

**2016-2017 University Senate
Minutes for the 16 Sep 2016 Meeting**

University Senate Officers: Presiding Officer Chavonda Mills, Presiding Officer Elect Nicole DeClouette, Secretary Craig Turner

PRESENT (43) Laura Ahrens, Susan C. Allen, Kay Anderson, Alex Blazer, Robert Blumenthal, Louis Bourne, Hauke Busch, Rodica Cazacu, Jolene Cole, Nicole DeClouette,, Josie Doss, Renee Fontenot, Heidi Fowler, Emily Gomez, Jan Hoffmann, David Johnson, Kristy Johnson, Min Kim, Bradley Koch, Mary Jean Land, Juan Ling, Catrena Lisse, Altimease Lowe, Mary Magoullick, David McIntyre, Ben McMillan, Chavonda Mills, Kevin Morris, Lyndall Muschell, Christine Mutiti, Stephanie Opperman, Amy Pinney, Joanne Previts, Claire Sanders, Evita Shinholster, Costas Spirou, Susan Steele, John R. Swinton, Ashley Taylor, Tom Toney, Craig Turner, Shaundra Walker, J.F. Yao.

ABSENT (0) None.

REGRETS (7) Millicent Dempsey, Steve Dorman, Will Hobbs, Daniel McDonald, Barbara Roquemore, Carol J. Sapp, James J. Winchester.

GUESTS (12)

First Name	Last Name	2016-2017 Committee	Description Role on University Senate or Postion at the University
Carolyn	Denard	APC	<i>Associate Vice President for Student Success</i>
Josefina	Enderer	RPIPC	<i>Special Assistant to the Vice President, Finance and Administration</i>
Michael	Gleason	APC	<i>APC Vice-Chair</i>
Bruce	Harshbarger	None	<i>Chief Student Affairs Officer</i>
Monica	Ketchie	FAPC	<i>Assistant Professor, Nursing</i>
Joe	Mocnik	FAPC	<i>Director of Libraries</i>
Bob	Orr	None	<i>Chief Information Officer</i>
Mark	Pelton	None	<i>Associate Vice President for Strategic Initiatives</i>
Sadie	Simmons	None	<i>Compliance/ Policy Officer</i>
John	Sirmans	None	<i>Parliamentarian of the 2016-2017 University Senate</i>
Elaine	Whitaker	None	<i>Chair and Professor, Department of English and Rhetoric</i>
Dale	Young	None	<i>Interim Associate Provost</i>

CALL TO ORDER: Chavonda Mills, Presiding Officer of the 2016-2017 University Senate, called the meeting to order at 3:34 p.m.

UNIVERSITY SENATOR PINS: Chavonda Mills distributed university senator pins to the first-time members of the University Senate who were present at this meeting. Pin recipients were

1. Elected Faculty Senators Bradley Koch, Catrena Lisse;
2. Presidential Appointee Min Kim; and
3. Selected Staff Senators, Kristy Johnson, Evita Shinholster.

Not present to receive pins Will Hobbs and Millicent Dempsey. A pin will be provided to them at a future time.

AGENDA: A motion to approve the agenda was made and seconded. The agenda was approved as circulated.

MINUTES: As the university officially closed on 2 Sep 2016 due to weather (tropical storm), the meetings scheduled for that day – at which the Executive Committee and Standing Committee Chairs would have reviewed the minutes for the most recent (22 Apr 2016) meetings of the University Senate – were cancelled. Thus, consideration by the University Senate of minutes from previous university senate meetings will be postponed until the next university senate meeting slated for 21 Oct 2016.

PRESIDENT'S REPORT – President Steve Dorman

Presiding Officer Chavonda Mills noted that as President Dorman had extended his regrets and was unable to attend this meeting, the President's Report would not be provided orally. She went on to say that this report will be included in the meeting minutes, posted on the frontpage digest via email, and circulated to the university senate email list by university senate secretary Craig Turner.

Contributors to this report include: Leslie Pierce, Susan Allen, Mary Roberts, Rob Sumowski, Lindy Ruark, Michael Rickenbaker, Omar Odeh, Monica Delisa, Bruce Harshbarger and Karen Berman.

1. **LIBERAL ARTS DESIGNATION CELEBRATION OF 20 YEARS** On 27 Sep 2016, we will take time as a campus to celebrate 20 years of our mission as the state's designated liberal arts university. We have invited former presidents DePaolo and Leland, along with former Chancellor Portch back to campus to rehearse the events that led up to our designation and the implementation of this mission through the last 20 years. Please mark the following times on your calendar and plan to attend and welcome our guests back to campus:
8:30 am Campus Coffee in the Atrium of the library
10:00 am Panel discussion on the liberal arts mission in the Magnolia Ballroom.
2. **RANKINGS** The **U.S. News** rankings were reported recently; and once again, Georgia College did very well in the rankings. Georgia College was listed as ninth among regional universities and the only state university in Georgia to be ranked in the top ten of this category. These rankings are an indicator of the quality education provided by our faculty and staff at Georgia College. Congratulations to all!
3. **CAREER CENTER SUCCESS** As of Fall 2016, the Career Center has eight career advisors and five student Career Peer Advisors helping to support career development activities. Over half of our students, 3,733 individual students, used Career Center services last year; and these students participated and interacted with the Center 10,389 times. The Career Center staff meets individually with students to do resume reviews, mock interviews, and career planning. Students are engaging in the Milestones activities. For Fall 2016, many faculty are requiring mock interviews and resume review appointments; and the Career Center welcomes more faculty to contact them and make these arrangements for the spring. Putting these requirements in a syllabus is often what pushes a student to begin the career development process.
4. **DEPARTMENT OF THEATRE SUCCESS** I am pleased to note that the Department of Theatre is offering their first course in the Georgia Film Academy Certificate on campus this spring. This certificate added to almost any major will help our students be more competitive in acquiring employment in the emerging film industry in Georgia. This certificate is made possible in part due to a \$100K package of film equipment and the provision of an accredited instructor from the Georgia Film Academy. Congratulations to Dr. Karen Berman and the entire faculty of the Department of Theatre for their tireless efforts in promoting this and aligning Georgia College with an important economic driver for the state.
5. **ACCOLADES FOR COLLEGE OF EDUCATION** Congratulations to the John H. Lounsbury College of Education and to the faculty in the Early Childhood Education and the Special Education degree programs. These degree programs were ranked in the top 20 in the nation by Teacher.org recently. Early Childhood was ranked fourth and Special Education 19th in the nation of the 400 programs reviewed in both areas.
6. **DISABILITY SERVICES MOVE** The Office of Disability Services and the Testing Center are in the process of relocating to the ground floor of Russell Library behind Books 'n Brew. Their new location will provide expanded and attractive space in a confidential, low-distraction area. Their previous space in Lanier Hall will accommodate the expanded Career Center staff.
7. **INSTITUTIONAL BRANDING** The Office of University Communications is currently working with Education Marketing Group to launch a branding initiative. The first phase has just started – beginning with market research, competitive analysis and a series of focus groups and interviews with key stakeholders. The purpose is to develop a set of strategic narratives that define who we are and how we want to be perceived. The branding process will be broadly inclusive across campus and with key external constituencies. Earlier this week, a survey was emailed to all faculty and staff, alumni and students. In the weeks ahead, high school counselors, employers and external influencers will be surveyed. Focus groups

will follow in a few weeks with an on-campus visit by the branding agency. If you are contacted by the marketing group, we hope you will participate. This effort will help us develop a clear brand to guide the university in the future.

