GEORGIA COLLEGE
GEORGIA'S PUBLIC LIBERAL ARTS UNIVERSITY

2012 University Senate Governance Retreat Agenda

Tuesday, August 7		
3:00 pm	Bus departs Georgia College – Montgomery St Shuttle Stop Bus will be available to board at 3pm for a 3:15pm departure	Jan Clark Dean Baker
6:00 pm	Registration at Callaway Gardens – *Mountain Creek Inn*	
6:30 pm	Pre-dinner drinks – *Vineyard Green Lounge (cash bar)*	
7:30 pm	Dinner – *Georgia Room* Georgia College Governance History	Catherine Whelan Craig Turner

Wednesday, August 8		
All sessions will be held in the Mountain Creek Conference Center		
From 6:30 am	Buffet Breakfast – *Plant Room Restaurant* Check-out: Bus available for luggage from 7:45am	
8:15 am	Welcome – *Room 211*	Catherine Whelan
8:20 am	Orientation: Senate Structure & Purpose	Craig Turner
8:30 am	Shared Governance Breakout Session	Catherine Whelan
9:30 am	Committee Breakout Session	Committee Officers
10:30 am	Break – *Basil Lounge*	
10:50 am	Complete College Georgia (or Breakout Sessions)	Matthew Liao-Troth Dean Baker
12:00 pm	Lunch – *Sage Room*	
1:00 pm	"Mock" University Senate Meeting	
2:00 pm	Break – *Basil Lounge*	
2:30 pm	Bus departs Callaway Gardens - Available for boarding from 2:15pm	
Approx. 5:00pm	Bus arrives Milledgeville	

DRAFT Governance History (Corrections Welcome)

Georgia College & State University

Prepared by Craig Turner for the August 8, 2012 Governance Retreat

~1977, 1978	Faculty partitioned into schools (Arts & Sciences, Business, Education; Correction Nursing off A&S in early 80s).
~1984, 1985	Faculty Senate was established as an advisory (not governance) body to the University President. The charge of this body was to engage in open candid dialogue about any matter of interest or concern to faculty and established an official and direct line of communication between the University President and the University Faculty.
1993	University Statutes Revised (have not yet found details to indicate the specific revisions)
1996, 1997, 1998	Board of Regents charges GCSU with "Public Liberal Arts Mission" (1996), Dr. Rosemary DePaolo named [the ninth] University President following her appointment by the Board of Regents of the University System of Georgia (1997), USG Semester Conversion (1998)
January 1998	President Rosemary DePaolo meets with the Faculty Senate Chair and proposes the concept of a University Senate (governance body vs. advisory body) for consideration by the Faculty Senate.
1999-2000	President Rosemary DePaolo brings in external consultants to perform a Governance Review for the University. One consultant met with focus groups on November 10-11, 1999 and January 13-14, 2000. *The consultants were Dr. Edward M. Penson of the Penson-Strawbridge consulting firm and Dr. Hugh D. Hudson, Jr, Professor of History at Georgia State University and Executive Secretary of the Georgia Conference of the American Association of University Professors (AAUP).*
February 18, 2000	President Rosemary DePaolo announces the new electronic archive of minutes of working groups (committees, councils, Faculty Senate, University Faculty, Schools, etc).
September 22, 2000	One of the work products produced by the Governance Task Force (consisting of 7 students, 7 staff, 7 faculty, and 7 administrators) entitled "Standards of Governance" is approved by the University Council. The Standards of Governance were articulated as six statements that were (1) the result of a review process in which each constituency (students, staff, administrators, faculty) was consulted by its representatives to offer suggested revisions to inform the final draft and (2) designed to describe desirable working relationships among students, staff, administrators and faculty.
April 2001	Faculty Bylaws Revisions were adopted by the University Faculty. These bylaws focused on rules for holding meetings of the University Faculty. There were three votes taken [Dec 2000, January 2001 and March 2001] and in each case nearly all votes cast were in the affirmative. The first two votes did not reach the two-thirds majority necessary for approval as fewer than two-thirds of the University Faculty completed a ballot in each of these elections.
February 11, 2002	Dr. Hugh D. Hudson, Jr, Professor of History at Georgia State University and Executive Secretary of the Georgia Conference of the American Association of University Professors (AAUP), met with a campus committee to discuss two proposed versions of revisions to the University Statutes, one drafted by University Council and the other drafted by Faculty Senate.
February 25, 2002	The University Faculty endorsed, in concept, a new governance assembly called the University Senate adopting eleven statements to guide the development of the University Senate.
September 12, 2002	The University Council endorsed revisions to the University Statutes. (University Senate language)
September 23, 2002	The University Faculty endorsed revisions to the University Statutes. Among the revisions was language to describe the composition and responsibilities of both the proposed University Senate and its steering committee (Executive Committee). These revisions were approved by the Board of Regents on Feb 5, 2003 making them effective as of that date.
October 3, 2002	The Faculty Senate called for schools and departments to hold elections to select individuals to represent them on the Interim University Senate.
November 18, 2002	The faculty elected to serve on the Interim University Senate met electing Ken Farr, Jerry Fly, Lee Gillis, and Bob Wilson as faculty for the Executive Committee. Other members of the Executive Committee of the Interim University Senate were University President Rosemary DePaolo and VPAA Anne Gormly.
January 8, 2003	Organizational Executive Committee (ECUS) meeting: ECUS elected Ken Farr (Chair), Lee Gillis (Vice-Chair), and Jerry Fly (Secretary). In addition, ECUS formed two subcommittees to facilitate the transition to the University Senate for the 2003-2004 academic year. Members selected to serve on the subcommittee to write the initial bylaws were: Bob Wilson-Chair, Mike Digby, Dave DeVries, Anne Gormly, Betty Block, Chris Lowery, Karynne Kleine, and Quintus Sibley (ex-officio). Members selected to serve on the subcommittee to educate the university community on the University Senate were: Jerry Fly-Chair, Mike Rose, Dee Russell, and Cindy Diaz.
February 17, 2003	The first meeting of the Interim University Senate. Agenda included reports from the Executive Committee as well as the Bylaws and the Educating the university community on the University Senate Subcommittees.
March 24, 2003	The second (and final) meeting of the Interim University Senate. The agenda included an informational update on the SACS Quality Enhancement Plan from VPAA Anne Gormly and a report from the Bylaws Subcommittee. The Bylaws report culminated in a motion to adopt the draft as amended by discussion at this meeting. This motion carried. *In these bylaws, there were forty-nine members of the University Senate [as specified in Statutes]: the University President (as Presiding Officer), four Vice Presidents, one Staff member (Chair of Staff Council), one Student (President*

of Student Government Association), six Presidential Appointees and thirty-six faculty. The policy-recommending committees were the Academic Governance Committee (AGC), the Budget and Planning Committee (BPC), the Student Affairs Committee (SAC), and the University Services Committee (USC). Each of these committees consisted of fifteen people and included students, staff, administrators and faculty. The Executive Committee [comprising an elected faculty senator from each of the four schools and the VPAA and University President] served as a steering committee of the University Senate and the elected faculty members of ECUS served as an advisory committee to the University President.

July 1, 2003	President Rosemary DePaolo resigned as University President effective June 30, 2003. Dr. David G. Brown was appointed by the Board of Regents of the University System of Georgia to serve as Interim University President effective July 1, 2003.
October 20, 2003	The first meeting of the University Senate was called to order at 12:30 p.m. by its Presiding Officer, Interim President David G. Brown.
January 1, 2004	Dr. Dorothy Leland begins her term as [the tenth] University President following her appointment by the Board of Regents of the University System of Georgia.
May 11, 2004	First Governance Retreat: outgoing and incoming University Senators to consider "Where have we been?" and "How might we improve governance?" This retreat is an annual event funded by the President's Office.
June 21, 2004	Institutional Statutes Revisions (minor editorial changes endorsed by University Senate Feb 2004, endorsed by University Faculty March 2004, endorsed by University President March 2004) approved by Board of Regents.
December 3, 2004	University Senate adopts Mission and Vision statements as well as an official Beliefs statement, a rewrite of the aforementioned Standards of Governance [see Sep 22, 2000]
June 17, 2005	BoR approves Institutional Statutes revisions (streamlining the document from 25 pages to 4 pages; endorsed by University Senate 02/28/05, endorsed by University Faculty 03/23/05, endorsed by University President 03/29/05).
September 25, 2006	University Senate adopts Governing Concepts, against which it might periodically be assessed.
March 6, 2007	Revisions to the University Senate Bylaws recommended by the University Senate are approved by the University President. Revisions effective for the 2007-2008 academic year include: (1) **Committee Structure significantly modified**: the Academic Governance Committee is divided into the Academic Policy, Curriculum and Assessment Policy, and Faculty Affairs Policy Committees (affectionately APC, CAPC, FAPC), Student Affairs Committee becomes Student Affairs Policy Committee (SAPC) and University Services and Budget and Planning Committees are combined to form the Resources, Planning, and Institutional Policy Committee (RPIPC) (2) University President becomes ex officio non-voting member of University Senate (3) **Presiding Officer responsibility shifts** from University President to an Elected Faculty Senator (4) Four VPs, one Staff, one Student become four Selected Staff Senators and two Selected Student Senators (5) Each committee (APC, CAPC, FAPC, RPIPC, SAPC) is designated a member by an appropriate Vice President (6) Elected Faculty Senators term of service changes from two years to three years (7) The elected faculty senators on the Executive Committee modified from one from each of four schools to the University Senate Officers (Presiding Officer, Secretary) as well as one elected faculty senator from each academic unit (the Library in addition to each of the Schools). The Past Chair of ECUS continues to serve as a non-voting member.
August 16, 2007	The first Graduate Assistant to the University Senate was introduced to the Executive Committee.
August 27, 2007	The first University Senate meeting with an elected faculty senator serving as Presiding Officer.
February 6, 2008	University Senate adopts an official Meeting Etiquette statement for University Senate meetings.
April 2, 2008	Revisions to the University Senate Bylaws recommended by the University Senate are approved by the University President. Revisions effective for the 2008-2009 academic year include (1) Six Presidential Appointees changed to Five Presidential Appointees and 37th Elected Faculty Senator (2) **Introduce the office of Presiding Officer Elect** (must be an elected faculty senator) who is also ECUS Vice-Chair (3) Reduce Committee Organizational Meetings from two to one [as all officers can be elected at the same time in Spring] (4) Align election calendars for Students and Staff with preferences of SGA and Staff Council respectively (5) Remove section on Administrative Committees (getting ECUS out of the business of maintaining a list) (6) Reduce from FIVE to THREE the number of University Senator signatures for support of a bylaws revision
March 31, 2009	Revisions to the University Senate Bylaws recommended by the University Senate are approved by the University President. Revisions effective for the 2009-2010 academic year include (1) Chief Academic Officer [Provost] is added as an ex officio non-voting member of the University Senate (2) A **mechanism for special meetings [called meetings between regular meetings]** is added (3) Each academic unit [Library, College] is apportioned **at least two** of the thirty-seven elected faculty senators (4) Election Procedure for Elected Faculty no longer required to be by secret ballot and now at discretion of unit (5) Nomenclature: *Vice President* becomes *Chief Operational Officer* [e.g. VPAA becomes Chief Academic Officer] (6) Nomenclature: *Schools* become *Colleges*
May 26, 2010	Revisions to the University Senate Bylaws recommended by the University Senate are approved by the University President. Revisions effective for the 2010-2011 academic year include (1) Editorial revisions correct grammatical errors and update nomenclature (2) A two-tier bylaws revision process (Editorial, Non-editorial)
June 20, 2011	Revisions to the University Senate Bylaws recommended by the University Senate are approved by the University President. Revisions effective for the 2011-2012 academic year include (1) Calling standing committee (APC, CAPC, FAPC, RPIPC, SAPC) meetings including a specification of quorum and notification.
July 1, 2011	President Dorothy Leland resigned as University President effective June 30, 2011. Dr. Stas Preczewski was appointed by the Board of Regents of the University System of Georgia to serve for one year as Interim University President effective July 1, 2011.
April 16, 2012	Revisions to the University Senate Bylaws recommended by the University Senate are approved by the University President. Revisions effective for the 2012-2013 academic year include (1) Introduction of CAPC Subcommittee on the Core Curriculum (SoCC) (2) Shortening motion submission timeline from 15 to 10 days.
September 1, 2012	Dr. Steve Dorman begins his term as [the eleventh] University President following appointment by the Board of Regents of the University System of Georgia. Dr. Paul Jones is appointed by the Board of Regents to serve as Interim President effective July 1, 2012 until August 30, 2012.

University Senate Handbook

2012-2013

A living document derived from practice;
Feedback welcome.

Table of Contents

Organizational Diagram of the Committees

Executive Committee of the University Senate (ECUS)

University President

Chief Academic Officer (CAO)

Presiding Officer

Presiding Officer Elect

Secretary

One Elected Faculty Senator (EFS)
per College/Library not represented by Officers

Chair Emeritus

Academic Policy Committee (APC)

Eleven Corp of Instruction Faculty, at least Seven of which are EFS

CAO Designee

Presidential Appointee

Curriculum and Assessment Policy Committee (CAPC)

Eleven Corp of Instruction Faculty, at least Seven of which are EFS

CAO Designee

Presidential Appointee

Faculty Affairs Policy Committee (FAPC)

Eleven Corp of Instruction Faculty, at least Seven of which are EFS

CAO Designee

Presidential Appointee

Resources, Planning, and Institutional Policy Committee (RPIPC)

Six Corp of Instruction Faculty, at least Four of which are EFS

Three Selected Staff Senators

Staff Council Nominee

SGA Nominee

Chief Business Officer or Designee

Presidential Appointee

Student Affairs Policy Committee (SAPC)

Six Corp of Instruction Faculty, at least Four of which are EFS

Two Student Senators

One Selected Staff Senator

Staff Council Nominee

SGA Nominee

Chief Student Affairs Officer or Designee

Presidential Appointee

University Senate Mission
(Established 12-03-04)

Shaping the Future through Shared Governance

University Senate Vision
(Established 12-03-04)

The University Senate envisions a university that celebrates an effective system of governance in which information is widely shared and understood, where every voice in the university community is heard and honored, and that actively involves all affected individuals in the decision-making process.

University Senate Beliefs
(Established 12-03-04)

1. Faculty, staff, students and administrators will interact with mutual respect and will value input, rational discussion and respect for each person's position or place at the University.

2. All governance, planning, and decision making should encourage all interested and affected parties to be included.

3. The existing rules, regulations, policies and procedures of Georgia College & State University should be clearly defined, supported, adhered to, and widely distributed among faculty, staff, students and administrators.

4. Everyone shall have the right to participate in the governance of the University and shall have the right to be heard, without repercussion, regardless of position, rank, or level of authority.

5. Faculty, staff, administrators and students share responsibility for the education and development of life-long learning opportunities at the University.

6. Georgia College & State University will have a stable structure of governance that is flexible and includes a process for review and revision.

Governing Concepts of the University Senate

The governing concepts of the University Senate listed below serve as ideals for shared governance and provide a means by which shared governance can be periodically evaluated.

1. Shared Sense of Purpose
   A shared sense of purpose for institutional governance is the university community's shared understanding of and commitment to its values, mission and goals through shared decision-making.

2. Collegial Leadership
   Shared governance requires capable and competent leaders from among administrators, faculty, staff, and students. Such leaders are characterized by the ability to critically evaluate how well they have performed, work to improve the leadership capabilities of themselves and others, and encourage and foster mutual respect among governance participants as they thoughtfully and thoroughly debate issues before the University Senate and its committees. They should be proficient, dependable, and above all else trustworthy as they faithfully guide and direct the development of policies and procedures that are widely understood and supported by members of the University community.

3. Transparent Decision Making
   University policy, to be easily understood and widely supported by all constituencies, is readily available in a unified and consistent format and developed by full and complete vetting of issues using transparent processes of decision making. Decision making is respectful of how the process affects the confidence and trust of the university community and of the distinct, yet interdependent roles the administration, faculty, staff and students have in developing and implementing university policy.

4. Investment in Shared Governance
   Members of the university community, by nature and profession, are invested in continual teaching and learning. University policy based on vision, core values, and governing concepts invites all members of the university community to take responsibility for educating themselves and their colleagues in order to make informed decisions.

5. Shared Information
   Timely and adequate information is readily available to all members of the university community. Information is conveyed through multiple portals to promote broad access to enhance communication across campus.

6. Positive Motivators
   Motivation of stakeholders in shared governance is impacted positively by identifying, confronting, communicating and debating policy issues, and building trust in an intelligent, respectful manner.

7. Adequate Resources
   Shared governance requires adequate human, temporal, and fiscal resources to draft and review university policy, fully vet university policy under consideration with the University community as well as formulate voting positions in consultation with constituencies. Adequate resources provide support for current senators, develop future senators, and provide a culture characterized by confidence, familiarity, trust, and participation in the shared governance process.

Meeting Etiquette Guidelines

1. Senators must be recognized by the presiding officer before speaking.

2. Senators should not interrupt whoever has the floor.

3. Senators should limit their remarks to five minutes.

4. Senators may begin debate of a motion or question once it has been presented to the assembly and clearly restated by the chair.

5. During debate, a senator recognized to speak by the presiding officer should direct all comments to the presiding officer rather than address other Senators directly.

6. Senators should not attack or question the motives of another Senator, but restrict their comments to the merits of the motion or topic at hand.

