

Minutes of 2007

2. The Foreign Language Academic Advisory Committee recommends that we enhance, expand and support modern language study abroad programs that provide upper level, in-country experiences in which students study for at

opportunities for legal residents, opportunities for undocumented students have been further curtailed.

Committee members questioned if the budget for FY08 can accommodate or further expand academic opportunities in general when so much of the budget is earmarked for Peach Care.

A question was asked how the Governor's office will plan future budget processes. There will be much greater attention to outcomes. A comment was made that the details have not been worked out. There seemed to be a mandate that the universities must cut costs. Some institutions have adopted costs cutting steps but have maintained their quality. Two universities are going through SACs reviews and this has helped ensure that academic standards are met.

It was noted that the cost cutting step could prove disadvantageous for two year university colleges because success is correlated with how many students graduate and transfer with associates' degrees. Many students simply transfer upon completion of their sophomore year. It was noted in response that these students who opt to transfer may not have all their credits accepted. It should be communicated to the students that if they

Again, concern and a little consternation were expressed towards what methods would be shared by the various institutions. What are the “best business models”? With this kind of customer based emphasis, the colleges and universities would be more vulnerable to lawsuits.

Rick Sutton said when it came to institutional issues the Board would support “academic integrity”.

The “Customer Service Initiative” topic arose. The ability to deliver a “product” sounds very un-academic. In response it was noted that it could mean improved advising for students. This could enable more students to achieve their diplomas in a timely manner, reducing operational costs in the process.

“What about the recalcitrant student who is not satisfied with the whole “college experience”? If the students’ disposition towards learning in the classroom is solely based on his or her environment, what will prevent him or her from succeeding? In response, Rick Sutton did acknowledge that the “customer” is not always right. The board supports academic integrity.

Perhaps it was a poor choice of words to use “Customer” as one of the FLAAC committee members noted. Rick Sutton says it means to serve the student, not to promote grade inflation. We can also address that with outcomes assessment and strategic planning. If we hear of any grade inflation, we as faculty can push back against it.

At this point Rick spoke to the committee about the American Diploma Project. It is a national effort. In summation, the project is a network coalition of various states dedicated to aligning curricula, standards, and outcome policies. It aims to create and strengthen exigencies for standards-based secondary school assessment data in admissions and contractual employment; help the various education departments in revising and/or improving their current standards-based systems; and develop national graduation benchmarks in disciplines that all may use to calibrate the quality of their outcomes.

One of the committee members suggested that would make the regents’ exam redundant. We hear talk that it will be phased out but the decision seems to modify and not drop. It was mentioned to the committee that subcommittees have been formed to address this issue. One recommendation put forward was to dispense with the Regents exam if students negotiate ENGL 1101 and 1102 with an A or a B. For the moment, the institutions are allowed a limited number of exceptions. For those students who fail a second time, they must enroll in some remediation course.

It was asked at this point who put the tests together. Could those who are in charge of the test design gear their developments towards assessment?

At this point Rick Sutton went on to talk of other matters: approval and authorities with the Board of Regents. The Board would like to see decision making pushed back to lower levels in deciding promotions. Recommendations came back from various academic advisory committees suggesting that the Board should relinquish responsibility for promotion. They would no longer be presented with the packets. The Board very rarely denies a promotion. However, staff reviews have caught errors that result in promotions not handled properly. The Board, in effect, tells the institutions that these are matters best dealt at the institutional level.

At this point, some in the committee inquired the impact for granting tenure. Would it be based on how post-tenure reviews are done? In response to the question, it was mentioned that Georgia Gwinnet does not offer tenure. In lieu of tenure it offers its faculty higher salaries. This brought about

excellence in undergraduate study. Special emphasis was put on to the students' 21st century needs.

In discussing this topic Rick Sutton mentioned that there must be consistency with transferability based on a common system of set competencies. The various institutions and academic advisory committees should not just talk about courses in "boxes" but actually look at students' competencies and allow each school to determine the commonly shared outcomes. We as faculty and the administrators should work with students in different ways. This, it was observed, would set up a big debate in the system, a point to which Rick Sutton agreed. What are the competencies? Rick responded by saying the strategic plan will be addressing this issue and even though the list of things to do to reach this end is an involved process, it will be manageable.

