

Minutes
BOR AACE Meeting

Day 1
March 28, 2019

Those in attendance:

Assistant Vice Chancellor for Transitional and General Education	Barbara Brown
Atlanta Metropolitan State College	Kokila Ravi
Atlanta Metropolitan State College	Lisa Mallory
Augusta University	Todd Hoffman
Clayton State University	Mary Lamb
Columbus State University	Judith Livingston
College of Coastal Georgia	Robert Bleil
Dalton State College	Kerri Allen
East Georgia State College	Carmine Palumbo
Fort Valley State University	Washella Simmons
Georgia College & State University	Alex Blazer
Georgia Gwinnett College	Rebecca Flynn
Georgia Highlands College	Jake Sullins
Georgia Southern University	Beth Howells
Georgia Southern University	Russell Willerton
Georgia Tech	Anderson Frazee
Georgia Tech	Rebecca Burnett
Kennesaw State University	Sheila Smith McKoy
Middle Georgia State University	Amy Berke
Savannah State University	Chante Baker Martin
University of North Georgia	Shannon Gilstrap
University of West Georgia	Stacy Boyd
University of West Georgia	Meg Pearson
Valdosta State University	Donna Sewell
Gordon State College	Gary Horn

Opening Remarks: Dr. TJ Arant, PVPAA, GGC

- Approximately 12, 500 students; planning to top out at 13,000
- GGC beginning third strategic plan

Presentation: Dr. Rachel Bowser
Momentum Year (PowerPoint Presentation)

Discussion of powerpoint:

- Making a purposeful choice
- By 2019, no student will enter undecided so that they arrive with a purpose
- Creating a productive mindset
- Attempting first 30 hours of a clear pathway
- Attempting 9 hours in academic focus
- Complete initial English and Math
 - Corequisite more successful than prerequisite model
- Momentum Approach is the revised version to Momentum Year

Question: Do all students have to have majors?

Answer: no, they have a focus area. Menus are being created for each focus area to help students find their major within that focal area

Concerns about this approach?

- Banner code associated with focal area, but the area is not a major
- Prereqs for major courses in areas will pop up for students
- When students change majors, they will have to take different classes, such as math, that they need to take. So they could have taken a “wrong” math for the new major.
- Changing majors, false starts, is a problem for those of lower socio-economic statuses, first generation students
- Focal areas are intended to help the at-risk, vulnerable students

Question: Could students be advised not to take core in first two years but instead over the four years?

Discussion ensued: They focus their major, anecdotal evidence for the questioner shows that students hate their major, students could leave some non-prereqs for majors for years three and four.

Barbara Brown: Area A should be finished in year one, and schools with Associates degrees need to avoid leaving Core for later. Possibility for Core to be revised to give students more choice in the Core—a work in progress possibly will be more concrete in three years.

Robert Bleil: Question: Banner code for focus areas: is there a place in Degreeworks for a focus area versus a major?

- Banner: in self-service for students, a focus area will show up.
- Robert Bleil: Do we develop areas technologically the same way across the system, or will individual colleges have choice?

English has struggled to make a case for its importance. The initiative helps showcase the English dept. as the most important on campus.

What are strategies to argue for resource allocation?

- **Rachel B:** The momentum year slides could be used to argue for funding.

- **Rebecca:** Audit DFW rates: are smaller classes more successful than larger classes?
Collect data about class sizes and success rates
- **Rachel Bowser:** Faculty are not being asked to grade inflate but the initiative recognizes that the success of students in 1101 is crucial to student success.

Mary Lamb: Is there data on what happens if students pass 1101 in second year (what if there are not enough classes for students to take the course in the first year?)

Robert Bleil: so lean with faculty. Not enough faculty to offer enough sections for their major. System needs to acknowledge that the demographics are different. USG should put more resources into institutions

Increase in adjuncts and class sizes. The rhetorical argument is not creating logistical changes.

Rachel: make sure the system office hears these problems: here is the impact the initiative is having on our campus, here is why we need lines for the budget. Say what we did to meet the mandate, and here is what we need going forward.

