

**Regents' Administrative Committee on Academic Affairs**  
**Summer 2006 Minutes/Conclusions**  
**Brasstown Valley**  
**July 19, 2006**

The Administrative Committee on Academic Affairs held its summer business meeting on Wednesday, July 19, 2006 at the Brasstown Valley conference center and lodge. Dr. Barry Goldstein, Chair, called the meeting to order. The minutes of the spring 2006 (February 3, 2006) meeting were approved with one correction.

**DISCUSSION ITEMS**

1. Academic Programs Costs and the Delaware Model

Dr. Butler announced to the assembled Chief Academic and Chief Financial Officers that the way in which new program reviews are conducted will change with an emphasis on the cost of new programs based on the revised budget recommendation schema that uses both the Delaware and Kansas models. In addition, a committee has been formed to review the state's health program needs. Under Sr. Vice Chancellor Dan Rahn, a state level perspective and plan will be developed to aid policy and influence how programs work together.

Mr. Bill Bowes provided additional information concerning the Guaranteed Tuition Policy, otherwise known as the fixed for four plan. Mr. Bowes explained that the policy was designed to enable participation by students who enter university system institutions as of fall 2006. Amendments to the plan are forthcoming to address four-year and two-year institutional needs, summer rates, fifth year matriculants, EXCEL students, non-successive transfers, and part-time students. Mr. Bowes indicated that student appeals to the tuition rate would not be reviewed at the system office. In addition, Mr. Bowes announced that those academic programs that require at least five years for successful matriculation due to program length would be included in the framework and policy concerning the guaranteed tuition plan.

Mr. Bowes stated that a more intensive review process would be enacted for institutional budgets. Additional reviews will be made concerning institutional base budgets, staff and faculty needs, tuition dollars, operational areas, and new formula requests. The following timeline represents activities germane to the upcoming budget review cycle:

September 6:	Presentation of budget strategies and guidelines
September 28:	Budget workshop to be held at UGA
November 6:	Budget submissions due
November 11 – 12:	Staff budget discussion with institutions
January 3 – 7:	Budget recommendations developed

Questions ensued from the Chief Academic Officers concerning the new budget cycle including such topics as forecasting, quarterly reporting, customer service initiative tie-in, and reliability and validity in data reporting.

## 2. International programs and Study Abroad Targets

Dr. Richard Sutton shared that based on a memo drafted by USG attorney Burns Newsome, the university system does not have a recommendation on the Georgia Security and Immigration Compliance Act (formerly S.B. 529). In essence, differential tuition waivers are not prescribed under the current interpretation of federal law. Study abroad targets were distributed in a separate handout as a specific percentage of institutional study abroad enrollments. A total of 6,177 students is the current 2007 target for study abroad participation. Based upon 2006 participation rates, the system met its target through 80% participation in study abroad activities. Issues such as the impact of study abroad on students' academic outcomes will be analyzed in the future.

## 3. ICAPP Update

Ms. Joy Hymel provided an update concerning ICAPP programs in the university system. Upcoming initiatives that will be announced include a Health Professions Initiative that focuses on such disciplines as nursing, pharmacy, and radiologic technology. Funded, in part by the legislature, the initiative in conjunction with campus programs will work to have over 1,700 students participating. In addition, the ICAPP office is involved with the Commission for a New Georgia, a citizen's commission established in 2003 by Governor Perdue with the purpose of developing ways state government can better manage its assets and services and map its strategic future. The commission is focusing on the future of logistics and transportation, energy and the environment, aerospace, and elder care. Current projects include development in such areas as telecommunications, multimedia, manufacturing, business and financial security, and homeland security. The ICAPP office is also involved in developing a workforce development compact for the Centers of Innovation as a means to bring together resources from private entities and the university system. The ICAPP office has relocated to its new location on 5<sup>th</sup> and Spring Street.

