

Meeting Minutes: Committee on Academic Affairs

November 12, 1998

Atlanta Metropolitan College, Atlanta, Georgia

MINUTES

The Administrative Committee on Academic Affairs held its Fall meeting on November 12, 1998 at Atlanta Metropolitan College. Chairperson Michael Thomas called the meeting to order at 10:00 a.m. Dr. Harold E. Wade, President of Atlanta Metropolitan College, greeted the committee, shared his experiences as a Chief Academic Officer, and shared his vision of presidential leadership.

Dr. Michael Thomas inquired about new members or representatives. The following institutional representatives attended the meeting for their respective Chief Academic Officers: Ms. Betty Ann Page, Darton College; Dr. Shirley Hall, Middle Georgia College; Dr. Micheal Crafton, State University of West Georgia; Dr. Yezdi Bhada, Georgia State University; Dr. Lynda Lee Purvis, Georgia Southwestern State University; and Dr. Mark Fissell, Augusta State University. Dr. Thomas also introduced Ms. Annette Satterfield, Associate Registrar at Georgia Tech who will serve this year as a liaison to the ACAA from the System's records and admissions offices.

The minutes of the July 14, 1998 meeting were approved as distributed.

Dr. James Muyskens introduced Drs. Carolyn Denard and Rick Sutton. Dr. Denard, a faculty member from Georgia State University, is the Central Office 1998 - 1999 faculty associate. Dr. Sutton, a former employee of the Wisconsin System, is the new Director of the Office of International Studies.

I. Semester Conversion Panel

A. Introduction

Dr. James Muyskens reported on the systemwide changes that occurred with the implementation of semester conversion and introduced the panelists (Dr. Lloyd Benjamin, Dr. James Fletcher, Dr. Katherine Fuller, and Dr. Edwin Rugg). "Throughout the System enrollments decreased by approximately 11% in the number of full-time students. Students who originally had full-time courseloads of 15 hours dropped to 10 - 11 hours." Dr. Muyskens further reported that the Presidents from three sectors of the University System met and discussed among other things, the effects of semester conversion, enrollment targets, creative semester scheduling (e.g., minimester, Maymester, etc.), and fiscal implications of this system change. The panelists reported the effects of semester conversion on their campuses with the group and Dr. Rugg presented documents entitled, "[Strategies for Semester Conversion at Kennesaw State University](#) and [Including Summer 1999 in FY 99.](#)"

B. Panelist Discussion

The panelists discussed how various facets of semester conversion affected each institution and

provided anecdotal recommendations. The discussion included the following questions: how has semester conversion proceeded?; how did semester conversion impact enrollments this fall?; was course availability a problem?; what was the reaction of faculty members and students?; and what should the system do?.

How has semester conversion proceeded?

All of the campuses made semester conversion a priority throughout all aspects of the institution (e.g., student affairs, auxiliary services, fiscal affairs, etc.). The campuses conveyed information about the changes in broad formats via handbooks, booklets, newsletters, the core curriculum task force, and academic advisement. Computer systems were tested under the paradigm of the new system. From a fiscal standpoint, the campuses agreed that the changes experienced were not revenue neutral.

How did semester conversion impact enrollments this fall?

The campuses experienced declines in EFT and enrollment. Mid-semester adjustments were made such that a full-time student could take three additional hours of coursework past 15 semester hours without an increase in fees. Some SIRS data reporting was delayed as a result of semester conversion. Mid-term grades were low and academic advisors were relied upon to provide intervention and sustain enrollments.

Was course availability a problem?

Although there was an increase in the number of classes taken in major fields, core course offerings declined. Some campuses consider this to be a one-year problem while others suggested the conversion has long-term effects on Banner, the classification of part-time students, and the flexibility of non-traditional students to coordinate work schedules. It was suggested that course schedules be redesigned to have standardized time blocks, maximize student opportunities through creative scheduling, and provide early advisement.

What was the reaction of faculty members and students?

Faculty members suggested that majors be reformed for the semester system. Student withdrawal rates increased. It was also reported that although faculty members understand that subjects are explored in depth, there is a tendency to have more papers, exams, and to cover 1/3 additional material. It was suggested that faculty members examine schedules, coordinate the sequencing of courses, and adapt to the "rhythm" of the semester system. Campuses also confirmed that faculty members had difficulty reporting their productivity workload.

What should the system do?

The panelists suggested that the system should allow more flexibility in terms of tuition payments and fee schedules. It was also suggested that system institutions work with area high schools to ensure that students are prepared. Early advisement and intervention methods were discussed as methods of retaining students. The campuses requested guidance concerning summer session terms, faculty salaries, and student transfer policies and tracking mechanisms.

Dr. Muyskens closed the discussion by suggesting that the campuses form focus groups and discuss these issues across departments to learn from each other and formulate solutions.

II. Committee Reports

A. Regents Administrative Committee on Institutional Effectiveness (RACIE)

Dr. Tom Jones, Chair, reported on SACS visitation, the Sub-Committee on Assessment of Transfer Mission, and expanded Academic Program Review activities.

1. **SACS Visitation**

Dr. Jones reported that Drs. Cathie Hudson and Joseph Szutz are liaisons for SACS effectiveness. The committee has assisted institutions in preparing for reaffirmation visits. A biannual conference will be scheduled to discuss reaffirmation visits and areas of institutional improvement. Some of the areas identified include core and general learning outcomes, institutional effectiveness, and outcomes assessment. Chairperson Thomas suggested that the committee also include agenda items concerning distance education substantive changes and the system's technology infrastructure.

2. **Sub-Committee on Assessment of Transfer Mission**

Dr. Jones reported that a resource guide for system institutions was being developed and that an assessment model was under review.

3. **Academic Program Review Activities**

Dr. Jones reported that the Committee will revisit the report of the previous group that deliberated this issue. The document included such issues as the role of the Central Office and oversight of the academic program review process. Meetings to discuss this issue will be held in either late winter or early spring with the RACIE Committee.

B. Council on General Education

Dr. Joan Elifson, Chair, reported that the Committee is working on a set of principles for the approval of courses in Areas A - E. Dr. Elifson reminded the group to post their Core Curricula to the website and that any changes must be approved by the Council before further modifications are made. Dr. Elifson also reported on the enclosed list of institutional ombudspersons. "The ombudspersons will handle appeals and conflicts related to core curriculum transfer issues." The Council on General Education will conduct a training session for ombudspersons February 1999.

C. Ad Hoc Committee on Transfer Principles

Dr. Elifson, Chair, discussed the final draft of the document entitled, "**Principles for Reviewing Transfer Credit.**" Topics discussed included the lack of a statewide transfer of DTAE technical blocks, definitions for 'cooperating institution', accreditation requirements, systemwide validated credit, and the relationship of Area Fs to degree programs. Suggestions were made to have a student certificate and to have an electronic submission of this information permanently imbedded on the student transcript. Ms. Annette Satterfield, Georgia Tech Associate Registrar, suggested that Banner enhancements could eventually provide this level of reporting. The motion to adopt the document

passed with a majority vote of 21 to 0. The suggested amendment to the last paragraph was to substitute "core curriculum for associate degree" which was approved by a 15 (agree) to 11 (opposed) vote. Further, the last sentence of the paragraph was amended to read: "Upon completion of an automated core completion reporting system, if the student does change majors, only coursework used to meet major-specific requirements may be challenged." The additional amendment was approved by a unanimous vote.