Break at 2:00

Resume after Break:

Robert: ACE Bylaws: Have not been revised since 2011. Robert believes we should bring our bylaws into compliance with our practices. Four areas specifically should be addressed:

- **Membership:**
 - Designations in IVA.1 concerning the different types of institutions are not accurate for our current system.
 - Executive Members: the numbers do not align with our current practice. Currently we have 3 at-large; the by-laws now say only 2.
 - Liaison to Council on General Education is a new position and we need to come up with guidelines for this position as well as term; also, should this position be a standing member of the Executive Council?
 - Question concerning the tenure of the General Education Liason. Barbara answers: Longevity is an advantage for the position because the chair changes every year.
- **Subcommittees:** The named committees do not align with the way that we currently divide up.

Robert recommended that we look at these. Please contact the current Executive Committee members with suggestions, and then make recommendations for changes.

General Discussion:

Gateway English Classes: Topic did not get addressed.

Class Size: Report shared by Beth on best practices for class size; Updated report available for Beth's former report; Are lecturers and instructors getting "burned out" more quickly because of class size?; Are some professors assigning fewer essays in order to accommodate the number of students; **Action**: Ad Hoc committee on class size send out e-mail of results from any findings to the ACE list; What about class size for ENGL 0999 courses?

Nexus Degrees: Is anyone doing Nexus degrees? Albany and Columbus are supposed to be rolling them out; Judith explained that Columbus is working with cybersecurity and Fort Benning and Georgia Film Academy; these degrees can be "stacked" since the core is completed and the nexus degrees can be completed; Meg at West Georgia is looking at film, professional writing, medical humanities, at the satellite centers; **Takeaway** – this is an opportunity. Barbara give us Art Resesso (contact person at the System office if anyone is interested); Resesso has a "playbook" for starting a Nexus degree.

Shrinking English Degrees: Recruitment; On-line degrees; Momentum Approach career counseling early in the focus area;

Program Audit: Finding hidden courses that are prerequisites that do not get paid for by student loans but that must be taken by students in order to complete the degree; these degree audits will become something all of us will have to address at our institutions; Kennesaw currently running degree audits to reveal these courses

Foreign Language: No USG rule that requires foreign language for BA degree; SACS has no preference for where we put foreign language;

CoRequisite Models: Not much discussion here.

Revision to the Gen Ed Core: Streamlining the core; more student choice; No action taken here.

Break to Subcommittees:

- First and Second Year: Shannon (Chair)
- Graduate and Major: Meg Pearson (Chair)
- Ad Hoc: Class Size – Judith Livingston (Chair)
- Ad Hoc: Online – Todd Hoffman (Chair)

Meeting was adjourned for supper at 4:45.

Day 2

March 29, 2019

Those in attendance:

Assistant Vice Chancellor for Transitional and General Education	Barbara Brown
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Atlanta Metropolitan State College	Kokila Ravi
Augusta University	Todd Hoffman
Clayton State University	Mary Lamb
Columbus State University	Judith Livingston
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Learning Communities: Dr. Catherine Thomas

[PowerPoint e-mailed to all committee members]

- Momentum Year was a driving impulse behind GGC's implementation.
 - Using Learning communities to help keep students in focus areas
- Block scheduling/registration helps students find LCs
- Learning Communities will be the default option for students first year
- LCs are currently, at GGC, 9 hours in a focus area with other hours open for choice.
- How to ensure faculty buy in?
- How to ensure a critical mass of students staying in the triad of the learning community?

Approval of the 2018 Minutes

Motion: Carmine Palumbo

Second: Meg Pearson

Motion carries and minutes are approved.

New Business:

Idea of a virtual Fall meeting; chairs past and future getting together to collaborate; RAC Chair meeting in Macon in September; idea of allowing a shadow person to attend for people who may be rotating off of the BORAACE;

Topic: At large members; Rebecca Burnett: Amending the By Laws to have 3 people at large has the advantage of ensuring greatest representation. Also, having someone from a “flagship” institution should not chair this committee.

