior lecturers, and academic professionals.

**9) International Baccalaureate Curriculum (Sandra Stone)**

Brief remarks were made concerning the International Baccalaureate curriculum. A system-wide policy is under development with credit not to exceed 24 semester hours. Other state policies such as those in Texas and Florida are being reviewed in concert with discussions with the Governor's staff. Analysis of the international baccalaureate has raised awareness of issues concerning advanced placement (AP) in the state. Topics regarding how the international baccalaureate and advanced placement will fit a revised core curriculum are under consideration.

**10) SACS Workshop/AAMI Initiative (Marci Middleton)**

Attendees were reminded that a system-wide SACS workshop was scheduled for November 16, 2007 on the campus of Columbus State University in the Elizabeth Bradley Turner Center. The workshop would focus on accreditation preparation under the revised SACS guidelines. In addition, information concerning the African-American Male Initiative (system, AAMI) was distributed. The AAMI Best Practices conference was scheduled for November 30 – December 1 on the campus of Kennesaw State University.

**11) Georgia OnmyLine (Kris Biesinger)**

Information was presented on the number of times individuals had accessed specific websites associated with Georgia OnmyLine. In addition, announcements concerning the first and second rounds of funding for "franchise programs" was discussed in terms of determining tuition in a collaborative framework and developing program arrangements that meet state priorities. Additional discussion ensued on how to count students involved in collaborative programs in terms of enrollment, degrees conferred, tuition cost, and other reporting systems.

**12) New York Times Readership (Petra Kohlman)**

The New York Times Readership program was presented to campuses as a cost-effective means to engage students in a knowledge network that can be used as a classroom resource. The newspaper and its archive can be used in various disciplines to explore issues, points of view, and snapshots of events based on a specific time period. Contact information was provided for those institutions that do not currently participate in the readership program.

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**13) Other**

The group was reminded that attached to the agenda was a message concerning the proposed Principles of International Education. The draft principles were included with a request that chief academic officers provide advice and recommendations on the principles; determine which version is most appropriate as two drafts were shared; and delineate any issues that the principles fail to address. After initial campus reactions have been submitted, a subcommittee may be reconvened to resolve differences and come to a consensus. Afterwards, a final version of the document will be submitted to both academic affairs and student affairs groups before submission to the presidents. After submission and reaction from the presidents, the principles will then be recommended to the Board.

Time: Start – 9:30 a.m.; Adjourned – 3:00 p.m.

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Respectfully Submitted,  
Marci M. Middleton, Ph.D.  
Director, Academic Programs & Planning  
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