7. No member should speak twice to the same issue until everyone else has had the opportunity to speak on the issue.

Procedural Guidelines

1. Motions, questions, and other agenda items are merely recommendations for consideration by the assembly to adopt or accept at the discretion of the senators present.

2. Any time before a motion or question is restated by the presiding officer, its maker may suggest modifications or withdraw the motion or question without consent of the senator who seconded it.

3. Senators should restrict their remarks to the current motion, question, or issue before the assembly.

WHAT does the University Senate do?

- Faculty Governance Unit with broad representation

    o The University Senate is endowed with all the legislative powers and authority of the University Faculty and shall be the policy-making assembly at the Institution.
    (Institutional Statutes, Article IV, Section 1)

- *(University Senate Bylaws: Article I, Section 2)*
    o The University Senate exists to promote and implement effective shared governance at the university. It is expressly charged with recommending academic and institutional policy.
    o In addition to its policy recommending responsibility, the University Senate serves in an advisory role to the administration, particularly in the implementation of policy or improvement of processes that have broad institutional impact or implications, including but not limited to planning and budgetary processes.
    o The University Senate strives to be mindful and respectful of matters that are more appropriately handled at the divisional, college and department levels, but may make recommendations concerning matters within these areas that have broader institutional impact or implications.

- Policy
    o A policy is a statement of record that governs the conduct of the university community and/or embodies a general principle that guides university affairs (developed 2006-07)
    o Three Broad Categories or Types of Policy
        - Academic (Faculty, Curriculum, Other)
        - Student Non-Academic
        - Institutional

- Curriculum ("university-wide"; Core, Programs, Minors, etc.)

- Resolutions

- Advisory Function
    o Procedure, Guideline, Practice
    o Concerns, Information Items

Operational Definitions

Policy:
(Developed during 2006-2007) - Policy Definition Draft from ECUS on 11-14-06
(endorsed by USBGCC on 11-15-06)

A policy is a statement of record that governs the conduct of the university community and/or embodies a general principle that guides university affairs.

THE FOLLOWING DEFINITIONS HAVE BEEN DEVELOPED BY A WORKGROUP AND REMAIN UNDER CONSIDERATION BY ECUS:

Procedure:
A procedure is a written statement intended to accompany a policy and promote its consistent implementation. Adherence to procedure is a means of standardizing policy implementation.

Motion:
A motion is a formal proposal, ideally expressed in writing, placed before an assembly for consideration, that, if adopted, advances to the next level.

Resolution:
A resolution is a body's formal expression of a position, preference, will, or intention, made usually after voting, for distribution to person(s) external to the body.

Concern:
A concern is a matter that engages a person's attention, interest, or care, or that affects a person's welfare or happiness.

Information Item:
An information item is a statement or document that provides context or illuminates a point under consideration.

Guideline:
Virginia Commonwealth: Guidelines suggest how policies should be accomplished and represent the recommended course of action. A guideline is a suggestion for the development or implementation of policy or procedure.

Practice:
A practice is a customary way of operating or behaving.

Exhibit:
An exhibit is a written statement presented for consideration, such as supporting documents or forms.

WHO? Composition of the University Senate

The University Senate is a governance body consisting of fifty (50) members and elects one of its current elected faculty senator members to serve for a one year term as Presiding Officer.

- TWO By Title

    - University President (ex officio non-voting member)
    - Chief Academic Officer (ex officio non-voting member)

- FOUR Selected Staff Senators

    - Selected by a process determined by Staff Council
    - Eligibility identical to eligibility to serve on Staff Council
    - Term of service is one year

- TWO Selected Student Senators

    - Selected by a process determined by Student Government (SGA)
    - Eligibility identical to eligibility to serve on SGA
    - Term of service is one year

- THIRTY-SEVEN Elected Faculty Senators (EFS)

    - 34 Apportioned to academic units (i.e. Colleges, Library); 3 serve At-Large
    - Elected by a process determined by:
        - the academic unit to which they are apportioned
        - ECUS for At-Large Senators
    - Elected by the Corps of Instruction Faculty in their constituency (department, academic unit, or university)
    - Eligibility Requirements
        - At least 2 years at GCSU at the time assume office
        - Corps of Instruction Membership
    - Term of service is three years (effective 2009-2010)
    - Only Elected Faculty Senators are eligible to serve in the three University Senate officer positions (University Senate Secretary, University Senate Presiding Officer Elect and University Senate Presiding Officer).

- FIVE Presidential Appointees

    - Selected by the University President
    - Any member of administration, faculty, staff, student is eligible to serve in this capacity
    - Term of service is one year
    - One to each standing committee (APC, CAPC, FAPC, SAPC, RPIPC)

WHAT are the responsibilities and expectations of a University Senator?

a) Who do I represent? (Constituency)

    i. The thirty-seven Elected Faculty Senators (EFS) represent those who elected them.

    ii. The four Selected Staff Senators represent the staff.

    iii. The two Selected Student Senators (by Student Government Association (SGA)) represent the students.

    iv. The five Presidential Appointees and University President do not have a clearly defined constituency.

    v. Ideally, all University Senators should work together to promote the best interest of the University.

b) What meetings/functions am I expected to attend?

    i. Monthly University Senate meetings

    ii. Monthly committee meetings of which you are a member (bi-monthly meetings for the Executive Committee)

    iii. Annual Governance Retreat

c) What committee(s) will I serve on?

Appointees (president, student, staff) and designees (executive officers) are named by the relevant constituencies. Elected faculty senators are invited to express preference for committee service following elections. The Subcommittee on Nominations prepares a slate of nominees for the committees based on those considerations. The slate is voted on each year at the organizational meeting of the University Senate.

What other responsibilities/expectations are there of/for University Senators?

- Responsibility to proactively seek out information and issues relevant to the standing committee on which you serve. *(Article V Sec 2.B.2)*

- Expectation to read information and supporting documents for motions PRIOR to the university senate meeting at which they will be considered. Note: This information is accessible via the online motion database.

- Expectation to prepare for committee meetings as defined by your committee operating procedure.

- Expectation to communicate with constituency, distribute information to and seek feedback from the individuals you represent

- Right to speak, debate, and vote on the issues and motions that come before your committee or the university senate.

- Request to gain familiarity with the University Senate web page at http://senate.gcsu.edu

- Request to extend "Regrets" to committee Chair and Secretary when anticipating absence from a meeting. Note: Failure to make this notification may result in the absence being coded as "Absent".

- Others?

What are the primary responsibilities of the committees?

- Default – Disposition of US business through committees unless the US approves by two-thirds majority vote to act as a committee of the whole. *(US Bylaws, Art. IV, Sec 1)*

- Committee charge: seek out and identify concerns within its area *(US Bylaws, Art V, Sec 2.B.2)*

- Three Committee Functions *(US Bylaws, Art V, Sec 2.C)*
  - develop recommendations for new policy
  - develop recommendations that revise existing policy, and
  - serve in advisory role

- Two types of subcommittees
  - Permanent Subcommittee *(Art V.Sec2.A.3.a)*
    - Creation considered at request of committee, ECUS, or US;
    - SCoN nominates membership at least 2 University Senators,
    - US elects voting membership & designates standing committee to which this permanent subcommittee reports

  - Ad hoc Committee (Temporary) *(Art V.Sec2.A.3.b)*
    - Creation at request of committee, ECUS, or US and this group shall name the membership including at least two Senators noting that all university community members eligible to serve,
    - Charter (charge, timeline, membership) filed with ECUS
    - Chair (must be a University Senator), Vice-Chair, Secretary selected by the membership of the ad hoc committee at its first meeting
    - Ad hoc committees cease to exist at completion of task or the end of academic year, whichever comes first.

- Committee Report made by Chair at each University Senate Meeting (filed electronically) *(Art II, Sec 3.A.3 and Article II, Sec 3.I)*

- Committee Business
  - Types: Policy, Information, Concern
  - Who can initiate *(US Bylaws, Art IV, Sec 1)*
    - Any committee member
    - The Executive Committee (ECUS) in its steering function
    - University President
    - Written request to ECUS with at least three senator signatures
  - Quorum – A majority of the membership (Robert's Rules) (at least seven of the thirteen members)
  - Who can vote at the committee meetings?: All committee members including non-Senator members (those committee members not also on University Senate) are voting members of the committee *(US Bylaws, Art IV, Sec 4)*

Standing Committee Charges

- **The Academic Policy Committee (APC)** shall be concerned with policy relating to undergraduate and graduate education matters that have broad impact or implication to the university as a whole, which includes, but is not limited to, policies relating to grading, scholastic probation and honors, academic appeals, academic standing, standards for admission, academic calendar, academic ceremonies, intellectual property, human subjects and research. This committee also provides advice, as appropriate, on academic procedural matters at the institution. *(V.Section 2.C.1.b.)*

- **The Curriculum and Assessment Policy Committee (CAPC)** shall be concerned with policy relating to curriculum and academic assessment, which includes, but is not limited to, policies relating to general university degree requirements (e.g. General Education Curriculum, Foreign Language requirement, Wellness requirement), academic program assessment, and continuing education and non-degree programs. In addition to its policy recommending function, this committee shall be responsible for reviewing and approving proposals to create or deactivate certificates, concentrations, degree programs, and minors, as well as the periodic review of general education requirements and learning outcomes. This committee also provides advice, as appropriate, on procedural matters relating to curriculum and academic assessment. *(V.Section2.C.2.b.)*

- **The Faculty Affairs Policy Committee (FAPC)** shall be concerned with policy relating to faculty welfare (e.g. authorities, responsibilities, rights, recognitions, privileges, and opportunities), which includes, but is not limited to, policies relating to academic freedom, workload, compensation, recruitment, retention, promotion, tenure, recognitions, development, and instructional support. This committee also provides advice, as appropriate, on procedural matters that affect the welfare of the faculty. *(V.Section 2.C.3.b.)*

- **The Student Affairs Policy Committee (SAPC)** shall be concerned with policy relating to the general social, cultural, and practical welfare of students, which includes, but is not limited to, policies relating to non-academic areas such as conduct and discipline, grievances and non-academic appeals, financial aid, human services for students (e.g. health center, counseling), organizations, awards, intercollegiate athletics, and other extracurricular activities (e.g. Greek life, residence life, intramurals). This committee also provides advice, as appropriate, on procedural matters that affect the general social, cultural, and practical welfare of the students. *(V.Section 2.C.4.b.)*

- **The Resources, Planning, and Institutional Policy Committee (RPIPC)** shall be concerned with policy relating to non-instructional personnel (including administrative personnel) and institutional budget and planning functions, which includes, but is not limited to, policies relating to recruitment, hiring, evaluation, welfare and development as well as compliance with local, state, and federal guidelines (e.g. affirmative action, ADA, homeland security), and institutional support functions of the university (e.g. technology, parking) In addition, this committee shall review and provide advice on master planning, strategic planning, and budgeting processes and provides advice, as appropriate, on other procedural matters that affect the general welfare of the institution and its employees. *(V.Section 2.C.5.b.)*

- **The Executive Committee of the University Senate (ECUS)**
  (Complete Description is Available in Article V, Section 1 of the University Senate Bylaws)
  - Is a Faculty Advisory body to the University President
  - Is the Steering Committee of the University Senate
  - Ensures that governance documents are up-to-date and accessible (including statutes, bylaws, handbooks, etc) as well as maintenance and dissemination of meeting minutes
  - Archives records in coordination with the University Senate Archivist
  - Has one permanent subcommittee: SubCommittee on Nominations (SCoN)

Subcommittee Charges

- **The Subcommittee on Nominations (ScoN)** shall nominate candidates to serve on the Executive Committee, the Standing Committees, and on any permanent subcommittees of the University Senate, with the exception of the Subcommittee on Nominations. The Subcommittee shall nominate candidates to serve as the officers of the University Senate, specifically the Presiding Officer, the Presiding Officer Elect, and the Secretary. The Subcommittee is also responsible for preparing a report that demonstrates that the composition of all committees complies with the requirements of the bylaws. Such a report shall be submitted to the Executive Committee when the initial committee recommendations are made and any time that changes are proposed to committee membership. *(V.Section1.D.2.)*

  The Subcommittee on Nominations is a subcommittee of the Executive Committee of the University Senate. The membership of the Subcommittee on Nominations shall include, but not be limited to the Executive Committee, the Standing Committee Chairs, the Student Government Association President, and the Staff Council Chair.

- **The Subcommittee on Core Curriculum (SoCC)** shall be concerned with matters relating to the University Core Curriculum (Core), which include, but are not limited to, reviewing proposals for courses to be offered in the Core and assessing the Core. This subcommittee also provides advice, as appropriate, on procedural matters relating to the Core and its assessment. *(V.Section2.D.1.d)*

  The Subcommittee on the Core Curriculum is a subcommittee of the Curriculum and Assessment Policy Committee.

HOW does the University Senate (US) do its work?

- PROCESS by which University Senate considers business
    - o Default – Disposition of business via committees unless the University Senate approves by two-thirds majority vote to act as a committee of the whole. *(University Senate Bylaws, Art. IV, Sec 1)*
    - o Robert's Rules
    - o GCSU Policy Template
    - o Motion Flow and Proposal Checklists
    - o Meeting Etiquette

- HOW does the University Senate communicate?
    - o Email lists for committees and University Senate
    - o Agendas for meetings
    - o University Senate webpage http://senate.gcsu.edu
    - o University Senate email: senate@gcsu.edu

Proposal Submission Checklist*

(Guidance for Making Proposals to University Senate Committees)
Idea initiation --> Committee Deliberations --> Draft Motion

- Statement of Proposal (brief, i.e. at most one paragraph)

- Type of proposal
    - Policy Recommendation: (Specify exactly one of the following)
        - New Policy
        - Policy Revision (Include a statement of current policy and identify source)
    - Information Item
    - Concern: (Specify at least one of the following)
        - Expression of concern
        - Proposal for action
    - Curriculum Issue (Course, Degree Program Proposal/Deactivation, etc.)
    - Other

- Supporting Information*   (The purpose of such information is to provide University Senators and members of standing committees context to make informed decisions.)
    - Rationale
        - General description of the significance and value of the proposal
        - Relationship to the University Senate Governing Concepts (as appropriate)
        - Illustrative example(s) of consequence(s) of action/inaction
    - Relevant background and documentation at all levels (include all that apply)
        - Faculty or staff member initiation
        - Senator initiation or endorsement
        - Departmental initiation or endorsement (letter, meeting minutes, course proposal, syllabi, etc.)
        - College level initiation or endorsement (committee meeting minutes)
        - Initiation or endorsement by administrator/administrative committee

*All documents submitted must identify author(s) and date drafted.

Motion Flow Checklist

(Guidance to Standing Committees for Preparing Motions for University Senate)
Committee --> University Senate --> President --> Follow-up

- Standing Committee considers proposal/issue
    - Issue is on the standing committee meeting agenda
    - Documentation of discussions in standing committee meeting minutes
    - Issue has been fully vetted by the standing committee
    - Issue receives endorsement/approval of the standing committee
- Motion form includes:
    - Type of Motion (Policy, Resolution, Bylaws Change, Other)
    - Subject
    - Standing Committee
    - Date of endorsement/approval by committee
    - Motion Statement
    - Policies impacted (if any)
- Supporting documents include:
    - Relevant background (All supporting documents of the proposal at the committee level)
    - A summary of the committee deliberation
    - Committee Vote (Majority/Minority opinions for split votes)
- Motion form and documentation is submitted to Executive Committee at least 10 calendar days prior to the University Senate Meeting at which considered
- Executive Committee sends motion information to University Senators at least 8 calendar days prior to University Senate Meeting
- Senate hears committee report on the motion, time for discussion (if any), and vote
- Chair of Executive Committee signs the motion form indicating status of the motion and submits motion to President
- President approves or vetoes motion and assigns responsibility for implementation
- Communication of Disposition (as appropriate)

Some Rules for Conducting Debate (Based on Robert's Rules of Order)

How is a motion opened to debate?
- The presiding officer states the motion and asks "Are you ready for the question?"

When can I speak?
- You must be recognized (invited to speak) by the presiding officer, Members who desire to be recognized by the presiding officer should stand and address the presiding officer (GCSU variation: simply raise your hand) after debate has been opened by the presiding officer or after another member has yielded the floor.

What can I say?
- All discussion should be confined to the immediately pending question (motion) and to whether or not it should be adopted.
- During debate, no member can attack or question the motives of another member and should address all comments to the presiding officer (not other members).

How often and long may I speak?
- How often? In the debate, each member has the right to speak twice on the same question on the same day – but cannot make a second speech on the same question so long as any member who has not spoken on that question desires the floor. A member who has spoken twice on a particular question on the same day has exhausted his right to debate that question for the day.
- How long? In an organization that has no special rule relating to the length of speeches, no member can speak longer than ten minutes at a time without permission of the assembly.

How may I limit the time of debate? (further information available)
- A member can make a motion to extend or limit the debate (e.g. speaker time limits, number of times a person can speak to a question). Such motions are not debatable and require a two-thirds vote for their adoption.

What if I need information regarding the question being debated?
- Rise and request a point of information from the presiding officer.

Some Rules for Conducting Debate (Continued)

Point of Information (How may I get additional information?)

- … is a request directed to the presiding officer, or through the presiding officer to another officer or member, for information relevant to the business at hand but not related to parliamentary procedure.
- If the speaker consents to the interruption, the time consumed will be taken out of the speaker's allotted time. The presiding officer therefore asks if the speaker is willing to be interrupted, and if the speaker consents, directs the inquirer to proceed. Although the presiding officer generally remains silent during the ensuing exchange, the inquiry, the reply, and any resulting colloquy (conversational exchange) are made in the third person through the presiding officer. To protect decorum, members are not allowed to carry on discussion directly with one another.

