

**2016-2021 Georgia College Strategic Plan**

FY2019 Annual Report the Implementation Plan

**Color Key:**

|   |   |   |
|---|---|---|
| Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item. | A concern has been identified or suggestion made by the Steering Committee. | A new Action Item is recommended by the Steering Committee. |
|---|---|---|

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

**Initiative 1: Determine and implement undergraduate admissions criteria and processes that are most predictive of student success from first year enrollment to timely completion of their undergraduate degree**

| G111 | RESPONSIBLE PARTY/UNIT   | STRATEGIES TO ACCOMPLISH INITIATIVE  | METRICS  | TIME FRAME (FY)                             | FUNDING: REDIRECT, NEW                                 | FINDINGS  | MET/ NOT MET | INTERPRETATION/ NEXT STEPS  | RECOMMENDATIONS TO CABINET  |
|------|--|--|--|---|--|---|--------------|---|---|
|      | Enrollment Management, Office of Admissions Champion: Associate VP for Enrollment Management | ACTION ITEM 1: Use the holistic admissions evaluation process to more thoroughly review applicants based on criteria that lead to student success including their academic preparation and demonstrated interest. The admissions process will include increased scrutiny of applicants for majors that are oversubscribed. | Increased retention; higher academic profile; Other metrics could include: high school GPA; admission essay quality; SAT/ACT; desired major; demonstrated interest (Office of Admissions to create rubric, track # of visits and visits with faculty interaction component); student performance in senior year of high school; number of applications; yield. | Ongoing with annual measurement of progress | No new operational funds needed – use existing funding | Increased admitted and enrolled applicant average demonstrated interested score from 5.6 (Fall 2017) to 5.8 (Fall 2018). Admitted and Enrolled stronger academic profile of students. | MET          | The Office of Admissions will continue to use this evaluation process and make efforts to slightly increase the academic profile of the incoming freshman class. Recommend to extend more outreach to Baldwin and neighboring counties. | This action item has been accomplished and operationalized, so there is no need to continue it as an active action item. Recommend to extend more outreach to Baldwin and neighboring counties. |

|   |  |   |  |   |  |                |   |   |
|---|--|---|--|---|--|----------------|---|---|
| <p>Enrollment Management, Office of Admissions, Honors Program Champion: Associate VP for Enrollment Management</p>                     | <p>ACTION ITEM 2: Enhance high-ability student marketing plan. Note: High-ability students are those who have an unweighted academic G.P.A. (as calculated by the Office of Admissions) of 3.5 or higher with a redesigned SAT score of 1270 (Evidence Based Reading and Writing + Math) or ACT Composite of 26. The minimums for the Honors Program are set at these same points, but reviewers also look for intellectual curiosity through the Honors Program application and essay by using a holistic approach.</p> | <p>Implementation of targeted visit programs for high-ability and honors students (e.g., Presidential Scholars Competition and Honors Preview Day); increased high-ability prospect visits; increased number of high ability and honors students who apply, are accepted, and enroll; increased high school GPA; increased SAT/ACT scores; higher academic profile.</p> | <p>FY19, with annual measurement of progress</p>   | <p>Redirect existing funds (approval required) or request new funding in the regular budget cycle</p> | <p>Increased number of high ability applicants 965 received for fall (119 more than Fall 2017). Increased number of high ability enrollees - 307 Fall 2018 (27 more than Fall 2017). Admitted and Enrolled stronger academic profile of students.</p>  | <p>MET</p>     | <p>The Office of Admissions will continue to work to identify high ability students earlier in their high school career, with more attention to AP test takers (without respect to score) and early test takers. If funds are available, the Office will consider publications and programs that are specifically targeted to these students.</p> | <p>This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.</p> |
| <p>Enrollment Management, Office of Admissions, Office of Inclusive Excellence, College Deans Champion: Associate VP for Enrollment</p> | <p>ACTION ITEM 3: Work with academic colleges to develop college-focused, diversity campus visit programs.</p>   | <p>Development of targeted strategies and pilot programs to attract and enroll students from underrepresented populations; increased applications and enrollment of diverse students within the colleges.</p>   | <p>Ongoing with annual measurement of progress</p> | <p>Redirect existing funds (approval required) or request new funding in the regular budget cycle</p> | <p>Glimpse Educators Day Program (College of Education); Regional Science Fair on Georgia College Campus; Young Scientist Academy (College of Arts and Sciences); College of Business Tour (College of Business); Increased application (+55) increased admits (+59) increased enrolled +8</p> | <p>Ongoing</p> | <p>None to report.</p>  | <p>This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.</p> |