8. **TRANSFORMATIONAL IDEAS CHAMPION** As the university continues to pursue our path to preeminence, it has become increasingly important to find a dedicated campus "champion" to develop and execute strategies to bring our four transformational ideas to life. Naturally, The Division of University Advancement will play a crucial role in securing the resources needed to make these four ideas a reality on our campus. In addition to the financial resources - clear strategies, action steps, and measurable outcomes will be necessary to mark our progress. With this in mind, I am happy to share the news that Bill Doerr will be transitioning his day-to-day responsibilities to focus solely on the transformational ideas and the "*Follow your Passion, Find your Purpose*" capital campaign this fiscal year. In this new role, Bill will work closely with the President's and Provost's offices to garner the internal and external feedback necessary to move these projects forward. Bill will also work closely with key faculty members and stakeholders in this effort.
9. **STATE CHARITABLE CONTRIBUTION PROGRAM** The State Charitable Contributions Program (SCCP) is the official workplace giving campaign for state employees and the university system. The SCCP gives each of us an opportunity to be an instrument of positive change by supporting health, human services, environmental and educational charitable programs. This year, the theme is "UNITY, HOPE, DESIRE; Making dreams a reality." The SCCP invites every University System employee to take advantage of the opportunity to help make a difference in the lives of others by donating to any of the over 1,350 charities available. You have a real choice in where your donation goes. *You can even donate to the Georgia College Foundation – and if you do, you can contact the Foundation to designate where you would like your funds to go.* Follow your passion or support a cause that resonates with you personally. In selecting the payroll deduction option, you will be able to effectively budget your donation through its incremental deductions and ensure charities are receiving a continual cash flow throughout the year. For as little as \$1 per paycheck, you can make a difference. This year's campaign runs from September 1 through November 15, 2016. Our SCCP Coordinators, Rob Sumowski and Lindy Ruark will be reaching out to you with more details on how you can give. If you are ready to give now, please visit <http://www.gasccp.org> to login and give. Thanks in advance for your generosity!
10. **RELOCATION PLANNING FY 2016-17** Over the next 18 months as we complete Beeson, McIntosh and Mayfair and anticipate the renovation of Terrell, there will be several university offices and departments moving. Some of these moves will be temporary and others will become permanent. Below are some of the anticipated changes that will take place over the next few months:
 - BLACKBRIDGE Cultural Center, Women's Center, Veteran's Center, newly developed Veteran's program.
 - LANIER 1ST FLOOR Career Services and Student Radio Station (plan to eventually move to Terrell)
 - LIBRARY 1ST FLOOR Disability Services and Testing
 - MCINTOSH Center for Program and Evaluation, Honors (eventually move to Terrell), Provost Special Projects Office(s), Enrollment Management work space, and Live Healthy Baldwin Program
 - MAYFAIR Institutional Welcome Center and Enrollment Management Offices
 - PARKS HALL 1ST FLOOR (current Enrollment Management area) Office of Inclusive Excellence
 - PARKS HALL 2ND FLOOR CONFERENCE ROOM (current) One USG transition Team Office and Institution Training Room
 - SANFORD HALL (FORMER WORLD OF WINGS LOCATION) Phone-A-Thon
 - TERRELL HALL (Fall 2019) Mass Communication offices, Colonnade, Student Radio Station, Honors Program, NPR Station, TV Studio
 - NEWELL WATTS University Advancement and Alumni Relations will move from the Vinson House to Newell Watts
 - NORTH CLARKE STREET (GREEN HOUSE) Move University Communications from downtown

BEESON HALL Offices for the departments of Mass Communication (eventually move to Terrell), Philosophy and Liberal Studies, World Languages and Cultures, Physics and Geography, Physics research laboratories, advanced teaching lab, and instrument design and fabrication studios.

11. **FAIR LABOR STANDARDS ACT** The Department of Labor has announced changes to the Fair Labor Standards Act (FLSA) regulations governing which employees are eligible to receive overtime pay as non-exempt employees, requiring full implementation effective no later than 1 Dec 2016. As a result, many employees who are exempt and make less than **\$47,476** annually or **\$913** per week will become non-exempt employees. This unfunded mandate is anticipated to cost the institution approximately \$220K to bring qualifying employees to the new exempt minimum. To ensure timely compliance with the regulations and minimize the impact to employee pay and benefits, Georgia College will implement FLSA changes on 1 Nov 2016. Non-exempt employees should work with their supervisors to ensure that they are only working 40 hours per week. Supervisors should use tools such as compensatory time and flex-time protocols where possible for non-exempt employees who are required to work over 40 hours during a pay period. If there are questions please contact your vice president or HR.
12. **2018 BUDGET HEARING** The University Budget Hearing will be held on 17 Oct 2016 starting at 8:30 in the Museum Education Room. Everyone is encouraged to attend. Let me also encourage you to attend your department and college level budget hearing processes. These activities are held in a way to ensure transparency and shared oversight in the decision making process.
13. **SUMMER SCHOOL PROFESSIONAL DEVELOPMENT REVENUE DISTRIBUTION** Revenue distribution from the 2016 Summer School program reached an all-time high of \$1M this year! As you know, these funds stay in the colleges for professional development activities by faculty and staff. Priorities and logistics of distribution are determined by the colleges, not the university, so faculty are encouraged to work with their department chairs and deans on use of these funds. There will be more about this at the University Budget hearing in October.

PROVOST'S REPORT – Interim Provost Costas Spirou

Interim Provost Spirou prefaced his report noting that he has a monthly meeting with Presiding Officer Chavonda Mills between the meeting times for committees and university senate at which they exchange information and calibrate the topics of interest for inclusion in the Provost's Report.

1. **CENTER FOR TEACHING AND LEARNING (CTL)** The Center will focus on faculty success as it creates a single entity, which encompasses faculty development, instructional design and support, as well as addresses rapidly evolving issues associated with the role of technology in teaching and learning. This entity will coordinate existing and new initiatives, replacing multiple structures to improve efficiency and effectiveness. It will also interact closely with the University Library and IT. When fully developed this will be a one stop shop that will advance faculty success. During the coming year we will prepare for a national search which will launch in the Fall of 2017.
2. **QEP DIRECTOR SEARCH** We are currently in the midst of a national search for a QEP (Quality Enhancement Plan) Director. Led by Dr. Robert Blumenthal, Chair of the Mathematics Department, the Search Committee includes representatives from each college. Phone interviews are scheduled for September 19th and 21st.
3. **ACADEMIC AFFAIRS BUDGET PROCESS (KEY DATES)**
 - a. September 21st – Academic Affairs Budget Presentations
 - b. October 17th – University Budget Presentations
4. **LEADERSHIP PROGRAMS DIRECTOR SEARCH UPDATE** We are in the process of developing a Director of Leadership Programs position description (replacement) to be
 - a. a resource to the faculty for teaching leadership development in the curriculum,
 - b. able to cultivate relationships with business and community leaders, and
 - c. able to serve as a mentor for students.

5. **PROVOST UPCOMING PROGRAMMING**

a. **2015 GC Faculty Scholarship Support Program**

- i. Panel Presentation, September 28th, 10AM, Location TBA
Dr. Kristina Dandy, Psychological Science; Dr. Donovan Domingue, Chemistry, Physics and Astronomy; Dr. Mary Magoulick, English and Rhetoric; Dr. Katie Simon, English and Rhetoric. Moderated by Dr. Beauty Bragg, 2016-2017 Provost Fellow.

b. **Department Chair Retreat**

- i. September 30th - Mansion Education Room

c. **2016-2017 Provost Lecture Series (Dates TBA)**

- i. *Making an Impact: Examining Faculty-Derived Campus Ethos & Engagement among Black Males in the Community College*, John D. Harrison, PhD, Associate Dean and Professor, College of Education
- ii. *Meat: To Eat or Not to Eat? Interrogating the Politics of Diet from Colonial to Contemporary India*, Samiparna Samanta, PhD, Assistant Professor of History, Department of History and Geography
- iii. *Online Vs. Face-to-Face: Pilot Study of a Comparison of Student Outcomes with Random Assignment*, John Swinton, PhD, Professor of Economics, Department of Economics and Finance
- iv. *Benefits of Mindfulness for Health Behaviors*, Whitney L. Heppner, PhD, Assistant Professor, Department of Psychological Science
- v. *A Comparison of Selected Supervisory Skills of Content Specialists and Non-Content Specialists University Supervisors*, Kevin Hunt, PhD, Assistant Professor, School of Health & Human Performance
- vi. *A Comparison of the Libraries of the 1862 and 1890 Land-Grant Universities*, Shaundra Walker, PhD, Assistant Professor, Ina Dillard Russell Library

6. **GEORGIA COLLEGE LEAP INITIATIVE** Georgia College is transitioning from LARP (Liberal Arts Renewal Project) to LEAP (Liberal Education and America's Promise, a USG Initiative) and embarking on a multi-year process to reinvigorate our commitment to offering an inclusive, superior, and distinctive liberal education at Georgia's Public Liberal Arts institution. Activities will include designing and implementing a plan based on the outcomes of the campus discussion series, numerous campus meetings, and work and recommendations produced by the work groups. As we move from planning to implementation, a Liberal Arts Council will be formed in order to continue to design, pilot, and plan for sustainability of the Liberal Arts Renewal Project. The implementation plan will include measureable goals, objectives, targets, and a plan for assessing the quality of the education and signature experiences that students will encounter during their liberal arts general education program here at GC. The implementation plan will kick off during Fall 2016. GC's LEAP Leaders are Amy Sumpter, Cynthia Alby, and Cara Smith.