Postpone, Table, Refer to Committee (How may I defer consideration?)

- Postpone is to defer the consideration to a future time within the same meeting or at a later meeting (requires majority vote)
- Typically the later time is specified explicitly (postpone definitely) but a variation (also requiring majority vote) is to postpone indefinitely, which essentially "kills" the motion under consideration.
- Table is to set a motion aside temporarily without setting a time for resuming its consideration (requires majority vote). A tabled motion "dies" if it is not taken from the table by the end of the current or subsequent meeting (if not more than a quarterly interval has intervened).
- Refer to Committee is typically used if the main motion requires substantive amendment to be satisfactory or requires more information or further study. (requires majority vote)

Limit Time of Debate

- is a motion to (a) fix the hour for closing debate (b) limit time spent in debate (c) reduce or increase the number or length of speeches (d) combine several of the above.
- Such a motion can be applied to any immediately pending debatable motion, or a series of pending debatable motions, or to any consecutive part of such a series beginning with the immediately pending question. (It therefore can be made only while a debatable motion is immediately pending.)
- Such a motion may not interrupt the speaker, requires a second, is NOT debatable, is amendable, requires a two-thirds vote.
- Such a motion is exhausted (1) when all of the questions on which it was imposed have been voted on (2) when those questions affected by the order and not yet voted on have been either referred to committee or postponed indefinitely or (3) at the conclusion of the session in which the order has been adopted – whichever occurs first.

Some Rules for Conducting Debate (Continued)

Amend a Motion (How may I change the motion?)
- "I move that this motion be amended by . . . "
- Such a motion may not interrupt the speaker, requires a second, is debatable, is amendable, and requires a majority vote.

Previous Question (How may I end the debate and call for a vote?)
- ...is the motion used to bring the assembly to an immediate vote on one or more pending questions.
- Such a motion immediately closes debate on and stops amendment of the immediately pending question, takes precedence over all debatable or amendable motions to which it is applied, may not interrupt the speaker, must be seconded, is NOT debatable, is NOT amendable, requires a two-thirds vote.
- If such a motion fails to garner the two-thirds vote necessary for adoption, then debate continues as if this motion had never been made.

Revisiting Business (How may I revisit business previously adopted?)
- By means of the motion to Rescind or Amend Something Previously Adopted, the assembly can change an action previously taken.
  - Rescind – also known as Repeal or Annul – is the motion by which a previous action or order can be canceled or countermanded. The effect of Rescind is to strike out an entire main motion, resolution, rule, bylaw, section, or paragraph that has been adopted at some previous time.
  - Amend Something Previously Adopted is the motion that can be used if it is desired to change only a part of the text, or to substitute a different version.
- Both motions must be seconded, are debatable, are amendable,
- Both motions require (a) a two thirds vote (b) a majority vote when notice of intent to make the motion, stating the complete substance of the proposed change, has been given at the previous meeting or in the call to the present meeting or (c) a vote of the majority of the entire membership – whichever is most practical to obtain.

Parliamentary Procedure (Robert's Rules) Summary

Type and Description of Motion [1] Unless introduced by a committee [2] Listed in descending order of precedence [3] If committee has not begun consideration of the question [4] Affirmative vote only [5] Negative vote (sustaining objection or withdrawal) only * Ruled on by presiding officer ** Must be enforced by the presiding officer on demand of one member unless set aside by a two-thirds vote *** Must be enforced by the presiding officer on demand of one member	Requires Second	Debateable	Amendable	Vote Required for Adoption	In order when another has the floor	Can Be Reconsidered
1. Main Motion: A formal stated or written proposal from a member or committee that requires action by the assembly.	yes[1]	yes	yes	majority	no	yes
2. Subsidiary Motions[2]: Motions that assist the assembly in dealing with a main motion.						
a. Lay on the Table: Allows the assembly to temporarily set aside the pending question to take care of other urgent items.	yes	no	no	majority	no	no
b. Previous Question: Curtails debate and calls for an immediate vote on the pending question before the assembly.	yes	no	no	2/3	no	yes
c. Limit or Extend Limits of Debate: Allowing for unusually shorter or longer debate on motions.	yes	no	yes	2/3	no	yes
d. Postpone to a Certain Time (Postpone Definitely): Delay consideration of a main motion to a later specified time.	yes	yes	yes	majority	no	yes
e. Commit (Refer): To send the pending question to committee for further investigation and/or rewording.	yes	yes	yes	majority	no	yes[3]
f. Amend: To modify the wording of a main motion	yes	yes	yes	majority	no	yes
g. Postpone Indefinitely: A motion that the assembly decline to take a position on the main question.	yes	yes	no	majority	no	yes[4]
3. Privileged Motions[2]: Motions for consideration of special matters of immediate and overriding importance which, without debate, should be allowed to interrupt consideration of anything else.						
a. Fix the Time to Which to Adjourn: To arrange the time and location of a continuation of current meeting.	yes	no	yes	majority	no	yes
b. Adjourn: To immediately end a meeting even if business is pending.	yes	no	no	majority	no	no
c. Recess: A short intermission of specified duration within a meeting.	yes	no	yes	majority	no	no
d. Question of Privilege: Questions the rights and privileges of assembly or members.	no	no	no	*	yes	no
e. Orders of the Day: Formal demand that the assembly take up business in proper order.	no	no	no	**	yes	no

Parliamentary Procedure (Robert's Rules) Summary (cont.)

Type and Description of Motion 1 Unless introduced by a committee 2 Listed in descending order of precedence 3 If committee has not begun consideration of the question 4 Affirmative vote only 5 Negative vote (sustaining objection or withdrawal) only * Ruled on by presiding officer ** Must be enforced by the presiding officer on demand of one member unless set aside by a two-thirds vote *** Must be enforced by the presiding officer on demand of one member	Requires Second	Debateable	Amendable	Vote Required for Adoption	In order when another has the floor	Can Be Reconsidered
4. Incidental Motions: Incidental motions are procedural. They deal with process that must be decided before business can resume.						
a. Point of Order: Calling upon the presiding officer for a ruling and an enforcement of the regular rules.	no	no	no	*	yes	no
b. Appeal: To refer a ruling of the presiding officer to the assembly for a vote (must occur immediately following the ruling).	yes	yes	no	majority	yes	yes
c. Point of Information: Request Information from the presiding officer relevant to the question at hand (not parliamentary).	no	no	no	*	yes	no
d. Parliamentary Inquiry: Request parliamentary assistance or clarification from the presiding officer.	no	no	no	*	yes	no
e. Division of the Assembly: Demand a standing vote of the assembly.	no	no	no	***	yes	no
f. Division of a Question: To divide a motion into parts and vote separately on each part.	yes	no	yes	majority	no	no
g. Object to Consideration: To avoid consideration of a motion considered undesirable.	no	no	no	2/3	yes	yes 5
h. Suspend the Rules: Deviations from normal operating procedures (cannot suspend bylaws, statutes, etc).	yes	no	no	2/3	no	no
i. Consideration by Paragraph: Consideration of the main motion by "paragraph" before the whole is voted on.	yes	no	yes	majority	no	no
j. Methods of Voting: Motions relating to the methods of voting (e.g., ballot, roll call, etc).	yes	no	yes	majority	no	yes
k. Permission to Withdraw: To withdraw (subject to maker approval) a motion from consideration by the assembly.	yes	no	no	majority	yes	yes 5
5. Motions that Bring a Question Again Before the Assembly:						
a. Take from the Table: To make pending again before the assembly a motion previously laid on the table.	yes	no	no	majority	no	yes 5
b. Rescind/Amend Something Previously Adopted: Nullify or modify a previously adopted motion.	yes	yes	yes	2/3	no	yes 5
c. Discharge a Committee: To reclaim for the assembly a matter previously referred to a committee.	yes	yes	yes	2/3	no	yes 5
d. Reconsider: A motion to revisit, within the same meeting, a matter (must be made by a member of the prevailing vote).	yes	yes	no	majority	no	no

WHERE can I find information about the University Senate?

- University Senate webpage: http://senate.gcsu.edu

- University Senate email: senate@gcsu.edu

- Governance Calendar: http://events.gcsu.edu/governance or
  http://senate.gcsu.edu/content/governance-calendars

- The University Senate databases
    - Online Motion Database
    - Online University Senator Database

- Who can I talk to if I have specific questions?
    - Committee Officers (Chair, Vice-Chair, Secretary)
    - Executive Committee
    - Other University Senators
    - Mentors
    - FAQ (at present nonexistent, but could start one)

SCHEDULED MEETINGS – UNIVERSITY SENATE

	University Senate Meetings Friday 2:00-3:15 pm Arts & Sciences 2-72	10 calendar days prior Motions to ECUS due no later than	8 calendar days prior Motions to Senators due no later than
Aug *2012*	***Tue/Wed August 7-8*** *(Governance Retreat for 2011-12 and 2012-13 University Senators)*	*N/A*	*N/A*
Sep 2012	Friday, September 21	Tuesday, September 11	Thursday, September 13
Oct 2012	Friday, October 19	Tuesday, October 9	Thursday, October 11
Nov 2012	Friday, November 16	Tuesday, November 6	Thursday, November 8
Dec 2012	No scheduled meeting	N/A	N/A
Jan 2013	Friday, January 18	Tuesday, January 8	Thursday, January 10
Feb 2013	Friday, February 15	Tuesday, February 5	Thursday, February 7
Mar 2013	Friday, March 15	Tuesday, March 5	Thursday, March 7
Apr 2013	Friday, April 19 (LAST SCHEDULED MEETING OF THE 2012-2013 UNIVERSITY SENATE)	Tuesday, April 9	Thursday, April 11
Apr 2013	Friday, April 26 (ORGANIZATIONAL MEETING OF THE 2013-2014 UNIVERSITY SENATE)	Tuesday, April 16	Thursday, April 18
TBD	To Be Determined (Governance Retreat for 2012-13 and 2013-14 University Senators)	N/A	N/A

SCHEDULED MEETINGS – SENATE COMMITTEES

Executive Committee Meetings
ECUS

Day: Friday
Time: 2:00-3:15pm
Location: Parks Hall, 301

Dates: 2012 - August 24, September 28, October 26, November 30
           2013 - January 25, February 22, March 22

Standing Committee Meetings
APC, CAPC, FAPC, SAPC, RPIPC

Day: Friday
Time: 2:00-3:15pm
Location: To be determined by committee chair

Dates: 2012 - August 24, September 28, October 26, November 30
           2013 - January 25, February 22, March 22

Meetings of Standing Committee Chairs with ECUS
APC, CAPC, FAPC, SAPC, RPIPC

Day: Friday
Time: 2:00-3:15pm
Location: Parks Hall, 301

Dates: 2012 - September 7, October 5, November 2, December 7
           2013 - February 1, March 1, April 5

Subcommittee Meetings
SoCC, ScoN

Day: To be determined by committee
Time: To be determined by committee
Location: To be determined by committee

Dates: To be determined by committee

Senate Committee Membership   2012-2013

ECUS

Name	Role	Type
Whelan, Catherine	C	PO
Muschell, Lyndall	VC	POE
Turner, Craig	S	SEC
Clark, Jan		PPO
Dorman, Steve		Pres
Kitchens, Josh		EFS
Liao-Troth, Matthew		CAO
MacMillan, Debby		EFS

APC

Name	Role	Type
Barkovskii, Andrei		EFS
Goings, Doug		Vol
Berman, Karen		Vol
Huffman, Jason		VPD
Jarriel, Mandy		EFS
Marshall, Bryan		EFS
McGill, Ken		EFS
Mcginley, Macon		EFS
Murphy, Michael		EFS
Pillay, Indiren		PA
Power, Chandra		Vol
Rich, Jason		EFS
Sirmans, John		Vol

RPIPC

Name	Role	Type
Horgan, Maureen	C	EFS
Graham, Jennifer	VC	ESS
Davis, Ben	S	EFS
Allen, Susan		PA
Armstrong, Kirk		EFS
Cullars, Kyle		VPD
Ethridge, Aubrey		SGA
Humphries, Sally		Vol
Kachmarik, Lucy		Vol
Mahan, Greg		ESS
McCauley, Beth		ESS
Rehling, Jessica		Staff
Skelton, Chris		EFS

CAPC

Name	Role	Type
Steele, Susan	C	EFS
Metzker, Julia	VC	EFS
Meade, Cara	S	EFS
Abney, Angel		Vol
Anderson, Kay		PA
Banerjee, Koushik		Vol
Brown, Ryan		EFS
Cazacu, George		Vol
de Posada, David		EFS
Elliot-Gower, Steve		VPD
Mocnik, Josep		Vol
Mumma, Brian		EFS
Swinton, John		EFS

FAPC

Name	Role	Type
Moore, Leslie	C	EFS
Rose, Mike	VC	EFS
Bragg, Beauty		EFS
Butler, Scott		EFS
Christy, Carol		Vol
Connolly, David		Vol
Cook, Carrie		EFS
Godwin, Sandra		PA
Kleine, Karynne		Vol
Miller, Bill		EFS
Ormond, Tom		VPD
Roberts, Holley		EFS
Turner, Jeff		Vol

SAPC

Name	Role	Type
Allen, Cody		SS
Bridgeforth, James		PA
Broyles, Beth		Vol
Chamblee, Dianne		EFS
Franks, Toi		SSS
Harshbarger, Bruce		VPD
Hundley, Stephen		SGA
Pinney, Amy		EFS
Remmes, Sarah Rose		SS
Sams, Doreen		EFS
Vail, Mark		Vol
Wills, Stephen		EFS
TBD		Staff

SoCC

Name	Role	Type
Swinton, John	C	EFS
Magoulick, Mary	VC	EFS
Anderson, Kay	S	Reg
Allen, Martha		Vol
Butler, Scott		EFS
Crabb, Kevin		Vol
Lopez, Esther		Vol
McClure, Stephanie		VPD
Meade, Cara		EFS
Sumpter, Amy		EFS

KEY:

Abbr.	Meaning
CAO	Chief Academic Officer
EFS	Elected Faculty Senator
PA	Presidential Appointee
PO	Presiding Officer
POE	Presiding Officer Elect
PPO	Past Presiding Officer
Pres	University President
Reg	Registrar
SEC	US Secretary
SGA	SGA Nominee
SS	Student Senators
SSS	Elected Staff Senator
Staff	Staff Council Nominee
Vol	Committee Volunteer
VPD	VP Designee

Abbr.	Meaning
C	Chair
VC	Vice-Chair
S	Secretary

SHARED GOVERNANCE SESSION

1. What are your expectations of "shared" governance?

2. What are your responsibilities as a senator?

3. How can we engage the university community in shared governance?

Exactly What Is 'Shared Governance'?   **By Gary A. Olson**

At a recent conference of college administrators, several of us had an impromptu discussion over lunch about the meaning of "shared governance." The consensus? That term is often invoked but much misunderstood by both faculty members and many administrators.

"Some of my faculty believe that shared governance literally means that a committee votes on some new plan or proposal and that's it—it gets implemented," said a seasoned department head. "There is no sense of sharing, of who is sharing what with whom."

A dean chimed in that a faculty leader at her institution actually told her that shared governance means that professors, who are the "heart of the university," delegate the governance of their universities to administrators, whose role is to provide a support network for the faculty. "He said, in all seriousness, that faculty have the primary role of governing the university and that administrators are appointed to spare them from the more distasteful managerial labor," said the dean with incredulity.

That may be a more commonly held notion in academe than it at first appears. I know several faculty senators at one institution who regularly refer to faculty as "governance," as in "You're administration, and we're governance." That expression reveals a deep misunderstanding of the mechanism of shared governance—and presupposes an inherently adversarial relationship.

The phrase shared governance is so hackneyed that it is becoming what some linguists call an "empty" or "floating" signifier, a term so devoid of determinate meaning that it takes on whatever significance a particular speaker gives it at the moment. Once a term arrives at that point, it is essentially useless.

Shared governance is not a simple matter of committee consensus, or the faculty's engaging administrators to take on the dirty work, or any number of other common misconceptions. Shared governance is much more complex; it is a delicate balance between faculty and staff participation in planning and decision-making processes, on the one hand, and administrative accountability on the other.

The truth is that all legal authority in any university originates from one place and one place only: its governing board. Whether it is a private college created by a charter, or a public institution established by law or constitution, the legal right and obligation to exercise authority over an institution is vested in and flows from its board. Typically, the board then formally delegates authority over the day-to-day operation of the institution (often in an official "memorandum of delegation") to the president, who, in turn, may delegate authority over certain parts of university management to other university officials—for example, granting authority over academic personnel and programs to the provost as the chief academic officer, and so on.

Over time, the system of shared governance has evolved to include more and more representation in the decision-making process. The concept really came of age in the 1960s, when colleges began to liberalize many of their processes. In fact, an often-cited document on the subject, "Statement on Government of Colleges and Universities," was issued jointly by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges in the mid-60s. That statement attempted to affirm the importance of shared governance and state some common principles.

The fact that the primary organization championing faculty concerns, the body devoted to preparing future academic administrators, and the association promoting best practices in serving on governing boards together endorsed the statement illustrates that university governance is a collaborative venture.

 "Shared" governance has come to connote two complementary and sometimes overlapping concepts: giving various groups of people a share in key decision-making processes, often through elected representation; and allowing certain groups to exercise primary responsibility for specific areas of decision making.