|   |  |   |  |   |   |            |  |   |
|---|--|---|--|---|---|------------|--|---|
| <p>Enrollment Management, Office of Admissions, Office of Inclusive Excellence<br/>Champion: Associate VP for Enrollment Management</p> | <p>ACTION ITEM 4: Increase the number of events designed to attract students from underrepresented populations, including Glimpse Day, STEM, Call Me Mister, and Minority Youth in Business.</p> | <p>Increased number of programs designed to attract students from underrepresented populations; increased applications and enrollment of diverse students; positive feedback from surveys; Other metrics could include: yield of programs; track what happens to program participants after admission and enrollment.</p> | <p>FY19, with annual measurement of progress</p> | <p>Redirect existing funds (approval required) or request new funding in the regular budget cycle</p> | <p>19 events held to attract prospective students for Fall 2018 - up from 17 in 2017; Increased application +55 increased admits (+59) increased enrolled +8;</p> | <p>MET</p> | <p>The Office of Admissions will continue to advocate for and partner with these pipeline programs to insure their continued success and growth. The office will consider the impact these programs have on the reputation of Georgia College and recruitment value for the University. Increased recruiting programs for Baldwin and surrounding Counties. Cohort programs in science and creative writing.</p> | <p>This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.</p> |
| <p>Enrollment Management, Office of Admissions<br/>Champion: Associate VP for Enrollment Management</p>                                 | <p>ACTION ITEM 5: Annually host an on-campus counselor visit program.</p>  | <p>Increased number of high school counselor visit events and attendees; increased number of referrals and student applications from participating schools.</p>   | <p>FY19, with annual measurement of progress</p> | <p>Redirect existing funds (approval required) or request new funding in the regular budget cycle</p> | <p>26 counselors, representing 21 different organizations participated in the Counselor Preview Day program</p>   | <p>MET</p> | <p>Admissions will consider having the program later in November to accommodate more counselor schedules and continue to look at ways to provide a hands-on Georgia College experience allowing them more opportunity to move around and explore campus. Also, when able, match current students with registered counselors at lunch.</p>  | <p>This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.</p> |

|  |   |   |   |  |  |         |   |            |
|--|---|---|---|--|--|---------|---|------------|
| University Advancement<br>Champion: Vice President<br>University Advancement | ACTION ITEM 6: Increase the number of merit and need-based institutional scholarships available to incoming students. | By 2021, increase by 25% the number of both merit and need-based institutional scholarships available to incoming students; track the number of dollars for the scholarships. | FY21, with annual measurement of progress | Redirect existing funds (approval required) or request new funding in the regular budget cycle | Over the last five years there have been 11 new scholarships for underrepresented students out of 23 scholarships already offered. | Ongoing | Still working on ways to offere scholarships to increase underrepresented and first generation students. Plan to institute Promise Scholars Program and raise additional funds to support these scholarships. | No Change. |
|--|---|---|---|--|--|---------|---|------------|

**Initiative 2: Execute the Complete College Georgia Plan to meet established university goals**

| G112 | RESPONSIBLE PARTY/UNIT   | STRATEGIES TO ACCOMPLISH INITIATIVE  | METRICS  | TIME FRAME (FY)                             | FUNDING: REDIRECT, NEW   | FINDINGS  | MET/ NOT MET | INTERPRETATION/ NEXT STEPS   | RECOMMENDATIONS TO CABINET   |
|------|--|--|--|---|--|---|--------------|--|--|
|      | Enrollment Management, Institutional Research, Center for Student Success<br>Champion: Associate Provost for Student Success | ACTION ITEM 1: Annually monitor retention rate. Ensure demographic breakdowns (race, gender, Pell, First Gen) are reviewed for retention and graduation rates. | Retention rates match those of other students in the same entering cohort. | Ongoing with annual measurement of progress | Redirect existing funds (approval required) or request new funding in the regular budget cycle | Low numbers and small increase over the years of underrepresented students. Total underrepresented population increased only by 1.1% from 15.2% to 16.3% in four years. Second yer retention and graduation rates generally lower for underrepresented student populations Overall second year retention: Fall 2018 68.51% (Blacks 76.92%, Latinos 60.97%, Asians 60%). Four- Year Graduation rates for underrepresented students generally lower than overall student population. Overall48.60% (Blacks 39.98%, Latinos 48.52%, Asians 23.33%) | Ongoing      | More outreach to students after they are admitted to make sure that they know that they are welcomed and that we want them to attend Georgia College. More attention to second year students. Continued training on Appreciative and Intrusive advising to help ensure on time graduation. | Concerns: Students who gain entry into high-demand and high-quality programs with secondary admissions requirements (Nursing BSN and BS in Education) demonstrate very high retention and graduation rates. However, the university's retention and graduation rates are also impacted by those students whose hearts are set on one of these popular programs, but who are not accepted into the cohorts. While some of these students may select other majors and remain at Georgia College, others elect to transfer to institutions where they can gain admission into the desired programs. This issue—which is not unique to GC—has been studied in the past, and various solutions attempted. However, a renewed focus on this issue may be warranted given the strong interest in increasing retention and graduation rates. It is recommended that the university gain an accurate picture of how many students select other majors and remain at Georgia College until graduation, and how many transfer to other institutions when not accepted into programs with secondary admissions. The Steering Committee recommends that Executive Cabinet discuss cohort programs with secondary admissions requirements and determine if further study and steps are needed. Remove references to Center for Student Success and update Champions accordingly. |

Center for Student Success, Enrollment Management, Department Chairs, Student Affairs  
 Champion: Associate Provost for Student Success

**ACTION ITEM 2:** Determine retention processes that are most predictive of student success from matriculation to timely completion of degrees, and implement programs including Student Success and 15-to-Finish initiatives to increase the four-year graduation rate. Implement programs and services to increase second-year (sophomore to junior) retention rates. Conduct a targeted campaign to retain students who indicate an interest in transferring to another institution.

Development of targeted strategies and pilot programs to enhance retention, progression, and graduation. Increase second-year retention rate from 65% to 75% by 2021. Improve four-year graduation rate to 55% and six-year graduation rate to 70% by 2021. Other metrics could include: Number of student organizations that students are involved with and their RPG; relationship between early choice of major and completion; number of hours completed; engagement with faculty; enhanced mentoring program; increased information sessions; tracking when students take the legislative test (joint project between Institutional Research and Student Success).