7. **2016 ENROLLMENT (SEPTEMBER 11TH ENROLLMENT REPORT)**

a. **Total Number of Students**

- i. 6,918 (2016)
ii. 6,882 (2015)

b. **Semester Hours (SH)**

- i. (+) 329 SH from 2015 Grand Total
ii. (-) 1,007 SH from 2015 at the Macon Center
iii. (-) 12 SH from 2015 at the Robins Campus

c. **Size of the Freshman Class**

- i. Goal: 1,425 (2015)-1,475 students (+50)
ii. Goal: 1,435 (2016)-1,383 students (-52)

8. **OFFICE OF ACADEMIC AFFAIRS - ANNOUNCEMENTS**

- a. September 15th - Professional Leave Notifications from Academic Affairs
- b. September 15th - Post- and Pre-Tenure Review Notifications from Academic Affairs

9. **QUESTIONS?**

Q1: University Senate was represented on the LARP committee during 2015-2016 by James J. Winchester. Given the transition from LARP to LEAP and the anticipated Liberal Arts Council, will the university senate have a representative on this Liberal Arts Council?

A1: I will consult with the LEAP leadership {Amy Sumpter, Cynthia Alby, and Cara Smith} and anticipate that a university senate representative will be requested for the Liberal Arts Council.

Note: During the preparation of these minutes, an invitation was received by Chavonda Mills to share the name of the university senate representative to serve on the Liberal Arts Council.

UNFINISHED BUSINESS: There was one item of unfinished business.

1. **STRATEGIC PLAN UPDATE** – Mark Pelton

a. **CONTEXTUAL INFORMATION**

Thank you for the opportunity to provide an update on the development of the university's 2016-2021 strategic plan. I promise that this will not be a lengthy update.

After Dale Young and I presented the draft strategic plan to University Senate on August 9, I subsequently presented the plan at the August 11 welcome-back event for faculty. The plan was also introduced to the campus community via FrontPage and the strategic planning website with comments and suggestions invited. During the week of August 22, we held listening sessions, with two scheduled for faculty, and a third for staff. We continued to accept input from the campus community until September 6, several days past the original deadline.

Dale and I were scheduled to meet with RPIPC on September 2 to answer any questions and receive input, but the presence of Tropical Storm Hermine caused the campus to be closed. In lieu of that meeting, we requested RPIPC members to email us their questions and suggestions.

On September 6, the Strategic Planning Steering Committee met and carefully considered all of the input received from the campus community. Each suggestion or concern was discussed, and several small changes were made in the draft plan as a result. Last Friday, each of you received the latest version of the strategic plan, with markup to help you more easily identify the changes made. *<Note: See the strategic plan supporting documents attached to these minutes.>*

Throughout the strategic planning process, the Steering Committee has made every attempt to involve as many people as possible, and to keep the campus community—and especially University Senate—well informed. We have asked for campus input at several stages in the process—through the extensive subcommittee structure; the April circulation of the draft vision, value, and mission statements; and the more recent distribution of the draft strategic plan—and we have carefully considered the input received and made several revisions as a result. The Steering Committee believes that the plan that has been developed is a strong plan that will serve the campus well for the next five years, and we hope that University Senate is supportive of the plan.

Thank you very much.

b. **COMMITTEE OF THE WHOLE DELIBERATION**

- i. **OPTION AVAILABLE** Chavonda Mills offered the following contextual information acknowledging the assistance of parliamentarian John Sirmans who drafted this for her. Because we do not have a motion coming from committee – in this case RPIPC (Resources, Planning and Institutional Policy Committee – on this issue (the strategic plan) in part due to the canceled committee meetings on 2 Sep 2016 at which such a motion may have emerged, the university senate may exercise its option to act as if it is a committee. Specifically, acting as if it is a *Committee of the Whole*, in accordance with our bylaws, allows the university senate to consider an issue with the same freedoms as a regular standing committee. In acting as if a Committee of the Whole, you are free to debate with

no limit on the number of times you may speak, as long as each member who wants to speak has the opportunity, but as per our meeting etiquette document, you should limit your speaking to no more than five minutes. While we are acting as if in Committee of the Whole, the secretary will officially record only the report and not the debate.

- ii. **MOTION FOR COMMITTEE OF THE WHOLE** Chavonda Mills invited a motion for the university senate to act as if a committee of the whole receiving responses of “So moved” and “Second” from the floor. Chavonda Mills noted that a two-thirds majority vote was necessary to comply with the university senate bylaws and took a voice vote receiving voice response only to *all in favor aye* and silence to *all opposed nay*. Thus, this motion carried.

Note made during the preparation of these minutes: Using the parliamentary authority nomenclature, the university senate acted as if a quasi committee of the whole which allows the presiding officer to continue presiding rather than requiring the appointment of another individual to chair (and thus preside) the committee of the whole.

- iii. **MOTION TO CONSIDER ENDORSEMENT OF THE STRATEGIC PLAN** Chavonda Mills invited a motion for the committee of the whole to consider the endorsement of the university strategic plan for 2016-2021 receiving responses of “So moved” and “Second” from the floor. Chavonda Mills noted that a simple majority vote was necessary for this motion and took a voice vote receiving voice response only to *all in favor aye* and silence to *all opposed nay*. Thus, this motion carried.

- iv. **DELIBERATION** The parliamentary authority (current edition of *Robert’s Rules of Order Newly Revised*) of the university senate states the following.

The proceeding of a committee of the whole or a quasi committee of the whole, should not be entered in the minutes, but the fact that the assembly went into committee of the whole (or into quasi committee) and the committee report should be recorded.

- v. **COMMITTEE OF THE WHOLE REPORT** The report of the committee of the whole is provided here.

- 1) **MOTION 1617.US.001.R** *To endorse the vision, value, mission statements and six goals identified in the 2016-2021 Georgia College Strategic Plan.*

- 2) **SUPPORTING DOCUMENT FOR THE MOTION** containing a single sentence. *The University Senate looks forward to seeing plans for the implementation of the Strategic Plan 2016-2021 including a budget.*

- 3) **MAIN POINTS OF DELIBERATION**

- a) An observation that the initiatives of Goal 2 were fleshed out in more detail (had sub points) than those of the other goals was a point of concern.

- b) The specification of a portfolio system under the second initiative under Goal 2 was a point of concern.

- c) The explicit exclusion of the initiatives versus the implicit exclusion of the initiatives in the endorsement motion was a topic of conversation, some advocating for additional clarity that the initiatives under goals were not among those aspects receiving endorsement of the university senate with the final wording of the aforementioned endorsement motion.

- d) A question was posed seeking implementation details for the strategic plan. The response to this question was that these details were presently unknown and that implementation details would be determined at some point in the future anticipating a similarly transparent, consultative, and iterative process as had been used in the development of the strategic plan to date. This led to the sentence *The University Senate looks forward to seeing plans*

for the implementation of the Strategic Plan 2016-2021 in the aforementioned supporting document.

- e) A question was posed requesting details on the implementation budget for the strategic plan. The response to this question was that this was presently unknown and that implementation budget allocations would be determined via deliberation that would take place in the future. This led to the addition of the phrase *including a budget* to the sentence in the aforementioned supporting document.
- f) A question was posed asking what if the university senate did not endorse the strategic plan and specifically whether the strategic plan would move forward with or without university senate endorsement. The response to this question was encouragement to endorse the strategic plan.
- c. **ENDORSEMENT** Emerging from committee of the whole deliberation was the following motion.
 - i. **MOTION 1617.US.001.R (STRATEGIC PLAN 2016-2021 ENDORSEMENT)** *To endorse the vision, value, mission statements and six goals identified in the 2016-2021 Georgia College Strategic Plan.*
 - ii. **SUPPORTING DOCUMENTS**
 - 1) During the committee of the whole deliberation, a supporting document – which will be called *Future University Senate Deliberation on Strategic Plan 2016-2021* – was proposed for inclusion with the motion comprising a single sentence. *The University Senate looks forward to seeing plans for the implementation of the Strategic Plan 2016-2021 including a budget.*
 - iii. **DISCUSSION**
 - 1) None.
 - iv. **SENATE ACTION** Motion 1617.US.001.R was *endorsed* with no discussion.

