

Academic Services Committee
Minutes
February 23, 2010

Members Present: Douglas Britton, Myrtle Turner, Peter Hesketh, Margaret Loper, Cameron Tyson

Members Not Present: Helena Mitchell, Nancey Green Leigh, Marlit Hayslett, Andy Jones, Robert Fox

1. The meeting came to order at 10:15am. on February 23, 2010, in room 277 of GTRI, 250 14th Street.
2. Donna Llewellyn, Director of the Georgia Tech Center for Enhancement of Teaching and Learning and Karen Tucker, Director of the Georgia Tech Language Institute provided the committee with a presentation on Options for International Students at Georgia Tech. Attached is a copy of their presentation.
3. Douglas Britton provided the committee with a summary of the recent campus webinar on “Facilities Use Policies and Free Speech”. Attached is a copy of the presentation summary.
4. The meeting was adjourned at 11:15 a.m.

Respectfully submitted,
Cameron Tyson

English as a Second Language
Options for International Students at Georgia Tech
Academic Services Committee Meeting – February 23, 2010

What courses are currently available for international students?

CETL/Language Institute offer three credit courses for international graduate students.
Fall Semester (3), Spring Semester (3), and Summer Semester (2)

- **CETL 8722 Academic Writing for International Students (1 Credit)**

Tuesdays and Thursdays, 2:05 – 3:25 p.m.

In this class, students will learn several basic principles for writing clearly, completely, and cohesively. In addition to working on common non-native writing errors such as articles and punctuation, students will learn to recognize and edit other grammar and writing structures that they frequently misuse and that many advanced writers in general find difficult. Examples of these structures will come directly from student writing samples and students will be expected to edit their own documents with instructor guidance. Therefore, to take this course, students must have a work in progress, which could include a proposal, a course or journal paper, a thesis, or a dissertation chapter. Students will also have several extra assignments, including linking assignments, a short and long bio, a resume, a cover letter, and a written version of a Power Point presentation. The course will provide students with one-on-one assistance with their writing throughout the course.

- **CETL 8793 Oral Communication Course for International Graduate Students [2 credits]**

Mondays or Wednesdays, 2:00-4:00 pm & individual one-on-one sessions

In this class, students will work on fluency, accuracy, and appropriateness in spoken communication to in order to prepare them to participate more effectively and confidently in their academic communities. Specifically by the end of the courses students should have improved their overall clarity in speaking, be able to give more effective short presentations, participate more actively in academic discussion, and gain general confidence in their ability to speak English.

- **CETL 8795 Presentation Skills for International Graduate Students [2 credits]**

Wednesdays, 2:00-4:00pm & individual one-on-one sessions

This is an advanced oral skills class designed to help graduate students improve their verbal ability in English for teaching, making presentations, and interacting in academic and professional situations. Students will review and practice strategies for more successful discussion and conversation in question and answer sessions, interviews, meetings, seminars, workshops, student and advisor conferences, and other academic and professional situations. Students will work on only those pronunciation issues that interfere with the overall clarity of their speaking.

Why are these courses not enough?

Snapshot of Fall Semester 2009

CETL 8722, 8793, 8795 were offered with 16 students per course.
 (48 students had ESL support classes)

International Student Population at Georgia Tech (Fall Semester 2009)

Level	By College	# of International Students	% of Total Student Population	Total Student Population
Undergraduate	Architecture	36	6%	651
	Computing	56	6%	920
	Engineering	646	8%	7902
	Ivan Allen	13	1%	936
	Management	26	2%	1356
	Sciences	36	3%	1177
	Registrar	80	14%	573
	Total	893	7%	13515
Graduate	Architecture	118	22%	539
	Computing	510	66%	774
	Engineering	1757	47%	3756
	Ivan Allen	78	27%	289
	Management	109	17%	628
	Sciences	293	37%	790
	Total	2865	42%	6776
Total		3758	19%	20291

RESULT?

<1% of the international students were able to take courses, resulting in waitlist for courses.

8722 Waitlist 30-50 students /semester

8793 Waitlist 30-40 students/semester

8795 Waitlist 15-20 students/ semester

[based on permits requested; could have been more who wanted to take the course]

Do these courses help?

Example Results:

CETL 8793 has a pre- and post assessment measuring accuracy in grammar/vocabulary, clarity of pronunciation, expression of ideas, and non-verbal communication.

Here are the results for one 8793 section in Fall 2009

	Beg	End	Change	
Korean	22	49	27	
Spanish	21	46	25	
Korean	33	55	22	
Chinese	41	62	21	
Korean	18	38	20	
Thai	31.5	50	18.5	
Chinese	35.5	53	17.5	
Chinese	22.5	39	16.5	
Chinese	27.5	44	16.5	
Chinese	38.5	55	16.5	
Korean	37.5	52	14.5	
Chinese	34	48	14	
Chinese	30.5	44.5	14	
Chinese	34	46.5	12.5	
Korean	25	32	7	
Chinese	22	24.5	2.5	
	29	45	+16	Average
TOTAL Points	66	66		

What are Possible Solutions for Current/Future Students?