FY21, with annual measurement of progress

Redirect existing funds (approval required) or request new funding in the regular budget cycle

Limited availability in Nursing Program, causing many sophomore students to transfer. Majors that students want that we do not have - Marine Biology, Fashion Design, Journalism, Occupational Therapy, etc.

Ongoing

Conduct aggressive graduation monitoring for juniors as well as seniors. Start monitoring at the completion of 60 hours rather than 90 hours. Create a program/initiative designed for those who want to transfer to another institution in their second and third years.

Ruffalo Noel Levitz review of current retention rates and recommend strategies for improvement.

**Initiative 3: Execute the Diversity Action Plan to meet associated benchmarks**

| G113 | RESPONSIBLE PARTY/UNIT   | STRATEGIES TO ACCOMPLISH INITIATIVE   | METRICS  | TIME FRAME (FY)                           | FUNDING: REDIRECT, NEW   | FINDINGS  | MET/ NOT MET | INTERPRETATION/ NEXT STEPS  | RECOMMENDATIONS TO CABINET   |
|------|--|---|--|---|--|---|--------------|---|--|
|      | Office of Inclusive Excellence, Center for Student Success, Office of Enrollment Management<br>Champion: Chief Diversity Officer | ACTION ITEM 1: Expand pathway programs to enroll more students from Early College, the High Achievers Program, Rising Mistfers, and Minority Youth in Business in order to enhance first-generation, underrepresented student enrollment. | Increase underrepresented student enrollment, in part, by recruiting participants in the pathway programs, including students from the immediate surrounding counties. Explore ways to determine the number of students in programs (Early College, HAP, YES, etc.) who enroll at Georgia College. | FY21, with annual measurement of progress | Redirect existing funds (approval required) or request new funding in the regular budget cycle | Increased Latino enrollment for 4.9% to 6.13%. Increased enrollment of multi-racial students from 2.65% to 3.25%. Underrepresented students report that they still experience some instances of discrimination in the classroom and in the residence halls. | Ongoing      | More outreach to high school students in Baldwin and surrounding counties. Improve climate for underrepresented students through more frequent climate surveys. More outreach to Early College to encourage them to enroll at GC. | Respond to climate survey results with action items that address concerns raised in the climate survey. Implement the Diversity Action Plan. |

|  |  |  |   |  |  |         |  |  |
|--|--|--|---|--|--|---------|--|--|
| Office of Inclusive Excellence, College of Education, and Student Affairs<br>Champion: Chief Diversity Officer | ACTION ITEM 2: Improve retention and graduation rates of participants in the SOAR, AAMI, and Call Me Mister programs.                          | Retention and graduation rates for underrepresented students will match the average of their entering cohort.  | FY21, with annual measurement of progress | Redirect existing funds (approval required) or request new funding in the regular budget cycle | Underrepresented student graduation rate (except for Asian students) is higher than general student population: Overall graduation rate for 2020 --51.25, for Latinos, 57.77%, for Blacks 53.42%. SOAR program has changed its structure to the LIFE program, located now in the Cultural Center with a revitalized mission and outreach. AMMI Enrollment steady between 19 and 20 students each year. | Ongoing | Efforts need to increase enrollment of all underrepresented groups, particular Black and Asian student populations, which are declining. Increased funding for scholarships. | Need for increased budgets and more stable organizational support structure for these programs |
| Office of Inclusive Excellence, Center for Student Success<br>Champion: Chief Diversity Officer                | ACTION ITEM 3: Expand the Diversity Peer Educator program to provide peer training for all first-year seminars and Week of Welcome activities. | All first time, full-time students will participate in peer educator experiences through first-year seminars and ongoing peer education program. Advisors will monitor first-year student progression. | FY21, with annual measurement of progress | Redirect existing funds (approval required) or request new funding in the regular budget cycle | Hired and training 10 faculty peer educators. Diversity Peer Educators reached 88% of First Year Students by making presentations in First Year Seminars.  | Ongoing | Making sure the diversity peer educators receive the proper training for their peer groups. More "train the trainer" opportunities for diversity peer educators.             | Continue Training  |
| College of Education and Office of Inclusive Excellence<br>Champion: Dean, College of Education                | ACTION ITEM 4: Increase the number of participants and provide a stable funding source for the Call Me Mister program.                         | Number of participants; fully funded program. Track institutional funding going into the Call Me Mister program.   | FY21, with annual measurement of progress | Redirect existing funds (approval required) or request new funding in the regular budget cycle | \$15,000 Male Connection Grant from USG for Call Me Mister and AAMI program. Three spring graduates from the Call Me Mister program. Continued low enrollment of students in program - 6 to 8 total enrollment in Call Me Mister Program over the last three years.  | Ongoing | More aggressive recruiting and scholarships.   | More funding is needed.  |

**Initiative 4: Explore sustainable options for increasing international student enrollment.**

| G114 | RESPONSIBLE PARTY/UNIT   | STRATEGIES TO ACCOMPLISH INITIATIVE  | METRICS  | TIME FRAME (FY)                           | FUNDING: REDIRECT, NEW   | FINDINGS   | MET/ NOT MET | INTERPRETATION/ NEXT STEPS                     | RECOMMENDATIONS TO CABINET |
|------|--|--|--|---|--|--|--------------|--|----------------------------|
|      | International Education Center<br>Champion: Assistant VP for International Education | ACTION ITEM 1: Increase the international student presence at Georgia College by conducting a thorough market analysis, identifying five undergraduate markets, and matriculating additional degree-seeking students over the next five years. | Achieve enrollment goals for degree-seeking students established in the International Education Center's strategic plan. | FY21, with annual measurement of progress | Redirect existing funds (approval required) or request new funding in the regular budget cycle | Registration of 11 International students - 9 undergraduates, 2 F-1 graduate students. Heightened Alliances with US State Department. Creation of on-campus international research opportunities. ERASMUS designation. New MOU with highly ranked University of Seoul. Lack of sufficient budget specifically designated for international recruiting. Decline in Visas by the US Government. Difficulty in recruiting due to financial and immigration related difficulties | Ongoing      | Increased budget for International recruiting. | None                       |