To illustrate the first notion of how shared governance works, I'd like to revisit a 2007 column, "But She Was Our Top Choice," in which I discussed the search process for academic administrators and attempted to explain why hiring

committees are commonly asked to forward an unranked list of "acceptable" candidates. I wrote that shared governance, especially in the context of a search for a senior administrator, means that professors, staff members, and sometimes students have an opportunity to participate in the process—unlike the bad old days when a university official often would hire whomever he (and it was invariably a male) wanted, without consulting anyone.

 "Shared" means that everyone has a role: The search committee evaluates applications, selects a shortlist of candidates, conducts preliminary interviews, contacts references, chooses a group of finalists to invite to campus, solicits input about the candidates from appropriate stakeholders, and determines which of the finalists are acceptable. Then it's up to the final decision maker, who is responsible for conducting background checks and entering into formal negotiations with the front-runner, and who is ultimately held responsible for the success (or failure) of the appointment.

 "Shared" doesn't mean that every constituency gets to participate at every stage. Nor does it mean that any constituency exercises complete control over the process. A search cannot be a simple matter of a popular vote because someone must remain accountable for the final decision, and committees cannot be held accountable. Someone has to exercise due diligence and contact the front-runner's current and former supervisors to discover if there are any known skeletons that are likely to re-emerge. If I am the hiring authority and I appoint someone who embezzled money from a previous institution, I alone am responsible. No committee or group can be held responsible for such a lack of due diligence.

That's a good example of shared governance as it daily plays out in many areas of university decision making. No one person is arbitrarily making important decisions absent the advice of key constituents; nor is decision making simply a function of a group vote. The various stakeholders participate in well-defined parts of the process.

The second common, but overlapping, concept of shared governance is that certain constituencies are given primary responsibility over decision making in certain areas. A student senate, for example, might be given primary (but not total) responsibility for devising policies relevant to student governance. The most obvious example is that faculty members traditionally exercise primary responsibility over the curriculum. Because professors are the experts in their disciplines, they are the best equipped to determine degree requirements and all the intricacies of a complex university curriculum. That is fitting and proper.

But even in this second sense of shared governance—in which faculty members exercise a great deal of latitude over the curriculum—a committee vote is not the final word. In most universities, even curricular changes must be approved by an accountable officer: a dean or the university provost, and sometimes even the president. In still other institutions, the final approval rests with the board itself, as it does for many curricular decisions in my own university and state.

Clearly, when it comes to university governance, "shared" is a much more capacious concept than most people suspect. True shared governance attempts to balance maximum participation in decision making with clear accountability. That is a difficult balance to maintain, which may explain why the concept has become so fraught. Genuine shared governance gives voice (but not necessarily ultimate authority) to concerns common to all constituencies as well as to issues unique to specific groups.

The key to genuine shared governance is broad and unending communication. When various groups of people are kept in the loop and understand what developments are occurring within the university, and when they are invited to participate as true partners, the institution prospers. That, after all, is our common goal.

Gary A. Olson is provost and vice president for academic affairs at Idaho State University.

He can be contacted at careers@chronicle.com.

Statement on Government of Colleges and Universities

The statement that follows is directed to governing board members, administrators, faculty members, students, and other persons in the belief that the colleges and universities of the United States have reached a stage calling for appropriately shared responsibility and cooperative action among the components of the academic institution. The statement is intended to foster constructive joint thought and action, both within the institutional structure and in protection of its integrity against improper intrusions.

It is not intended that the statement serve as a blueprint for governance on a specific campus or as a manual for the regulation of controversy among the components of an academic institution, although it is to be hoped that the principles asserted will lead to the correction of existing weaknesses and assist in the establishment of sound structures and procedures. The statement does not attempt to cover relations with those outside agencies that increasingly are controlling the resources and influencing the patterns of education in our institutions of higher learning: for example, the United States government, state legislatures, state commissions, interstate associations or compacts, and other interinstitutional arrangements. However, it is hoped that the statement will be helpful to these agencies in their consideration of educational matters.

Students are referred to in this statement as an institutional component coordinate in importance with trustees, administrators, and faculty. There is, however, no main section on students. The omission has two causes: (1) the changes now occurring in the status of American students have plainly outdistanced the analysis by the educational community, and an attempt to define the situation without thorough study might prove unfair to student interests, and (2) students do not in fact at present have a significant voice in the government of colleges and universities; it would be unseemly to obscure, by superficial equality of length of statement, what may be a serious lag entitled to separate and full confrontation. The concern for student status felt by the organizations issuing this statement is embodied in a note, "On Student Status," intended to stimulate the educational community to turn its attention to an important need.

This statement was jointly formulated by the American Association of University Professors, the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB). In October 1966, the board of directors of the ACE took action by which its council "recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations," and "commends it to the institutions which are members of the Council." The Council of the AAUP adopted the statement in October 1966, and the Fifty-third Annual Meeting endorsed it in April 1967. In November 1966, the executive committee of the AGB took action by which that organization also "recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations," and "commends it to the governing boards which are members of the Association." (In April 1990, the Council of the AAUP adopted several changes in language in order to remove gender-specific references from the original text.)

1. Introduction

This statement is a call to mutual understanding regarding the government of colleges and universities. Understanding, based on community of interest and producing joint effort, is essential for at least three reasons. First, the academic institution, public or private, often has become less autonomous; buildings, research, and student tuition are supported by funds over which the college or university exercises a diminishing control. Legislative and executive governmental authorities, at all levels, play a part in the making of important decisions in academic policy. If these voices and forces are to be successfully heard and integrated, the academic institution must be in a position to meet them with its own generally unified view. Second, regard

for the welfare of the institution remains important despite the mobility and interchange of scholars. Third, a college or university in which all the components are aware of their interdependence, of the usefulness of communication among themselves, and of the force of joint action will enjoy increased capacity to solve educational problems.

2. The Academic Institution: Joint Effort

a. *Preliminary Considerations.* The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort.

Joint effort in an academic institution will take a variety of forms appropriate to the kinds of situations encountered. In some instances, an initial exploration or recommendation will be made by the president with consideration by the faculty at a later stage; in other instances, a first and essentially definitive recommendation will be made by the faculty, subject to the endorsement of the president and the governing board. In still others, a substantive contribution can be made when student leaders are responsibly involved in the process. Although the variety of such approaches may be wide, at least two general conclusions regarding joint effort seem clearly warranted: (1) important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components, and (2) differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility of each component for the particular matter at hand, as developed hereinafter.

b. *Determination of General Educational Policy.* The general educational policy, i.e., the objectives of an institution and the nature, range, and pace of its efforts, is shaped by the institutional charter or by law, by tradition and historical development, by the present needs of the community of the institution, and by the professional aspirations and standards of those directly involved in its work. Every board will wish to go beyond its formal trustee obligation to conserve the accomplishment of the past and to engage seriously with the future; every faculty will seek to conduct an operation worthy of scholarly standards of learning; every administrative officer will strive to meet his or her charge and to attain the goals of the institution. The interests of all are coordinate and related, and unilateral effort can lead to confusion or conflict. Essential to a solution is a reasonably explicit statement on general educational policy. Operating responsibility and authority, and procedures for continuing review, should be clearly defined in official regulations.

When an educational goal has been established, it becomes the responsibility primarily of the faculty to determine the appropriate curriculum and procedures of student instruction.

Special considerations may require particular accommodations: (1) a publicly supported institution may be regulated by statutory provisions, and (2) a church-controlled institution may be limited by its charter or bylaws. When such external requirements influence course content and the manner of instruction or research, they impair the educational effectiveness of the institution.

Such matters as major changes in the size or composition of the student body and the relative emphasis to be given to the various elements of the educational and research program should involve participation of governing board, administration, and faculty prior to final decision.

c. *Internal Operations of the Institution.* The framing and execution of long-range plans, one of the most important aspects of institutional responsibility, should be a central and continuing concern in the academic community.

Effective planning demands that the broadest possible exchange of information and opinion should be the rule for communication among the components of a college or uni-

versity. The channels of communication should be established and maintained by joint endeavor. Distinction should be observed between the institutional system of communication and the system of responsibility for the making of decisions.

A second area calling for joint effort in internal operation is that of decisions regarding existing or prospective physical resources. The board, president, and faculty should all seek agreement on basic decisions regarding buildings and other facilities to be used in the educational work of the institution.

A third area is budgeting. The allocation of resources among competing demands is central in the formal responsibility of the governing board, in the administrative authority of the president, and in the educational function of the faculty. Each component should therefore have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budgetary projections. The function of each component in budgetary matters should be understood by all; the allocation of authority will determine the flow of information and the scope of participation in decisions.

Joint effort of a most critical kind must be taken when an institution chooses a new president. The selection of a chief administrative officer should follow upon a cooperative search by the governing board and the faculty, taking into consideration the opinions of others who are appropriately interested. The president should be equally qualified to serve both as the executive officer of the governing board and as the chief academic officer of the institution and the faculty. The president's dual role requires an ability to interpret to board and faculty the educational views and concepts of institutional government of the other. The president should have the confidence of the board and the faculty.

The selection of academic deans and other chief academic officers should be the responsibility of the president with the advice of, and in consultation with, the appropriate faculty.

Determinations of faculty status, normally based on the recommendations of the faculty groups involved, are discussed in Part 5 of this statement; but it should here be noted that the building of a strong faculty requires careful joint effort in such actions as staff selection and promotion and the granting of tenure. Joint action should also govern dismissals; the applicable principles and procedures in these matters are well established.[1]

d. *External Relations of the Institution.* Anyone—a member of the governing board, the president or other member of the administration, a member of the faculty, or a member of the student body or the alumni—affects the institution when speaking of it in public. An individual who speaks unofficially should so indicate. An individual who speaks officially for the institution, the board, the administration, the faculty, or the student body should be guided by established policy.

It should be noted that only the board speaks legally for the whole institution, although it may delegate responsibility to an agent.

The right of a board member, an administrative officer, a faculty member, or a student to speak on general educational questions or about the administration and operations of the individual's own institution is a part of that person's right as a citizen and should not be abridged by the institution.[2] There exist, of course, legal bounds relating to defamation of character, and there are questions of propriety.

3. The Academic Institution: The Governing Board

The governing board has a special obligation to ensure that the history of the college or university shall serve as a prelude and inspiration to the future. The board helps relate the institution to its chief community: for example, the community college to serve the educational needs of a defined population area or group, the church-controlled college to be cognizant of the announced position of its denomination, and the comprehensive university to discharge the many duties and to accept the appropriate new challenges which are its concern at the several levels of higher education.

The governing board of an institution of higher education in the United States operates, with few exceptions, as the final institutional authority. Private institutions are established by charters; public institutions are established by constitutional or statutory provisions. In private institutions the board is frequently self-perpetuating; in public colleges and universities the present membership of a board may be asked to suggest candidates for appointment. As a whole and individually, when the governing board confronts the problem of succession, serious attention should be given to obtaining properly qualified persons. Where public law calls for election of governing board members, means should be found to ensure the nomination of fully suited persons, and the electorate should be informed of the relevant criteria for board membership.

Since the membership of the board may embrace both individual and collective competence of recognized weight, its advice or help may be sought through established channels by other components of the academic community. The governing board of an institution of higher education, while maintaining a general overview, entrusts the conduct of administration to the administrative officers—the president and the deans—and the conduct of teaching and research to the faculty. The board should undertake appropriate self-limitation.

One of the governing board's important tasks is to ensure the publication of codified statements that define the overall policies and procedures of the institution under its jurisdiction.

The board plays a central role in relating the likely needs of the future to predictable resources; it has the responsibility for husbanding the endowment; it is responsible for obtaining needed capital and operating funds; and in the broadest sense of the term it should pay attention to personnel policy. In order to fulfill these duties, the board should be aided by, and may insist upon, the development of long-range planning by the administration and faculty. When ignorance or ill will threatens the institution or any part of it, the governing board must be available for support. In grave crises it will be expected to serve as a champion. Although the action to be taken by it will usually be on behalf of the president, the faculty, or the student body, the board should make clear that the protection it offers to an individual or a group is, in fact, a fundamental defense of the vested interests of society in the educational institution.[3]

4. The Academic Institution: The President

The president, as the chief executive officer of an institution of higher education, is measured largely by his or her capacity for institutional leadership. The president shares responsibility for the definition and attainment of goals, for administrative action, and for operating the communications system that links the components of the academic community. The president represents the institution to its many publics. The president's leadership role is supported by delegated authority from the board and faculty.

As the chief planning officer of an institution, the president has a special obligation to innovate and initiate. The degree to which a president can envision new horizons for the institution, and can persuade others to see them and to work toward them, will often constitute the chief measure of the president's administration.

The president must at times, with or without support, infuse new life into a department; relatedly, the president may at times be required, working within the concept of tenure, to solve problems of obsolescence. The president will necessarily utilize the judgments of the faculty but may also, in the interest of academic standards, seek outside evaluations by scholars of acknowledged competence.

It is the duty of the president to see to it that the standards and procedures in operational use within the college or university conform to the policy established by the governing board and to the standards of sound academic practice. It is also incumbent on the president to ensure that faculty views, including dissenting views, are presented to the board in those areas and on those issues where responsibilities are shared. Similarly, the faculty should be informed of the views of the board and the administration on like issues.

The president is largely responsible for the maintenance of existing institutional resources and the creation of new resources; has ultimate managerial responsibility for a large area of nonacademic activities; is responsible for public understanding; and by the nature of the office

is the chief person who speaks for the institution. In these and other areas the president's work is to plan, to organize, to direct, and to represent. The presidential function should receive the general support of board and faculty.

5. The Academic Institution: The Faculty

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.[4] On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of faculty advice.

The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise, there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

The faculty should actively participate in the determination of policies and procedures governing salary increases.

The chair or head of a department, who serves as the chief representative of the department within an institution, should be selected either by departmental election or by appointment following consultation with members of the department and of related departments; appointments should normally be in conformity with department members' judgment. The chair or department head should not have tenure in office; tenure as a faculty member is a matter of separate right. The chair or head should serve for a stated term but without prejudice to reelection or to reappointment by procedures that involve appropriate faculty consultation. Board, administration, and faculty should all bear in mind that the department chair or head has a special obligation to build a department strong in scholarship and teaching capacity.

Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty.[5]

The agencies may consist of meetings of all faculty members of a department, school, college, division, or university system, or may take the form of faculty-elected executive committees in departments and schools and a faculty-elected senate or council for larger divisions or the institution as a whole.

The means of communication among the faculty, administration, and governing board now in use include: (1) circulation of memoranda and reports by board committees, the administration, and faculty committees; (2) joint ad hoc committees; (3) standing liaison committees; (4) membership of faculty members on administrative bodies; and (5) membership of faculty members on governing boards. Whatever the channels of communication, they should be clearly understood and observed.

On Student Status

When students in American colleges and universities desire to participate responsibly in the government of the institution they attend, their wish should be recognized as a claim to opportunity both for educational experience and for involvement in the affairs of their college or university. Ways should be found to permit significant student participation within the limits of attainable effectiveness. The obstacles to such participation are large and should not be minimized: inexperience, untested capacity, a transitory status which means that present action does not carry with it subsequent responsibility, and the inescapable fact that the other components of the institution are in a position of judgment over the students. It is important to recognize that student needs are strongly related to educational experience, both formal and informal.

Students expect, and have a right to expect, that the educational process will be structured, that they will be stimulated by it to become independent adults, and that they will have effectively transmitted to them the cultural heritage of the larger society. If institutional support is to have its fullest possible meaning, it should incorporate the strength, freshness of view, and idealism of the student body.

The respect of students for their college or university can be enhanced if they are given at least these opportunities: (1) to be listened to in the classroom without fear of institutional reprisal for the substance of their views, (2) freedom to discuss questions of institutional policy and operation, (3) the right to academic due process when charged with serious violations of institutional regulations, and (4) the same right to hear speakers of their own choice as is enjoyed by other components of the institution.

Notes

1. See the 1940 "Statement of Principles on Academic Freedom and Tenure," AAUP, *Policy Documents and Reports,* 10th ed. (Washington, D.C., 2006), 3–11, and the 1958 "Statement on Procedural Standards in Faculty Dismissal Proceedings," ibid., 12–15. These statements were jointly adopted by the Association of American Colleges (now the Association of American Colleges and Universities) and the American Association of University Professors; the 1940 "Statement" has been endorsed by numerous learned and scientific societies and educational associations.

2. With respect to faculty members, the 1940 "Statement of Principles on Academic Freedom and Tenure" reads: "College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution" (*Policy Documents and Reports,* 3–4).

3. Traditionally, governing boards developed within the context of single-campus institutions. In more recent times, governing and coordinating boards have increasingly tended to develop at the multi-campus regional, systemwide, or statewide levels. As influential components of the academic community, these supra-campus bodies bear particular responsibility for protecting the autonomy of individual campuses or institutions under their jurisdiction and for implementing policies of shared responsibility. The American Association of University Professors regards the objectives and practices recommended in the "Statement on Government" as constituting equally appropriate guidelines for such supra-campus bodies, and looks toward continued development of practices that will facilitate application of such guidelines in this new context. [Preceding note adopted by the AAUP's Council in June 1978.]

4. With regard to student admissions, the faculty should have a meaningful role in establishing institutional policies, including the setting of standards for admission, and should be afforded opportunity for oversight of the entire admissions process. [Preceding note adopted by the Council in June 2002.]

