

Women's Leadership Faculty Fellows Program Call for Applications

Georgia College has established the Women's Faculty Leadership Fellows Program to provide a selected group of current faculty and faculty in administrative positions with dedicated time to develop and hone leadership skills and gain a deeper understanding of the challenges and opportunities confronting higher education. The program will specifically focus on issues women face in academic administration and runs from November through May.

Fellows attend monthly meetings where they learn from senior administrators on campus as well as visiting speakers from academia, business and other fields. A concluding retreat will be held Thursday-Friday, May 6-7, 2021, for more in-depth learning.

Participants will be GC faculty who have been awarded tenure and hold the rank of associate or full professor who represent all colleges and the library and/or academic administrators. A selection committee reviews the submissions and makes recommendations to the Provost.

Applicants should submit materials to Rhonda Griffin, Administrative Assistant for the Office of the Provost (rhonda.griffin@gcsu.edu) by **Wednesday, September 30, 2020**. The application materials should include:

- A letter not to exceed two pages presenting evidence of interest in academic leadership, experience in academic governance or administration to date, and what the nominee hopes to accomplish with the support of the program;
- (b) Two letters of recommendation; one of which needs to be from an immediate supervisor. Each recommendation letter is limited to one page in length;
- (c) A current C.V. or résumé.

The Women's Faculty Leadership Fellows Program is administered by the Office of the Provost.

More information about the program can be found on the Office of the Provost website [here](#). Questions about the program may be directed to Dr. Holley Roberts, holley.roberts@gcsu.edu or Dr. Chavonda Mills, chavonda.mills@gcsu.edu.

Congratulations!

Guy Biyogmam, PhD, Mathematics, Southern Regional Algebra Conference 2020 Travel Grant, National Science Foundation, \$15,000

Travel and registration support for participants to The Southern Regional Algebra Conference (SRAC) to be hosted by GC.

Holley Roberts, EdD, Office of the Provost, STEM Education Improvement Plan IV - Year 2, University System of Georgia, \$75,863

Georgia College will provide one-on-one and small group tutoring in three satellite locations to students enrolled in core curriculum STEM courses.

Sandy Baxter, Communities in Schools, Reaching Rural Communities – Implementation, Communities In Schools National Office, \$60,000

Through prior efforts, grant funding implemented the Bee Well School-Based Health Clinic, located in the school district's Early Learning Center. The challenge of arranging a way for students from the other district schools to get to the clinic and thus access the healthcare services persisted. This funding addresses this challenge by providing telehealth equipment in each of the seven Baldwin County School District schools, serving K3-12th grade students.

Honors College Officially Opens

The Humber-White House has been refurbished to address the needs of the Honors College. Dean Brian Newsome can be found in room 209 and there is a student lounge (203), seminar room (206), and two study rooms upstairs. The National Scholarships office is also housed here. As per all areas of campus, social distancing and PPE are required at this time.

GC Faculty Participate in Inaugural Transformative Experiences Summer Course

This summer, 22 Georgia College faculty took part in the *GC Journeys*/Center for Teaching and Learning “Incorporating Transformative Experiences in the Classroom” course. This course, which focused on delivering Transformative Experiences (also known as High Impact Practices) gave faculty time to learn about the Transformative Experiences at Georgia College, as well as to develop a Transformative Experience course.

The course featured guest speakers, such as Dr. Jeff Galle, the Associate Vice Chancellor for the University System of Georgia and author of *How To Be a “HIP” College Campus*, as well as working internally with experts. Upon completion, all participants will have developed an experience to offer at Georgia College, as well as earning a Transformative Experience certification. The course was offered online by instructors Drs. Cynthia Alby, Simeco Vinson, Jordan Cofer, and Jim Berger, as well as champions from the Office of Leadership (Dr. Harold Mock), MURACE (Dr. Doreen Sams), CbEL (Dr. Karen Berman), and International Education (Dr. James Callaghan). Faculty participants were:

Kristin English	Associate Professor of Communication
Jennifer Flaherty	Associate Professor of English
Tony Alcarria	Senior Lecturer of Spanish and Italian
Rodica Cazacu	Associate Professor of Mathematics
Renee Fontenot	Professor of Marketing
Jennifer Goldsberry	Assistant Professor of Nursing
Virginia Teran	Lecturer of Spanish
Joy Godin	Associate Professor of Management Information Systems
Steve Elliott-Gower	Associate Professor of Political Science
Mariana Stoyanova	Assistant Professor of Spanish
Nicole DeClouette	Associate Professor of Special Education
Stefanie Sevcik	Lecturer of English
Glynnis Haley	Assistant Professor of Nursing
Angela Criscoe	Assistant Professor of Communication
Susan Steele	Associate Professor of Nursing
Wathsala Medawala	Assistant Professor of Chemistry
Talecia Warren	Lecturer of Nursing
Hasitha Mahabaduge	Assistant Professor of Physics
Kelley Ditzel	Assistant Professor of Public Administration
Chad Whittle	Lecturer of Communication
Kel-Ann Eyler	Associate Professor of Accounting
Catherine Fowler	Assistant Professor of Nursing

2020-2021 Academic Affairs Unit Goals

This issue of the *Provost Notes* includes goals from units in the Office of Academic Affairs and the University Senate.

College of Arts and Sciences

- Develop an Undergraduate Research funding support program for COAS faculty to increase participation in this component of GC Journeys
- Explore the opportunities for inter- and multidisciplinary partnerships across the colleges in areas of curricula, research, and teaching, to include:
 - Co-developing a Data Science program
 - Pursuing opportunities for Arts Management and Professional Writing certificates
- Within COAS, examine a Digital Humanities initiative and potential for other innovation within existing graduate and undergraduate programs
- Conclude COAS strategic planning effort in alignment with Georgia College strategic plan
- To increase student diversity in COAS, continue efforts to strengthen the COAS Excellence Scholarship program as recruitment initiative for underrepresented students in the college

College of Health Sciences

- Develop new and strengthen existing collaborations between disciplines/programs across the COHS
- Establish an appropriate and equitable workload policy that promotes excellence in teaching, scholarship, and service
- Expand the Center for Health and Social Issues within the COHS to become a community engagement hub for all of our students, faculty, and staff and to create a greater positive impact on our local and surrounding areas
- Increase fundraising activities to provide scholarships to underrepresented student populations within the COHS
- Recruit and retain a diverse student body within the COHS
- Explore the opportunities for inter- and multidisciplinary partnerships across the colleges in areas of curricula, research, and teaching
- Continue to offer, refine, and improve Transformative Experiences in the COHS

College of Education

- Implement the Dyslexia Endorsement as recently approved by the Professional Standards Commission.
- Explore the opportunities for inter- and multidisciplinary partnerships across the colleges in areas of curricula, research, and teaching
- Complete an analysis of the impact of the iPad initiative and Makerspace on student learning
- Implement the launch of the 100% online MEd. in Early Childhood Education and the MEd. in Middle Grades Education

College of Business

- Prepare for Programmatic Accreditation Reviews (draft AACSB Continuous Improvement Review Report and ABET Self-Study in preparation for submission in Summer 2021 and reaccreditation visits in October 2021)
- Implement New Budget/Financial Management Processes (applying a shared governance approach, the new budget and planning process will afford greater transparency, faculty/staff involvement, and intentionality around matters of financial stewardship and strategic prioritization)
- Explore Curricula Innovation & Enrollment Growth (study the MAcc program for growth opportunities and sustainability; examine capacity and market potential for certificate programs; continue to support and expand participation in GC Journeys; explore the opportunities for inter- and multidisciplinary partnerships across the Colleges in areas of curricula, research, and teaching)
- Continuous Improvement in Areas of External Engagement (build supporter engagement experiences; further develop a culture of philanthropy and donor relations in the CoB; enhance and increase collaborations with stakeholder groups; reimagine the CoB Advisory Boards in areas of diversity, inclusivity, structures, and expectations)
- Develop and Implement Process for Crafting the 2021-2026 COB Strategic Plan (the 2021-2026 strategic planning process will commence in spring 2021 to include input from students, faculty, staff, academic leaders, colleagues across campus, alumni, and various stakeholder groups; planned announcement in Fall 2021)

The Honors College

- Open the Humber-White House as the new home of the Honors College and transform the space into a curricular and co-curricular hub for the Honors community
- In collaboration with campus colleagues, organize both face-to-face and virtual events to commemorate the 50th anniversary of Honors at GC and the opening of the Honors College
- Explore opportunities for inter- and multidisciplinary partnerships across the colleges including in areas of curricula, research, and teaching. Specifically, collaborate with deans, department chairs, and the Honors Faculty Council to develop pathways for students to engage in Honors opportunities during the junior and senior years
- Enhance support for Honors students to participate in transformative experiences such as research and study abroad.