NEW BUSINESS:

- 1. **MOTION 1617.CON.001.O (REVISED SLATE OF NOMINEES 2016-2017)** On behalf of the committee, Nicole DeClouette presented the motion *To endorse the revised slate of nominees for the 2016-2017 University Senate officers and committee members as proposed in the supporting documents.*
 - a. **SUPPORTING DOCUMENTS** Supporting documentation, accessible in the online motion database, was available for display on the big screen. There were three supporting documents.
 - i. *Revised Slate of Nominees U.S. 2016-2017* A pdf file showing the proposed revisions to the memberships of the 2016-2017 university senate and its committees.
 - ii. *Summary of Revisions to the Membership of the University Senate and Committees* An MSWord file providing a listing of each proposed revision.
 - iii. *SCoN Bylaws Compliance for 2016-17* An MSWord file showing how the proposed slate of nominations complies with all pertinent university senate bylaws.
 - b. **CONTEXTUAL INFORMATION** Nicole Declouette indicated that this proposal reflects the proposed revisions to the slate of nominees to the memberships of the 2016-2017 university senate and its committees since the approval of 1516.CN.003.O. The proposed revisions, which were vetted with the Subcommittee on Nominations via email, are provided here.
 - i. **Executive Committee of the University Senate (ECUS)**
 - 1) Provost from Kelli Brown to Costas Spirou (July 12, 2016)
 - ii. **Academic Policy Committee (APC)**
 - 1) Presidential Appointee from Costas Spirou to Min Kim (July 12, 2016)
 - 2) CoAS Elected Faculty Senator from Ruth Carter to Bradley Koch (August 15, 2016)
 - iii. **Curriculum and Assessment Policy Committee (CAPC)**
 - 1) CoAS Elected Faculty Senator from Kimberly Cossey to Catrena Lisse (June 30, 2016)
 - iv. **Faculty Affairs Policy Committee (FAPC)**

- 1) No changes to the membership
- v. Resources, Planning, and Institutional Policy (RPIPC)
 - 1) Selected Staff Senator from vacant to Millicent Dempsey (August 9, 2016)
 - 2) Selected Staff Senator from vacant to Kristy Johnson (August 9, 2016)
 - 3) Selected Staff Senator from vacant to Evita Shinholster (August 9, 2016)
 - 4) Staff Council Appointee from vacant to Wanda Johnson (August 9, 2016)
- vi. Student Affairs Policy Committee (SAPC)
 - 1) Selected Staff Senator from vacant to Daniel McDonald (August 9, 2016)
 - 2) Staff Council Appointee from vacant to Jordanne Cary (August 9, 2016)
- vii. Subcommittee on Core Curriculum (SoCC)
 - 1) No changes to the membership
- viii. Informational Item: Changes to the University Senate (US)
 - 1) Provost ex officio non-voting from Kelli Brown to Costas Spirou (July 12, 2016)
 - 2) CoAS Elected Faculty Senator from Ruth Carter to Bradley Koch (August 15, 2016)
 - 3) Presidential Appointee to APC from Costas Spirou to Min Kim (July 12, 2016)
 - 4) CoAS Elected Faculty Senator from Kimberly Cossey to Catrena Lisse (June 30, 2016)
 - 5) Selected Staff Senator from vacant to Millicent Dempsey (August 9, 2016)
 - 6) Selected Staff Senator from vacant to Kristy Johnson (August 9, 2016)
 - 7) Selected Staff Senator from vacant to Evita Shinholster (August 9, 2016)
 - 8) Selected Staff Senator from vacant to Daniel McDonald (August 9, 2016)

Note: The assignments of individuals to committees is what the university senate is being asked to endorse. The informational item *Changes to the University Senate (US)* provides a summary of the university senate replacements named in compliance with the selection processes articulated in the university senate bylaws.

- c. DISCUSSION
 - i. None.
- d. SENATE ACTION Motion 1617.CON.001.O was *approved* with no discussion.

COMMITTEE REPORTS:

Note: As the university officially closed on 2 Sep 2016 due to weather (tropical storm), the meetings scheduled for that day – at which the university senate committees would have conducted business – were cancelled. This introduced the possibility of a committee having no business items on which to report.

At the meeting, there were very few minutes of the scheduled meeting time remaining when the agenda item of committee reports was reached. Presiding Officer Chavonda Mills encouraged presenters to limit their oral presentations to pressing items of business noting that the written reports they submit to university senate secretary Craig Turner would be included in full in the meeting minutes. Only the CAPC report was presented orally. Each of the other presenters responded with *No oral report* when called on for pressing business items. The reports filed below were submitted in writing by the presenters noted.

1. ACADEMIC POLICY COMMITTEE (APC) – Mike Gleason for Carol Sapp

Officers: Chair Carol Sapp, Vice-Chair Mike Gleason, Secretary David McIntyre

- a. Meeting APC did not meet on 2 Sep 2016 from 2:00pm to 3:15pm. Even so, the following update was submitted in writing.
 - i. Context for this Report As the regular APC meeting was cancelled due to Hermine, this report addresses only major items covered at the governance retreat on 9 August 2016. Nearly all APC members were in attendance at the retreat.
 - ii. Committee Operating Procedures (COP) In terms of COP, we agreed to keep meetings rather informal, except for votes on policies. Other agreements were to bring up agenda items early; to be respectful of when meetings begin and end, and to require committee

approval to extend time at regularly scheduled end of an APC meeting; require consensus before new items for discussion are brought to the attention of ECUS; and when possible to invite guests to clarify information related to our discussions. We have 13 members, so will need 7 for a quorum. Ask John Sirmans for minutes template.

iii. **Annual Report** We reviewed the 2015-2016 APC annual report for unfinished and potential new business.

- 1) **Unfinished Business** check status of request that for courses with separated labs, e.g., chemistry, that a withdrawal from both, would only count as one W toward the five W's that are allowable.
- 2) **Potential New Business**
 - a) review admission process – invite registrar's office to attend.
 - b) review and make recommendations for plagiarism/grievance policies, particularly as these might relate to online courses
 - c) clarification of online course procedures: attendance policies, fees, in-person exams.
 - d) privacy issues (i.e., FERPA), related to undergraduate assistants grading/evaluating homework, assignments, etc.; issues of confidentiality.
 - e) some wanted to know if we should have a student on committee.

iv. **Committee Tasks** Discussed standing committee tasks as directed to at retreat: expectations, responsibilities, proactively identifying issues, and communicating APC items to campus, e.g., ask to get on department meeting agenda as needed.

2. **CURRICULUM AND ASSESSMENT POLICY COMMITTEE** (CAPC) – Lyndall Muschell

Officers: Chair Lyndall Muschell, Vice-Chair Angel Abney, Secretary Josie Doss

a. **Meeting** CAPC did not meet on 2 Sep 2016 from 2:00pm to 3:15pm. Even so, the following items were submitted in writing in addition to being presented orally at this university senate meeting.

- i. **Informational Item** The Ed.S. in Educational Leadership was revised to comply with new Professional Standards Commission (PSC) requirements for Tier II Certification. This required that the program undergo a “substantive change” process as defined by the PSC. The revised program addresses the Interstate Leaders Licensure Consortium (ISLLC) Standards. These standards have been determined by PSC to be the official standards along with the existing PSC rules for certification in Georgia. It is anticipated that the revised program will begin Fall 2017.
- ii. **Announcement** CAPC will hold an additional committee meeting on October 7. The time scheduled for this meeting is 12:30p to 1:15p. The committee will then meet at the regularly scheduled time, 2:00p to 3:15p. The purpose of the revised schedule is to accommodate for the cancelled meeting, September 2. We hope that this will allow us to process proposals in a timely manner. Both meetings will be held in Kilpatrick 221 (the classroom).

3. **SUBCOMMITTEE ON CORE CURRICULUM** (SoCC) – Mary Magoulick

Officers: Chair Mary Magoulick, Vice-Chair Brandon Samples, Secretary Kay Anderson

- a. **Area B Courses** SoCC approved two new proposals for GC2Y sections since last Spring
 - i. Dr. Amanda Reinke, the anthropologist in Government and Sociology is teaching “Unnatural Disasters”
 - ii. Dr. Alex Blazer in English & Rhetoric proposed “Global Horror,” which SoCC approved**NOTE:** These are the only proposals for Area B sections that SoCC received since the Spring and part of only very few overall proposals received by SoCC (for 1Y & 2Y) for the last few academic years.
- b. **Recent SoCC Deliberation** SoCC has been meeting regularly to discuss assessment issues, possible forums for people teaching in Area B, possible training sessions for submitting proposals, new forms for reviewing proposals, and possible changes to other parts of the core.