One item on the list that was and is being studied is global literacy. That immediately sparked an impassioned discussion about the role of foreign languages in global literacy. How can the institutions come up with a shared set of competencies when global literacy can mean many different things to the schools? How do students achieve it? For some institutions that could mean the quality of their courses. For others, it is the quality of exchange programs. The conclusion is that each institution will be able to work on particular areas. Many possibilities will afford themselves to the various colleges and universities.

At this juncture, one of the committee members pointed out that there is inconsistency with the global literacy mandate when so many study abroad programs are under-funded. The discussion then became a little impassioned when it was mentioned that various schools seem to charge "double tuition" in order for the student to receive study abroad credit and when the measure of success is how many of its own students are in study abroad programs. This was of particular concern because most study abroad students will join a program from other institutions. At this point Jim Chestnut suggested that we need voices on the relevant committee that is in charge of global literacy. Rick Sutton said that this effort will be interdisciplinary.

At this point Chair Sheila McCoy called for a break at 11:10am. Committee returns at 11:30. As Chair Sheila McCoy re-adjourned the committee, she adjusted the order of the agenda to meet the scheduling needs of the committee.

Discussions turned to SB.529. This denies services for students not legally in the country. The Board of Regents has taken no action on this issue. It was at this moment one of the committee members noted that all the universities should have been opposed to the state bill. Rick Sutton said that there are other interpretations of the law and that states that have passed similar laws have been able to accommodate said students. But, yes, granting in-state tuition benefit will be denied to undocumented students.

At this juncture, Susan Crooks from the Department of education spoke to the committee. There is support for elementary programs. She thanked the committee and the BOR for its support. The state is refunding to various schools \$300 for media and technology. Also, these funds are to be spent at the principal's discretion.

Next item up for discussion was the high school initiative "American Diploma Project". Of the 83,000 students who graduated from the program, 52,000 had taken foreign languages. It was further mentioned that foreign language is recommended in the college prep tracks. Then it was mentioned within the committee that foreign language should be part of the curriculum for the college prep lines. If they were not to complete any foreign language, the students would be ineligible to go to any Georgia college or university unless they complete a compensatory course at college level.

It was also discussed amongst committee members the role technical schools could play in achieving the competencies for global literacy mentioned earlier. Technical and vocational students as well should achieve proficiency in language if Georgia plans to compete and function in an increasingly more globalized economy. Acquisition and proficiency of a foreign language are considered skills. Committee members asked why foreign languages are not part of the vocational track.

Rick Sutton mentioned that the BOR could stand up for this. Already the Chamber of Commerce supports the idea. In response one of the committee members mentioned how the restructuring of mathematics has dampened any initiative towards languages. Now there is a move towards science. Of course members of the FLAAC committee would never go against the teaching of these core skills but they do lament that foreign language programs suffer at the expense of these other subjects.

At this point it was noted that no real initiative towards foreign language in high schools or vocational schools would come about until foreign language becomes mandatory in middle school. Until the state of Georgia has a comprehensive middle school program, foreign language will not be a core subject for high school under the current administration.

In response to that observation, a committee member noted that CPC deficiencies would die and that could be bad for the two year institutions.

The committee at this point began to talk about American Sign Language and whether it could serve as a substitute for foreign language in the curriculum. One member claimed that it does already count for college prep programs as a foreign language along with ESL.

agreed and said it would be helpful if there were a repository for information. The issue is too big to be discussed in one day.

At this point Dina Foster asked if all CLEP credits will transfer and if we could get a system-wide policy for CLEP. Lynne Bryan commented that if the student receives an AA degree, even with CLEP awarded credits, their transcripts must be accepted.

At this juncture a motion is made by Bernice Nuhfer-Halten to choose a venue for the 2008 conference in a more central location. William Griffin seconded the motion. Sheila McCoy opened the discussion of the motion.