5. The American Association of University Professors regards collective bargaining, properly used, as another means of achieving sound academic government. Where there is faculty collective bargaining, the parties should seek to ensure appropriate institutional governance structures which will protect the right of all faculty to participate in institutional governance in accordance with the "Statement on Government." [Preceding note adopted by the Council in June 1978.]

Traits of Effective Senates

- ✓ Permanent office space, files, archives
- ✓ Annual budget (travel, telephone, computer, supplies,etc.)
- ✓ Secretarial assistance
- ✓ Adjusted workload for officers
- ✓ Regular meetings with college president
- ✓ Consulted on creation of all non-senate committees
- ✓ Senate president (faculty officer) presides at senate meetings.
- ✓ Bylaws specify areas where senate decisions are normally determinative, co-determinative, or advisory
- ✓ Meetings and activities advertised in advance and records of actions widely published
- ✓ Attracts both junior and senior faculty who are esteemed as academic leaders
- ✓ Is regarded by the campus as dealing with crucial issues
- ✓ Has effective representation on other key governance groups
- ✓ Senate leadership visible in the ceremonial and symbolic affairs of the campus
- ✓ Initiates a major portion of its agenda items
- ✓ Defends the core values of academic freedom, determines curriculum
- ✓ Provides an effective forum for controversial issues
- ✓ Is seen as an agent for necessary institutional change
- ✓ Grounds its practices in parliamentary procedure and published and endorsed principles of governance

Participants at sessions of the AAHE National Network of Faculty Senates developed and refined these traits.

Standing Committee Breakout Session

<u>Discussion Items:</u>

1. Operating Procedures
    - Article III.Section 1 of the University Senate Bylaws requires that *"Standing Committees shall establish their own operating policies and procedures consistent with these bylaws and the University Statutes. These must be filed with the Executive Committee and updated as needed."*

    - Review the sample operating procedures.

    - Start the process of discussing appropriate operating procedures for your committee.

    - The final version of your committee's operating procedures should be voted on by the full committee at its first meeting on August 24th.

2. Review last year's committee annual report to identify unfinished business and/or potential new business.

UNIVERSITY SENATE STANDING COMMITTEE

SAMPLE OPERATING PROCEDURES

APC

The Academic Policy Committee operated under a sometimes casual, sometimes semi-formal, but always relaxed Roberts' Rules of order parliamentary procedures.

SAPC

SAPC used Robert's Rules of Order to conduct each meeting. Minutes of the meeting were distributed to committee members prior to approval at the next SAPC meeting.

RPIPC

- **The members** of RPIPC are a team and as such must be able to trust that all members operate for the good of the University, the Senate, and RPIPC
  - o Communicate openly and candidly with each other -- holding back constructive criticism weakens the team
  - o Resist communicating on behalf of the committee without consultation even if the item feels like it is obvious and embraced by all
  - o After consultation, copy the entire committee as you communicate on its behalf
  - o It is the responsibility of all RPIPC members to seek out and identify agenda items for discussion
  - o Members will be responsible for periodically assessing the committee's performance and if determined that improvements are necessary shall make them
- **Communication**
  - o Communicate via the RPIPC@list.gcsu.edu E-mail list
  - o RPIPC information can be found on the Senate web site at: http://senate.gcsu.edu/content/resources-planning-and-institutional-policy-committee and http://info.gcsu.edu/intranet/univ_senate/SCs2011-2012/RPIPC/index.htm
  - o Standing monthly meetings
    - Fall 2011/Spring 2012 – 3:30-4:45PM
      - Sept 2, Oct 7, Nov 4, Dec 2, Jan 13, Feb 3, Mar 2, Apr 6
- **Agenda**
  - o A tentative agenda for the next meeting RPIPC is drafted by the committee chair. This list is briefly reviewed by the entire committee just before adjournment whenever possible.
  - o Agenda items will be prioritized by time-sensitivity and not necessarily reflect their relative importance.
  - o The tentative agenda is distributed by the committee chair on the senate website as early in the week as possible and is finalized in consultation with the other members of RPIPC
  - o Drafts of supporting documentation for agenda items are provided electronically prior to the meeting whenever possible to encourage and facilitate review prior to the meeting. Unless requested of the committee chair or in the case where the document has not been previously distributed, members will bring their own copies of materials to the meeting.
  - o Drafts of RPIPC minutes are provided to members. The minutes will then be sent out for final review or brought to the next RPIPC meeting for final approval and posted as soon as possible.

- **Flow of Meetings**
  - o In addition to the usual agenda items for a committee meeting, each member will have an opportunity to raise potential RPIPC issues raised by his or her constituency and share information on situations where the member talked to others about the work of RPIPC.
  - o At the end of the meeting, the Secretary will have a chance to clarify any item for the minutes.
- **Parliamentary Authority**
  - o The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Resources, Planning, and Institutional Policy Committee in all cases to which they are applicable and in which they are not inconsistent with the University Senate Bylaws, these operating procedures and any special rules of order the University Senate.

CAPC

WHO IS ON CAPC? U.Section2.C.2.a. **Membership**. *The Curriculum and Assessment Policy Committee shall have thirteen (13) members distributed as follows: eleven (11) members selected from the Corps of Instruction faculty, at least seven (7) of whom are elected faculty senators, one (1) member who is the Chief Academic Officer or an individual appointed by the Chief Academic Officer to serve as his/her designee in compliance with V.Section2.C, and one (1) member appointed by the University President in compliance with II.Section1.A.5.*

WHO ARE VOTING MEMBERS OF CAPC? IV.Section 4. Committee Service and Voting. All members of the University Senate shall have at least one University Senate committee assignment. Faculty, staff, administrators and students who are not members of the University Senate may be nominated to University Senate committees if the Subcommittee on Nominations deems that appropriate. **Committee members who are not members of the University Senate shall be afforded all rights of committee membership, including voting unless explicitly designated as a non-voting member of the committee in these bylaws, but shall have none of these rights in the University Senate**.

WHAT DOES CAPC CONSIDER? *V.Section2.C.2.b.* **Scope.** *The Curriculum and Assessment Policy Committee shall be concerned with policy relating to curriculum and academic assessment, which includes, but is not limited to, policies relating to general university degree requirements (e.g. General Education Curriculum, Foreign Language requirement, Wellness requirement), academic program assessment, and continuing education and non-degree programs. In addition to its policy recommending function, this committee shall be responsible for reviewing and approving proposals to create or deactivate certificates, concentrations, degree programs, and minors, as well as the periodic review of general education requirements and learning outcomes. This committee also provides advice, as appropriate, on procedural matters relating to curriculum and academic assessment.*

WHAT ARE UNIVERSITY SENATE FUNCTIONS? *I.Section2. The University Senate exists to promote and implement effective shared governance at the university. It is expressly charged with recommending academic and institutional policy.* **In addition to its policy recommending responsibility, the University Senate** *serves in an advisory role to the* **administration**, *particularly in the implementation of policy or improvement of processes that have broad institutional impact or implications, including but not limited to planning and budgetary processes.* **The University Senate strives to be mindful and respectful of matters that are more appropriately handled at the divisional, college, and department levels, but may make recommendations concerning matters within these areas that have broader institutional impact or implications.**

WHAT ARE COMMITTEE FUNCTIONS? *V.Section2.C. Standing Committees. These committees shall* **have the following three functions** *(a) develop recommendations for new policy, (b) develop recommendations that revise existing policy, and (c) serve in advisory role, each applied in a manner consistent with the purposes and powers of the University Senate expressed in Article I. The inclusion of an appropriate chief division officer or designee is to improve committee effectiveness through communication and coordination with an appropriate administrator who has authority and responsibility for policy implementation in the general area addressed by the committee.*

COMMITTEE ANNUAL REPORT *IV.Section 2. Reports. The committees listed in V.Section2.A.1 shall constitute the standing committees of the University Senate. Each standing committee and the Executive Committee* **shall present a comprehensive, written, annual report in an appropriate format** *to the Executive Committee. This report shall include a summary of the major items considered by the committee during the academic year and the disposition of each. The Executive Committee shall set a due date and the format of these reports in consultation with the standing committee chairs and these reports shall be posted with the minutes of the last University Senate meeting of the academic year.*

OPERATING PROCEDURES *III.Section 1. The University Senate shall discharge its responsibilities through a system of standing committees elected by and directly responsible to the University Senate. These standing committees shall* **establish their own operating policies and procedures** *consistent with these bylaws and the University Statutes. These must be filed with the Executive Committee and updated as needed.*

MEETINGS, CALL, NOTICE, QUORUM

*IV.Section 6. Meetings. The standing committees, as listed in V.Section2.A.1, shall meet as needed throughout the year, including recesses between academic semesters, to facilitate the functioning of the University Senate. **The governance calendar designates meeting times for the standing committees throughout the academic year***.

*IV.Section6.A. Call. In addition, **a meeting shall be called** by the standing committee chair within ten (10) calendar days of receiving a written request, which must include specification of the proposed purpose for such a meeting, from either (1) the Executive Committee or (2) at least twenty percent (20%) of the membership of the standing committee. **A meeting of a standing committee also may be called by** the University President, the Presiding Officer of the University Senate, or the chair of the standing committee. Individuals calling such a meeting should apply this responsibility judiciously, in particular, for a meeting scheduled during a recess between academic semesters.*

*IV.Section6.B. Notice. **Written notice of any meeting of a standing committee shall be distributed to every member of the standing committee** by the individual calling the meeting and made accessible to members of the University Senate at least three (3) calendar days prior to the meeting. Such notice shall include the date, time, location and agenda for the meeting.*

*IV.Section6.C. **Quorum**. A majority of the standing committee membership shall constitute a quorum.*

COMMITTEE OPERATING PROCEDURES: *A summary of the standard operating procedures used to conduct business during the year.*

- First and foremost the Curriculum and Assessment Policy Committee is a team and not a set of individuals. To realize this philosophy, we endorse the following:
    - Communicate openly and candidly with each other -- holding back constructive criticism weakens the team
    - Resist communicating *on behalf of the committee* without consultation even if the item feels like a "no-brainer"
    - After committee consultation, copy the entire committee if/when you communicate on its behalf
    - All CAPC members share responsibility to seek out and identify concerns within CAPC scope (Article V, Section 2.B.2)
- The **Chair**
    - Bylaws Responsibilities:
        - Presents committee report to University Senate at scheduled University Senate meetings (Article II, Section 3.A.3)
        - Submit such reports to University Senate Secretary in appropriate format for minutes (Article II, Section 3.I)
        - Transfer committee records to the following year's committee (Article IV, Section 3.B)
        - Meet regularly with the Executive Committee and other chairs to facilitate communication (Article V, Section 1.C.14)
        - Serve on the Subcommittee on Nominations (Article V, Section 1.D.1.a)
        - Be notified by a committee member who is going on extended leave (Article II Section 3.H)
        - Be consulted by ECUS on due date and format of comprehensive annual report of committee (Article IV, Section 2)
    - Other Responsibilities:
        - Be contacted by committee members extending regrets prior to a scheduled committee meeting
        - Presides at committee meetings
        - Drafts (in consultation with the committee) the tentative agenda for committee meetings
        - Distributes each tentative agenda to the committee via email prior to the committee meeting
        - Scheduling (in consultation with committee) meeting rooms, times, and dates for committee meetings
        - Entering committee motions proposed for University Senate consideration into the online motion database
        - Advertising committee meeting times and meeting agenda to the university community
        - Others as defined/assigned by the committee
- The **Vice-Chair**
    - Bylaws Responsibilities:
        - None

- Other Responsibilities:
    - Assumes all duties and responsibilities of the chair in the absence of the chair
    - Others as defined/assigned by the committee
- The **Secretary**
    - Bylaws Responsibilities:
        - The secretary of the committee shall provide minutes of each meeting to the Secretary of the Executive Committee as well as post the minutes electronically within eight (8) calendar days of the meeting. This would include minutes of any subcommittee or ad hoc committee that reports to it. (Article V, Section 2.B.3)
    - Other Responsibilities:
        - Be contacted by committee members extending regrets prior to a scheduled committee meeting
        - Posts committee minutes in a manner consistent with University Senate protocol after the minutes have been reviewed by the committee – including any amendments made as a result of the review
        - Others as defined/assigned by the committee
- **Agenda**: The agenda of committee meetings is set by the following process.
    - At the conclusion of each meeting, any committee member can propose an item for inclusion on the tentative agenda.
    - A tentative agenda for the meeting is drafted by the committee chair in consultation with the committee members.
    - This tentative agenda is sent to the committee members by the committee chair at least 7 days in advance of the meeting.
    - This tentative agenda includes all available supporting documents for items to be considered by the committee.
    - The tentative agenda is finalized by the committee at the outset of the meeting immediately following the call to order.
- **Communication Tools**
    - Committee email list: capc@list.gcsu.edu
    - Committee web presence: http://info.gcsu.edu/intranet/univ_senate/SCs2011-2012/CAPC/index.htm

- **Deliberation**
    - Advisory Matters: (Committee workgroup requesting committee guidance, advisory function of the committee)
        - Deliberation is informal until there is a motion for committee consideration in which case Robert's Rules apply.
    - Policy Matters: (Committee deliberation on a draft policy proposed for recommendation for University Senate consideration)
        - Robert's Rules apply meaning a main motion (to recommend the policy for consideration by the University Senate) is made and committee deliberation proceeds with a vote determining committee disposition of the motion.
- **Duration**
    - Committee meetings shall be no more than seventy-five (75) minutes in duration unless otherwise agreed to by a motion to extend the meeting duration.
- **Minutes** The minutes of the committee shall be drafted by the following process.
    - The committee secretary shall keep notes of the meeting.
    - The committee secretary may request clarification from the committee at any point in the meeting.
    - Immediately prior to adjournment of any meeting, the committee secretary shall have the opportunity to seek clarification on any matter to inform preparation of meeting minutes.
    - The secretary shall prepare a draft of the minutes for committee review in consultation with the committee officers.
    - This draft of the minutes is circulated to the committee for review prior to posting.
    - The committee members shall have a minimum of two business days to review the minutes.
    - If suggested revisions are offered, the revised minutes are again distributed to the committee for review.
    - The minutes are posted
    - *Except for the minutes of the final meeting of the academic year, the previous meeting minutes are an item on the agenda.*

- **Parliamentary Authority**
  - The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Curriculum and Assessment Policy Committee in all cases to which they are applicable and in which they are not inconsistent with the University Senate Bylaws, these operating procedures and any special rules of order the University Senate or Faculty Affairs Policy Committee may adopt.
- **Quorum**
  - A majority of the committee membership shall constitute a quorum. (Article IV, Section 6.C)
- **Voting**
  - <u>Voting Members</u>: Each of the thirteen members listed in the University Senate bylaws is a voting member of the committee.
  - <u>Voting Threshold</u>: In all committee votes, the voting threshold is applied to the number of voting members present at the time of the vote *assuming the presence of quorum*.
    - o Unless otherwise determined by the committee in advance of the vote, a majority vote is necessary for committee approval.
    - o The voting threshold for adoption of a matter to be considered by the committee may be amended by a majority vote.
- **Amendment of these operating procedures**
  - These committee operating procedures may be amended by a majority vote at any scheduled committee meeting provided that committee members receive written notification in advance of the meeting at which the proposed revision is considered. Any such revision(s) that are approved are effective immediately following the committee vote.

WHO IS ON FAPC? *V.Section2.C.3.a.* ***Membership****. The Faculty Affairs Policy Committee shall have thirteen (13) members distributed as follows: eleven (11) members selected from the Corps of Instruction faculty, at least seven (7) of whom are elected faculty senators, one (1) member who is the Chief Academic Officer or an individual appointed by the Chief Academic Officer to serve as her/his designee in compliance with V.Section2.C, and one (1) member appointed by the University President in compliance with II.Section1.A.5.*

WHO ARE VOTING MEMBERS OF FAPC? *IV.Section 4. Committee Service and Voting. All members of the University Senate shall have at least one University Senate committee assignment. Faculty, staff, administrators and students who are not members of the University Senate may be nominated to University Senate committees if the Subcommittee on Nominations deems that appropriate.* ***Committee members who are not members of the University Senate shall be afforded all rights of committee membership, including voting unless explicitly designated as a non-voting member of the committee in these bylaws, but shall have none of these rights in the University Senate****.*

WHAT DOES FAPC CONSIDER? *V.Section2.C.3.b.* ***Scope*** *The Faculty Affairs Policy Committee shall be concerned with policy relating to faculty welfare (e.g. authorities, responsibilities, rights, recognitions, privileges, and opportunities), which includes, but is not limited to, policies relating to academic freedom, workload, compensation, recruitment, retention, promotion, tenure, recognitions, development, and instructional support. This committee also provides advice, as appropriate, on procedural matters that affect the welfare of the faculty.*

WHAT ARE UNIVERSITY SENATE FUNCTIONS? *I.Section2. The University Senate exists to promote and implement effective shared governance at the university. It is expressly charged with recommending academic and institutional policy****. In addition to its policy recommending responsibility, the University Senate*** *serves in an advisory role to the administration**, particularly in the implementation of policy or improvement of processes that have broad institutional impact or implications, including but not limited to planning and budgetary processes.* ***The University Senate strives to be mindful and respectful of matters that are more appropriately handled at the divisional, college, and department levels, but may make recommendations concerning matters within these areas that have broader institutional impact or implications.***

WHAT ARE COMMITTEE FUNCTIONS? *V.Section2.C. Standing Committees. These committees shall* ***have the following three functions*** *(a) develop recommendations for new policy, (b) develop recommendations that revise existing policy, and (c) serve in advisory role, each applied in a manner consistent with the purposes and powers of the University Senate expressed in Article I. The inclusion of an appropriate chief division officer or designee is to improve committee effectiveness through communication and coordination with an appropriate administrator who has authority and responsibility for policy implementation in the general area addressed by the committee.*

COMMITTEE ANNUAL REPORT *IV.Section 2. Reports. The committees listed in V.Section2.A.1 shall constitute the standing committees of the University Senate. Each standing committee and the Executive Committee* ***shall present a comprehensive, written, annual report in an appropriate format*** *to the Executive Committee. This report shall include a summary of the major items considered by the committee during the academic year and the disposition of each. The Executive Committee shall set a due date and the format of these reports in consultation with the standing committee chairs and these reports shall be posted with the minutes of the last University Senate meeting of the academic year.*

OPERATING PROCEDURES *III.Section 1. The University Senate shall discharge its responsibilities through a system of standing committees elected by and directly responsible to the University Senate. These standing committees shall* ***establish their own operating policies and procedures*** *consistent with these bylaws and the University Statutes. These must be filed with the Executive Committee and updated as needed.*

MEETINGS, CALL, NOTICE, QUORUM

IV.Section 6. Meetings. The standing committees, as listed in V.Section2.A.1, shall meet as needed throughout the year, including recesses between academic semesters, to facilitate the functioning of the University Senate. ***The governance calendar designates meeting times for the standing committees throughout the academic year****.*

IV.Section6.A. Call. In addition, ***a meeting shall be called*** *by the standing committee chair within ten (10) calendar days of receiving a written request, which must include specification of the proposed purpose for such a meeting, from either (1) the Executive Committee or (2) at least twenty percent (20%) of the membership of the standing committee.* ***A meeting of a standing committee also may be called by*** *the University President, the Presiding Officer of the University Senate, or the chair of*

the standing committee. Individuals calling such a meeting should apply this responsibility judiciously, in particular, for a meeting scheduled during a recess between academic semesters.