**Initiative 5: Enhance academic and career advising and other university services to fully support student success and satisfaction.**

| G115 | RESPONSIBLE PARTY/UNIT   | STRATEGIES TO ACCOMPLISH INITIATIVE   | METRICS  | TIME FRAME (FY)                           | FUNDING: REDIRECT, NEW                                 | FINDINGS  | MET/ NOT MET | INTERPRETATION/ NEXT STEPS  | RECOMMENDATIONS TO CABINET   |
|------|--|---|--|---|--|---|--------------|---|--|
|      | <b>Academic Advising</b><br>Center for Student Success, Institutional Research, Academic Affairs (Provost's Office)<br>Champion: Associate Provost for Student Success | ACTION ITEM 1: Develop metrics and implement reporting to demonstrate the impact and effectiveness of the Center for Student Success' centralized advising model. | Examine retention by year, by program, and other metrics to determine impact and effectiveness of the Center for Student Success' centralized advising model. Track retention rate of advisees by advisor. | FY18, with annual measurement of progress | No new operational funds needed – use existing funding | NA- Moved Metrics Development and Survey to next year when the New Director of Academic Advising is hired. Turn over in Academic Advising. Replacing EAB with cost-effective system that delivers the same functions. | NOT MET      | Recommend moving survey to next year when new academic advisor is hired. Continued training in Appreciative Advising. Conduct Student Satisfaction Survey with Academic Advising. | None. Concern: No progress was made last year on this action item. |

|   |   |  |   |  |  |         |  |  |
|---|---|--|---|--|--|---------|--|--|
| Center for Student Success, Institutional Research, Academic Affairs (Provost's Office Champion: Associate Center for Student Success | ACTION ITEM 2: Develop metrics and implement reporting to demonstrate the impact and effectiveness of the EAB tools being used by the CSS.  | Track changes (by year and cohort) to both retention and graduation rates. Work with EAB to develop evaluation model.  | FY18, with annual measurement of progress   | No new operational funds needed – use existing funding   | EAB Assessment not completed because we are still trying to complete necessary upgrades from EAB for full assessment of the platform.                | NOT MET | Get through the training program implemented by EAB.   | None. Concerns: No progress was made last year on this action item.  |
| Champion: Associate Provost for Student Success   | ACTION ITEM 3: Survey a sample of students annually from each cohort to determine satisfaction/concerns with CSS model.   | Find a benchmark survey for gaining feedback on student satisfaction with the advising center. Other metrics could include: Associate Provost for Student Success should construct an evaluation instrument. Recommendation for 2-3 questions to be sent to students' mobile devices.  | Ongoing with annual measurement of progress | No new operational funds needed – use existing funding   | Survey for Centralized Advising postponed until next year waiting for the arrival of the new Academic Advisor.                                       | Ongoing | Personnel changes and staffing are issues. Administer Quick Satisfaction Survey after each Advising visit. | None. Concern: No progress was made last year on this action item.   |
| <b>Career Advising</b>  |   |  |   |  |  |         |  |  |
| Career Center Champion: Director of the Career Center   | ACTION ITEM 4: Deepen participation in the Career Center by GC undergraduate students while enrolled by: encouraging faculty to include milestone activities in courses; including the Career Center in Week of Welcome and orientation; linking milestones to LEAP and leadership initiatives. | Develop participation metrics such as: number of students served; % of participants, by major, as compared to totals in each major. Product will be an annual survey and report from the Career Center with participation tracked by major. Saturday session during Week of Welcome. 70% of students interact with the GC Career Center. | Ongoing with annual measurement of progress | No new operational funds needed – use existing funding   | Ongoing promotion of Career Milestones for undergraduate students. Get more faculty involved in promotion of the Career Milestones in their classes. | MET     | None to Report   | This action item has been accomplished and operationalized, so there is no need to continue it as an active action item. |
| Alumni Relations, Career Center Champion: Vice President University Advancement   | ACTION ITEM 5: Create/implement impact measures for career outcomes, by major.  | 90-day-out % hired. Product will be an annual survey and report of May graduates. Advancement should implement the survey by May, 2018. Survey needs to meet requirements of accrediting agencies so that there is no duplication.   | Ongoing with annual measurement of progress | Redirect existing funds (approval required) or request new funding in the regular budget cycle | Career Survey Created and Implemented –1732 graduates. Employment or graduate school status known for 1296 of them, or 75.82% knowledge rate.        | MET     | None to Report   | This action item has been accomplished and operationalized, so there is no need to continue it as an active action item. |



**2016-2021 Georgia College Strategic Plan**  
**FY2019 Annual Report on the Implementation Plan**

|                   |   |   |   |
|-------------------|---|---|---|
| <b>Color Key:</b> | Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item. | A concern has been identified or suggestion made by the Steering Committee. | A new Action Item is recommended by the Steering Committee. |
|-------------------|---|---|---|

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

**Initiative 1: Establish an institutional framework for student participation in GC Journeys that broadly support student development and individual growth.**

o Departments and colleges will establish expectations for student participation in transformative experiences that support student learning, course curricula, and academic unit missions.