Ina Dillard Russell Library

- Partner with the Twin Lakes Regional Library to collect oral histories of former Central State Hospital staff
- Begin construction on the expansion of Special Collections
- Relaunch the Institutional Repository (Knowledge Box), with a focus on promoting it as a tool to support faculty research needs during times of emergency/uncertainty
- Partner with campus stakeholders such as GC Journeys and academic departments to expose and promote undergraduate research, both internally and externally (e.g., capstone image galleries, podcasts, the student research conference, graduate research poster competition, Posters at the Capitol, etc.)
- Strengthen the library's infrastructure for assessment by improving data collection and reporting practices
- Expand opportunities for library faculty to become more active contributors to the curriculum through new GC1Ys sections, a certificate and/or a minor
- Work with USG/ITS staff to automate key processes in our integrated library system (ILS)

The Graduate School

Student Success

- Coordinate with academic deans, graduate coordinators, chairs, faculty and administration to examine growth potential and capacity related to professional career trends and alignment with program and certificate offerings and potential offerings of The Graduate School.
- Improve the efficiency of the admissions process from application to enrollment.
- Provide support to students as they navigate the graduate experience from admissions to graduation.
- Encourage research experiences through providing Graduate Research Grants for student travel to conferences.

Cultivate an engaged graduate community

- Develop a coordinated communications strategy that builds the exposure and identity of The Graduate School.
- In collaboration with the Office of Inclusive Excellence, establish a Graduate Student Council to provide support to all graduate students, with an emphasis on students' voices who are traditionally underrepresented.
- Establish a social media presence for communicating with current, new, and prospective students.
- Create online networking experiences for graduate students.

Recruitment

- Utilize University Communications to provide targeted recruitment strategies for The Graduate School and across specific graduate programs.
- Create and implement recruitment experiences targeting current Georgia College undergraduate students.
- Host virtual graduate admissions recruitment events where prospective students can learn more about the graduate admission process and programs offered.
- Grow a more diverse student population: create, build, and support networks with Georgia College and Georgia's historically black colleges and universities (HBCUs) to meet the needs associated with graduate and professional education.

International Education Center

- Continue to leverage Georgia College’s quality, distinctive features, and unique setting to market the university internationally
- Create new “Border-Free” collaborative electronic opportunities beneficial to Georgia College, its students and faculty
- Continue expansion of locations and disciplines available for faculty-led and other Study Abroad programs
- Build upon heightened awareness of exchange opportunities available to Georgia College students
- Further leverage technology and emerging relationships to maintain and increase a diversity of international student enrollments
- Increase opportunities for faculty professional development and research

Grants and Sponsored Projects

- Increase the number of members in the GC community engaged in grant activity and amount of award dollars received
- Support the recruitment and retention of faculty by meeting with interested faculty to offer potential grant support for their work
- Implement a new Grants Management System

Extended Initiatives and Extended University

Extended University

- All departments will continue developing creative ways to effectively deliver educational programs and services virtually in order to serve the community, satisfy grant requirements, and fund self-supporting positions
- *Communities In Schools* will implement a telehealth program, aligning it with the Wraparound Baldwin “Bee Well” Federally Qualified Health Clinic. Services include diagnosis and treatment of acute illnesses and minor injuries, management of chronic illnesses, routine physicals, health education/promotion, referrals to medical subspecialists and community agencies, and more. Through the clinic and telehealth services, quality, accessible mental health care will be provided to the students, staff, and families of Baldwin County Schools in order to positively impact their health, school attendance, and academic performance
- The Department of Historic Museums will develop a new strategic plan, complete the process of making Andalusia a National Historic Landmark, and develop tours and programming to ensure revenue for the department’s museum sites in light of COVID-19 restrictions. In addition, the department will finalize plans and seek additional funding—in partnership with the Office of the President and University Advancement—to begin construction of a new visitor’s center for Andalusia

Strategic Initiatives

- Strategic Initiatives has transitioned leadership of university strategic planning to the new co-chairs and will assist them in planning the process for developing a new five-year strategic plan.