*IV.Section6.B. Notice. **Written notice of any meeting of a standing committee shall be distributed to every member of the standing committee** by the individual calling the meeting and made accessible to members of the University Senate at least three (3) calendar days prior to the meeting. Such notice shall include the date, time, location and agenda for the meeting.*

*IV.Section6.C. **Quorum**. A majority of the standing committee membership shall constitute a quorum.*

COMMITTEE OPERATING PROCEDURES: *A summary of the standard operating procedures used to conduct business during the year.*

- First and foremost the Faculty Affairs Policy Committee will work cooperatively and respectfully on behalf of the faculty. To realize these goals, we endorse the following:
    - Communicate openly and candidly with each other -- holding back constructive criticism weakens the team
    - Resist communicating *on behalf of the committee* without consultation even if the item feels like a "no-brainer"
    - After committee consultation, copy the entire committee if/when you communicate on its behalf
    - All FAPC members share responsibility to seek out and identify concerns within FAPC scope (Article V, Section 2.B.2)
- The **Chair**
    - Bylaws Responsibilities:
        - Presents committee report to University Senate at scheduled University Senate meetings (Article II, Section 3.A.3)
        - Submit such reports to University Senate Secretary in appropriate format for minutes (Article II, Section 3.I)
        - Transfer committee records to the following year's committee (Article IV, Section 3.B)
        - Meet regularly with the Executive Committee and other chairs to facilitate communication (Article V, Section 1.C.14)
        - Serve on the Subcommittee on Nominations (Article V, Section 1.D.1.a)
        - Be notified by a committee member who is going on extended leave (Article II Section 3.H)
        - Be consulted by ECUS on due date and format of comprehensive annual report of committee (Article IV, Section 2)
    - Other Responsibilities:
        - Be contacted by committee members extending regrets prior to a scheduled committee meeting
        - Presides at committee meetings
        - Drafts (in consultation with the committee) the tentative agenda for committee meetings
        - Distributes each tentative agenda to the committee via email prior to the committee meeting
        - Scheduling (in consultation with committee) meeting rooms, times, and dates for committee meetings
        - Entering committee motions proposed for University Senate consideration into the online motion database
        - Advertising committee meeting times and meeting agenda to the university community
        - Others as defined/assigned by the committee
- The **Vice-Chair**
    - Bylaws Responsibilities:
        - None
    - Other Responsibilities:
        - Assumes all duties and responsibilities of the chair in the absence of the chair
        - Others as defined/assigned by the committee
- The **Secretary**
    - Bylaws Responsibilities:
        - The secretary of the committee shall provide minutes of each meeting to the Secretary of the Executive Committee as well as post the minutes electronically within eight (8) calendar days of the meeting. This would include minutes of any subcommittee or ad hoc committee that reports to it. (Article V, Section 2.B.3)
    - Other Responsibilities:
        - Be contacted by committee members extending regrets prior to a scheduled committee meeting
        - Posts committee minutes in a manner consistent with University Senate protocol after the minutes have been reviewed by the committee – including any amendments made as a result of the review
        - Others as defined/assigned by the committee
- **Agenda**: The agenda of committee meetings is set by the following process.
    - At the conclusion of each meeting, any committee member can propose an item for inclusion on the tentative agenda.
    - A tentative agenda for the meeting is drafted by the committee chair in consultation with the committee members.

- This tentative agenda is sent to the committee members by the committee chair at least 7 days in advance of the meeting.
- This tentative agenda includes all available supporting documents for items to be considered by the committee.
- The tentative agenda is finalized by the committee at the outset of the meeting immediately following the call to order.
- **Communication Tools**
  - Committee email list: fapc@list.gcsu.edu
  - Committee web presence: http://info.gcsu.edu/intranet/univ_senate/SCs2011-2012/FAPC/index.htm
- **Deliberation**
  - <u>Advisory Matters</u>: (Committee workgroup requesting committee guidance, advisory function of the committee)
    - o Deliberation is informal until there is a motion for committee consideration in which case Robert's Rules apply.
  - <u>Policy Matters</u>: (Committee deliberation on a draft policy proposed for recommendation for University Senate consideration)
    - o Robert's Rules apply meaning a main motion (to recommend the policy for consideration by the University Senate) is made and committee deliberation proceeds with a vote determining committee disposition of the motion.
- **Duration**
  - Committee meetings shall be no more than seventy-five (75) minutes in duration unless otherwise agreed to by a motion to extend the meeting duration.
- **Minutes** The minutes of the committee shall be drafted by the following process.
  - The committee secretary shall keep notes of the meeting.
  - The committee secretary may request clarification from the committee at any point in the meeting.
  - Immediately prior to adjournment of any meeting, the committee secretary shall have the opportunity to seek clarification on any matter to inform preparation of meeting minutes.
  - The secretary shall prepare a draft of the minutes for committee review in consultation with the committee officers.
  - This draft of the minutes is circulated to the committee for review prior to posting.
  - The committee members shall have a minimum of two business days to review the minutes.
  - If suggested revisions are offered, the revised minutes are again distributed to the committee for review.
  - The minutes are posted in compliance with the university senate bylaws timeline (within 8 calendar days of the meeting).
  - *Except for the minutes of the final meeting of the academic year, the previous meeting minutes are an item on the agenda.*
- **Parliamentary Authority**
  - The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Faculty Affairs Policy Committee in all cases to which they are applicable and in which they are not inconsistent with the University Senate Bylaws, these operating procedures and any special rules of order the University Senate or Faculty Affairs Policy Committee may adopt.
- **Quorum**
  - A majority of the committee membership shall constitute a quorum. (Article IV, Section 6.C)
- **Voting**
  - <u>Voting Members</u>: Each of the thirteen members listed in the University Senate bylaws is a voting member of the committee.
  - <u>Voting Threshold</u>: In all committee votes, the voting threshold is applied to the number of voting members present at the time of the vote *assuming the presence of quorum*.
    - o Unless otherwise determined by the committee in advance of the vote, a majority vote is necessary for committee approval.
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Campus Completion Plan for the University System of Georgia Complete College Georgia Initiative

Submitted by: President Stanley C. Preczewski

June 29, 2012

This report presents Georgia College & State University's (Georgia College) Campus Completion Plan as part of the USG's Complete College Georgia initiative and is organized into the following sections:

Part I: Process, Goals & Data Analysis

Georgia College is committed to being an integral part of the University System of Georgia's Complete College Georgia (CCG) initiative for creating a more educated state. The CCG Campus Completion Plan at Georgia College was built around its mission as Georgia's designated public liberal arts university in which excellence, engagement, and innovation are essential components of an educational experience that "supports the needs of the region and creates pathways to individual success and personal fulfillment." Since receiving the statewide liberal arts mission in 1996, Georgia College has worked to fulfill its niche by offering a distinctive residential learning environment with innovative teaching that emphasizes "high impact" pedagogies and opportunities for students to engage in learning beyond the classroom. These opportunities, e.g. service learning, study abroad, undergraduate research, internships, and civic engagement, reinforce the learning experience and create the types of engagement that research has shown[1] lead to higher rates of retention and graduation. A member of the Council of Public Liberal Arts Colleges (COPLAC), Georgia College is known for combining the educational experiences typical of esteemed private liberal arts colleges with the affordability and resources of a public university. The results are positive and self-evident: Graphs 1 and 2 below show trends in retention and graduation rates that are all strong, positive, and consistent.

Graph 1: Retention Rates at GC
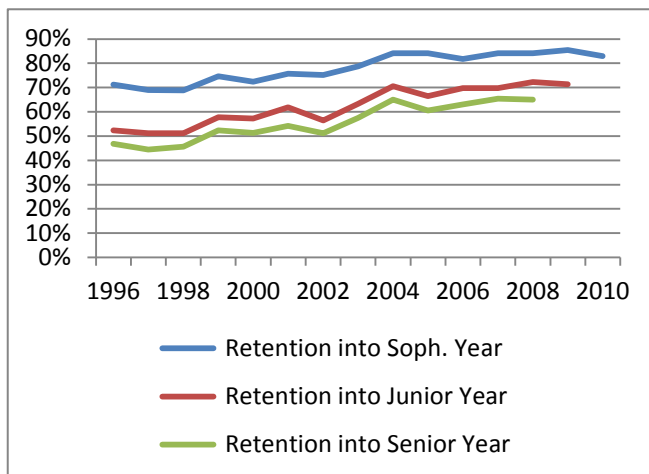
Graph 2: Graduation Rates at GC
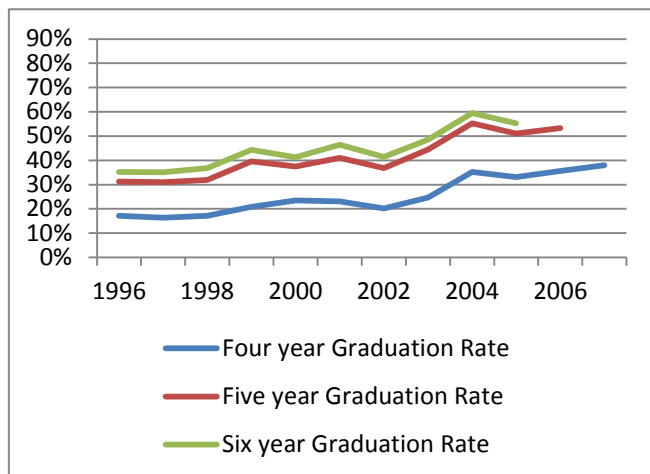
Georgia College's admission policies involve a selective, holistic approach in which such aspects as a student's history at high school, rigor of their curriculum, test scores, and leadership and civic engagement while in high school are considered. Average SAT scores of entering freshmen (combined average score of 1155 for Fall 2011) and the most recent 6-year graduation rate (55.3%, 2005 cohort) rank third among Georgia's public universities. There is a robust first year experience and freshmen are required to live on campus. This focus on mission-centered recruiting and admissions strategies has been a factor in the historically low numbers of part-time students and adult learners at GC (see Appendix 1). Similarly, GC does not offer learning support and/or remedial classes. However, the CCG principles are certainly espoused in the GC plan: addressing curriculum "pinch-points" where students may be stuck and unable to progress toward the degree; removing stigmas associated with support mechanisms facilitating progression; and an institutional commitment to faculty support and quality introductory

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[1] Kuh, George D., *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter,* 2008, Washington, DC: Association of American Colleges & Universities Press.

courses. As with all institutional endeavors, GC's campus plan keeps the preservation of the integrity of the mission as a top priority.

Other key institutional data for the Fall 2011 term are contained in Appendix 1. Recent accolades include:

- GC ranked 1st in *U.S. News & World Report* among public regional universities in Georgia.
- *U.S. News & World Report* ranked GC with a "Strong Commitment to Teaching."
- *The Princeton Review* named Georgia College "A Best in the Southeast."
- GC has been a "College of Distinction" since 2004.

Inclusive Planning Process

The process of developing the GC campus plan and the selection of goals, strategies and objectives have grown naturally out of a larger discussion among Georgia College faculty, staff, and administrators from across the institution who collaborated with Noel-Levitz over a 10-month period to collect data, evaluate trends, and plan intentionally for the future. This work culminated in May 2011 with a data-informed, comprehensive and strategic enrollment plan for the university. The plan (available upon request) focuses on several main themes, with the priorities of increasing retention and graduation rates. The plan included immediate, short-term, and long-term strategies (encompassing Georgia College's 3-year RPG plan from September 2010) and, with implementation beginning in Fall 2011, led seamlessly into the campus discussions regarding the CCG initiative.

Thus, with additional clarity and purpose, stakeholders from across the university gathered to craft an institutional CCG plan by selecting metrics, mechanisms for data analysis, and processes to ensure ongoing measurement, reflection, and feedback. A Strategic Enrollment Management Council was created to guide and oversee implementation of the various components of the plan (see Appendix 2). Participation from key stakeholders was crucial to the development of the plan; areas providing analysis and feedback included executive cabinet, enrollment management division, deans and faculty from all four academic colleges, office of strategic initiatives, institutional research, and the budget office. Members of this Council met weekly in Spring 2012 to develop the strategies and objectives in the GC campus plan, and several will have primary responsibility for the oversight of the various implementation and action steps.

Goals and Data Analysis

Through the group's analysis of institutional data, the Georgia College campus plan for the CCG initiative used the following overarching goals to guide the creation of strategies and objectives that align with the statewide liberal arts mission of the university:

Georgia College Campus Completion Plan Goals:

1. **Increase graduation rates** – in particular, by FY15 Georgia College seeks to achieve a 6-year graduation rate of 62%, approximately 7 percentage points higher than current benchmark data.

2. **Increase retention of first year students** – in particular, by FY15 Georgia College seeks to attain an 86% rate of retention of students from the first year into the second year, representing a 3-percentage point increase over current benchmark data.

Note that the GC campus plan Goals were obtained through extensive analysis of data and were calculated using the IPEDS definition of full time, first time freshmen. Changes in the definitions of USG metrics employed for assessment of the CCG initiative would necessitate revisions to the targets set here.

Campus strengths were revealed through the analysis of institutional data, e.g. positive trends in retention and graduation rates shown above. Other strengths include the following: a decrease in percentage of classes dropped as a result of an academic policy change in which students are not permitted to exceed five classes dropped over their collegiate career (decrease of 8% withdrawal rate in 2004 to 5% in 2010); decrease in rate of DWF's in Introductory STEM courses as a result of GC's participation in the statewide USG STEM Initiative; and data showing a redesigned learner-centered courses (Mathematics Emporium) produced lower withdrawal rates from 17% in Fall 2009 to 11% in 2011.

Even with demonstrated increases in graduation rates, GC recognizes the need for continued improvement in such rates to meet institutional and statewide goals. Furthermore, in comparison to aspirational peer institutions (see Appendix 3), some gaps exist in matching peer institutional graduation rates. This was a key factor in developing the graduation incentive plan found in Parts II and III. In a similar fashion, although DWF rates in introductory STEM courses have trended lower in recent years, improvements to such rates are still sought at GC. Hence, the strategies of the Mathematics Emporium model course redesign and the enhanced peer-tutoring program are part of the GC campus plan. Retention rates are also key to student success and the ultimate goal of persistence to graduation. Analysis of institutional retention data from recent years revealed a key gap in retaining students from year 2 to year 3. GC will institute strategies such as fully implementing the Early Alert MapWorks instrument for freshmen and targeted sophomore populations as well as expanding the successes of our model for First Year Academic Seminars taught by professional academic advisors. From our review of existing data, areas in need of improvement include increasing numbers of diverse populations and other traditionally underserved populations. Hence, the campus plan includes strategies to address issues of access for such populations. At the core of the CCG campus-planning effort was the selection of metrics that would track both increased efficiencies (graduation rates, time to degree, rate of DWF's etc.) and increased numbers (faculty participation in professional development activities, number of students registered in specific courses, online course activity, number of classes utilizing supplemental instruction etc.).

As seen in Parts II & III, considerable effort was made to tailor metrics with strategies and objectives. The GC campus plan objectives are grouped according to the following strategies:

1. Enhance GC partnerships with K-12 for college readiness.
2. Improve access and completion for students traditionally underserved.
3. Shorten time to degree or number of credits to degree.
4. Restructure instructional delivery to improve student success.

Information needed – the following information items were identified in need of USG assistance:

1. While departments and colleges diligently attempt to track students' post-graduation employment, this remains an area of extreme need, for CCG purposes and other institutional needs, e.g. accreditations. Help in developing resources to accomplish this task statewide would be appreciated and beneficial to all USG institutions.
2. GC would appreciate USG's help in locating home addresses for Military Veterans so that GC registration and recruitment materials can be sent to them.