III. Central Office Issues

A. Funding Formula

Dr. Muyskens raised the question of the funding formula and whether this might be the time to modify it in light of the new technological costs we incur across the board, costs unanticipated when the formula was devised in a different era.

B. Comparator Institutions/Peer Review

Following the theme of national comparisons, Dr. Muyskens presented a concept paper entitled, "Comparator Institutions for the University System of Georgia: A Concept Paper, Fall 1998 President's Meeting." The goal is to have comparator data to secure legislative commitments and for national comparison and recognition. Dr. Muyskens reported that we have done well by comparing ourselves with other SREB states. However, it now makes sense to make national comparisons while we are near the top of the SREB states. We are only average in national comparisons. Institutional representatives were encouraged to send their comments about the document via e-mail to Dr. Cathie Hudson.

C. Technology Update/Banner Training Initiative

Mr. Randall Thursby reported that the Office of Information and Instructional Technology will be sending the first draft of the Principles for Instructional Technology to the campuses. It is anticipated that action items will be derived from the principles. Mr. Thursby reported that the first Banner Training conference will be rescheduled to secure a larger enrollment. Preparations are being made to offer Banner training on-line at Southern Polytechnic in addition to traditional methods. The PeopleSoft project will be on-line at Georgia Perimeter College. The Georgia Learning Alliance is reviewing cost/financial models.

D. Teaching and Learning Grants

Dr. Jessica Sommers reported that the Teaching and Learning Grants will be electronically processed this year. Program focus areas include internationalizing the curriculum, foreign language, teacher preparation, and information technology. An electronic call for proposals will be distributed campuswide. A training program will be held for institutional Grants Officers on December 10 at the Cigna Center in Macon. Dr. Sommers suggested that if an institution does not have a designated Grants Officer, a representative should be delegated to attend the conference.

E. Transferring Core Curriculum . . . FAQ

Dr. Kathleen Burk discussed the draft document entitled, "[Transferring Core Curriculum . . . FAQ.](#)" This document will be available for distribution to transfer students and is an update and expansion of the current "Rights and Responsibilities for Transfer Students" document.

F. Regents' Test Results by Number of Hours Earned

Dr. Kathleen Burk discussed the document entitled, "Regents' Test Results by Number of Hours Earned." The report concerns the "extent to which students are meeting the requirement across administrations, information related to a proposal for a change in the Regents' Test policy, and student pass rates." Dr. Burk asked that any comments and suggestions be provided to her within two weeks.

G. International Education Update

Dr. Rick Sutton reported that efforts are underway to reconstruct the Committee on International Education. Dr. Sutton further suggested that partnerships involving the Teaching and Learning Grants and Faculty Development seminars would be pursued. Dr. Sutton also reported that the European Union Center and the European Union Studies Certificate were approved.

H. Department Chairs Workshop

Dr. David Morgan requested agenda items for the next Department Chairs Workshop. Suggestions included building consensus, conflict resolution, sexual harassment, resolving student complaints, and using student evaluations to enhance performance.

I. Vision Statement on Graduate Education

Dr. David Morgan presented the document entitled, "**Vision Statement on Graduate Education.**" Following a brief discussion, additional comments were invited.

The meeting was adjourned at 2:30 p.m.

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270 Washington Street, S.W., Atlanta, GA 30334

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Semester Conversion Telecast Information

Strategies For Semester Conversion At Kennesaw State University

Ed Rugg, VPAA

Presented at the Fall Meeting of the Administrative Committee on Academic Affairs
University System of Georgia
November 12, 1998

Overview

- KSU faculty and staff planned ahead, communicated extensively, and worked very hard and creatively for two years to avoid a negative or crisis atmosphere around the implementation of the semester system. We succeeded!
- The transition that students, faculty, and staff experienced in moving from quarters to semesters has been surprisingly smooth and positive.
- Late phases of fall registration posed the only noteworthy problems in semester conversion at KSU.
- Headcount enrollments fell 2%, but were within the university's approved enrollment targets for fall 1998. The 11% decline in credit hour enrollment and EFT was within the fiscal expectations built into KSU's original FY99 budget.
- The potential for much larger enrollment and revenue drops was real and threatening, but such declines were successfully avoided.

TEN INITIATIVES THAT PAVED THE WAY FOR A SMOOTH SEMESTER CONVERSION AT KSU

1. KSU's No Penalty Pledge to Students (See Attachment A)
2. Curriculum Conversion Guidelines Published in January 1996
3. Curriculum Committee Processes Streamlined for Conversion
4. Conversion of the Curriculum Completed in 1996-97
5. Year-Long Focus on Advisement (Faculty, Staff & Student) in 1997-98
 - University-Wide Advisement Task Force Established
 - Four Direct Mail "*Semester Conversion*" Newsletters to Students & Faculty (6/97, 9/97, 10/97, 4/98)
 - Creation of College/School Advising Centers
 - Fall 1997 College/Degree Program Advising Guides
 - Semester Course Equivalents for Graduation under Quarter Requirements for General Education & Majors
 - Quarter Course Equivalents for Graduation under Semester Requirements for General Education & Majors
 - Fall 1997 Advising Blitz
 - Fall Semester Course Schedule & University Catalogs Published Early to Facilitate Semester Advising Throughout the Month of May, 1998

6. "Think Hours, Not Courses" & "Don't Take 20 Years to Graduate" Campaign (See Attachment B)

7. Redesigning Course Schedules To Make 5 Courses Instead of 3 Possible and Practical

- Standardizing Time Blocks for Classes & Class Breaks
- Two-day/week (MW or TTh) or One-day/week Classes (No Three-day/week)
- 8-week Course Options in 16-week semesters or the summer term
- One-day/week Labs Must Avoid Prime Times for Classes
- Cross-departmental Meetings on Coordinating General Education Course Scheduling
- Scheduling 50% More Classes in a Semester (See Attachment C)

8. Expanding Points of Access for Nontraditional Students

- Evening College Courses Starting an Hour Earlier at 5:00 PM & Doubling Evening Time Slots until 10:45 PM, M-TH
- Kicking off with Daybreak Courses at 6:30 AM
- Moving 10% of the Courses to the Weekend College (Friday, Saturday, Sunday)
- Enrollment Management During Registration (See Attachment D)

9. Resolving Faculty Concerns

- Semester Conversion of Workload Guidelines
- If Students Must Take More Courses Each Term, Faculty Must Teach More Courses Too (See Attachment E)
- Avoiding the Temptation to Pile It On, Given 5 Additional Weeks Per Term

10. Budgeting for a 10% Drop in Tuition Revenue in FY99

- Planning for a 10% Loss in Credit Hours That is Inherent in 5 to 3 Course Conversions
- Concerted Efforts to Avoid More than a 10% Enrollment Drop
- Redirecting 10% of Courses to Potential New Markets
- Existing Threats of Additional Loss Included: (a) 20% Increase in Number of Graduates in 1997-98, (b) Rising Admission Standards, (c) Good Economy with Low Unemployment, (d) Inability of Nontraditional Students to Take More Courses, and (e) Negative Thinking About the Difficulty of Semester Conversion

A FEW MEMORABLE LESSONS LEARNED DURING KSU'S FIRST SEMESTER

Beware Phase II Registration Gridlock

Finding five courses instead of three which are not closed and which fit a student's work schedule when all the course numbers are new and unfamiliar resulted in exponentially greater transaction times during telephone

registration. When this occurred in later stages of registration, access backlogs to the registration system developed and anxieties mounted when students could not complete registration before the onset of classes. KSU experienced significant gridlock and access backlogs in its telephone registration system during the final two phases of registration for Fall Semester 1998.