- c. **Area B Proposals Invited** Please spread the word to qualified faculty that we are ready to review new proposals for Area B sections. Proposals must be reviewed and signed by the faculty member's Chair and Dean before submission to SoCC.
 - d. **SoCC Website** We have streamlined our online presence since last year (to the website rather than both the website & D2L (Desire to Learn)). We request that faculty now seek all forms and information related to SoCC (including how to propose teaching a section of GC1Y or GC2Y) on our website (through Unify): <https://intranet.gcsu.edu/socc>
4. **EXECUTIVE COMMITTEE OF THE UNIVERSITY SENATE (ECUS)** – Chavonda Mills
Officers: Chair Chavonda Mills, Vice-Chair Nicole DeClouette, Secretary Craig Turner
- a. **Meeting** ECUS did not meet on 2 Sep 2016 from 2:00pm to 3:15pm. The following topics were discussed.
 - i. **Center for Teaching and Learning** Interim Provost Spirou presented the Center for Teaching and Learning proposal to members of ECUS for feedback and recommendations. A rich discussion ensued with several recommendations provided to the Provost.
 - ii. **Governance Calendar** Chavonda Mills informed ECUS that the Service Recognition Ceremony will remain on the scheduled date/time, but has been moved to a new location, Donahoo Lounge. Thus no change is necessary to the 2016-2017 Governance Calendar.
 - iii. **Review Operating Procedures** ECUS reviewed its Committee Operating Procedures and made minor updates. The committee was scheduled to approve them at the September meeting, but due to campus closure, approval will now take place at the October meeting.
 - iv. **Review 2015-2016 ECUS Annual Report** Reviewed 2015-16 ECUS Annual Report for Old and New Business. Proposed a Consent Agenda for university senate meetings to ensure Information Items are reflected in university senate records.
 - v. **Review of Committee Composition** No recommended changes to ECUS composition.
 - b. **Standing Committee Officer Orientation** was held on Tuesday, 6 Sep 2016 with primary foci on navigating the new university senate website and ensuring detailed documentation of standing committee meeting minutes.
5. **SUBCOMMITTEE ON NOMINATIONS (SCoN)** – Nicole DeClouette
Officers: Chair Nicole DeClouette, Secretary Craig Turner, No Vice-Chair position for this committee.
- a. **Meeting** SCoN did not meet on 2 Sep 2016 as part of the ECUS-SCC (Standing Committee Chairs) meeting from 3:30pm to 4:45pm. Even so, the following topics were considered.
 - i. **Slate of Nominees** The proposed revisions to the slate of nominees for the 2016-2017 university senate committees was shared with SCoN for review and approval via email.
6. **FACULTY AFFAIRS POLICY COMMITTEE (FAPC)** – Alex Blazer
Officers: Chair Alex Blazer, Vice-Chair Tom Toney, Secretary David Johnson
- a. **Meeting** FAPC did not meet on 2 Sep 2016 from 2:00pm to 3:15pm.
 - b. **No Business** No business to report due to the canceled 2 Sep 2016 meeting (due to tropical storm).
7. **RESOURCES, PLANNING AND INSTITUTIONAL POLICY COMMITTEE (RPIPC)** – Jan Hoffmann
Officers: Chair Jan Hoffmann, Vice-Chair Susan C. Allen, Secretary Emily Gomez
- a. **Meeting** RPIPC did not meet on 2 Sep 2016 from 2:00pm to 3:15pm.
 - b. **No Business** No business to report due to the canceled 2 Sep 2016 meeting (due to tropical storm).
8. **STUDENT AFFAIRS POLICY COMMITTEE (SAPC)** – Heidi Fowler
Officers: Chair Heidi Fowler, Vice-Chair Ben McMillan, Secretary Simplice Tchamna-Kouna
- a. **Meeting** SAPC did not meet on 2 Sep 2016 from 2:00pm to 3:15pm.
 - b. **No Business** No business to report due to the canceled 2 Sep 2016 meeting (due to tropical storm).
9. **STUDENT GOVERNMENT ASSOCIATION (SGA)** – Laura Ahrens
Officers: President Laura Ahrens, Vice President Terrell Davis, Secretary Gabrielle Aladesuyi, Treasurer Charlie Faber

- a. **Written Report** No written report to document the recent activity of the Student Government Association was submitted for inclusion in these minutes by President Ahrens.

OPEN DISCUSSION: There were no topics of open discussion.

ANNOUNCEMENTS: There was one announcement.

1. **UNIVERSITY SENATE REPRESENTATIVES ON COMMITTEES** – Chavonda Mills

- a. **Nominations Invited** Chavonda Mills (Presiding Officer of the 2016-2017 University Senate) indicated that she had invited nominations (including self-nominations) for service as a university senate representative on the following committees. The parenthetical number indicates the number of university senate representatives requested for each committee.
 - i. Academic Technology Advisory Committee (1)
 - ii. Administrative Systems and Banner Advisory Committee (1)
 - iii. Mandatory Fee Committee (2)
 - iv. Parking Appeals Committee (1)
 - v. Parking and Transportation Advisory Committee (2)
 - vi. Public Art Committee (2)
- b. **Nominations Received** Chavonda Mills indicated she had received three self-nominations.
 - i. Craig Turner to the Mandatory Fee Committee
 - ii. Alex Blazer and Tom Toney to the Parking and Transportation Advisory Committee
- c. **Confirmation** These three nominations were confirmed by the university senate.
- d. **Defer to SCoN** Chavonda Mills indicated that nominating and selecting university senate representatives for all unfilled positions on the following would be deferred to the Subcommittee on Nominations (SCoN).
 - i. Academic Technology Advisory Committee (1)
 - ii. Administrative Systems and Banner Advisory Committee (1)
 - iii. Mandatory Fee Committee (2) *Given 1.b above, need only one more representative.*
 - iv. Parking Appeals Committee (1)
 - v. Public Art Committee (2)
 - vi. Liberal Arts Council (1) *See item 9 of the Provost's Report for this meeting.*
- e. **Defer to RPIPC** Chavonda Mills indicated that nominating and selecting university senate representatives for unfilled positions on the Sustainability Council would be deferred to the Resources, Planning and Institutional Policy Committee (RPIPC) as the point person for this council specifically requested a representative from RPIPC.

ADJOURN:

1. **ATTENDANCE AND THE SIGN-IN SHEET** Chavonda Mills requested that each individual present at the meeting sign the university senator attendance sheet or guest sign-in sheet on their way out if they hadn't already signed in.
2. **MOTION TO ADJOURN** As there was no further business, a motion to adjourn was made, seconded, and approved. The meeting was adjourned at 4:42 p.m.

SUPPORTING DOCUMENTS:

1. The document *Strategic Plan – Final with Markup 9.9.16* (pdf format) is the most recent draft of the Strategic Plan (marked up to indicate the most recent changes made by the steering committee in response to campus feedback) and this document informed the committee of the whole deliberation of the Strategic Plan Endorsement, the sole item of Unfinished Business at the 16 Sep 2016 university senate meeting.
2. The document *Strategic Plan – Final without Markup 9.9.16* (pdf format) is the most recent draft of the Strategic Plan (incorporating the most recent changes made by the steering committee in response to

campus feedback) and this document informed the committee of the whole deliberation of the Strategic Plan Endorsement, the sole item of Unfinished Business at the 16 Sep 2016 university senate meeting.

Our Path to Preeminence: **The 2016 – 2021 Georgia College Strategic Plan**

In 2015 and 2016, Georgia College & State University faculty, staff, and students joined together to create a strategic plan designed to move our university to preeminence among other public liberal arts institutions.

Georgia's Public Liberal Arts University

The Strategic Planning Steering Committee believes that Georgia College is uniquely positioned within our state and region to move forward toward preeminence. In 1996, ~~the university~~ Georgia College became Georgia's only designated public liberal arts institution, and worked intentionally and rapidly to reshape itself in that mode. In addition to this specific designation from the University System of Georgia, Georgia College is a member of COPLAC – the Council of Public Liberal Arts Colleges. COPLAC institutions emphasize a residential, liberal arts and sciences curriculum.

Twenty years after the public liberal arts designation, the university has achieved prominence within the state, increasing regional recognition, and ~~occasional~~ mentions among national rankings. ~~GC~~ Georgia College combines the strength of a public liberal arts education with robust professional programs that meet the needs of the state and region.

Institutional Trajectory

Georgia College is rapidly transforming its profile ~~by being a more~~ as a selective institution, with a focus on providing an exceptional liberal arts experience. Georgia College is hailed nationally as a "Best College Value" by Kiplinger's, ~~is~~ and recognized by U.S. News & World Report as a top regional university in the south. ~~and~~ The university is one of only three universities in the state categorized as a "College of Distinction." In 2015, the Carnegie Foundation for the Advancement of Teaching selected Georgia College to receive its Community Engagement Classification, which assesses the institution's commitment to engagement with local, regional, national, and global communities. In addition to the rankings and accolades received as a university, several of our programs are among the finest in the nation, including our highly-honored nursing, theatre, education, and graduate business offerings. Georgia College is nationally known for its Master of Fine Arts in Creative Writing and its unique connection to the writer Flannery O'Connor, an alumna of the institution.

One example of how Georgia College is on the path to preeminence is that it currently has the second highest four-year graduation rate among Georgia's public universities. By focusing on the university's liberal arts mission and prioritizing strategic programs, Georgia College provides an exceptional student experience. The university's strategic goals and initiatives reinforce the transformative effect the institution has on its students and on the communities it serves.

Additional Institutional Progress Awaits Us

Although the university has made momentous progress in implementing the liberal arts mission over the last 20 years, we believe significant additional progress is imminent. Many of the initiatives and accomplishments of the late 1990s and early 2000s, which were innovative at the time, now have become more commonplace, even outside of liberal arts institutions. Other initiatives, such as the residential learning community initiative of the late 2000's, were not maintained long enough to produce significant, measurable benefits.