| G211 | RESPONSIBLE PARTY/UNIT   | STRATEGIES TO ACCOMPLISH INITIATIVE  | METRICS  | TIME FRAME (FY) | FUNDING: REDIRECT, NEW                                 | FINDINGS                           | MET/ NOT MET | INTERPRETATION/ NEXT STEPS   | RECOMMENDATIONS TO CABINET |
|------|--|--|--|-----------------|--|------------------------------------|--------------|--|----------------------------|
|      | Liberal Arts Council<br>Champion: Associate Provost for Transformative Learning Experiences; Registrar | Action Item 1: Establish operational definitions for each transformative experience; distribute these to faculty and staff | Associate Provost will work with the GC Journeys Advisory Council and champions of each TE to establish a definitions of each experience. These definitions will be used for official tracking and assessment purposes | FY20            | No new operational funds needed – use existing funding | Definitions have been established. | Ongoing      | Recommend that the existing ones be modified and re-implemented. Update to remove references to Liberal Arts Council | None                       |

|   |   |   |          |  |   |         |   |      |
|---|---|---|----------|--|---|---------|---|------|
| Liberal Arts Council<br>Champion: Center for Teaching and Learning;                           | Action Item 2: Provide faculty development opportunities for development of TEs and LEAP core implementation. | Hold no less than 14 faculty development opportunities fall and spring semester (Monthly info sessions; Transformative Experiences workshops; Essential Skills workshops, etc)                  | On-going | Redirect existing funds (approval required) or request new funding in the regular budget cycle | Transformative experiences courses have been very well attended. Faculty report them as wonderful learning experiences. This has probably been one of the most impactful outcomes from Journeys to date.  | Ongoing | Continue the course series, trying to garner participation from most (75-80%) of faculty and interested/applicable staff. | None |
| Liberal Arts Council<br>Champion: Associate Provost; Director of GC Journeys; Director of CTL | Action Item 3: Create and offer resources for faculty and staff in support of GC Journeys                     | Create GC Journeys Student Handbook; create GC Journeys faculty handbook; create a learning community for transformative experiences; offer mini-grants to support faculty in these experiences | FY20     | Redirect existing funds (approval required) or request new funding in the regular budget cycle | Retire existing AI and draft new one regarding new FLC for HIPS as recommended by the director. This is apparently being carried out in the FLCs that are run by the Chancellor's Learning Scholars. A new AI that would be beneficial would be one that would track activity and accomplishments in those venues, in relation to faculty growth and development in the areas of HIPS. Also, could that work be shared with a more broad audience?  | Ongoing | None  | None |
| Liberal Arts Council<br>Champion: Director of Institutional Effectiveness                     | Action Item 4: Provide summer training for department chairs.   |   |          | No new operational funds needed – use existing funding   | Department chairs probably need more sessions throughout the year, or a short series of sessions in the summer in order to make Journeys more of a reality and less of a concept. It is not clear if each department contributes to Journeys in real, meaningful ways. This then leads to questions regarding how much departments are weaving it into their culture and practice. The final milestones and completion will be while students are in upper division courses so low-impact participation by the departments will stagnate Journeys and will stymie student participation | Ongoing | Provide systematic and ongoing chairs training.   | None |

**Initiative 2: Design, implement, measure, and communicate student, faculty, and staff participation in transformative experiences.**

- o Track the level of utilization of course-embedded transformative experiences.
- o Assess learning outcomes from co-curricular experiences.

G212

| RESPONSIBLE PARTY/UNIT  | STRATEGIES TO ACCOMPLISH INITIATIVE  | METRICS  | TIME FRAME (FY) | FUNDING: REDIRECT, NEW   | FINDINGS  | MET/NOT MET | INTERPRETATION/NEXT STEPS   | RECOMMENDATIONS TO CABINET   |
|---|--|--|-----------------|--|---|-------------|---|--|
| Liberal Arts Council<br>Champion: Director of Academic Advising;          | Action Item 1: Update Degree Maps/Academic Plans with Transformative Experiences highlighted for each degree/major   | Each degree plan has the three embedded TEs clearly marked; indicates a pathway for 5 TEs; encourages students to complete career milestones each year               | FY 20           | No new operational funds needed – use existing funding   | So many concerns with this AI. First, there is very little onboarding built in to FYAS for students to learn about Journeys. This applies to e-Portfolios as well. The students can't know about them, what to put in them, how to build them, etc... if they aren't very informed about Journeys in the first place, and then additionally meeting the barrier of FYAS instructors not allowing time for Journeys/portfolio instruction to take place.   | MET         | None to report.   | This action item has been accomplished and operationalized, so there is no need to continue it as an active action item. |
| Liberal Arts Council<br>Champion: Director of Institutional Effectiveness | Action Item 2: Design and implement Journeys LEAP assessment. Fall 2017: Phase I implementation (GC1Y, Area A); Spring 2018: Phase II Implementation (GC2Y, Area C); Fall 2018: Phase III Implementation (Area D, Area E). | Metrics will include the number of core courses carrying each ELO and number of faculty in courses completing implementation (signature assignments and assessment). | FY19            | Redirect existing funds (approval required) or request new funding in the regular budget cycle | Accomplished. Each core course is mapped to the institutional core outcome but now is also mapped to one of AAC&U Essential Learning Outcomes (ELOs). We have a first full year of data (18-19) on the OIRE website under 'Student Achievement' and are in the process of analyzing 19-20. We are concurrently collecting FY21 data. This might be an area where the university can look towards moving to preeminence because we are one of the few universities in the country who have mapped our core curriculum the the AAC&U outcomes, which are derived from the "What Employers Want" research. .Given more time and resources, calibration workshops for faculty using rubrics would be immensely beneficial and would increase our data validity and reliability. | MET         | This can be retired since it has been accomplished but a new AI could be written to move the project further along. Maybe a new AI could relate to creating additional and more sophisticated data visualizations for core data for the core website. | This action item has been accomplished and operationalized, so there is no need to continue it as an active action item. |