Solutions planned for Spring Semester 1999 include: a 50% increase in telephone lines for registration; the initiation of web registration as an alternate access mode; more scheduled days for final (phase II) registration prior to the onset of classes; delaying the start of Spring Semester classes to January 11 to accommodate the heavier load of registering for half of the academic year; encouraging more students to register early (Phase 1).

The Fall Term Now Encompasses Half a Year

Fall Quarter constituted only one-third of the academic year while Fall Semester encompasses one-half. Starting a month earlier (even before some school systems began) was an adjustment. Ending the term much later in December than previous fall quarters may pose the greater challenge for adjustment. Half of a year's withdrawals have to be processed in the fall (a 50% increase over previous fall quarter withdrawal rates is therefore reasonable). Half of a year's grades have to be processed (with less time between terms to get that job done). The number of December graduates can be 50% larger than usual (requiring 3 ceremonies instead of 2 at KSU this December).

Breaks Between Terms Will be Shorter and Busier Under the Semester Calendar

The break between fall and spring semesters will be shorter than the break between fall and winter quarters. Greater administrative burdens will have to be managed during that time (i.e., processing half a year's grades and final registration for half of an academic year, etc.). With KSU's Summer Term starting in May about one week after the last spring semester exam, the break between terms at that time of the year will be especially short with much more year-end business to be accomplished after a semester than a quarter. The Summer Term ends in early August, and only three weeks later, Fall Semester classes get underway. (Faculty must be back in two weeks.) When do we take vacation?

LOOKING AHEAD TO THE FUTURE IMPACT OF THE SEMESTER SYSTEM

Some, Perhaps Most, of the Credit Hour Losses Cannot be Recovered

We foresee some circumstances where recovery of lost enrollment experienced in the transition to semesters is possible, if not likely. However, we foresee many more instances where losses cannot be recovered. It may take two to three years to recover the 11% loss in EFT experienced this fall at KSU. Most of that recovery will result from an offset of targeted growth in the student body which is expected to average 3% per year.

Special circumstances which could lead to some recovery of lost enrollment include the following:

- Despite our best efforts to promote a smooth transition to semesters, some students may have "stopped

out" and not registered for KSU's first semester. Knowing that the transition to semesters went smoothly and that "bugs" in the initial operation of the semester have been worked out could encourage such stopouts to re-enroll in spring semester or next fall. We do not anticipate that this would be a large group since KSU students seemed to be well prepared for and comfortable with semester conversion as a result of the many initiatives to promote a supportive and positive climate for semester conversion throughout 1997-98.

- The significant problems encountered by students in Phase II and III of Fall Semester registration frustrated some enough to restrict or preclude their registration. Improved registration processes for the future, especially advances in web registration, should facilitate some recovery of that lost enrollment.
- Students who intentionally restricted themselves to fewer hours in KSU's first semester than they would have taken in a quarter in order to "test out" the feasibility of taking more hours (and keep their HOPE average), may have discovered that it is possible to take more courses in the future. However, their potential contributions to an enrollment recovery are likely to be cancelled out by students who have reported that it will not be possible for them to take as many hours under semesters in the future.
- The first summer term under the semester system may contain a special opportunity this year to help make up for lost progress during the first year of semester operation. Students may take additional courses this summer to allow them to resume their timetables for program completion. This tendency was reported by universities in other states that have undergone semester conversion in recent years.

The lost enrollment from the transition to semesters that is probably not recoverable is likely to be greater than the recovered enrollment because of the following:

- Fewer students took more than 15 hours under the semester system than under the quarter system. Practically speaking, it is significantly more difficult, if not impossible, to register for and manage successfully six or seven semester courses (18-21 hours) than to take and complete four quarter courses (20 hours) in a single term. That difficulty is not likely to lessen in future semesters, and those lost extra credit hours are not likely to be recovered.
- Employers and the work schedules of nontraditional students often discourage such students from taking more than one or two courses per term, regardless of whether the term is a quarter or semester. Thus, over the course of an academic year, such students would register for one-third fewer credit hours under the semester system than under the quarter system. That reality is not expected to change in the future.
- Most importantly, KSU students consistently averaged 11 hours per quarter (two courses per term) in past fall terms, but averaged only 10 hours in this first fall semester. That 10% loss of credit hours is not likely to be recovered. The 10-hour average proves that students did take at least 3 semester classes on average as we had advised them to do. However, the standard 5 quarter hour course was not converted to a 3.33 semester hour course (using the standard two-thirds formula). Instead, it was converted to a 3 semester hour course and lost 10% of its value (.33 SCH per course). Had three courses of 3.33 semester credits each been taken on the average by students, the average hours per student under the semester system would have been 11 as it was under the quarter system. This 10% loss in the credit hour value of typical semester courses is a permanent feature of the University system's semester conversion process. Recovery of this loss is not possible. The difference in the drop between headcount and EFT at most System units parallels this loss.

Including Summer 1999 in FY99 is Important to Making a Successful Semester Transition

KSU's 1999 Summer Term will begin in the middle of May (with a May term) and end at the beginning of August. (See Attachment F) At least 60% of that summer term will be completed by the end of FY99 on June 30th. It would be highly advisable and desirable to include Summer 1999 in FY99 as part of a system-wide, one-time transition adjustment that is necessary to reach the goal of a revenue neutral and cost-neutral conversion from quarters to semesters in 1998-99.

Attachment A

The following are excerpts from Kennesaw State University's 1997 newsletter for students concerning semester conversion.

THE SEMESTER CONNECTION	
Time for a Change at KSU	KSU'S Promise to Students: No Penalties
<p>Beginning with the fall term of 1998, Kennesaw State University, along with nearly all of Georgia's 34 public colleges and universities, will convert from the quarter calendar to the semester system. While much work is going on "behind the scenes" to prepare for semester conversion, Kennesaw State plans to do everything possible to make this a smooth transition for students who began their studies under the quarter system. The purpose of this newsletter is to give you an introductory preview of the semester system and to address basic issues of common concern among KSU students. Additional details and advising support will be available, beginning Fall Quarter, 1997.</p>	<p>Kennesaw State pledges to students that they will not be penalized by the conversion to the semester system. No loss of credit. You will not lose credit as a result of semester conversion for any of the courses you have already taken. The quarter hours you have earned will be converted to semester hours and counted toward fulfilling your degree requirements. If you enrolled before fall of 1998, old and new catalog requirements will be combined, so you won't lose credits or progress toward degree completion.</p> <p>No change in current program requirements. You will not be required to take any more courses than your quarter program currently requires. In many programs, the total number of hours will be reduced after fall of 1998, saving students time and money.</p> <p>No delay in graduation. Your graduation date should not be delayed by semester conversion if you continue accumulating credit hours at your current rate. You may even graduate sooner than you originally expected.</p>

No increased costs. Your annual tuition and fees under the semester system will not be greater than they would be under the quarter system. The total cost for two 15-week semesters will be approximately the cost of three 10-week quarters. Under the semester system, you will pay fees only twice a year.

