

## Minutes for GFA AAC Meeting – November 17, 2023

Rebecca Alexander – Georgia Film Consortium.

Calls for approval of minutes.

Motion to approve

Seconded

Minutes approved

Calls for motion to approve agenda

Motion to approve

Seconded

Agenda approved

Welcome Wiregrass Georgia Technical College as a new GFC partner.

We are meeting at this location so you all can see the great things happening at Trilith. Additionally, we are here because of the importance of member institutions providing academic oversight for our off-campus instructional sites, and touring Trilith Studios is an opportunity for us to exercise that oversight.

Dr. Kathryn Hornsby – Assistant Commissioner, TCSG

We continue to value the partnership with GFA/USG – and happy that Wiregrass joined this partnership. We hope that in the next year we may have more TCSG institutions. Ian Feinberg is on my staff working closely with Scott Votow and his staff. Very excited to be here to tour Trilith today. Thank you for partnership and glad to be here today.

Dr. Art Recesso, USG Vice Chancellor for Academic Innovation– USG update

We are the workforce unit at USG. GFA is consistently a model for workforce development. Grateful for the work Wendy, Kate, and Danny and all – appreciative all the work you do in bringing these opportunities to students. Everywhere I travel I hear about how to bring workforce to high demand.

UPDATE:

- 1) USG updated strategic plan – GFA is mentioned in that plan
  - a. Growing access and enrollment – not just GFA – but across programs
  - b. Driving priority around data/data systems
    - i. Looking closely at retention data
  - c. Adult learner – another priority to understand the adult learner –
    - i. When, why, how adult learners value their knowledge

- ii. We have focus groups and surveys out to adult learners in our USG system today. There will be roughly 50 interviews with this focus group(s) and bring that info to GFA and other units
- 2) GFA – thinking about GFA 2.0
  - a. It's been running start-up mode successfully for several years, but reevaluating future
  - b. We'd completed initial stage by researching employers and to get sense of what's driving demand
    - i. This will help us focus – including leading changes in curriculum
      - 1. GFA and esports – evaluating how best – i.e., team management and game development
  - c. Expand partnerships – many more partnerships – including more TCSG and developing partnership with DOE will be growing
  - d. Increase reach – looking at technology to help folks prep for great career in film
  - e. How do we increase access to careers
  - f. Increase learning – how do we bring folks to Trilith for instance for an increased period of time

Scott Votow, Assistant Vice Chancellor, GFA, to give us state of GFA – in Savannah today, joining virtually

- 1) Started leading GFA Feb 2023
- 2) Talks about himself – Griffin HS, Gordon College, been working in entertainment industry since 16, 25 years in TV in LA, written – great career, etc.
- 3) Slideshow – three main areas
  - a. Film/TV production
  - b. Post-production
  - c. Digital Entertainment/esports
- 4) Our certifications are either embedded or stand alone and con-ed
- 5) Great partnership with AVID – juggernaut for global market
- 6) ARI academy – camera and lighting – planning partnership in future
- 7) Internship – carrot for students and centerpiece of what we do
  - a. Partnership with IATSE unions and Film Commission
  - b. We put students on sets
  - c. Now that strike is over, we're going to see big increase in production in beginning of the year – a great sign
  - d. Institutional hubs – located around state – close to industry
    - i. Our partner institutions come to these locations for film training
    - ii. SHOWS A MAP of where hubs are – most around ATL metro
      - 1. New partnership in Valdosta
    - iii. Finding productions ALL OVER GA
  - e. Partners institution slide
    - i. 20 USG partners – shows all over the GA map
    - ii. 7 TCSG and growing
    - iii. A few independent institutions – i.e. Clark ATL