Parts II & III: Strategies & Objectives/Planning & Implementation

Strategy 1: Enhance GC partnerships with K-12 for college readiness

Objective 1.1: Increase high school completion in GC's Early College program by 5% annually and earning of college credit by the time of high school graduation by 5% over the next two years.

Georgia College Early College (GCEC) is a 7th grade through 12th grade public educational institution that is located on GC's campus. GCEC partners Baldwin County and Putnam County Schools, Oconee RESA (Regional Educational Service Agency), and GC's John H. Lounsbury College of Education as an alternative to the traditional middle and high school. GCEC helps student's complete high school, gives them an opportunity to earn college credit, and assists them in becoming eligible for the HOPE Scholarship. Seed money for the GCEC came from the Bill and Melinda Gates Foundation.

Action: GCEC will provide increasing numbers of high school students with the skills necessary and the head start needed to complete a high school diploma and be prepared for success at a college or university. Benchmark data for the 2011-2012 school year include the following: 199 students enrolled at GCEC in Fall 2011; 10 students from the Legacy class (the first class ever to complete the program through their senior year of high school) earned high school diplomas this year – originally 55 students began 7th grade in the Legacy class; at the time of high school graduation, these 10 students had earned between 15 and 29 college credits each; all 10 will matriculate to post-secondary institutions in Fall 2012.
Metric/s
Number of students enrolled in GCEC.
Number of students successfully attaining a high school diploma.
Number of college credits attained at time of high school graduation.
Number of students matriculating to an institution of post-secondary education.

Objective 1.2: Promote academic success and persistence for at-risk K-12 students through the Youth Enrichment Services (YES) Program by increasing the numbers served by 5% with a 100% success rate in students' receiving their high school diploma.

YES, a program coordinated out of the GC Extended University Division, seeks to promote postsecondary education by involving students in a high quality afterschool program that helps fulfill the needs of the whole child and ensures that adult family members have access to programming. The program provides Baldwin County students in grades 3-12 with academic support that complements day school efforts.

Action: YES seeks to increase high school graduation rates, nurture and inspire curiosity, and realize deeper levels of literacy. Benchmark data for the 2011-2012 school include 650 students served in four Baldwin County schools, and all 9 out of 9 seniors participating in the YES program earned high school diplomas this year.
Metric/s
Number of students served in YES program.
Number of students successfully attaining a high school diploma.
Number of students matriculating to an institution of post-secondary education.

Objective 1.3: Prepare more African-American men as elementary school teachers by enrolling five students into the Call Me Mister Program at GC in 2013.

The College of Education recently was approved to be a site for Clemson University's Call Me Mister program. The mission of the Call Me Mister Initiative is to increase the pool of available teachers from a more diverse background particularly among the state's lowest performing elementary schools. The program serves to increase the gender and racial diversity in education courses as well as helps increase the diversity of the teaching force in elementary schools in our area.

Action
The program will increase the number of minority students attending GC and likewise the number of minority teachers in public schools once students graduate. Benchmark data: since GC's approval to participate is new in AY2012, no students have yet participated at GC. GC's first participants are expected in the AY2013 cohort.
Metric/s
Number of GC students served by Call Me Mister program.
Number of students matriculating to an institution of post-secondary education to pursue a degree program in preparation for a teaching career.

Objective 1.4: Increase the number of students who choose to pursue a post-secondary degree in a STEM-related discipline through STEM Learning Communities (LC) by 10% annually.

STEM Learning Communities provide opportunities for K-12 educators and Georgia College faculty to collaborate, share knowledge, consult with peers about problems of teaching and learning, and observe others at work. Proposals are solicited on an annual basis through a competitive mini-grant funding process and are reviewed by a team of GC faculty from across STEM disciplines. Learning community mini-grants must have a GC faculty Principal Investigator and K-12 collaborators.

Action: Through GC faculty and K-12 teacher Learning Community projects, GC will increase K-12 student engagement, learning, interest, and success in math and sciences. Benchmark data for 2011-2012 year includes the following: five STEM Learning Communities funded in AY2012 from elementary through high school level; 12 GC faculty participated in the five LC's, more than 16 K-12 teachers collaborated, more than 60 GC college students helped or participated in LC's, and more than 1,200 K-12 students were impacted by STEM LC projects.
Metric/s
Number of students participating in STEM Learning Communities.
Number of students matriculating to an institution of post-secondary education to pursue a degree program in a STEM discipline.

Objective 1.5: In 2013 the number of Dual Enrolled students taking GC classes and earning college credit prior to high school graduation will increase by 9% (48 students).

Dual Enrollment students are high school students taking college courses in order to satisfy high school diploma requirements, as well as earning college credit applicable toward a college degree. Dual Enrollment students are potentially eligible for funding through the ACCEL program to cover most of their tuition for approved courses for fall and spring semester.

Action: Students with the necessary prerequisite skills are encouraged to complete dual enrollment courses to decrease time to degree and to familiarize themselves with university life prior to commencing their programs of study. Benchmark data include: 45 students enrolled with Dual Enrollment in Fall 2011; seven participating high schools represented, including GC Early College.

Metric/s
Number of students participating in Dual Enrollment at GC.
Number of college credits earned by participants at time of high school graduation.

Strategy 2: Improve access & completion for students traditionally underserved

Objective 2.1: Increase the number of online programs by 10% between 2011-12 and 2012-13.

Provide a viable alternative for non-traditional students to complete degree programs while attending to work and family needs. This will have the net effect of increasing the number of students GC serves.

Action: Online activity from Fall 2009 through Spring 2012 increased from 989 to 1345 course sections. To help meet the above objective GC's Academic Affairs will provide financial incentives for faculty, departments, and colleges, to increase the number of online courses that lead to programs in which 90% of the courses are online.
Metric/s
Data collected by Academic Affairs that identifies online activity across semesters and academic years within the following categories: active users, active course sections, and total actions.

Objective 2.2: Enhance articulation agreements to increase access to GC for students attending two-year institutions.

Provide students from two-year institutions with a seamless transition to GC. Students will be provided with clearly stated pathways into programs of study and information concerning housing, registration, financing, and student support.

Action: Implement articulation agreements with Georgia Military College and Georgia Perimeter College.
Metric/s
Number of qualified students applying and transferring to GC from Georgia Military College.
Number of qualified students applying and transferring to GC from Georgia Perimeter College.

Objective 2.3: Develop a minimum of two undergraduate courses tailored to the needs of military personnel and deliver 120 credit hours of course work.

GC's intent is to use our existing relationship with Robins Air force Base to expand services offered. We have primarily served graduate needs of base personnel, but effort will be exerted to expand coverage into other levels of academic programming.

Action: Create opportunities for military personnel from all armed forces service branches to take classes from GC by working with faculty to design and list two undergraduate courses.
Metric/s
Number of credit hours taken by active duty military personnel.

Strategy 3: Shorten time to degree or number of credits to degree

Objective 3.1: In order to shorten time to degree increase the number of students who attempt CLEP by 5% annually and decrease time to degree by 10% in five years.

Gaining college credit through CLEP exams will allow students to complete degree requirements sooner as well as experience the benefit of financial savings through tuition reduction.

Action: Students will be identified through the Office of the Registrar using data obtained through AP score reports. Outreach to students enrolling in high school AP courses at Orientation and through academic advising to encourage college credit attempts through CLEP.
Metric/s
Number of students who receive college credit through CLEP.
Time to degree for students utilizing CLEP as compared to those without CLEP credit.

Objective 3.2: Increase graduation rates across undergraduate degree programs by 1.5% in 2013 utilizing a department-level graduation incentive plan.

An incentive plan was developed to empower academic departments to increase graduation rates. To be considered for incentives departments must meet or exceed predetermined graduation targets. Funds received through the incentive plan can be used at the discretion of departments.

Action: To create greater departmental ownership of retention and graduation rates, an incentive plan for increasing academic departments' graduation rates was developed in the 2011-12 academic year. Departments demonstrating increased graduation rates based on set targets will receive financial incentive awards. Incentive plan details were developed with extensive input from deans and department chairs.
Metric/s
Institutional Research graduation rate metrics.

Objective 3.3: Increase retention rates by 0.5% for Y1:Y2 and 1% for Y2:Y3 annually for five years by implementing a centralized advising system utilizing professional advisors for first-year and second-year students.

Centralized Advising aids retention by providing seamless support for students who either elect to change majors or otherwise need to select an alternative degree path. Students will benefit from increased access to their advisor, information and support.

Action: Beginning in 2012, professional advisors from across campus will be consolidated in an advising center, which is a component of the Center for Student Success (CSS). With the exception of three majors, which utilize a vertical core curriculum, all first-year and second-year students will be assigned to CSS advisors. As mentioned above, the CSS professional advisors will also teach most of the First-Year Academic Seminars for their advisees.
Metric/s
Y1:Y2 and Y2:Y3 retention rates.

Objective 3.4: Increase students' Y1:Y2 retention rate by 0.5% annually for five-years by expanding GC's Undeclared Advising Model whereby academic advisors serve as students' First Year Academic Seminar instructors.

With advisors responsible for teaching more sections, increased consistency is achieved across the First Year Academic Seminar (FYAS) sections, with curriculum based on best practices for first-year experiences and information on challenges students face as they transition to college. This in turn aids in students' academic success and achievement.

Action: In conjunction with a move to a Centralized Advising Center, increase the number of freshmen First Year Academic Seminar sections taught by professional academic advisors. For academic departments wishing to have their FYAS led by faculty, professional advisors will assist and/or support those seminars to provide "essential elements" success topics.
Metric/s
Student retention rates into the second semester and sophomore year.

Objective 3.5: By the end of the third semester in residence, 95% of students will have an Academic Planner tool within the DegreeWorks. In so doing, students will reduce their time to degree by 5% within five years.

DegreeWorks provides a comprehensive set of web-based academic-advising, degree audit, and transfer articulation tools, to help students and their advisors negotiate curriculum requirements. The "Academic Planner" tool allows students to plot courses in a sequence from freshmen through senior year. Utilizing the Planner helps student's progress in their degree program and graduate on time.

Action: The Center for Student Success professional advisors will assist each advisee in creating an academic plan within DegreeWorks. During each advisement period, the advisor will review the plan with the student for any necessary updates and adjustments. Academic departments will be encouraged to create and utilize a sample four-year Program of Study, which can aid students in crafting their DegreeWorks academic plan.
Metric/s
Number of students with a completed plan using the Academic Planner tool in DegreeWorks.
Reduction of time to degree.

Strategy 4: Restructure instructional delivery to improve student success

Objective 4.1: Improve students' academic success by increasing the number of faculty participating in high impact pedagogy sessions by 10%.

Provide faculty with the necessary pedagogical skills to incorporate pedagogies such as service learning, problem based learning, undergraduate research, internships, and civic engagement in order to engage students in and beyond the classroom.

Action: Offer incentives for faculty who incorporate High Impact Pedagogies into their classes including student research, service-learning projects, peer mentoring, and problem-based learning. During the Spring 2011 semester, Academic Affairs sponsored a series of five intensive faculty development workshop series on integrating high-impact pedagogies into the curriculum. Topics included service learning, reacting to the past, and problem-based learning. Benchmark data includes: more than

$125,000 invested and 74-faculty (more than 22% of the GC corps of instruction) participating in workshops to enrich their courses through high-impact pedagogies.
Metric/s
Number of faculty participating in high impact pedagogy workshops.
DWF rates in courses taught using high impact pedagogy

> **Objective 4.2:** Increase course completion rate by 5% in core mathematics courses using the Math Emporium redesign process.

Research has shown[2] integrated course delivery using appropriate technology and pedagogy can result in increased student learning. By employing a more learner-centered course structure with active learning techniques, such curricular approaches result in higher pass rates, lower withdrawal rates, longer retention of course content, and greater student satisfaction.

Action: GC invested over $100,000 to renovate space in the Library and Information Technology Center to create a 100-seat teaching laboratory designed to meet the needs of the course. In Fall 2011, four sections of the redesigned MATH 1111 were offered for the first time. Expansion of the emporium model to other courses, particularly those with high DWF rates in the core, will be explored.
Metric/s
DWF rates in Area A mathematics courses or other redesigned courses following this model.

> **Objective 4.3**: Expand the highly successful Bridge Scholars Program by 15% (24 students).

The Bridge Scholars Program (BSP) is an intrusive transitional program for incoming freshmen in which students begin their GC enrollment with an intensive summer 5-week program and an opportunity to earn six credit hours of Core Curriculum credit. Students must earn grades of "C" or better in all summer coursework to continue enrollment into the regular academic year. BSP students are provided additional support, resources, and tutoring to aid in their success.

Action: Georgia College will add a fifth BSP cohort of 24 students, beginning Summer 2012.
Metric/s
Number of BSP students successfully completing the summer component of and continuing into Fall semester.
Number of BSP students retained for their second year at GC.

> **Objective 4.4**: Early Alert MapWorks Transition Survey results for all freshmen students will be used to identify students who have the greatest risk of leaving the institution and provide intervention strategies to help these students remain at the university and be academically successful.

The MapWorks Transition Survey is administered five weeks into the fall term to all new first-year students and the system analyzes student responses for "red alerts" – warning signs that the students' behaviors, expectations and attitudes may not be conducive to success.

Action: The Center for Student Success (CSS) staff will create a specific Red Alert protocol so that all CSS advisors are using the MapWorks results in the same way.

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[2] Twigg, Carol A., *Improving Learning and Reducing Costs: Redesigning Large-Enrollment Courses*, 1999, Troy, NY: Center for Academic Transformation, Rensselaer Polytechnic Institute.

Metrics
MapWorks Data and IR/MapWorks reports – Number of "Red Alert" students retained for the subsequent year at Georgia College, as well as the percentage of students retained who initially indicated plans to transfer out.

Part IV: Ongoing Feedback/Evaluation

The Georgia College Complete College Georgia steering committee, reporting directly to the Georgia College President, will be in charge of overseeing the plan and is responsible for disseminating information to the campus. The steering committee is composed of the following core individuals: Associate Provost for Academic Affairs, Assistant Vice President for Enrollment Management, Director of Strategic Initiatives, Director of Institutional Research, and the Senior Director for Advising and Retention. The committee will meet monthly and is responsible for ensuring progression in achieving plan objectives and reporting results to the Strategic Enrollment Planning Council for feedback prior to informing the university community. The committee will provide the President with monthly updates. A six-month review cycle will be utilized to evaluate progress toward Complete College Georgia objectives. The Office of Institutional Research (OIR) will continue to be responsible for the collection and maintenance of retention, progression and graduation data, and for providing leadership for the analysis of this data. As possible, institutional data will be compared with comparator and aspirant peers to determine progress relative to the metrics. The OIR will also be responsible for maintaining a publicly available website to disseminate this information; the website will be based on the SAS Enterprise Intelligence System for Education currently being implemented.