Attachment B

The following are excerpts from Kennesaw State University's April 1998 newsletter for students concerning semester conversion.

THE SEMESTER CONNNECTION	
Semester Conversion: We're Almost There	Think Hours, Not Courses
<p>When the first issue of <i>The Semester Connection</i> was published last spring, semester conversion seemed very far away. Now, it is virtually upon us! With Phase I for fall semester scheduled for June 22 - July 2, 1998, it is very important that you complete the following steps before registration.</p> <p>First, decide which graduation requirements you intend to fulfill. Remember that you have two decisions to make: whether to meet quarter or semester requirements for your general education program, and whether to meet quarter or semester requirements for your major program. In order to make these decisions wisely, you should first complete four equivalent charts in <i>The Semester Connection</i> advising booklet (quarter and semester for general education, quarter and semester for your major). If you do not have a copy of this booklet, you may obtain equivalent sheets in your advising center.</p> <p>Second, attend one of the advising sessions scheduled in May. If you have declared a major, you should attend a session presented by your major department. If you have not declared a major or are a Learning Support student, you should attend a session presented by the CAPS Center. (See pages three and four for advising schedules.)</p> <p>If you have done both of these things, your registration for semester courses should go smoothly and your transition to the</p>	<p>Take the same number of hours each semester that you have been taking each quarter.</p> <p>One of the most significant changes brought about by semester conversion is the reduction of credit hours for each class. Under the semester system, the five-hour courses that you have been accustomed to will, for the most part, become three-hour courses. What this means to you is that you will sit in class fewer hours each week.</p> <p>You should not, however, take the same number of courses you are currently taking and just sit back and enjoy a lighter load. To stay on track to graduate at the time you have planned, you should take the same number of hours each semester that you have been taking each quarter. THINK HOURS, NOT COURSES!</p> <p>The amount of time you spend in class per week will remain approximately the</p>

semester system be painless.

same-as you can see in the chart to the left which compares the class time required in five-hour quarter courses and in three-hour semester courses.

TIME SPENT IN CLASS EACH WEEK

5-Hour Quarter Courses	3-Hour Semester Courses
3 courses = 13.5 hours	5 courses = 12.5 hours
2 courses = 9.0 hours	4 courses = 10.0 hours
1 course = 4.5 hours	3 courses = 7.5 hours
	2 courses = 5.0 hours
	1 course = 2.5 hours

THE SEMESTER CONNECTION (Continued)

DON'T TAKE 20 YEARS TO GRADUATE!

In order to graduate in a timely manner, you must take the same number of hours each semester that you have been taking each quarter. The following chart illustrates how much longer it will take you to graduate if you continue taking the same number of courses instead of the same number of hours.

	# of Courses	# of Years to Graduate
Quarter	3	4
Semester	3	7
Quarter	2	6
Semester	2	10
Quarter	1	12
Semester	1	20

Converting Quarter Hours to Semester Hours

WHAT WILL IT COST

At the end of summer quarter, the Registrar's Office will convert your quarter hours to semester hours according to a formula approved by the Board of Regents.

At the time this newsletter went to press, the Board of Regents had not finalized the tuition and fee costs for the 1998-99 academic year. Although we do not expect these costs to rise appreciably, you should be aware that there will

To do this, they will multiply the number of quarter hours you have accumulated by 2 and then divide the result by 3. (For example, 15 quarter hours = 10 semester hours. 15 times 2 = 30. 30 divided by 3 = 10.)

The resulting number of converted semester hours then becomes a part of your transcript and the base to which all additional semester hours are added. The total number of semester hours required in most academic programs is 123. Check with your major advisor to be sure your program is not one of the exceptions.

be a substantial change in payment structure. Instead of making three payments in the course of the academic year (one for each quarter), you will make only two (one for each semester). Each of these payments, therefore, will increase by one half. You should see the Office of Financial Aid if this change presents financial problems for you.

Important Semester Dates

Class Schedule

August 22	Classes Begin
December 9	Classes End
December 10-16	Exams

REMEMBER THAT CLASSES BEGIN EARLIER THAN WE ARE ACCUSTOMED TO.

Phase I Registration

June 22 - July 2	Registration
July 30	Phase I Payment
August 19 - 21	Phase II Registration
August 21 - 25	Phase III Registration
August 25	Phase II & III Registration

Financial Aid

PRIORITY DEADLINE -- JULY 1, 1998

In order to assure that funds will be available on the first day of class, the Office of Student Financial Aid must have received a student's Statement of Acceptance by July 1. Apply now.

Fall/Spring Semester:

Undergraduate = 12 Hours

Graduate = 9 Hours

Summer Term:

Undergraduate = 9 Hours

Graduate = 6 Hours

Attachment C

UNDERSTANDING THE BASIC CHALLENGE AND PARAMETERS OF SCHEDULING CURRENT COURSE SECTIONS ACROSS TWO SEMESTERS INSTEAD OF THREE QUARTERS IN AN ACADEMIC YEAR: THE EXAMPLE OF THE COLLEGE OF A.A.H.S.

The "History of Course Sections" report shows that in order to support all of its instructional programs in academic year 1996-97, the College of A.H.S.S. scheduled 1,300 course sections which enrolled an average of 30 students for almost 39,000 separate course registrations. The course sections were almost equally distributed across each of the three quarters of the academic year (about 435 sections per term).

Quarter	Sections	Section Enrollments	Average Section Size
F96	438	13,333	30
W97	437	13,075	30
S97	425	12,555	30
AY TOTAL	1,300	38,963	

If all course sections are needed to maintain current programs and enrollments at the current class size of 30, distributing 1,300 course sections across two semesters in 1998-99 would require 650 to be scheduled each semester. That is a 50% increase over the quarterly totals of 435 sections.

Semester	Sections	Section Enrollments	Average Section Size
F98	650	19,500	30
S99	650	19,500	30

AY Total	1,300	39,000	
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If the goal of shifting 10% of the curriculum to a weekend schedule is to be achieved, 65 sections would have to be scheduled on the weekend (including Friday) each semester.

10% to Weekend College Schedule			
Semester	Sections	Section Enrollments	Average Section Size
F98	65	1,950	30
S99	65	1,950	30
AY Total	130	3,900	

Note: When a five quarter hour section is converted to a three semester hour section, that section loses about 10% of its credit hour generating capability. To maintain current levels of credit hour productivity in semesters would require a 10% increase in sections offered or class size.