Previous strategic plans have all established goals to develop distinctive curricular and co-curricular experiences, such as the GC1Y and GC2Y courses. Engaged learning brings significant opportunity for increased curricular and co-curricular distinction. However, we believe additional campus-level innovation is possible, while also meeting transfer and progression expectations of the University System of Georgia. The Steering Committee is fully aware of the challenges presented by the desire to improve the profile of entering students and build a diverse and representative student cohort in the face of existing competition and available scholarship funding. We believe a campuswide desire to push the institution forward will enable us to address these and other challenges, thus creating a financially-sustainable institution.

Executing the goals of a strategic plan may not produce preeminence if the accompanying culture does not fully embrace the opportunities brought about by that plan. The Steering Committee believes that culture can enhance strategy through sharing and celebrating the wide range of diverse expertise available. Preeminence presupposes new resources through channels such as new revenue streams and gifts from individuals and foundations. Preeminence will also require the campus community to continue reviewing existing resource allocations through program prioritization and reallocation. The culture of preeminence will challenge entitlements and business-as-usual processes, producing differentiation, and sustaining the institution.

Charge and Assumptions of Strategic Planning Process

On November 9, 2015, President Dorman charged the Strategic Planning Steering Committee and the chairs of the 13 subcommittees with the task of developing a strategic plan to position Georgia College for preeminence as a public liberal arts institution. Each strategic planning subcommittee was asked to address the question: What would have to happen to make Georgia College the preeminent public liberal arts institution in the future? An overarching projection of the scenario in 10 years (2025) was provided to the subcommittees, and the subcommittees were asked to consider this possible future while preparing a strategic plan to serve the university from 2016-2021.

President Dorman directed that all goals and objectives be actionable and realistic. At the same time, the committees were asked to develop challenging goals to help the university progress toward becoming a preeminent public liberal arts institution. The president directed that all goals and objectives be measurable and measured on an annual basis. A dashboard of data should be created and compared with new data obtained each year and at the end of the five-year plan. The president requested that the Steering Committee remain in place during that period as an ongoing, standing strategic planning committee to ensure that the strategic plan is not static and that success in meeting goals is assessed on an annual basis, with goals modified as needed. The objective, of course, is to not only make our plan measurable, but to have data and people in place so that goal attainment is measured on an on-going basis.

Once developed, the strategic plan and annual benchmarks should be made available to the campus community on the Institutional Research web pages.

The president also requested that the Steering Committee devote time to reviewing and discussing the mission and vision statements, and determining if revisions are needed.

Basic ~~tenants~~ **tenets** of the strategic planning process were inclusivity and openness. The Steering Committee was asked to:

- Ensure that diversity and inclusion were infused throughout the plan,
- Involve faculty, staff, and student representation from all sectors of the campus, and
- Facilitate an open, transparent process through regular communication with the campus community.

The Current Operating Environment

In developing the strategic plan, the Steering Committee recognized the rapid changes ~~that are~~ occurring in higher education, including calls for accountability, improved access to college for state residents, more efficient progression of enrolled students, the need to diversify revenue streams beyond tuition, and repeated calls for practical relevance in program offerings. The state's economy is healthy, especially when compared to the economies of states that are dependent on natural resource production. The state's high school graduation population is fairly stable in comparison to states where that population is declining. GC itself has seen enrollment stability or growth, particularly in undergraduate programs, while other University System of Georgia institutions have experienced declines. The Steering Committee recognizes that conditions can change very rapidly, but for the immediate term the outlook is stable, which argues for continued reallocation of existing resources as guided by ongoing prioritization initiatives.

Vision, Values, Mission, and Strategic Goals and Initiatives

Our vision is simple: national preeminence. Our mission is highly focused: public liberal arts. Accomplishing our vision and mission will positively transform Georgia College students. The following strategic goals encompass student quality (Goal 1), student experiences (Goals 2 and 3), the resources to support student experiences (Goals 4 and 5), and external impact (Goal 6).

The strategic plan is designed to move GC toward preeminence; the goals and initiatives strongly suggest institutional priorities for the coming five-year period as we move toward preeminence. This plan is a capstone of a number of other plans underway on campus, including those for: diversity, quality enhancement, technology, enrollment management, retention, branding of the institution, advancement, capital projects, and new program development.

The plan represents months of discussion, input from various constituencies and planning subcommittees, and reviews through the campus governance process. Nearly 150 faculty, staff, and students participated in the subcommittee process, and their reports greatly informed the development of the overall plan. The Steering Committee focused most closely on the subcommittee recommendations that were strategic in nature and most clearly moved the institution along the path toward preeminence. A number of other excellent suggestions from those subcommittees should be examined as potential, short-to-immediate term projects that could have a positive impact on the operations of the university.

When pulling together the various contributions, the Steering Committee—which was broadly representative—consulted prior strategic plans and previous statements of GC values to develop the following vision, value, and mission statements, and the strategic goals and initiatives. To assist in framing its discussions and decisions, the Steering Committee regularly reviewed articles and research studies relevant to current issues and the future direction of higher education. During this lengthy planning process, the Steering Committee regularly communicated with the campus community through a dedicated website, email messages, and articles in the university’s daily newsfeed. The Steering Committee trusts that these regular communications improved the transparency of the process.

Georgia College has an opportunity to achieve preeminence as a public liberal arts university by differentiating itself. The Steering Committee believes that the following strategic goals and initiatives will be instrumental in raising the stature of the university and moving it closer to fulfilling its vision of preeminence.

Georgia College Vision, Values, and Mission

VISION

Georgia College will be a nationally preeminent public liberal arts university.

VALUES

The Georgia College experience, which is rooted in the liberal arts and provides the foundation for a lifetime of learning, growth, and academic excellence, is based upon these shared values:

- The pursuit of knowledge and truth ~~in service to~~ **for** the public good;
- The transformative effect of service, leadership, and collaborative engaged learning experiences both in and beyond the classroom;
- ~~Sound~~ **Ethical** principles including integrity, ~~professionalism,~~ **altruism**, reason, respect, and responsibility in discourse and actions;
- ~~Appreciation and respect for diversity of thought, experience, and culture.~~ **Diversity and inclusion in all forms.**

MISSION

Georgia College is the state's only designated public liberal arts university.

We fulfill this mission through a commitment to:

An Expansive Educational Experience. We challenge our students through ~~innovative~~ **exemplary** teaching. The Georgia College student will think clearly and critically in creatively addressing ~~social~~ **social** issues.

Undergraduate study encompasses multi-disciplinary intellectual encounters with both enduring and contemporary questions, intensive study in the major, exposure to artistic endeavors, opportunities for scholarly research, and capstone experiences that integrate and apply learning.

Post-baccalaureate programs bridge the gap between theory and practice with a focus on regional needs, preparing graduates for professional advancement, life-long intellectual pursuits, and informed participation in today's complex society.

Highly Intentional Engagement ~~In and Outside the Classroom~~. We collaborate with community partners to address mutually identified needs while advancing students' academic and civic learning, in crafting informed, global citizens ~~leaders~~ ready to serve the public good. Engagement opportunities include undergraduate research, study abroad, internships, community service, and leadership experiences, **both in and outside the classroom.**

Diversity and Inclusive Excellence. We foster a sense of belonging within a campus community that values diversity of intellectual thought, experiences, **and** identifications, ~~abilities, cultures, and ethnicities~~. Georgia College faculty, staff, and students intentionally embrace inclusivity to advance excellence through diversity.

Preparation for Leadership. We encourage all students to develop a breadth of leadership competencies, including self-awareness, empathy for cultural differences, and effective interpersonal communication. Georgia College students become leaders through engagement with purposeful curricular and co-curricular leadership experiences.

The 2016-2021 Georgia College Strategic Plan: Goals and Initiatives

Goal 1: Recruit, admit, enroll, retain and graduate highly qualified and diverse undergraduate students.

- Initiative: Determine and implement undergraduate admissions criteria and processes that are most predictive of student success from first year enrollment to timely completion of their undergraduate degree.
- Initiative: Execute the Complete College Georgia Plan to meet established university goals.
- Initiative: Execute the Diversity Action Plan to meet associated benchmarks.
- Initiative: Explore sustainable options for increasing international student enrollment.
- Initiative: Enhance academic and career advising and other university services to fully support student success and satisfaction.

Goal 2: Develop and implement distinctive and transformative undergraduate curricular and co-curricular experiences. Transformative experiences include but are not limited to: undergraduate research; creative projects; study abroad; service learning; community-based learning; leadership development; diversity and global learning; and field and clinical-based practica, apprenticeships, preceptorships, and internships.