## 4. Information and Instructional Technology

Dr. Tom Maier shared updates from the Office of Information and Instructional Technology. From a personnel perspective, Dr. Kris Biesinger has rejoined the system office after working for the Georgia Student Finance Commission on the GA411 project. It was announced that GSAMS will be retired by spring 2007. Simultaneously, the Georgia Technology Authority will provide new services using video over IP technology as part of the Georgia Video Network Services project. The convergence of video over IP has included voice and video capabilities. Working through the Georgia Technology Authority's contract to access such technological services will require a \$500/month charge for each designated connection point at USG institutions. In addition, PeachNet has implemented network service to support video conferencing for all main campus locations and from several off-campus sites. Discussions are ongoing with regard to the People Soft-Banner situation. Two key areas are scheduled for roll-out with regard to the data warehouse: 1) the data mart (financial activities) and 2) the academic data mart. In order for the academic data mart to function effectively across the system, the warehouse will need institutional CIR, SIRS, and other data submissions. It is anticipated that this will be the final time that standard reports will need to be duplicated.

5. Retention, Progression, and Graduation

Dr. Cathie Mayes Hudson provided an update on progress concerning the retention, progression, and graduation (RPG) initiative. All institutional rates, targets, and plans that were submitted last fall have been reviewed by a System Office RPG Committee. Each institution's actual retention and graduation rates will be tracked over time against the targeted rates. One of the objectives of the RPG initiative is to determine how the System will attain the Board's goal of meeting or exceeding the national average graduation rate by 2015. The System needs to determine if greater engagement leads to higher retention rates. A working group will be charged to use NSSE/CCSSE data and link this information with the RPG initiative. At this time, the RPG initiative is in its first stage. Additional data will be collected and analyzed.

6. Managed Faculty Events Potential Policy Revisions

Dr. Bettie Horne explained that an ad hoc committee of individuals who input institutional data for the Managed Faculty Events file and process had met to discuss access issues, policy clarification, and policy compliance. An annual calendar of events will be added to the system in the future. In addition, issues such as removal of social security numbers from PeopleSoft, salary supplement database documentation, percent of courses taught, and other HRDM codes will be developed to enhance the usability of the system for various reports.

7. Comprehensive Program Review

Dr. Frank Butler explained that the moratorium on comprehensive program review had been extended for one year. During this time, two-year colleges will be worked into the process as whole with review of Associate of Arts and Associate of Science degrees.

8. American Diploma Project

Dr. Jan Kettlewell provided information concerning the American Diploma Project. Dr. Kettlewell explained that Georgia is one of 22 states that is currently participating in the "Achieve" project. The focus of the project is to align standards between high school completion and entrance to college. The following specific goals succinctly describe the work of the American Diploma Project:

- a. Standards: Align academic standards in high school with the expectations for college and workplace success so that all students who meet the standards are prepared for their next steps in life.
- b. 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.
- c. Assessment: Redesign selected high school tests in English and mathematics so that they also serve as readiness tests for college and work.
- d. Accountability: Through the current accountability system (legislatively approved), hold high schools and colleges accountable for the success of their students.

Dr. Kettlewell explained that in 2007 the high school graduation rules will be renegotiated and the University System will work closely with the Department of Education on this matter. In addition, an assessment committee co-chaired by a representative of the Department of Education will work with the University System to develop minimal college work readiness standards.

## ACTION ITEMS

### 9. Regents' Test Alternatives (Four Options)

Dr. Frank Butler provided information concerning four options that would be considered Regents' Test alternatives to the Chief Academic Officers for deliberation (abolish, no change in requirements, using another proxy for student reading and writing skills, and using a staff recommendation that includes no appeals, and no exceptions to obtaining a baccalaureate degree without the Regents' Test). The four options presented in more detail were the following:

- a. Option 1: Eliminate the requirement altogether
- b. Option 2: Continue with the existing approach
- c. Option 3: Special Committee Report – uses institutional grades in English 1101 and 1102 as a possible way to satisfy the requirement.
- d. Option 4: Regents' Staff Report – continues existing regents requirement but allows for an institutional appeal for a limited number of students.