Attachment D

Excerpts from an E-Mail Update from the VPAA to All KSU Faculty & Staff on 08/28/98

Colleagues:

As the first week of our first fall semester comes to a close, I and others have been pleased with how well the first week of classes have gone once we were past the bulk of our difficulties with semester registration. Kudos and special thanks to all of you who managed so well the challenges of responding to concerned (and vocal students and parents as well as taking on last-minute changes to course schedules, teaching loads and class sizes. Clearly, our successes have come from a great team effort!

As for the fall class schedule, all segments appear very strong. Our weekday classes filled early and have a strong average class size in every standard timeblock from 8:00 am to 3:30 pm. That explains why our student parking lots are so full in the afternoon as well as the morning, and the Student Center is so busy, even on T&T days. Our "Evening College" is also very strong. Starting at 5:00 instead of 6:00 pm for the first evening class worked very well. Evening classes and enrollments continued to peak at 6:30, but the numbers starting at 5:00 or 8:00 pm were not far behind. Even the 35 late evening sections that start at 9:30 pm did well and have an average enrollment of 38. Our 12 new "daybreak courses" starting at 6:30 am were also successful, enrolling an average of 34 students. Likewise the new "Weekend College" courses were a success -- these 100+ one-day-a-week classes on Friday, Saturday and Sunday enrolled an average of 32 students. If we had not been so thoughtful in the design of our semester class schedule and creative with the development and expansion of evening, weekend and daybreak registration options, KSU's enrollment probably would have dropped

precipitously.

Schedule-builders for spring semester are due in the Registrar's office by September 25. It is imperative that we continue to build on our successes from this fall's experience and plan ways to avoid the difficulties we and our students experienced. Let's continue to work together in accommodating and creative ways to do just that. KSU has an incredible record as a "can-do" institution, and I am sure that we will add this challenge to our list of jobs well done early in 1999.

Thanks!!

Ed Rugg

Average Class Size by "Standard" Start Time as of 08/24/98

MONDAY - THURSDAY CLASSES

Begin Time	Total Students Enrolled	Total Sections Offered	Average Class Size (SD)	Notes
6:30 AM	407	12	34	Daybreak Courses (New)
8:00 AM	3079	87	35	Regular Morning & Afternoon -- Daytime Schedule (Typically MW or TTH)
9:30 AM	5517	155	36	
11:00 AM	5393	154	35	
12:30 PM	2088	58	36	
2:00 PM	4901	163	30	
3:30 PM	1498	47	32	
5:00 PM	3987	129	31	Evening College Starting at 5:00 p.m. instead of 6:00 p.m.
6:30 PM	5042	154	33	
8:00 PM	4085	124	33	
9:30 PM	1316	35	38	

WEEKEND UNIVERSITY (Much Expanded in 1998)

FRIDAY	Begin Time	Total Students Enrolled	Total Sections Offered	Average Class Size (SD)	Average Seats (SD)
---------------	-------------------	--------------------------------	-------------------------------	--------------------------------	---------------------------

	8:00 AM	930	28	33 (20)	36 (23)
	11:00 AM	1499	42	36 (24)	38 (22)
	2:00 PM	389	17	23 (13)	28 (14)
SATURDAY	Begin Time	Total Students Enrolled	Total Sections Offered	Average Class Size (SD)	Average Seats (SD)
	8:00 AM	1026	32	32 (18)	39 (20)
	11:00 AM	780	28	28 (15)	37 (13)
	2:00 PM	242	7	35 (14)	51 (17)

SOURCE: 08/24/98 REQCOUNT, analysis by Institutional Research on 08/26

Attachment E

THE BOARD OF REGENTS EXPECTS SEMESTER CONVERSION TO BE REVENUE-NEUTRAL AND COST-NEUTRAL

- Current teaching loads (undergraduate -- 12 credit hours; graduate -- 9 credit hours) must be maintained under the semester system to keep instructional productivity at present levels and meet the Regents' expectations of a revenue-neutral and cost-neutral conversion.
- Current average course loads taken by students (11 credit hours per term in the academic year) must be maintained after semester conversion to meet the Regents' expectations for a revenue-neutral and cost-neutral conversion.
- Unless faculty spread out and reduce current course requirements in the conversion of quarter courses to semester courses, students will be unable to manage effectively the greater number of courses that must be taken simultaneously in a semester, extending their time for degree completion and reducing the university's annual credit hour enrollment and operating revenue.
- Lost enrollment from semester conversion will result in lost revenue, which leads to budget cuts and staff reductions.
- New enrollment markets such as additional students who might be attracted by early morning and weekend courses are being planned for 1998-99 to offset possible losses in current student enrollment resulting from semester conversion.
- Special efforts will be needed from everyone at KSU to assure a conversion to semesters in 1998-99 which is revenue-neutral and cost-neutral.

EQUATING THE TEACHING LOADS OF FACULTY UNDER THE QUARTER (Q) & SEMESTER (S) SYSTEMS

A THREE SEMESTER-HOUR COURSE WILL BE RESCHEDULED FOR 7.5 FEWER HOURS OF CLASS TIME

PER TERM THAN A FIVE QUARTER-HOUR COURSE; THIS IS A REDUCTION IN INSTRUCTIONAL TIME OF NEARLY 17% PER COURSE.

Q: About 4.5 hours of class time per week is scheduled for a typical 5 qtr-hour course; this totals to 45 hours of class instruction per course per 10-week quarter.

S: About 2.5 hours of class time per week is scheduled for a typical 3 sem-hr course; this totals to 37.5 hours of class instruction per course per 15-week semester.

TEACHING SEVEN FIVE QUARTER-HOUR COURSES PER ACADEMIC YEAR REQUIRES A LITTLE MORE INSTRUCTIONAL TIME IN CLASS THAN TEACHING EIGHT THREE SEMESTER-HOUR COURSES PER ACADEMIC YEAR.

Q: Seven courses (5 credits each) times 45 instructional hours per course equals 315 class hours per academic year.

S: Eight courses (3 credits each) times 37.5 instructional hours per course equals 300 class hours per academic year.

A TWELVE CREDIT-HOUR TEACHING LOAD PER QUARTER TYPICALLY INVOLVES TEACHING SEVEN OR EIGHT FIVE QUARTER-HOUR COURSES PER ACADEMIC YEAR WHICH REQUIRES MORE INSTRUCTIONAL TIME IN CLASS THAN TEACHING EIGHT THREE SEMESTER-HOUR COURSES PER YEAR ON A TWELVE CREDIT-HOUR LOAD PER SEMESTER.

Q: A seven or eight course load (5 credits each) on the quarter system requires 315 or 360 hours of instructional class time per academic year.

S: An eight course load (3 credits each) on the semester system requires 300 hours of instructional class time per academic year.

THE FACULTY WILL IMPOSE HEAVIER WORKLOADS ON THEMSELVES AND THEIR STUDENTS IF THEY DO NOT SPREAD OUT AND REDUCE THE FIVE QUARTER-HOUR COURSES' EXPERIENCES, ASSIGNMENTS, AND REQUIREMENTS WHEN CONVERTING SUCH COURSES TO THREE SEMESTER-HOUR EXPERIENCES.

Q: Each five credit course in the quarter system is intended to fill one-third of a full course load for undergraduates in a quarter and one-ninth of a full undergraduate course load for an academic year.