|   |   |  |             |   |  |                |   |   |
|---|---|--|-------------|---|--|----------------|---|---|
| <p>Liberal Arts Council<br/>Champion: Director of Institutional Effectiveness</p> | <p>Action Item 3: Establish new assessment requirements and thresholds for core assessment.</p>   | <p>Metrics can not be determined until after baseline data are collected, however, targets will be set similar to what we currently report to SACSCOC. New requirements, based on the new core assessment, should be completed early due to impact on SACSCOC standards regarding general education and the assessment of student learning outcomes in the core.</p> | <p>FY18</p> | <p>No new operational funds needed – use existing funding</p> | <p>Thresholds have been determined. Unable to determine what Action Item means in regards to "create new assessment requirements."</p> | <p>MET</p>     | <p>Retire this AI since accomplished.</p> | <p>This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.</p> |
| <p>Liberal Arts Council,<br/>Registrar<br/>Champion: Registrar</p>                | <p>Action Item 4: Work with the Registrar to develop course attributes/'tagging' system &amp; Degreeworks system to alert students and advisors on when students have completed experiences</p> | <p>Development of system to tag applicable courses with TE tags (UR, SA, INT, CAP, FYE, PATH); create a degreeworks module for students to be able to see experiences created</p>  | <p>FY20</p> | <p>No new operational funds needed – use existing funding</p> | <p>Unable to determine.</p>  | <p>Ongoing</p> | <p>Continue</p>                           | <p>None.</p>  |

**Initiative 3: Redesign the liberal arts curricula to best reflect the distinction of a public liberal arts institution.**

o Support integration of Liberal Education and America’s Promise (LEAP) outcomes into the general education and degree program curricula.

G213

| RESPONSIBLE PARTY/UNIT   | STRATEGIES TO ACCOMPLISH INITIATIVE  | METRICS   | TIME FRAME (FY) | FUNDING: REDIRECT, NEW   | FINDINGS  | MET/NOT MET | INTERPRETATION/NEXT STEPS  | RECOMMENDATIONS TO CABINET         |
|--|--|---|-----------------|--|---|-------------|--|------------------------------------|
| Liberal Arts Council<br>Champion: Director of FYE, Director of GC Journeys, Director of Advising                                     | Action Item 1: Redesign freshmen seminar, and, if necessary, redesign senior capstone.   | In progress. FYE Office was recently moved under the Office of Transformative Learning Experiences, which should streamline the process | FY21            | Redirect existing funds (approval required) or request new funding in the regular budget cycle | It is CRITICAL to mandate that FYAS become a strong onboarding experience for Journeys for all Freshmen. This has not been the case so far, and great progress needs to be made in order to make this happen.   | Ongoing     | Continue to next year, possibly splitting into two more specific AIs, one for FYAS and one for Capstone.   | None.                              |
| International Education Center, Leadership Programs, Career Center, TE Champions Academic Departments<br>Champion: Associate Provost | Action Item 2: Increase transformative experience offerings for: Study Abroad, Community-based Engaged Learning, Career Milestones, Leadership, MURACE, and Internships. | establish baseline and target increase for FY21 for each transformative experience.   | FY21            | Redirect existing funds (approval required) or request new funding in the regular budget cycle | Not enough data to show an increase in participation yet, however, concern is that the increase in HIPS seems negligible so far so concern is that all students can or will get 5. A critical step for Journeys in general is getting more students on board, understanding the program in general and what is expected of them. Also lacking is the incentive/motivation for them to do so. As of yet, the 'why' factor is lacking on behalf of the students. Without strong onboarding and supportive programming and the 'village' approach, they will not see the value in completing Journeys. | Ongoing     | Keep as is, or add more discrete AIs related to increasing HIPS participation, with more discrete measures | None.                              |
| Liberal Arts Council<br>Champion: Director of Institutional Effectiveness  | Action Item 3. Track participation rates annually in GC Journeys to assess participation/success   | Retention/graduation rates prior to 2018 cohort and after.  | Annually        | No new operational funds needed – use existing funding   | Very little data is being gathered to evaluate the overall effectiveness of GC Journeys. One metric would be retention but there are others. This system of evaluation the overall program has not been designed yet.   | Ongoing     | Add new AI about overall program evaluation methods, or make several aimed at other critical KPIs          | New AI: Program evaluation methods |

|  |  |  |      |   |  |         |                                    |       |
|--|--|--|------|---|--|---------|------------------------------------|-------|
| Liberal Arts Council<br>Champion: Associate<br>Provost | Action Item 4: Establish annual<br>transformative experiences focus<br>groups for assessment of experiences<br>(students and faculty). | Have the GC Journeys<br>Advisory Council Assess<br>annual completion data;<br>run at least one student<br>focus group on success of<br>GC Journeys | FY20 | No new<br>operational funds<br>needed – use<br>existing funding | Focus groups are such a rich method of<br>formatively evaluating a program and mining<br>deep, meaningful feedback. Due to the fact they<br>were not conducted, we don't have this<br>evaluative feedback from students, and not from<br>faculty in a formalized way that can be analyzed.<br>It seems that focus groups of faculty and staff<br>would be MOST TELLING at this point and would<br>be a highly beneficial endeavor. Especially with<br>students, so we could begin to gauge their<br>perceptions and understandings of Journeys.<br>This information would provide much fodder for<br>'next steps'. Same with faculty focus groups. | Ongoing | Keep and reattempt<br>to implement | None. |
|--|--|--|------|---|--|---------|------------------------------------|-------|