- Initiative: Establish an institutional level requirement for student participation in transformative experiences that broadly support student development and individual growth.
 - Departments and colleges will establish expectations for student participation in transformative experiences that support student learning, course curricula, and academic unit missions.
- Initiative: Design, implement, measure, and communicate student, faculty, and staff participation in transformative experiences.
 - Develop a portfolio system and models of implementation for universitywide adoption, including accessibility, cost, and functionality.
 - Track the level of utilization of course-embedded transformative experiences.
 - Assess learning outcomes from co-curricular experiences.
- Initiative: Redesign the liberal arts curricula to best reflect the distinction of a public liberal arts institution.
 - Support integration of Liberal Education and America's Promise (LEAP) outcomes into the general education and degree program curricula.

Goal 3: Offer a limited number of exceptional quality graduate programs that are highly relevant to workforce demand and supportive of the university mission.

- Initiative: Increase enrollment in each program to viable levels.
- Initiative: Develop and implement program-specific marketing strategies.

Goal 4: Align resources through generation, redirection, prioritization, cost containment, and stewardship to address strategic priorities.

- Initiative: Maximize revenue by properly managing an appropriate enrollment mix.
- Initiative: Monitor program costs and pursue redirection opportunities.
- Initiative: Expand grant and sponsored project funding.
- Initiative: Deepen the culture of philanthropy **by expanding outreach and engagement efforts with alumni, parents, faculty and staff, friends, and current students.**
- Initiative: Enhance sustainability of the physical environment and university programs and services.
- Initiative: Improve facility utilization.
- Initiative: Ensure exemplary, effective, and efficient processes, services, and operations to maximize available resources.

Goal 5: Enhance a professional environment that encourages the recruitment, retention, and success of an exemplary and diverse faculty and staff.

- Initiative: Foster a respectful, inclusive, and equitable campus climate.
- Initiative: Cultivate outstanding faculty and staff and increase their satisfaction by implementing evidence-based retention strategies and offering targeted training and professional development.
- Initiative: Determine the desired proportion of full-time tenure track faculty.

Goal 6: Strengthen community and regional ties through service, research, programs, and partnerships that enhance economic, educational, and cultural opportunities to improve the quality of life for citizens of Milledgeville/Baldwin County and the middle Georgia region.

- Initiative: Leverage creative expertise, leadership, and other institutional resources to help alleviate educational, environmental, economic, and health disparities.
- Initiative: Explore additional direct partnerships to address targeted community needs.
- Initiative: Increase faculty and staff engagement in external activities, while ensuring these contributions are valued and recognized by the institutional reward system.

Strategic Planning Timeline

Subcommittees established	August/October, 2015
Kickoff meeting with charge by President Dorman	Nov. 9, 2015
Subcommittee work	Nov., 2015-March, 2016
Subcommittee reports due	March 7, 2016
Review of vision, values, and mission	Jan.-April, 2016
Campus review of draft vision, values, mission statements	April 22-Sept. 1, 2016
Development of strategic goals and initiatives	March-July, 2016
Draft goals/initiatives reviewed by planning subcommittees	July 12-22, 2016
Draft goals/initiatives reviewed by President and Cabinet	July 25, 2016
Draft goals and initiatives presented to Senate and campus	Aug. 9-10, 2016
Campus review of goals and initiatives	Aug. 9-Sept. 2, 2016
Campus feedback to Steering Committee	Sept. 1, 2016
Final revisions to plan by Steering Committee	Early Sept., 2016
Final version of plan to President, Provost, and Cabinet	Mid-Sept., 2016
Presentation of plan to Foundation Board, Alumni Association	Early Fall, 2016
Presentation to Board of Regents by President	Fall, 2016

Our Path to Preeminence: **The 2016 – 2021 Georgia College Strategic Plan**

In 2015 and 2016, Georgia College & State University faculty, staff, and students joined together to create a strategic plan designed to move our university to preeminence among other public liberal arts institutions.

Georgia's Public Liberal Arts University

The Strategic Planning Steering Committee believes that Georgia College is uniquely positioned within our state and region to move forward toward preeminence. In 1996, Georgia College became Georgia's only designated public liberal arts institution, and worked intentionally and rapidly to reshape itself in that mode. In addition to this specific designation from the University System of Georgia, Georgia College is a member of COPLAC – the Council of Public Liberal Arts Colleges. COPLAC institutions emphasize a residential, liberal arts and sciences curriculum.

Twenty years after the public liberal arts designation, the university has achieved prominence within the state, increasing regional recognition, and mentions among national rankings. Georgia College combines the strength of a public liberal arts education with robust professional programs that meet the needs of the state and region.

Institutional Trajectory

Georgia College is rapidly transforming its profile as a selective institution, with a focus on providing an exceptional liberal arts experience. Georgia College is hailed nationally as a "Best College Value" by Kiplinger's and recognized by U.S. News & World Report as a top regional university in the south. The university is one of only three universities in the state categorized as a "College of Distinction." In 2015, the Carnegie Foundation for the Advancement of Teaching selected Georgia College to receive its Community Engagement Classification, which assesses the institution's commitment to engagement with local, regional, national, and global communities. In addition to the rankings and accolades received as a university, several of our programs are among the finest in the nation, including our highly-honored nursing, theatre, education, and graduate business offerings. Georgia College is nationally known for its Master of Fine Arts in Creative Writing and its unique connection to the writer Flannery O'Connor, an alumna of the institution.

One example of how Georgia College is on the path to preeminence is that it currently has the second highest four-year graduation rate among Georgia's public universities. By focusing on the university's liberal arts mission and prioritizing strategic programs, Georgia College provides an exceptional student experience. The university's strategic goals and initiatives reinforce the transformative effect the institution has on its students and on the communities it serves.

Additional Institutional Progress Awaits Us

Although the university has made momentous progress in implementing the liberal arts mission over the last 20 years, we believe significant additional progress is imminent. Many of the initiatives and accomplishments of the late 1990s and early 2000s, which were innovative at the time, now have become more commonplace, even outside of liberal arts institutions. Other initiatives, such as the residential learning community initiative of the late 2000's, were not maintained long enough to produce significant, measurable benefits.

Previous strategic plans have all established goals to develop distinctive curricular and co-curricular experiences, such as the GC1Y and GC2Y courses. Engaged learning brings significant opportunity for increased curricular and co-curricular distinction. However, we believe additional campus-level innovation is possible, while also meeting transfer and progression expectations of the University System of Georgia. The Steering Committee is fully aware of the challenges presented by the desire to improve the profile of entering students and build a diverse and representative student cohort in the face of existing competition and available scholarship funding. We believe a campuswide desire to push the institution forward will enable us to address these and other challenges, thus creating a financially-sustainable institution.

Executing the goals of a strategic plan may not produce preeminence if the accompanying culture does not fully embrace the opportunities brought about by that plan. The Steering Committee believes that culture can enhance strategy through sharing and celebrating the wide range of diverse expertise available. Preeminence presupposes new resources through channels such as new revenue streams and gifts from individuals and foundations. Preeminence will also require the campus community to continue reviewing existing resource allocations through program prioritization and reallocation. The culture of preeminence will challenge entitlements and business-as-usual processes, producing differentiation, and sustaining the institution.

Charge and Assumptions of Strategic Planning Process

On November 9, 2015, President Dorman charged the Strategic Planning Steering Committee and the chairs of the 13 subcommittees with the task of developing a strategic plan to position Georgia College for preeminence as a public liberal arts institution. Each strategic planning subcommittee was asked to address the question: What would have to happen to make Georgia College the preeminent public liberal arts institution in the future? An overarching projection of the scenario in 10 years (2025) was provided to the subcommittees, and the subcommittees were asked to consider this possible future while preparing a strategic plan to serve the university from 2016-2021.

President Dorman directed that all goals and objectives be actionable and realistic. At the same time, the committees were asked to develop challenging goals to help the university progress toward becoming a preeminent public liberal arts institution. The president directed that all goals and objectives be measurable and measured on an annual basis. A dashboard of data should be created and compared with new data obtained each year and at the end of the five-year plan. The president requested that the Steering Committee remain in place during that period as an ongoing, standing strategic planning committee to ensure that the strategic plan is not static and that success in meeting goals is assessed on an annual basis, with goals modified as needed. The objective, of course, is to not only make our plan measurable, but to have data and people in place so that goal attainment is measured on an on-going basis.

Once developed, the strategic plan and annual benchmarks should be made available to the campus community on the Institutional Research web pages.

The president also requested that the Steering Committee devote time to reviewing and discussing the mission and vision statements, and determining if revisions are needed.

Basic tenets of the strategic planning process were inclusivity and openness. The Steering Committee was asked to:

- Ensure that diversity and inclusion were infused throughout the plan,
- Involve faculty, staff, and student representation from all sectors of the campus, and
- Facilitate an open, transparent process through regular communication with the campus community.