S: Each three credit undergraduate course in the semester system is intended to fill one-fifth of a full course load for undergraduates in a semester and one-tenth of a full load for an academic year.

Attachment F

IMPORTANT DATES

SPRING SEMESTER 1999	
Graduation	May 13
SUMMER TERM 1999	
First Day of Class: May Session and All Term	May 17
Last Day of Class and Exams: May Session	May 28
First Day of Class: Four-Week Session I & Eight-Week Session	June 2
First Day of Class: Six-Week Session	June 16
Last Day of Class: Four-Week Session 1	June 28
Exams: Four-Week Session I	June 29
First Day of Class: Four-Week Session II	June 30
Last Day of Class: Four-Week Session II, Six-Week Session, Eight-Week Session, and All Term	July 27
Exams: Four-Week Session II, Six-Week Session, Eight-Week Session, and All Term	July 28 - August 1
Graduation	August 2
FALL SEMESTER 1999	
First Day of Class	August 21

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Semester Conversion Telecast

Including Summer 1999 in FY99

The following is a memo sent to Senior Vice Chancellor James Muyskens in advance of the Administrative Committee on Academic Affairs meeting held November 11, 1998.

November 6, 1998

MEMORANDUM

TO: Dr. Jim Muyskens

FROM: Ed Rugg

SUBJECT: Including Summer 1999 in FY99

The more my colleagues and I at KSU have talked about whether Summer 1999 belongs in FY1999 or FY2000, the more we are convinced that FY99 is the better and more appropriate placement during this transitional year of converting from quarters to semesters. Our rationale includes the following:

1. We believe that treating the May session as part of summer term simplifies the registration, fee collections, financial aid, record keeping, and reporting processes associated with the third major instructional period of a twelve-month semester calendar. Creating a new set of processes to handle activities in May separately from activities in June and July will create extra and unnecessary administrative burden.
2. It is inherently reasonable and logical for students to plan May, June, and July activities as part of a single summer term that follows the previous academic year of fall and spring semesters. Most of this activity should be marketed to the students enrolled in the preceding terms. Keeping tuition and fee rates constant throughout that 12-month period further reinforces this basic concept.
3. From a fairness perspective, faculty who teach in May and June periods of the summer term should not have to wait until July to receive their first summer paycheck.
4. With the May session included, our Summer Term becomes a 10-week period, sixty percent of which occurs in FY99. According to audit guidelines, we should include the summer term as the final rather than the first term of a fiscal year under the semester system.
5. Even though plans for May, June, and July 1999 were not solidified enough last spring to include Summer 1999 in KSU's original FY99 budget, revenue and expense budgets could be amended to begin this change in budget orientation in FY99. There will be more than sufficient unbudgeted summer revenue to offset unbudgeted summer faculty expense this summer.

6. Although FY99 would contain two summer terms, all future annual budgets would have only one and be in a more logical order for the semester system. The inclusion of two summers in FY99 is simply part of the one-time transitional impact of semester conversion.

7. The resulting transitional budget for this first year of semester system operation would come closer to meeting the System's original intent of having revenue-neutral and cost-neutral conversion from quarters to semesters. This would be a vital consideration of this year's revenue position as well as the future year's formula funding.

If I or others at KSU can assist you in advancing this concept system-wide, please do not hesitate to contact us. Your support for our approach would be greatly appreciated.

Enclosed for your early review is a copy of the handout I plan to use for my presentation at Thursday's ACAA meeting. The concept discussed above is mentioned on page 6 as one of the strategies we are considering as we look ahead to the future impact of the semester system on enrollment and funding. I look forward to talking more with you and others about it.

cc: President Siegel, Mr. Earle Holley

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Principles for Reviewing Transfer Credit

Principles for Reviewing Transfer Credit, University System of Georgia, Final Draft

PRINCIPLES FOR REVIEWING TRANSFER CREDIT Final Draft

These principles were developed to guide institutions of the University System of Georgia (USG) in reviewing transfer credit that requires validation from regionally accredited institutions and from institutions which are not regionally accredited. An institution may validate credit earned at an institution that is not regionally accredited or credit that was designed for purposes other than that for which it will be used. Once validated, credit earned may be accepted in transfer so long as similar credit is offered or required at the receiving institution.

The term "similar credit," as used in this document, refers to credit earned in a course that is substantively the same in content and level as the course for which it will substitute at the receiving institution. The term similar credit also refers to coursework that reasonably could be viewed as comparable to that which comprises a group from which a student may choose. For example, a course in "Introduction to Theater" might be accepted for transfer at an institution that does not offer a course in theater to meet a fine arts requirement that is normally met by "Art Appreciation," "Music Appreciation," or "Introduction to Literature."

In instances in which a review is not appropriate or possible, the institution may award credit if the student's competence in the coursework is validated by a proficiency examination in the subject area. Such credit will be awarded under the institution's policies on credit by examination.

a. Credit that is Subject to Review or Validation

1. An institution may accept transfer credit to be used for a purpose that is different from the purpose for which the credit was designed if the institution determines that the coursework is at the collegiate level and is similar to that which it offers or requires.
2. An institution may accept transfer credit earned at an institution that is not regionally accredited if the institution determines that the coursework is at the collegiate level and is similar to that offered at or required by the institution.

b. Factors in Reviewing Coursework from Institutions Not Regionally Accredited

In reviewing credit from institutions not regionally accredited, the receiving institution, represented in part by faculty, must consider the following factors: type and level of program and faculty credentials.

1. Type and level of program: Credit for courses may be transferred if the receiving institution deems the courses collegiate in nature and if the sending institution designed the courses to meet requirements for the same type of degree or certificate programs (transfer/associate/baccalaureate, career associate, applied associate, or certificate). Similarly, credit for courses may be applied at the same level as they were intended at the sending institution: technical/career education, lower division,

upper division.

Through these reviews, institutions may determine that such courses are substantively similar to those it offers at a higher level or for a different purpose. In these instances, they may award the credit for such use if the coursework also meets the standards of faculty credentials indicated below.

Documents used in the review of course content and level might include the following: (a) Catalog, with attention to admissions and placement requirements and course prerequisites; (b) Syllabus with attention to course topics and requirements; (c) Textbook; (d) Coursework products (papers, tests, projects); and (e) Interviews with academic officials or registrar at the sending institution.

2. Qualifications of faculty teaching the course: the requirement for faculty credentials is that specified by the Southern Association of Colleges and Schools for the level and type of coursework.

c. Factors in Reviewing Coursework to be Used for a Different Purpose than that for which it Was Designed

In reviewing credit which will be used differently from the purpose for which it was designed, the receiving institution, represented in part by faculty, must consider the following factors: type and level of program and faculty credentials.

1. Type and level of program: Credit for courses may be transferred if the receiving institution deems the courses collegiate in nature, taught at a level similar to that of courses at the receiving institution.
2. Documents used in the review of course content and level might include the following. (a) Catalog, with attention to admissions and placement requirements and course prerequisites; (b) Syllabus, with attention to course topics and requirements; (c) Textbook; (d) Coursework products (papers, test, projects); and (e) Interviews with academic officials or registrar at the sending institution.
3. Qualifications of faculty teaching the course: the requirement for faculty credentials is that specified by the Southern Association of Colleges and Schools for the level and type of coursework for which it will substitute at the receiving institution. In the event that the credit was earned at an institution that is regionally accredited outside the SACS' region, the prevailing qualifications for the region may be applied.

d. Subsequent Review of Transfer Credit That Previously Has Been Reviewed

Institutions within the USG may accept the review of undergraduate coursework by another USG institution in consideration for transfer of credit. Notification from the registrar or other appropriate official of one USG institution to another that transfer credit was positively reviewed according to these principles may result in the second institution accepting the credit without further review.