1. Departments could fund additional courses through CETL.
2. Language Institute can develop and offer customized courses for campus departments:

Past Courses Developed:

- Accent Reduction & Presentation Skills – QCF Masters Program
- Tutorials and Workshops on Interviewing Skills, Pronunciation Skills, and Cross Cultural Communication – College of Management
- International GTA Preparation - Physics

3. Students can come to the Language Institute's pilot communication center for international students.

This past year, the Language Institute has piloted a communication center for international students. In the Fall 2009 Semester, the communication center offered 175 sessions (30-60 minutes) for students from 19 departments across campus (131 graduate and 44 undergraduate).

4. Students can take non-credit courses that the Language Institute offers:

Non-Credit Options

- 8-Week Intensive English Program (Starting January, March, June, August, October)

Advanced level courses include academic writing, academic speaking, academic listening and note-taking, and advanced reading seminar

- 6-Week Evening Classes (Starting January, March, June, August, October)

High intermediate courses include writing, grammar/writing, public speaking, clearer speech, conversation

- 5-Week Online Courses (First offering last Fall)

Classes include accent reduction and business writing

What are Other Long-Term Solutions?

- Identify non-native speaking students who need additional work in English communication BEFORE they begin their degree programs through a screening process and provide courses for them.
- Encourage incoming students to take English as a second language courses at Georgia Tech before they begin their degree program (regardless of TOEFL score)

Summer Options:

8-Week Intensive English Program (June/August)

4-Week Pre-MBA Program (June/July)

3-Week Short Courses (July)

2-Week Graduate Preparation Workshops (July/August)

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Summary - Facilities Use Policies and Free Speech Webinar

Presented by National Association of College and University Attorneys

- Henry “Chip” H. Lazenby Jr. – Portland State University
- Lawrence White – University of Delaware

Two keys to good Facilities Use Policies is apply **discretion** and maintain complete **content neutrality** = without regard to personal perspective on value.

Common Features of all Facilities Use Policies

1. Statement of Purpose – why has the institution adopted a policy?
2. Aspirational, hortatory, generalized or lofty language – Campus is either NOT at public forum, or it is committed to free speech and unfettered freedom.
3. Codified Priorities – who gets first dibs on what (this can get hairy and you need to follow the pecking order)
4. A Permitting System – make sure all permits go through one office and it is a simple process (you can exclude “free speech” zones as long as they are clearly defined)
5. Geographic Differentiation – Special rules can be created for special geographic zones or buildings.
6. Fees & Costs – Rental charges, penalties for damages, deposit requirements/rules, ability for groups to charge admission, *special security fees* (security fees need to be clear at the front, as this has been considered censorship by some advocacy groups)
7. Leaflets, Signs, Literature – Rules for postings, info tables, newspaper racks, sidewalk chalking, etc. (constraints on mailboxes distributions, campus listservs, permits for posting required).
8. Commercial Solicitation – Restrictions on the advertising, active solicitation, bake sales (what about charitable organizations and solicitations?)
9. Partisan Political Activity – Restrictions on electioneering, political leafleting, and on campus appearances by political candidates.

Recurring Drafting Issues

1. Insurance and Indemnification – who requires proof of insurance/indemnification? Only non-affiliated groups? Is this a censorship issue?
2. Food and Alcohol –
 - a. Food - Mandates on use of campus catering or approved vendors (this is often required to maintain food safety and control) How does this work with international groups wanting specialty foods?
 - b. Alcohol – special legal/procedural issues with the sale/distribution of alcohol: How does this interplay with campus alcohol policy? What about local, county, state ordinances? Usually addressed with three standard features:
 - i. Process for notifying college officials that alcohol will be served
 - ii. Requirement that all applicable laws and policies will be observed

- iii. Disciplinary sanctions for violations.
3. Free Speech Zones – Designate an area where anyone can get on their soap box and talk without permit or prior notice, so long as it time-manner restrictions are observed (and post these restrictions in this location).
 4. “Fronting” and other abuses – Permitting lower priorities groups under the guise of higher priority groups (posing as a University Sponsored event, when it is not).
 5. Time-Place-Manner Restrictions – *Content Neutral* restrictions on times and modes of communication and include the following five features:
 - a. No disruption of ongoing college academic and administrative functions
 - b. No violations of health and safety ordinances
 - c. No occupying campus space overnight (or regulating over night activities)
 - d. Restrictions on use of sound amplification equipment (no bull horns in free speech zone)
 - e. No erection of permanent or semi-permanent structures
 6. Restricted Attendance – can groups restrict attendance to their functions? Is this legal or should college space be “open access”? It might be best to develop a separate institution policy on the governance of student organizations and other groups that prohibits discrimination and leave the Facilities Use Policy silent on the issue.
 7. “Heckler’s Veto” Provision – should the policy attempt to distinguish between demonstrations designed to disrupt vs. disagree (silent sit-ins, turning back to speaker silently, etc.)? This can be difficult, but disturbance appears to be the key!