The Current Operating Environment

In developing the strategic plan, the Steering Committee recognized the rapid changes occurring in higher education, including calls for accountability, improved access to college for state residents, more efficient progression of enrolled students, the need to diversify revenue streams beyond tuition, and repeated calls for practical relevance in program offerings. The state's economy is healthy, especially when compared to the economies of states that are dependent on natural resource production. The state's high school graduation population is fairly stable in comparison to states where that population is declining. GC itself has seen enrollment stability or growth, particularly in undergraduate programs, while other University System of Georgia institutions have experienced declines. The Steering Committee recognizes that conditions can change very rapidly, but for the immediate term the outlook is stable, which argues for continued reallocation of existing resources as guided by ongoing prioritization initiatives.

Vision, Values, Mission, and Strategic Goals and Initiatives

Our vision is simple: national preeminence. Our mission is highly focused: public liberal arts. Accomplishing our vision and mission will positively transform Georgia College students. The following strategic goals encompass student quality (Goal 1), student experiences (Goals 2 and 3), the resources to support student experiences (Goals 4 and 5), and external impact (Goal 6).

The strategic plan is designed to move GC toward preeminence; the goals and initiatives strongly suggest institutional priorities for the coming five-year period as we move toward preeminence. This plan is a capstone of a number of other plans underway on campus, including those for: diversity, quality enhancement, technology, enrollment management, retention, branding of the institution, advancement, capital projects, and new program development.

The plan represents months of discussion, input from various constituencies and planning subcommittees, and reviews through the campus governance process. Nearly 150 faculty, staff, and students participated in the subcommittee process, and their reports greatly informed the development of the overall plan. The Steering Committee focused most closely on the subcommittee recommendations that were strategic in nature and most clearly moved the institution along the path toward preeminence. A number of other excellent suggestions from those subcommittees should be examined as potential, short-to-immediate term projects that could have a positive impact on the operations of the university.

When pulling together the various contributions, the Steering Committee—which was broadly representative—consulted prior strategic plans and previous statements of GC values to develop the following vision, value, and mission statements, and the strategic goals and initiatives. To assist in framing its discussions and decisions, the Steering Committee regularly reviewed articles and research studies relevant to current issues and the future direction of higher education. During this lengthy planning process, the Steering Committee regularly communicated with the campus community through a dedicated website, email messages, and articles in the university’s daily newsfeed. The Steering Committee trusts that these regular communications improved the transparency of the process.

Georgia College has an opportunity to achieve preeminence as a public liberal arts university by differentiating itself. The Steering Committee believes that the following strategic goals and initiatives will be instrumental in raising the stature of the university and moving it closer to fulfilling its vision of preeminence.

Georgia College Vision, Values, and Mission

VISION

Georgia College will be a nationally preeminent public liberal arts university.

VALUES

The Georgia College experience, which is rooted in the liberal arts and provides the foundation for a lifetime of learning, growth, and academic excellence, is based on these shared values:

- The pursuit of knowledge and truth for the public good;
- The transformative effect of service, leadership, and collaborative engaged learning experiences both in and beyond the classroom;
- Ethical principles including integrity, altruism, reason, respect, and responsibility in discourse and actions;
- Diversity and inclusion in all forms.

MISSION

Georgia College is the state's only designated public liberal arts university.

We fulfill this mission through a commitment to:

An Expansive Educational Experience. We challenge our students through exemplary teaching. The Georgia College student will think clearly and critically in creatively addressing social issues.

Undergraduate study encompasses multi-disciplinary intellectual encounters with both enduring and contemporary questions, intensive study in the major, exposure to artistic endeavors, opportunities for scholarly research, and capstone experiences that integrate and apply learning.

Post-baccalaureate programs bridge the gap between theory and practice with a focus on regional needs, preparing graduates for professional advancement, life-long intellectual pursuits, and informed participation in today's complex society.

Highly Intentional Engagement. We collaborate with community partners to address mutually identified needs while advancing students' academic and civic learning, in crafting informed, global citizens ready to serve the public good. Engagement opportunities include undergraduate research, study abroad, internships, community service, and leadership experiences, both in and outside the classroom.

Diversity and Inclusive Excellence. We foster a sense of belonging within a campus community that values diversity of intellectual thought, experiences, and identifications. Georgia College faculty, staff, and students intentionally embrace inclusivity to advance excellence through diversity.

Preparation for Leadership. We encourage all students to develop a breadth of leadership competencies, including self-awareness, empathy for cultural differences, and effective interpersonal communication. Georgia College students become leaders through engagement with purposeful curricular and co-curricular leadership experiences.

The 2016-2021 Georgia College Strategic Plan: Goals and Initiatives

Goal 1: Recruit, admit, enroll, retain and graduate highly qualified and diverse undergraduate students.

- Initiative: Determine and implement undergraduate admissions criteria and processes that are most predictive of student success from first year enrollment to timely completion of their undergraduate degree.
- Initiative: Execute the Complete College Georgia Plan to meet established university goals.
- Initiative: Execute the Diversity Action Plan to meet associated benchmarks.
- Initiative: Explore sustainable options for increasing international student enrollment.
- Initiative: Enhance academic and career advising and other university services to fully support student success and satisfaction.

Goal 2: Develop and implement distinctive and transformative undergraduate curricular and co-curricular experiences. Transformative experiences include but are not limited to: undergraduate research; creative projects; study abroad; service learning; community-based learning; leadership development; diversity and global learning; and field and clinical-based practica, apprenticeships, preceptorships, and internships.

- Initiative: Establish an institutional level requirement for student participation in transformative experiences that broadly support student development and individual growth.
 - Departments and colleges will establish expectations for student participation in transformative experiences that support student learning, course curricula, and academic unit missions.
- Initiative: Design, implement, measure, and communicate student, faculty, and staff participation in transformative experiences.
 - Develop a portfolio system and models of implementation for universitywide adoption, including accessibility, cost, and functionality.
 - Track the level of utilization of course-embedded transformative experiences.
 - Assess learning outcomes from co-curricular experiences.
- Initiative: Redesign the liberal arts curricula to best reflect the distinction of a public liberal arts institution.
 - Support integration of Liberal Education and America's Promise (LEAP) outcomes into the general education and degree program curricula.

Goal 3: Offer a limited number of exceptional quality graduate programs that are highly relevant to workforce demand and supportive of the university mission.

- Initiative: Increase enrollment in each program to viable levels.
- Initiative: Develop and implement program-specific marketing strategies.

Goal 4: Align resources through generation, redirection, prioritization, cost containment, and stewardship to address strategic priorities.

- Initiative: Maximize revenue by properly managing an appropriate enrollment mix.
- Initiative: Monitor program costs and pursue redirection opportunities.
- Initiative: Expand grant and sponsored project funding.
- Initiative: Deepen the culture of philanthropy by expanding outreach and engagement efforts with alumni, parents, faculty and staff, friends, and current students.
- Initiative: Enhance sustainability of the physical environment and university programs and services.
- Initiative: Improve facility utilization.
- Initiative: Ensure exemplary, effective, and efficient processes, services, and operations to maximize available resources.

Goal 5: Enhance a professional environment that encourages the recruitment, retention, and success of an exemplary and diverse faculty and staff.

- Initiative: Foster a respectful, inclusive, and equitable campus climate.
- Initiative: Cultivate outstanding faculty and staff and increase their satisfaction by implementing evidence-based retention strategies and offering targeted training and professional development.
- Initiative: Determine the desired proportion of full-time tenure track faculty.

Goal 6: Strengthen community and regional ties through service, research, programs, and partnerships that enhance economic, educational, and cultural opportunities to improve the quality of life for citizens of Milledgeville/Baldwin County and the middle Georgia region.

- Initiative: Leverage creative expertise, leadership, and other institutional resources to help alleviate educational, environmental, economic, and health disparities.
- Initiative: Explore additional direct partnerships to address targeted community needs.
- Initiative: Increase faculty and staff engagement in external activities, while ensuring these contributions are valued and recognized by the institutional reward system.

Strategic Planning Timeline

Subcommittees established	August/October, 2015
Kickoff meeting with charge by President Dorman	Nov. 9, 2015
Subcommittee work	Nov., 2015-March, 2016
Subcommittee reports due	March 7, 2016
Review of vision, values, and mission	Jan.-April, 2016
Campus review of draft vision, values, mission statements	April 22-Sept. 1, 2016
Development of strategic goals and initiatives	March-July, 2016
Draft goals/initiatives reviewed by planning subcommittees	July 12-22, 2016
Draft goals/initiatives reviewed by President and Cabinet	July 25, 2016
Draft goals and initiatives presented to Senate and campus	Aug. 9-10, 2016
Campus review of goals and initiatives	Aug. 9-Sept. 2, 2016
Campus feedback to Steering Committee	Sept. 1, 2016
Final revisions to plan by Steering Committee	Early Sept., 2016
Final version of plan to President, Provost, and Cabinet	Mid-Sept., 2016
Presentation of plan to Foundation Board, Alumni Association	Early Fall, 2016
Presentation to Board of Regents by President	Fall, 2016