For students who complete the core curriculum at a University System institution, validated transfer credit will be accepted to satisfy core curriculum requirements so long as the students transfers in the same major. Upon completion of an automated core completion reporting system, if the student does change

majors, only coursework used to meet major-specific requirements may be challenged.

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Information on Transferring Core Curriculum Credit Between University System of Georgia Institutions

Memo to Chief Academic Officers, December 1, 1998.

Transferring Core Curriculum Credit Between University System of Georgia Institutions

Frequently Asked Questions

Each institution has developed a core curriculum with 60 semester hours of courses in Areas A through F. While institutions have some flexibility in defining learning outcomes in each area, the core curriculum completed at one System institution is fully transferrable to another System institution for the same major.

The following information is applicable to most students who transfer from one University System of Georgia institution to another. However, specific situations that may result in minor exceptions to these general transfer rights are described in the section following the questions and answers.

1. How can I make sure that I can transfer my credit in the core areas?

You will receive full credit in transfer if you complete the 60 credit hours of the Core Curriculum at any System institution and do not change your major. If you cannot complete the entire Core Curriculum at one college, try to complete the entire areas (A through F) of the Core Curriculum. You will receive full credit for any area that you have completed at a System institution if you transfer without changing your major.

2. Will individual courses transfer to any system institution?

Only certain individual courses are guaranteed to transfer if you do not complete the core areas. You will definitely receive credit for completion of English Composition 1101, English Composition 1102, your Essential Skills math course (if you do not change majors), and any other course with a common course number included in the Core Curriculum of both colleges.

3. What will happen to my transfer credits if I change my major?

If you change your major, you may be required to take additional courses to meet degree requirements. Generally, completion of Areas B, C and E will be accepted regardless of major, but your core math and science requirements may change.

4. Will I receive credit for courses that I take at another institution as a transient student?

You must have one home institution where you are currently enrolled whose Core Curriculum you will be expected to follow. Students who transfer from one System college to another automatically change their home institution. If you want to take courses at another institution and have them count toward your degree, you must receive permission from the home institution to take the specific courses as a transient student. (If you take courses at more than one institution and do not transfer or have transient permission, your credit may not count toward your degree requirements at your home institution.)

5. What information do I need to provide to my transfer institution?

To receive full transfer credit, you have the responsibility to provide a transcript and any other information requested by the institution awarding the transfer credit.

6. What if I have problems transferring credits?

Each institution has an ombudsperson assigned to facilitate transfer of students between System institutions. If you have problems with acceptance of your credit, contact the transfer ombudsperson at the transfer college for help. If the problems cannot be resolved, contact the ombudsperson of the college from which you have transferred.

Exceptions to General System Transfer Policy

Provided that native and transfer students are treated equally, institutions may impose additional reasonable expectations (e.g., a minimum grade of "C" in English Composition or no credit for an introductory course in a foreign language, especially if the student took that language in high school).

For students who transfer after completing the Core Curriculum at a System institution, receiving institutions may require that these students complete any additional requirements as specified for native students. However, the total number of hours required of the transfer student for the baccalaureate degree shall not exceed the number of hours required of native students for the same major field.

If credit from an institution outside of the System is accepted in transfer by a System institution, that credit will not necessarily be accepted by another System institution. The transfer of outside credit is more likely if a student completes the entire Core Curriculum before transferring within the System.

Students transferring to the Georgia Institute of Technology will have to complete a calculus course in area A regardless of their major.

University System Core Curriculum

The University System Core Curriculum consists of the following distributions of courses. **See your college catalog for the specific Core Curriculum courses required at your institution.**

a. **Essential Skills (9 semester hours)**

English Composition I

English Composition II

College Algebra, Mathematical Modeling, or a more advanced course depending on major and/or institution.

b. **Institutional Options (4-5 semester hours)**

Courses that address institution-wide general education outcomes of the institution's choosing.

c. **Humanities/Fine Arts (6 semester hours)**

d. **Science, Mathematics, and Technology (10-11 semester hours)**

Students complete one of the following options depending on major and institution:

Option I: Non-Science Majors (Not available at some institutions)

1. A 4-hour laboratory or a 3-hour or 4-hour non-laboratory science course.
2. A 4-hour laboratory science course.
3. Three additional credit hours in science, mathematics or technology.

Option II-A: Science Majors

1. Two 4-hour laboratory science courses.
2. Same as number 3 in Option I above.

Option II-B: Allied Health Majors (including nursing)

1. A laboratory sequence in Chemistry or Physics
2. Same as number 3 in Option 1 above.

e. **Social Sciences (12 semester hours)**

f. **Courses Related to the Program of Study (18 semester hours)**

Lower-division courses related to the discipline(s) of the program of study and courses which are prerequisites to major courses at higher levels.

University System Institutions

For information about University System institutions, see <http://www.peachnet.edu/infores/>

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The University System of Georgia, Vision Statement on Graduate Education

The mission of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia by providing excellent undergraduate general education and first-rate programs leading to associate, baccalaureate, masters, professional, and doctoral degrees; by pursuing leading-edge basic and applied research, scholarly inquiry, and creative endeavors; and by functioning as a cultural resource for each institution's surrounding community, and bringing the full System's intellectual resources to bear on the needs of business, the general economic and social development of the State, and the continuing education of its citizens.

The University System of Georgia's Administrative Committee on Graduate Work endorses a vision for the future of graduate education within the University System of Georgia that is predicated upon the following:

MISSION OF GRADUATE EDUCATION

The mission of graduate study in the University System of Georgia is to educate our students at the highest level in their academic disciplines and to provide them with a foundation for continuous learning as future scholars, teachers, and professionals. Recognizing our responsibility to the citizens of the State of Georgia, we will fully cooperate in such a way that the breadth of graduate education meets the needs of the state, nation and world.

The Vision Statement on Graduate Education fits within and is synergistic to the mission of the University System. Based upon this statement, the University System of Georgia subscribes to these:

Goals for Graduate Education

- i. To ensure that all graduate students will be educated by faculty who are at the forefront of teaching and research in their disciplines.
- ii. To prepare students for leadership in a global society.
- iii. To prepare students to communicate and apply knowledge in ways useful to society.
- iv. To educate students to venture beyond existing boundaries of knowledge.
- v. To offer programs that will be sensitive and responsive to the cultural diversity of the state and the nation.
- vi. To ensure that institutions will cooperate at all levels to ensure the quality of graduate education.
- vii. To ensure that qualified Georgians will have access to graduate education opportunities regardless of their financial resources.
- viii. To identify pre-college and undergraduate students with high academic potential and encourage them to pursue graduate study.