- iv. SHOWS ALL ON THE MAP – shows where the gaps are – where industry is and where it isn't, and we are trying to fill in those gaps
- 8) Train high school teachers – slide shows AVTF, Dramatic Writing, Post-Production, Esports Production
  - a. These are CTAE
  - b. Gave a shout out to Aaron Levy – for creating Dramatic Writing – first new ELA core requirement – the students are loving this course
  - c. Esports – think of it as Fox Sports – document and exploit an event like a football game – it's really a “broadcast” in new media
    - i. We train these instructors
- 9) Back to the MAP –
  - a. Met with DOE – wants curriculum for elementary schools now
  - b. So while we're helping high school, as we move forward, we want to get more of the consortium involved – look to come to GFA when they graduate high school
  - c. The areas in WHITE is where we are going to focus getting more of a footprint
- 10) We are one of world leaders in education – because of all of us, not just one person.
  - a. The hard work of the GFA team, this consortium, the state
  - b. Wanna say THANK YOU
- 11) What's Next?
  - a. Critical we work with ent/industry partners and continue working with them and making adjustments to curriculum accordingly to where things are now
  - b. The industry is moving fast, so we need to work together to stay current and meaningful in our models moving forward
- 12) The Business of Entertainment – 4 of them (a-d)
  - a. Feature Films, Episodic and Cinematic TV
  - b. New Media (esports) Broadcasting and Streaming Content
  - c. Game Development and Design
  - d. Live Entertainment
  - e. We've determined that Music and Sound transcend all 4 of these categories.
- 13) Thank you very much – I can answer questions before I sign off.
  - a. No questions

Kate McArdle – Director of Film Workforce & Career Development, GFA

- 1) All of this training is to get students connected to the industry – finding training opportunities for our students
- 2) Partners – Marvel/Disney, Lionsgate, Netflix, etc.
  - a. We put our students on all of the productions shot in GA
- 3) Real strength is our students. Here are two alums:
  - a. Darrius Tucker – former Southern Crescent student
    - i. 2016 grad of GFA

1. I am a key assistant location manager – find location and hire the team members and give them their day-in/day-out tasks
2. Almost decade since grad at GFA – very grateful – never would have imagined having this career without training
  - a. Worked Walking Dead, Vampire Diaries, Infinity War
    - i. I was assigned GFA interns and now I've been hiring GFA alumni
  - b. Always be grateful for this program
  - c. Kate chimes in about famous key location person on Black Panther. Darius went up and talked to him and that's how he Darrius was offered a job.
- b. Alanna LeBlanc – alum of West GA
  - i. 2017-2020 at UWG, and GFA 2018-2020
  - ii. Was able to use GFA classes to compete her major
  - iii. Knew she wanted to be a DP – but then 2020 happened so she took AVID
    1. Ended up in 2021 got an internship w Moonshine Production
      - a. Went up ladder – working on Saturday a.m. show
    2. Been able to take the knowledge and apply it to smaller production and bigger ones – now that the strike(s) are over, things will open up for me and my career more

Rebecca-

All I can say is wow. Love to hear the impact of GFA and our students

Joe Fernander – USG eCampus – Associate Director of Analytics and Research

- 1) We help the GFA with their data and reporting
- 2) Also have Kristi Chastain – Data analyst, USG eCampus
- 3) Enrollment – AY 2018-AY 2023 – trends go up, but for 2021 where there was a small decrease, but have gone up primarily
- 4) Largest enrollment is via USG institutions
- 5) TCSG similar
- 6) Con ed – a little decline, but mainly flat
- 7) Enrollment in 2022-2023 – growth
- 8) Largest change is via TCSG
- 9) Hoping independent schools continue to grow
- 10) Courses – largest enrolling courses – GFA 1000 and 1040
- 11) System, Institution and Semester (pic)
  - a. Even though USG largest growing, TCSG – growth
  - b. Ga State largest
- 12) Pathway slide – most in Film/TV production
- 13) Successful course completion Slide
  - a. USG INGRESS – except for UGA
  - b. Slight decreases in A, B, C rates – but closer look by course show internships that may have incompletes due to students not being able to complete due