## 2016-2021 Georgia College Strategic Plan

### FY2019 Annual Report the Implementation Plan

**Color Key:**

|   |   |   |
|---|---|---|
| Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item. | A concern has been identified or suggestion made by the Steering Committee. | A new Action Item is recommended by the Steering Committee. |
|---|---|---|

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

**Initiative 1: Increase enrollment in each program to viable levels**

G311

| RESPONSIBLE PARTY/UNIT   | STRATEGIES TO ACCOMPLISH INITIATIVE   | METRICS   | TIME FRAME (FY)          | FUNDING: REDIRECT, NEW                                 | FINDINGS  | MET/ NOT MET | INTERPRETATION/ NEXT STEPS  | RECOMMENDATIONS TO CABINET  |
|--|---|---|--------------------------|--|---|--------------|---|---|
| Graduate Council, Graduate Program Coordinators, Deans, Associate Provost, Provost Champion: Senior Associate Provost & Director of Graduate Studies | ACTION ITEM 1: Use CPR data to complete graduate program self studies. Provost to pursue modifying graduate CPR review dates to speed process and ensure review of all graduate programs over the next 2-3 years. Review all program self-studies; return comments/suggestions. | Metrics are embedded in the CPR template. Use CPR as the self study, but review data annually to assess progress, productivity, and viability. Compliance Assist will also be used for annual reviews. Results/progress will be reviewed annually by Graduate Council and Provost's designee. | Annually, beginning FY18 | No new operational funds needed – use existing funding | Completing a self study is not a direct link to increasing graduate enrollment. Therefore, in consultation with the Office of Assessment, it is suggested to modify the action item to make it more relevant to the initiative. | Ongoing      | Modifying CPR dates of graduate programs does not have a direct correlation to increased enrollment in each program. It is suggested to review the low enrollment program list provided by USG each year and evaluating those programs for viability. Each low enrolled graduate program provides action steps related to program growth each year as a part of the USG Academic Forecast that is submitted each September to the USG from the Provost's Office. This report could provide the needed data to target recruitment activities for those programs which would be a more appropriate measure of this action item. | Current CPR process and schedule work fine and should be maintained. Increasing the frequency of CPR would overwhelm the colleges and impact graduate programs negatively. The Steering Committee recommends the modification or removal of this action item from the strategic plan. |

|  |   |  |   |  |                |     |       |  |
|--|---|--|---|--|----------------|-----|-------|--|
| Deans, Associate Provost, Graduate Council, Graduate Coordinators Champion: Senior Associate Provost & Director of Graduate Studies          | ACTION ITEM 2: Review self-studies of programs below BoR thresholds for viability and productivity; comments back to program directors/deans. Annual review of progress toward teach out or growth above viability and productivity thresholds. | Number of inquiries and applicants; BoR measures for enrollment and number of graduates.   | Annually, beginning FY18                    | No new operational funds needed – use existing funding   | None to Report | MET | None. | This action item has been accomplished and operationalized, so there is no need to continue it as an active action item. |
| Provost, Associate Provost, Deans, Graduate Council, Graduate Coordinators Champion: Senior Associate Provost & Director of Graduate Studies | ACTION ITEM 3: Review distribution of supplemental and regular graduate assistantships; determine most strategic allocation. Process and guidelines for assistantships need to be formalized and codified. (Create a document.)                 | Number of GA's relative to program enrollment; number of graduations and GA instructional load. Annual audit is conducted by Sr. Associate Provost who then makes determination of strategic allocation in consultation with Graduate Council. | Ongoing with annual measurement of progress | Redirect existing funds (approval required) or request new funding in the regular budget cycle | None to Report | MET | None. | This action item has been accomplished and operationalized, so there is no need to continue it as an active action item. |



**Initiative 2: Develop and implement program-specific marketing strategies.**

| RESPONSIBLE PARTY/UNIT  | STRATEGIES TO ACCOMPLISH INITIATIVE  | METRICS   | TIME FRAME (FY) | FUNDING: REDIRECT, NEW   | FINDINGS  | MET/ NOT MET | INTERPRETATION/ NEXT STEPS                                       | RECOMMENDATIONS TO CABINET |
|---|--|---|-----------------|--|---|--------------|--|----------------------------|
| G312<br>Provost, Associate Provost, Deans, Graduate Council, Graduate Coordinators, University Communications Champion: Senior Associate Provost & Director of Graduate Studies | ACTION ITEM 1: Identify recurring funding source for graduate program advertising and promotional expenses. Centralize funds in University Communications, earmarked specifically for graduate program advertising and promotional expenses. Academic Affairs will commit to setting aside funding at the beginning of each year, and then develop a process for allocation. Sr. Associate Provost and head of University Communications will meet regularly to determine how funds should be allocated. | Total amount funded annually tied to generation of graduate credit hours. | FY18            | Redirect existing funds (approval required) or request new funding in the regular budget cycle | Program-specific marketing tactics and strategies collaboratively developed between the Graduate School and University Communications. Fully centralized approach including the recent participation by the College of Business (CoB). Academic Affairs, including the CoB for 2020, supplemented efforts with funding for program-specific marketing. Differential costs for disciplinary markets; concern for budget cuts while some costs are increasing. To what degree are marketing funds allocated based on demonstrated need and potential to have higher ROIs versus allocation equally across programs? Graduate program growth has been evident, but to what degree did the targeted marketing | Ongoing      | Develop and track ROI measures for targeted marketing activities | None.                      |