Appendix 1   Undergraduate Student Profile

Undergraduate, Degree Seeking Student Profile (as of Fall 2011)

	Degree Seeking Undergraduate Population	Full-time First Time	Part-Time First-Time	Full-Time First-Time Transfer	Part-Time First Time Transfer	Full-Time Coninuing	Part-Time Continuing	Total Degree Seeking	Total Degree Seeking %
Total	Total Students	1094	3	352	7	3980	122	5558	100.00%
Race/Ethnicity	American Indian/Alaska Native	5	0	0	0	12	0	17	0.31%
	Asian	13	0	3	0	24	0	40	0.72%
	Black/African-American	48	1	31	0	229	6	315	5.67%
	Hispanic	52	0	13	0	176	5	246	4.43%
	Native Hawaiian/Pacific Islander	4	0	0	0	42	0	46	0.83%
	Two or More Races	28	0	5	1	96	2	132	2.37%
	Unknown	4	0	3	0	62	1	70	1.26%
	White	940	2	297	6	3339	108	4692	84.42%
Gender	Male	431	2	177	2	1591	44	2247	40.43%
	Female	663	1	175	5	2389	78	3311	59.57%
Age	19 and under	1089	3	84	2	952	8	2138	38.47%
	20-24	5	0	235	4	2848	105	3197	57.52%
	25 and over	0	0	33	1	180	9	223	4.01%
Class	Freshman (0-29 Hours)	1083	3	31	3	368	2	1490	26.81%
	Sophomore (30-59 Hours)	11	0	148	0	1145	22	1326	23.86%
	Junior (60-89 Hours)	0	0	148	4	1125	29	1306	23.50%
	Senior (90+ Hours)	0	0	25	0	1342	69	1436	25.84%
Academic Standing	Academic Dismissal	0	0	0	0	24	0	24	0.43%
	Academic Exclusion	0	0	0	0	2	0	2	0.04%
	Academic Probation	0	0	0	0	35	3	38	0.68%
	Academic Warning	49	1	51	1	61	2	165	2.97%
	Good Academic Standing	1045	2	301	6	3858	117	5329	95.88%
Other	Pell Recipient	219	1	140	1	932	27	1320	23.75%
	HOPE	942	2	202	3	2211	66	3426	61.64%

Georgia College & State University

Appendix 2

Strategic Enrollment Management Council

Dr. Stanley Preczewski, Interim President

Dr. Sandra Jordan, Provost

Ms. Suzanne Pittman, Assistant VP for Enrollment Management

Dr. Tom Ormond, Associate Provost

Dr. Jason Huffman, Director of Strategic Initiatives

Dr. Ed Hale, Director of Institutional Research

Mr. Mike Augustine, Director, Center for Student Success

Mr. Ken Procter, Dean, College of Arts and Sciences

Dr. Sandy Gangstead, Dean, College of Health Sciences

Dr. Jane Hinson, Dean, College of Education

Dr. Matthew Liao-Troth, Dean, College of Business

Dr. Elaine Whitaker, Chairperson Department of English & Rhetoric

Dr. Ken McGill, Chairperson Department of Chemistry, Physics, and Astronomy

Dr. Ken Farr, Chairperson Department of Economics and Finance

Dr. Lee Gillis, Chairperson Department of Psychological Science

Dr. Joe Schwartz, Assistant Professor of Marketing

Dr. Judith Malachowski, Director of School of Nursing

Dr. Robert Blumenthal, Chairperson Department of Mathematics

Dr. Jude Hirsch, Chairperson Department of Kinesiology

Dr. Carol Bader, Assistant Dean College of Education

Dr. Holley Roberts, Assistant Professor, Department of Early Childhood Education

Dr. Paul Jones, VP of Administrative Services and Campus Operations

Dr. Bruce Harshbarger, VP of Student Affairs and Dean of Students

Ms. Amy Amason, Vice President for External Relations and University Advancement

Ms. Susan Allen, Chief Budget Officer

Mr. Kevin Chambers, Director of Admissions

Appendix 3   Six Year Graduation and First Year Retention Rates:

Georgia College and Comparator and Aspirational Peers
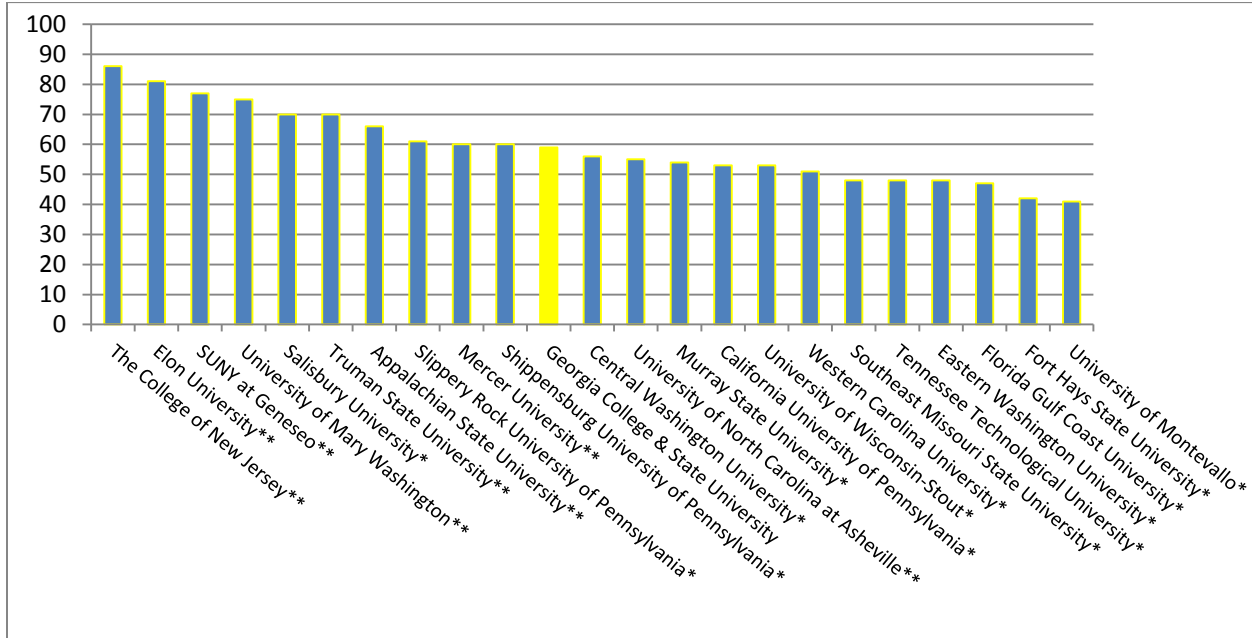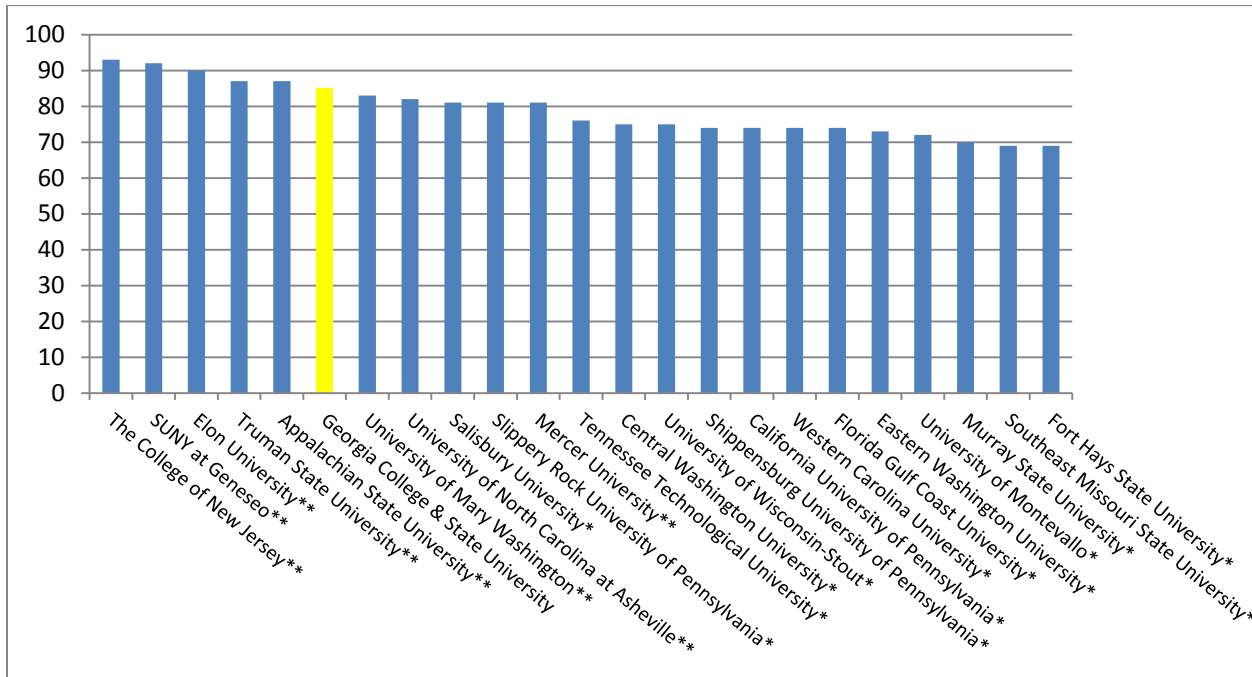
Figure 1: 6 year graduation rate (2004 cohort)

Figure 2: 1 year retention rate (2009 cohort)

*Comparator Peers; **Aspirational Peers

Appendix 4

Georgia College & State University - USG Metrics: 2000 to 2010

I   Increased Efficiencies

    A   Graduation and Retention Rates

        a   FTPTFR (Entering First-time Freshman)*

					Entering Cohort Year						
Graduation Rate	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**
3Yr Avg of 4Yr Rate	NA	NA	22.3	22.7	26.7	31	34.6	35.6			
3Yr Avg of 6Yr Rate	NA	NA	43	45.4	49.8	54.8					
3Yr Avg of 8Yr Rate	NA	NA	45.9	47.4							
One Year Retention Rate											
3Yr Avg of 1Yr Rate	NA	NA	74.4	76.5	79.3	82.3	83.3	83.4	83.4	84.6	84.2

* Does NOT include cohort members retained at or graduated from other USG institutions

        b   FTPTFR (Entering Part-time Freshman)*

NB: Georgia College has a very restricted number of FTPTFR (a total of 10 admitted since fall of 2005). We believe it is of limited value to extensively explore retention or gradution rates of these students.

        c   FTPTFR (Entering on Learning Support)

NB: Georgia College admits no students with learning support requirements.

d **FTFTFR (Entering First-time Freshman) by Federal Financial Aid status**

| | | | | | **FTFTFR Students Receiving Federal Aid** | | | | | | |

Entering Cohort Year

Graduation Rate	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
3Yr Avg of 4Yr Rate	NA	NA	19.4	20.1	23.6	26.2	30.6	32.8			
3Yr Avg of 6Yr Rate	NA	NA	36.7	39.1	41.4	44.6					
3Yr Avg of 8Yr Rate	NA	NA	39.2	40.9							
3Yr Avg of 1Yr Retention Rate	NA	NA	73.5	74.7	78.7	81.3	83.4	82.7	83.5	84.3	84

| | | | | | **FTFTFR Students NOT Receiving Federal Aid** | | | | | | |

Entering Cohort Year

Graduation Rate	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
3Yr Avg of 4Yr Rate	NA	NA	23.9	24.4	28.7	34.2	37.4	37.5			
3Yr Avg of 6Yr Rate	NA	NA	47.1	49.9	55.3	61.6					
3Yr Avg of 8Yr Rate	NA	NA	50.2	52.1							
3Yr Avg of 1Yr Retention Rate	NA	NA	75	77.8	79.9	83.1	83.4	83.9	83.1	85.2	84.7

B **Credit hours at time of completion**

Three Year Average

	2004	2005	2006	2007	2008	2009	2010	2011	2012
New Freshman	122.5	123.1	123.6	124.1	124.5	125.3	125.8	126.1	126.1
Transfer	135.5	135.7	136.1	136.2	136.5	136.9	136.7	137.0	137.1
Total	130.0	129.2	129.2	129.2	129.2	129.5	129.5	129.6	129.6

C **Course completion Ratio**

Three Year Average - % Courses Completed with Grade of A,B,D,S,S% or V

2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
77.1%	78.5%	79.3%	79.6%	80.4%	81.6%	83.1%	83.8%	84.7%	85.0%	85.8%

Georgia College & State University

II   **Increased Numbers**

    A   **Degrees conferred annually**

					Three Year Average					
2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
689.7	679.0	705.3	744.3	781.7	801.0	848.7	914.3	963.7	1029.3	1095.3

    B   **Increased access**

        a   **First-generation**

        No Data to report at this time

        b   **Pell eligible**

					Fall Term						
2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
1612	1193	1287	1285	1117	1045	1010	1042	1054	1378	1789	3801

        c   **Adult learners**

					Fall Term						
2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
10	8	8	8	11	9	5	4	8	5	9	7

Georgia College & State University

HOUSTON D. DAVIS, PH.D.
EXECUTIVE VICE CHANCELLOR
 & CHIEF ACADEMIC OFFICER
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ATLANTA, GEORGIA 30334

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FAX: 404-962-3196
EMAIL: HOUSTON.DAVIS@USG.EDU

MEMORANDUM

DATE: August 1, 2012

TO: President Paul Jones
               Georgia College & State University

FROM: Houston D. Davis
               Executive Vice Chancellor and Chief Academic Officer

Thank you and your faculty/staff for all of the time and effort invested in comprehensive campus completion plans as a core component of Complete College Georgia. We realize the timeline was tight; however, the plans bode well for campuses individually and for our system collectively, and serve as another major step moving forward.   I also want to thank you for encouraging utilization of technical assistance from system office staff. Based on what you've told us, the Summit, webinars, faculty development sessions, and the virtual CompletionLab have been well received.

As you are aware, your completion plans have been peer-reviewed by teams of USG colleagues representing Institutional Researchers, Vice Presidents for Academic Affairs, and Vice Presidents for Student Affairs. Individual team members were deeply involved in developing their own campus plans and/or have served on system-wide initiatives related to the completion agenda, bringing an important level of expertise and awareness to the review process. The teams also received training aligned to the expectations of the completion plans.   We believe they were well-positioned to provide constructive feedback and I trust you will find their comments useful as you finalize your campus plan.

Not surprisingly, there are common themes across the reports. First, there is clearly a need for better data regarding economic/workforce analysis.   We should have something positive to report to you within the next month on that front. Second, there is a need for better data and analysis in general. Again, we are taking concrete steps to address needs; however, for all of us the emerging nature of this field presents challenges. Third, the Chancellor and Regents recognize the need for overall alignment with P-16, and while steps are being taken, the implementation of the Common Core and ensuring all students graduate with college/career ready knowledge and skills is not yet realized. Fourth, there is a need for alignment of resources and technical expertise across the system to maximize capacity. Along the same vein, there is a need to ensure the utilization of AY2013 budget requests, especially those mentioning completion, toward fulfilling CCG plans and outcomes.

Next steps:
- Feedback specific to your campus plan is attached. As per previous correspondence, you may opt to revise your plan based on feedback. The plans are due back to my office in care of Angelia Thomas (angelia.thomas @usg.edu) by end of day **August 22**. Please ensure your plan is delivered as a self-

- As you are working through the feedback, keep in mind that the plans will be **public documents**. There has already been interest expressed by the media.

- The documents will be reviewed internally prior to final submission to Governor Deal on **September 1**.

- There will be ongoing technical support for implementation of the plans, alongside review of policy barriers and enablers, including an opportunity after submission to discuss your plans and implementation with your review team.

Please do not hesitate to contact my staff or me with questions or suggestions, especially regarding reviewer feedback. Thank you for your continued commitment to access and completion as we focus on graduating significantly more Georgians from college.

Attachment

CC: Sandra Jordan
       Bruce Harshbarger
       Matthew Liao-Troth

GEORGIA COLLEGE & STATE UNIVERSITY

COMPLETE COLLEGE GEORGIA PLAN PEER REVIEW

INTRODUCTION

Georgia College & State University presented a well-thought out and well-done completion plan that is grounded in data analysis. The campus did a good job of developing specific strategies from a broader discussion that was already ongoing about developing an enrollment plan (working with a nationally recognized consultant). It is clear that a number of key campus stakeholders were part of this larger discussion to inform the plan. The plan could be strengthened by indicating how other important stakeholders (e.g., students, local business leaders, and community members) were involved in the development of the plan or how they will be involved in implementation.

GOALS AND DATA ANALYSIS

The institution has clearly stated, specific goals. However, the goals are focused only on graduation rates and the retention of first-year students. While the stated goals have the potential for high impact for the traditional student, the plan would be strengthened by including some additional goals that target a specific populations of students (i.e., improving access and completion for underserved populations).

STRATEGIES AND OBJECTIVES

ALIGNMENT AND PARTNERSHIPS WITH K-12 FOR COLLEGE READINESS

The institution has identified clear objectives that have the potential for high impact under this key component of college completion. The section on STEM was somewhat confusing as it appeared to focus more on restructuring instructional delivery as opposed to addressing college readiness. While there may indeed be overlap, the review team suggests some clarification in this area.

IMPROVING ACCESS AND COMPLETION FOR STUDENTS TRADITIONALLY UNDERSERVED

This section of the plan could be improved by clarifying some of the objectives and desired outcomes. While the data and strategies are generally clearly defined, the expected outcomes are too vague to be able to determine the potential for impact. Objective 2.1 and 2.3 appear to be more related to restructuring instructional delivery than improving access and completion of underserved students (this may be related to the suggestion in goals and data analysis above which encourage the institution to add goals related specifically to these populations of students). Also, Objective 2.2 refers to Georgia Perimeter College as a two-year institution. The mission of GPC was elevated to state college status and the plan should reflect the updated status.

SHORTEN TIME TO DEGREE

The strategies in this area are strong and are likely to be successful. The review team did have a few "red flags" at the unintended consequences that might be associated with offering financial incentives to academic departments with high graduation rates (i.e., grade inflation). It would also be helpful if the institution's plan identified the funding source for these incentives.

RESTRUCTURING INSTRUCTIONAL DELIVERY

The goals and objectives in this area show a clear timeline, outcomes, and data collection that should poise them for high impact and success. The review team questioned if, under objective 4.3, the four cohorts are different sizes for the Bridge Scholars Program. This objective might be clarified for improved understanding by the reader. Also, under objective 4.4, administering the MapWorks Transition Survey five weeks into the fall term might be too late to impact student success.

TRANSFORMING REMEDIATION

The institution has indicated that remediation is not part of their mission, so the plan does not identify strategies to accomplish this.

CONCLUSION

With the exception of not addressing strategies to increase access and completion for underserved student populations, the plan was well done. The rankings and success of the institution are noteworthy. Although we realize that the public liberal arts mission of the institution may not lend itself readily to addressing access, we hope there is some room for Georgia College to make gains in meeting the needs for these underserved students and suggest some revision to the plan in this light.

GEORGIA
COLLEGE
GEORGIA'S PUBLIC LIBERAL ARTS UNIVERSITY

Agenda for "Mock" University Senate Meeting

Wednesday August 1st at 1:00pm

Location: Callaway Gardens – Mountain Creek Inn Conference Center, Room 211

1. Call to Order
   - Approval of Agenda

2. Committee Reports
   - ECUS / ScoN
   - APC
   - CAPC / SoCC
   - FAPC
   - RPIPC
   - SAPC / SGA

3. Provost's Report

4. Unfinished Business

5. New Business

6. Information Items

7. Adjournment

Calendar

ECUS next meeting: Friday August 24th, 2:00-3:15pm, Parks 301

Standing Committees next meeting: Friday August 24th, 2:00-3:15pm, Locations TBD

ECUS & Standing Committee Chairs next meeting: Friday September 7th, 2:00-3:15pm, Parks 301

University Senate next meeting: Friday September 21st, 2:00-3:35pm, A&S 272