To implement the Vision Statement on Graduate Education and achieve the Goals for Graduate Education, the University System of Georgia:

To ensure that all graduate students will be educated by faculty who are at the forefront of teaching and research in their disciplines

- 1. Will advocate for appropriate laboratory, studio, and research facilities for exemplary and visionary scholars and researchers in all academic disciplines that contribute to the advancement of the national and world economy, the standard of living, and the quality of life of the state, nation and world populations.**
 - Institutions will implement the development of inter-institution cooperative programs using distance education technology to meet specialized target population needs, e.g., an MBA program for physicians.
 - Institutions will develop internships or cooperative programs, where practical, that strengthen the graduate education experience and improve professional opportunities.
- 2. Will endeavor to ensure that innovative teaching strategies, technologies, and methodologies are used in a cooperative learning environment.**
 - The System will support faculty development forums and seminars to enhance awareness of, and foster the use of, the latest cooperative learning strategies.
- 3. Will endeavor to ensure the availability of, and access to, latest technologies and resources for system institutions' faculty and students in support of teaching, research, and professional programs.**
 - Institutions will be equipped with the latest technology to ensure cross-campus compatibility.
 - The System, in collaboration with institution graduate program administrators, will develop procedures to define technology demands for graduate programs.
 - The System, in collaboration with institutions, will develop and adopt policies and procedures for managing technology within the system and sponsor workshops for administrators in the application of that technology.

To prepare students for leadership in a global society

- 4. Will develop and strengthen partnerships with various constituencies including leaders in business, industry, finance, government, and cultural agencies to position the state as a world class economic, cultural and artistic leader.**
 - Institutions will develop collaborative partnerships and cooperative efforts with leaders in business to identify and resolve problems associated with the society and the economy (Assessment, Internships, Agriculture).

To prepare students to communicate and apply knowledge in ways useful to society

- 5. Will endeavor to ensure that all graduates possess effective communication skills and that those engaged in preparing for careers in academics are provided training and other professorial experience.**

- The System will provide funds for a system program analogous to the national "Preparing Future Faculty" (PFF) program that provides specific training and experience as part of their graduate program.

To educate students to venture beyond existing boundaries of knowledge

6. Will endeavor to provide funding to support excellent in teaching, research, scholarly activity, community service, and continued professional growth.

- Institutions will target increased graduate tuition revenue to support excellence in research, teaching, scholarly activity, community service and continued graduate faculty professional growth.
- Institutions will conduct training programs and workshops to educate faculty and students in the latest computer technology that supports graduate teaching and research.
- Institutions will develop partnerships that encourage and expand private sector support of graduate education.
- The System will extend and expand present funding for special initiatives that support excellence in teaching and scholarship that focus upon contributions to the society.
- The System will focus the priorities of the System's Council on International Education to provide faculty professional development opportunities that can translate into curricular transformation.
- The System will support system institution efforts to strengthen the service component in faculty evaluation as related to institutional mission.

7. Will offer graduate programs that are nationally accredited or that meet or have sought other standards of quality assurance where appropriate. Furthermore, each institution will ensure that these programs have clearly defined curricula and that all requirements can be met in a reasonable time frame without sacrificing quality or breadth of the educational experience.

- Institutions will develop and offer graduate programs designed to meet national accreditation standards and national patterns of excellence.
- The System will support graduate programs that have research or service as a priority component.
- The System will identify national accreditation for specific programs and support efforts to achieve such accreditation.

To offer programs that will be sensitive and responsive to the cultural diversity of the state and the nation.

8. Will endorse aggressive recruitment and retention of culturally diverse graduate faculties of recognized and talented scholars, researchers, and professionals.

- Institutions will continue recruitment and retention of faculty of color, especially African-American faculty.
- Institutions will establish and enforce policies and procedures to ensure hiring of culturally diverse

graduate faculties.

- The System will establish special institutes and mentoring programs to strengthen retention of culturally diverse faculty.
- Institutions will utilize the system minority faculty database to develop inter-institutional faculty exchanges.

9. Will actively recruit a culturally diverse and qualified graduate student population reflective of the state and the national population. The university system institutions will work cooperatively to identify talented undergraduate students and aggressively promote graduate and professional study at Georgia institutions.

- The System and its institutions will continue to expand the Jekyll Island Leadership Seminar for Graduate Student Recruitment.
- The System and its institutions will begin to study projections of growth in other racial-ethnic groups (e.g., Asian, Hispanic, Native American) of the undergraduate student population with an eye toward increasing enrollment of these students in graduate schools and initiate recruitment efforts for these groups
- The System will enable graduate admission requirements to be sufficiently flexible to ensure that minority students are not excluded due to test scores or GPA that may be depressed due to cultural factors.
- The System and its institutions will encourage greater collaboration in instruction and research between HBCUs and other institutions.

10. Will promote internationalization of graduate curricula within system institutions.

- Institutions will encourage multicultural and international perspectives in the graduate curriculum.
- Institutions will consider cultural diversity and internationalization, when appropriate, as a part of the System review of new programs and degree proposals.
- The System and its institutions will increase opportunities for graduate students to study abroad.
- Institutions will develop faculty and student scholar exchange programs with international institutions that contribute to the global understanding.

To ensure that institutions will cooperate at all levels to ensure the quality of graduate education

11. Will encourage cooperative and collaborative programs among state institutions to allow graduate students access to expert faculty to expand their graduate education experience.

- The System will support statewide meetings to develop inter-institutional faculty and student cooperation and relationships.
- The System will support efforts to identify expertise of faculty that could be utilized by students across the system in their education.
- The System will support standardization of graduate student inter-institutional cross-registration to

allow students to access specialized faculty expertise.

12. Will foster establishment of special Centers of Advanced Study that bring together expert faculty and talented graduate students from system institutions.

- Institutions will develop a plan for system utilization of distance technology to link faculty and graduate students across institutions.
- Institutions will review existing laboratory, studio, and research facilities and incorporate plans to improve facilities when needed, to meet accreditation standards and to maintain or enhance graduate programs to achieve national patterns of excellence.
- The System will seek funding from the state and outside sources to establish special Centers of Advanced Study.
- The System will extend funding for establishing special collaborative Centers for Advanced Study, e.g., summer institute at UGA and HBCUs.
- Institutions will develop and expand internships or cooperative programs, where practical, that strengthen the graduate education experience and improve professional opportunities.

To ensure that qualified Georgians will have access to graduate education opportunities regardless of their financial resources

13. Will advocate for increased funding sources to support full- and part-time graduate students in all academic disciplines.

- The System will support and expand the use of Hope Scholarship funding for graduate students.

14. Will endeavor to establish financial support competitive with that of out-of-state institutions in an effort to recruit and retain the best and most talented in-state students.

- The System will move to secure funds to establish special grants and scholarships for highly talented in-state students to attend Georgia institutions.

To identify pre-college and undergraduate students with high academic potential and encourage them to pursue graduate study

15. Will encourage partnerships with business, government, and professional disciplines to implement special summer enrichment opportunities for gifted elementary and secondary students at each graduate degree granting state institution.

- The System will move to establish matching challenge grants to encourage industry and business to partner with the sytem institutions in providing special summer enrichment opportunities for gifted students.

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