Institutional Research and Effectiveness

- In preparation for our accreditation reaffirmation, work with program coordinators and faculty to facilitate the creation and completion of a curriculum map for each academic program
- Provide training and refresher sessions for current and new assessment coordinators in all Administrative and Student Support departments, focusing on goal setting and writing annual assessment reports
- Efficiently assist the campus community with any immediate or long-term data, reporting, and related needs that may arise due to pandemic planning, mitigation, and response
- Conduct a needs assessment with all units across campus to determine what additional information and data added to the OIRE website would be beneficial and would assist and enhance users’ experience and productivity

University Senate

- Continue to advise the university administration, review and recommend policy, and provide representatives to various university-wide committees, task forces, and search committees
- Continue to review and assess the scope, size, and structure of university senate standing committees.
- Improve communication and connections to the greater campus community through transparency, building trust, and encouraging participation.
- Find opportunities to help promote campus safety and internet security.
- Support any effort to mitigate the COVID pandemic

Transformative Learning Experiences

- The Rural Studies Institute will identify Community-based organizations within rural Georgia to serve as partners in Community-based engaged approaches to change
- The Andalusia Institute will develop processes and procedures for Milledgeville and Flannery O'Connor Oral History Project so that we have eight completed oral histories and three segments for podcast
- The Office of First Year Experience will work: to onboard students for GC Journeys, to create a GC Journeys portal, to create GC Journeys programming for students, and to create a module for FYAS courses
- Work with Leadership, MURACE, Center for Teaching and Learning, Office of First Year Experience, the Writing Center and other offices to deepen partnerships within GC Journeys, including partnering with Academic Advising to add GC Journeys to Degree Maps, offering Virtual GC Journeys Info Sessions for Students and Faculty, and piloting GC Journeys program assessment
- The Writing Center will launch its Writing in the Disciplines initiative, offer interdisciplinary outreach and student support for writing in all disciplines, reach out to faculty in all disciplines to find their writing needs, and work on specific outreach for Bridge Scholars Program
- Work with MURACE, Dr. Kelly Massey (executive editor), and Dr. Alesa Liles (managing editor) to launch the inaugural issue of *Undergraduate Research*
- The Bridge Scholars Program, the Office of First Year Experience, and the Office of Admissions will partner to increase racial diversity in the Bridge Scholars Program
- The Center for Teaching and Learning will conduct a needs assessment survey and analyze the results (Fall 2020) and implement changes in their programming for the 2020-2021 AY

Enrollment Management

Admissions

- The Office of Admissions will recruit and enroll a diverse and academically talented class of 1,500 students including traditional fall entry freshmen and 300 transfer students. This will be accomplished with implementation of a new CRM and Virtual Events.

GC Welcome Center

- The GC Welcome Center will oversee and complete a total overhaul of all our GC Recruitment literature, utilizing a new theme of "Powered by Purpose," while continuing to promote the GC branding of "Think Independently. Lead Creatively," and implement StudentBridge for virtual messaging.

Financial Aid

- Process Improvement and Efficiencies
 - Implement Campus Logic's Virtual Advisor artificial intelligence chat bot to assist our students and families with interactive questions regarding their financial aid eligibility.
- Compliance Review
 - Complete Georgia Student Finance Commission's (GSFC) State Scholarship and Grant Compliance Review and the Internal Financial Procedural Audit with minimal findings.

Registrar

- Integrate College Scheduler tools with Banner 9 registration and Degree Works to provide students with shopping cart options and additional ways for students to search for and register in needed classes.

Advising Center

- Varied outreach to students to ensure the following:
 - 90% of First-Year Seminar students Fall 2020 registered for Spring 2021
 - 50% four-year graduation rate for the Fall 2017 cohort

Center for Testing

- Increase the number of CLEP tests we give from 18 last year to 35 this year.