Donnie Richards said it would be hard to search and set dates for hotels around the state. It would be better to return to Jekyll for the 2008 conference and that future attendees who want to change future venues have research prepared on what locations would be viable. At this juncture Jim Chestnut made clear his opposition to one-day meetings, especially since there are a plethora of topics to discuss in respect to foreign languages

Bernice Nuhfer-Halten withdrew her motion. Donnie Richards made a motion for the committee to return to the Days Inn at Jekyll for the 2008 conference and that a volunteer research a host city to be considered for the 2009 meeting and beyond.

Vicky Soady seconded the motion. Sheila McCoy opened the floor to debate. Upon hearing no debate, Sheila McCoy put the motion up for vote. Seventeen members voted for the motion with a show of hands. Motion carried.

At this juncture, Jana Sandarg, made a motion to hold the meeting for the 14th and 15th of April 2008. Joe Johnson seconded the motion. Chair Sheila McCoy opened the floor to discussion. Upon hearing no discussion, Sheila McCoy put the motion up for vote. Of the nineteen members present, fourteen members voted for the motion with a show of hands. Motion carried.

The Chair asked the nominating committee who it nominated for the 2008 secretary. Nominating committee nominated Jana Sandarg. The Chair opened the floor to discussion. Upon hearing no discussion, Sheila McCoy put the nomination up for vote. The committee unanimously voted yes and Jana Sandarg becomes the secretary-elect.

Upon completion of this particular committee business, the discussions turned to Study Abroad programs. What would constitute a critical language? Chinese is considered a critical language and the Chinese government actively helps students with funds. Bernice Nuhfer-Halten said that more conversational courses should be offered for study abroad.

At this point, the Chair asked the committee if there were any announcements. Jana Sandarg announced the dates for the next FLAG conference and explained the wonderful opportunities of how college foreign language professors can

Nancy Mason made a motion to adopt the recommendation. Dale Crandall seconded the motion. Sheila McCoy opened the floor to discussion. Upon hearing no discussion, Sheila McCoy put the motion up for vote. Of the nineteen members present, fourteen members voted for the motion with a show of hands. Motion carried.

From this point the topic moved to assessment outcomes. A sub-committee was formed to review the USG system outcomes for future discussion. Jim Chestnut, Darren Groome, William Griffin and Jacqueline Konan were asked to volunteer to serve. They accepted the assignment.

Trino Prados gave a brief presentation of SACS assessment outcomes experiences at Middle Georgia College. He showed common foreign language division outcomes, Spanish learning outcomes and results of outcomes. He also explained the year long process to achieve assessment. At the end of the presentation he offered to share with the committee any relevant information.

At this moment the agenda topic changed to E-core. Jim Chestnut mentioned one course is for Japanese. E-core is envisioned as a resource for home bound students. Many of the FLAAC members expressed concerns about on-line classes. Many commented that while they may be useful, especially as a last resort, nothing can really replace the in-class interactive, dynamic discussions.

At this moment Jim Chestnut proceeded to tell us about the French collaborative effort amongst various institutions. Different schools offer different classes such as business French, grammar, civilization classes, and upper-level French. Even though there may be disadvantages with online classes, they allow EFT institutions room for other professors. Students at small programs can network with others.

Finally, FLAAC considered its second recommendation: The Foreign Language Academic Advisory Committee recommends that we enhance, expand and support modern language study abroad programs that provide upper level, in-country experiences in which students study for at least a month in a country where English is not the primary language. Such programs would provide for maximum development of linguistic and cultural competencies, requisite in our increasingly global economy.

Lynne Bryan made a motion to adopt the second recommendation. Jana Sandarg seconded the motion. The Chair opened the floor to discussion. Upon hearing no discussion, Sheila McCoy put the motion up for vote. Of the nineteen members present, fourteen members voted for the motion with a show of hands. Motion carried.

The meeting is then adjourned until next year. The 2007 Annual Foreign

Language Academic Advisory Committee ended at 11:35am.

Minutes approved by majority vote on Monday, May 14, 2007.