- to on-going strikes = GFA 2000 and 4000. Most D, F grades are really incompletes and will be changed
- c. Differences in Course Completion (ABC%) from AY 2022 slide
  - i. GFA 1040 high enrollment, but at 13% reduction at ABC rates
- d. When we excluded 2000 and 4000, we see the ABC rates stay mainly flat/even – no change
  - i. Question – withdrawals? We can't consider for con ed. For USG they are in there. TCSG it's difficult to know
- e. Kristi Chastain – Course Level Detail slide – chart w learning outcome #
  - i. Factor of NE – no enrollment, etc
  - ii. Slide for GFA 1000 – this is how it will play out for every course that you can read on your own
- f. Joe – Demographics
  - i. TCSG – in aggregate = headcounts may be duplicated
    - 1. Sex/Gender – mostly male
      - a. USG drives the female representation – not far behind males
    - 2. Race/Ethnicity – majority MINORITY serving enrolling institution
    - 3. Age – most younger than 23
    - 4. Residency Status – most instate.
  - ii. QUESTION – is there option for students to report non-binary, trans –
    - 1. Answer – the data we received did not have that data

Wendy – we'll receive this PPT presentation after Thanksgiving

Dr. Laura Beth Daws – Academics consultant w GFA

- 1) Worked with Wendy/Cassandra – multiple years of assessment data and pull all together to make positive changes
  - a. Want it to be a collaborative process – and that admin be involved as well
  - b. Looking at intro courses, internship and post courses
  - c. List of university folks working with her slide
  - d. We are looking at
    - i. Course evals for student perspective
    - ii. Syllabi – for learning objectives, making sure all is aligned
    - iii. Industry feedback
    - iv. Course still fits industry needs for jobs?
  - e. Should have a report in early spring to Wendy and to you
  - f. Worked for peer and classroom observations – observing instructors in the GFA classes –
    - i. Have a standardized form
    - ii. We schedule visit with all GFA instructors to be reviewed ideally once a year

- iii. We review full time and adjunct
  - 1. Feedback for instructors on how to improve
  - 2. Can reassure you GFA courses are doing great – students very enthusiastic
- iv. Providing instructor training for teaching
  - 1. Instructor workshops
    - a. We choose topics based on what we see in observations, instructor feedback, and trends in education
    - b. The first one this year was just fielding questions and feedback
    - c. Second – assessment, learning objectives, etc.
    - d. Building nice repository of training

10 Minute Break – 10:20, adjourn until 10:30

Dr. Jill Lane – USG Associate Vice Chancellor of Academic Affairs

- 1. Involved in credentialing process and hiring of faculty
- 2. Working on establishing degree requirements to teach GFA courses as well as industry-experience equivalents to standard academic qualifications
  - a. Question from live audience: Many capable film instructors don't have standard credentials, degree-equivalent industry experience standards is helpful, will this also be implemented at the institutions?
    - i. Answer: Happening at some institutions (Clayton State), does satisfy SACS so institutions should feel confident doing it, key is to have a defined standard (e.g., 10 years of experience equals a masters degree)
  - b. Comment, Timothy Howard, Columbus State: Thanks Jill for efforts defining experience equivalencies—helps with SACSOC/accreditation
- 3. Institutions need to update external sites to reflect GFA sites

Rebecca Alexander, VP Academic Affairs, Gwinnett Technical College

- 1. Had a successful site visit to OFS Studios in spring 2023, peer SACSCOC peer review team interviewed GFA staff, faculty and students; the team was impressed with the facility and the College's relationship with the GFA.
- 2. Cannot over-emphasize the importance of documentation of College's participation in the program's oversight (meeting agendas/minutes, faculty credentialing, class observations and surveys, inclusion in student learning outcomes process, etc.).
- 3. Only feedback from team was to include faculty in the student learning outcomes process and document their involvement.

Dr. Timothy Howard – Vice Provost, Columbus State (involved in SACS reaffirmation for off-site programs)

1. describes challenges in conveying Film Academy model to SACS, feels SACS now has better understanding of relationship between sites (studios), GFA/USG, and the GFC/institutions

Dr. Danna Gibson, Columbus State, Chair of Communications

1. involved in site visit, site visits are important because hard to describe GFA on paper, helpful to tour studios to see the relevance of on-site nature of coursework for film industry preparation

Dr. Timothy Howard

1. Reviewers sometimes had issues with instructor credentialing, helpful to have standards about credentialing that defines standards for experience-degree equivalencies (see Jill Lane above)

Open discussion

Speaker from Augusta State – expresses difficulty of collaborating with GFA for non-Atlanta institutions, students from institutions outside metro are reluctant to take GFA courses, faculty see it as competition and are unlikely to encourage students to take it