No more new business.

Subcommittee Reports:

First and Second Year: Shannon Gilstrap, Chair

Some discussion about the approval for ENGL 1102 as a co-requisite for 2xxx-level literature classes at Georgia State.

Also some discussion about the term “co-requisite”: Does it mean that the two must be taken together and cannot be uncoupled (ref. ENGL 0999+1101 co-requisite model) or just that the two can be taken together but the class is just not a pre-requisite?

Proposal submitted for common course numbers for African American Literature.

- Motion on the floor that this body adopt the common course numbers (Carmine Palumbo);
- seconded by Rob Bleil;
- some discussion over how to phrase the common course descriptions for these courses to allow for flexibility of course splitting; discussion also about requesting a timeline for bringing the course numbers that may currently be used at institutions into alignment with the proposed numbers and language. The numbers and language proposed are as follows:

2140: Survey of important works of African American literature.

2141: Survey of important early works of African American literature.

2142: Survey of important later works of African American literature.

Motion passes. The new numbers and language will be circulated the list for commentary before being submitted to Barbara.

This body may want to consider in the future looking at more common course numbers for courses that are offered at many institutions or that other institutions may want to adopt in the future.

English Major and Graduate Subcommittee: Meg Pearson, Chair

Recommendation for the group, brought forth by Sheila Smith McKoy: Explore more flexibility in the Area F MLAN guidelines; use History’s language as a model; 0-6 hours in Foreign Language; eliminate the first learning outcome for Area F outcomes; consider

retooling the language of the first learning outcome; consider revising the language of the first and last of the Area F Guidelines.

We recommend a “kinder / gentler” Area F guidelines that relax the Foreign Language guidelines and a recommendation of 0-9; foreign languages at USG institutions (e.g. Kennesaw, Columbus, CCGA) are inhibiting course progress

- Area F Recommendation
 - Area F: Learning Outcomes: Revise number 1
 - Area F: Course Guidelines: Revise number 1, up to nine (9) hours of foreign language courses
 - Area F: Course Guidelines: Revise number 3, truncate after the semicolon: “...if applicable, another foreign....”
- Rebecca Burnett suggested that it is dangerous for the BORAACE to offer our endorsement to the possibility of eliminating language study
Amy Burke: what are the unintended consequences?

After considerable debate, the motion was tabled. Executive Committee will consider ways of continuing to approach this area of the Area F Guidelines as it is of concern.

Ad Hoc: Class Size: Judith Livingston (Chair): GoogleSheet to be shared with the BORAACE list to have a database of class sizes; Proposal to ask our individual IR departments to run analyses about class sizes and DFWI rates to find simple correlations. Proposal to be shared with BORAACE list for next meeting. Recommendation to amend the IR request to ask IR department to pull the numbers at the “census date” rather than Drop/Add. Rebecca Flynn will first ask GGC’s IR to run the request to see if anything needs to be done to the request to improve it before sharing it with the AACE list.

Election of Officers for 2021:

Beth Howells nominated for chair by Rob Bleil;

- Seconded by Carmine Palumbo;
- Nomination confirmed. Beth Howells is chair elect.

Rebecca Flynn is post-chair.

Shannon Gilstrap is committee chair.

Beth Howells is chair-elect.

At-large committee members. Since current by-laws state that only two at large members are necessary, and since Rob is rotating off, no election of another at-large member yet. When by-laws are examined, and if we decide to write 3 at large members into the by-laws, we will hold an electronic vote for the third member.

Current at-large members are: Rebecca Burnett and Andy Frazee.

Discussions: Rob Bleil: Encourage chairs to consider an earlier date for the BORAACE meeting in Spring; also, encourage a Fall meeting of some sort (WebEx or face-to-face) immediately after the BOR Chairs meeting in Fall 2019. Carmine: Retreat-style meeting;

With no other business, meeting adjourned at 12:02.

Executive Council: Meet from 1-2.