A slide presentation included some data concerning the number of appeals as well as number of successful and unsuccessful attempts to pass the test. Questions ensued concerning the correlation between passing grades in introductory English courses, outcomes on the Regents' Test, and clarification of what was meant by institutional appeal for a limited number of students. Based on a straw poll of the individuals who voted, the following is a breakdown of support for each of the options:

Option 1: three votes

Option 2: one vote

Option 3: eight votes

Option 4: six votes

The Chief Academic Officers requested that the slide presentation outlining the options be transmitted to them for further discussion. Individual members of the group inquired whether the English Academic Advisory Committee would have an opportunity to further revise the Regents' Test. In addition, the Chief Academic Officers inquired about the manner in which Regents' test data was interpreted, the age of the data and the basis for making system-wide decisions, and implicit assumptions made about the correlation between course grades and outcomes on the Regents' Test.

### 10. Regents' Administrative Committee on Distance Education

Dr. Jessica Somers and Frank Butler shared information concerning the request to establish a Regents' Administrative Committee on Distance Education. The committee originated as the IDEA group in the 1990s. The purpose of the committee is to support and strengthen distance-learning through the coordination of policies, programs, support services and technology in distance education across the USG. The Chief Academic Officers agreed to establish the committee.

#### 11. PRISM 10 – Faculty Rewards for Work in K-12 Schools

Dr. Jan Kettlewell and Sara Connor presented the following proposed policy for Faculty Rewards for Work in K-12 Schools.

##### ***Policy 803.17 Work in the Schools***

Board of Regents' approval of University System of Georgia institutions to prepare teachers includes the expectation that state colleges and universities with a teacher preparation mission will collaborate with the K-12 schools. University System institutions that prepare teachers will support and reward all faculty who participate 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, recognition, allocation of resources, and other rewards. Participation in teacher preparation and in school improvement may include documented efforts of these faculty in:

- Improving their own teaching so as to model effective teaching practices in courses taken by prospective teachers.
- Contributing scholarship that promotes and improves student learning and achievement in the schools and in the university.
- Collaborating with public schools to strengthen teaching quality and to increase student learning.

The Chancellor shall issue guidelines, to be published in the Academic Affairs Handbook, which serve to encourage formal institutional recognition and reward for all faculty in realizing the expectations embodied in this policy.

With the exception of language indicating that it was mandatory, the motion passed to include work with K-12 schools as a means to document faculty work in terms of promotion and tenure.

#### 12. EPAAC Recommendation – GPA for Teacher Prep Programs

The Educator Preparation Academic Advisory Committee recommended a policy change such that students who seek to be admitted into teacher preparation programs must have at least a 2.50 cumulative GPA.

**Current Policy:** The current teacher education admission policy, implemented in November 1998, requires that students who seek to enroll in teacher preparation programs have at least a 2.50 cumulative GPA in all college courses attempted.

**Proposed Policy:** Students who seek to be admitted into teacher preparation programs must have at least a 2.50 cumulative GPA. Colleges of Education may calculate the GPA in one of two ways: At least a 2.50 cumulative GPA in all college courses attempted (current policy); and at least a 2.50 cumulative GPA that considers only the grade received in the last attempt of the course. The motion passed with no opposing votes.

#### 13. Election of RACAA officers FY 2006 – 2007

Dr. Barry Goldstein announced that based on the recommendations of the nominating committee, Dr. Mary Ellen Wilson (VP, Middle Georgia College) would become chair-elect and Dr. Cathy Rozmus (VP, Georgia Southwestern State U.) would assume the position of RACAA Chair for the 2006 – 2007 academic year.

14. Joint Meeting Location and Date for Next Summer

Dr. Rozmus explained that details would be forthcoming about the upcoming meetings for fall 2006 and spring and summer 2007.

15. Meeting Schedule for Next Year

Dr. Rozmus suggested that the group meet four times in the upcoming academic year. Additional details will be announced to the group at a later date.

The meeting adjourned at approximately 11:30 a.m. on Wednesday, July 19, 2006.

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Respectfully Submitted,  
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Director, Academic Program Coordination  
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