Middle Georgia State representative – agrees distance to Atlanta a barrier for students, faculty see GFA as a competitor

Cicero Bruce, Dalton State – access institution, institution lacks the resources to offer what GFA does, sees it as a resource provided by state

Comment from in-person audience – budgets at institutions based on credit hour production, institutions need to reward programs that funnel students to GFA rather than punish them for giving up credit hours to GFA/USG

Jon Sizemore – GFA is not “stealing” students, funding for institutions is not affected by GFA enrollments, faculty and administrators at institutions need to understand this

Comment from audience – agrees that while that may be the case for institutions on the whole who aren’t “giving up” students to USG/GFA, the institutions need to ensure departments aren’t punished for funneling students away from classes in their programs

Sizemore – agrees with comment, encourages a conversation among the consortium to ensure the above, desires greater awareness of how GFA works, recognition it’s a state/USG partner, etc.

Comment from audience – are we talking about faculty in general who are opposed, or faculty in GFA-adjacent programs?

Comment from audience – talking about Theater program, Communications program, GFA-adjacent programs

Dr. John Havard, Kennesaw – has also observed some of these issues, important for GFA to convey that it is a supplement/complement to traditional academic programs rather than competitor, has found Wendy Guttin and team good partner in engaging campus stakeholders

Comment from audience – opposition from faculty also motivated by snobbery towards “applied” courses, necessary to persuade faculty of student need for career-readiness preparation, increased appeal for students for stackable/micro credentials like GFA

Comment from in-person audience – with enrollment cliff coming, and with more transfer students, more students interested in career-readiness / stackable / micro, like GFA, more work needs to be done to help institutions understand the importance of disaggregated credentials such as GFA that facilitate job preparation

Dr. Danna Gibson, Columbus State – commiserates with the challenges people have experienced, Columbus State went through all of those issues early in its work with GFA (was early adopter), however they have a longstanding partnership with GFA that has been very successful, has not cost enrollment but rather helped her program recruit students with promise of access to these courses and career opportunities they afford, sees it as state resource and valuable partnership

Comment from student in the audience – completed GFA certification on the way to a bachelors degree, valued both her traditional academic preparation as well as her GFA certification

Wendy Guttin, Director of Academic Affairs, GFA

1. 500+ students registered for spring 2024, on track with this time last year
2. Quickest filling course is production accounting and office, intro to post-production
3. GFA holds information session each day the week before registration opens for students interested in courses
4. GFA has instituted waitlist link for students trying to get into the classes
5. GFA will continue to hold information sessions and consultations for faculty and advisors
6. New, upper division courses being developed in production accounting, grip and rigging, etc.

Cooper Fiscus-Van Rossum – new staff, Coordinator of secondary school collaborations + esports instructor

1. Discusses new esports programming, courses taught on site at Skillshot Media, collaborating with regional esports competitions, esports growing rapidly in popularity



- a. Describes content of esports courses
  - b. Clarifies that esports is not a game development program – courses involve organization, casting, live production, etc., for esports events; however often of interest to students with interest in software development and game design, and GFA faculty encourage students to consider the software engineering and game design programs that might be offered at their institutions
    - i. Comment from in-person audience – students love esports, encourages collaboration with GFA to provide this resource to students
2. Discusses Dramatic Writing training – GFA trains teachers to teach secondary Dramatic Writing course that has touched 12k high school students, describes summer workshops to train teachers, great content for secondary students that provides applicable training and origin point for pipeline into industry

Open discussion – GFC Chair (Rebecca) requests questions and comments from membership

Jonathan Harris, Clayton State – notes that although there are more women than men in universities, there are more men than women in GFA courses, asks what GFA is doing to think about why that’s the case in order to ensure representation in the field

Answer: Wendy – this is the first year there has been a disparity, and they will continue to evaluate it

Question from in-person audience – can students tour studios to learn about what GFA offers?

Answer: Cooper – yes, please coordinate with him. They offer tours both for high school and college students.

Question from in-person audience – where can I learn about GFA graduate curriculum?

Answer: Wendy – graduate courses offered through GSU and UGA’s MFA programs, can learn more about coursework on those program’s websites

Meeting adjourned to begin facility tour