|  |   |  |  |   |  |                |  |              |
|--|---|--|--|---|--|----------------|--|--------------|
| <p>University Communications, Graduate Coordinators, Associate Provost Champion: Senior Associate Provost &amp; Director of Graduate Studies</p> | <p>ACTION ITEM 2: Develop annual calendar-year marketing plan for each GC graduate program.</p> | <p>Review metrics (e.g., site traffic, # impressions, cost per impression) from marketing reports.</p> | <p>Ongoing with annual measurement of progress</p> | <p>Redirect existing funds (approval required) or request new funding in the regular budget cycle</p> | <p>The creation of an annual calendar marketing plan for each GC Graduate program was considered via a collaboration with the Assistant Director of The Graduate School, Director of The Graduate School, University Communications, and Graduate Program Coordinators in each college. As found in the 2017-2018 report, while it was not feasible or advised to create an annual calendar marketing plan for EACH of the 34 GC graduate program, it was important to strategically, intentionally, and equitably use marketing techniques to promote all programs. A recent campaign was focused on The Graduate School as a whole and subsequent campaigns were focused on individual programs based on needs that were expressed by Graduate Coordinators.</p> | <p>Ongoing</p> | <p>Continue to explore current programs with capacity to include in marketing plans, as well as newly modified programs, specifically online delivery.</p> | <p>None.</p> |
|--|---|--|--|---|--|----------------|--|--------------|

**2016-2021 Georgia College Strategic Plan**  
**FY2019 Annual Report on the Implementation Plan**

**Color Key:**

|   |   |   |
|---|---|---|
| Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item. | A concern has been identified or suggestion made by the Steering Committee. | A new Action Item is recommended by the Steering Committee. |
|---|---|---|

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

**Initiative 1: Maximize revenue by properly managing an appropriate enrollment mix.**

G411

| RESPONSIBLE PARTY/UNIT   | STRATEGIES TO ACCOMPLISH INITIATIVE   | METRICS   | TIME FRAME (FY)                             | FUNDING: REDIRECT, NEW   | FINDINGS  | MET/ NOT MET | INTERPRETATION/ NEXT STEPS  | RECOMMENDATIONS TO CABINET  |
|--|---|---|---|--|---|--------------|---|---|
| Financial Services, Institutional Research, Enrollment Management, College Deans, Directors, and Executive Cabinet Champion: Vice President for Finance and Administration | ACTION ITEM 1: Monitor tuition revenue streams to ensure adequate resources are maintained and new unrestricted resources (e.g., from tuition increases, more out-of-state students, and new formula funds) are utilized at an optimal level. | Review ROI-indicators including the Enrollment Management Model to predict incoming class size. Other measures include: quarterly financials, credit hour reports, number of new enrollees, and new resources from the USG.   | Ongoing with annual measurement of progress | No new operational funds needed – use existing funding   | None to report  | MET          | None to report.   | This action item has been accomplished and operationalized, so there is no need to continue it as an active action item. get. |
| Enrollment Management, International Office, Institutional Research, and Financial Services Champion: Associate VP for Enrollment Management                               | ACTION ITEM 2: Enhance out of state recruitment base through targeted recruitment efforts in other states.  | Increase in related student headcount and revenue collection, as measured through Institutional Research, Financial Services, and USG annual reports.   | Ongoing with annual measurement of progress | Redirect existing funds (approval required) or request new funding in the regular budget cycle | Out of state applicants up +49 from fall 17 to fall 18. | Ongoing      | None to report.   | No Change.  |
| Financial Services, Institutional Research, Deans, Fee Managers, Mandatory Fee Committee, and Executive Cabinet Champion: Vice President for Finance and Administration    | ACTION ITEM 3: Critically review justifications for all tuition and fee increases, to include continual benchmarking of rates with recognized comparative markets.  | 1) Ensure all rate increase justifications include proof of the exhaustion of the possibility of cost-cutting measures and possible alternative revenue measures, and 2) Annually document tuition and fee rate structures with identified aspirational and peer institutions. New Academic Affairs fee committee will look at new fees and existing fees including course fees. Data can be pulled from IPEDs for the institutional level, but not by program. | Ongoing with annual measurement of progress | No new operational funds needed – use existing funding   | FY Enrollment target met through graduate recruitment   | MET          | Agree with retirement given the external factors driving this particular action, and quasi moratorium on fees | This action item has been operationalized, so there is no need to continue it as an active action item.                       |

|   |   |   |   |  |  |         |  |  |
|---|---|---|---|--|--|---------|--|--|
| Academic Departments, College Deans, Associate Provost Assistant Vice President of Institutional Research   | ACTION ITEM 4: Monitor enrollment and retention in low producing programs.  | Degrees conferred report  | Ongoing with annual measurement of progress | Redirect existing funds (approval required) or request new funding in the regular budget cycle | None to report.  | MET     | Annual reviews occur to assess the viability of academic programs.   | This action item has been accomplished and operationalized, so there is no need to continue it as an active action item. |
| Graduate Coordinators, College Deans, Senior Associate Provost/ Director of Graduate Programs Senior Associate Provost & Director of Graduate Studies | ACTION ITEM 5: Enhance graduate enrollment base and related revenue streams through targeted recruitment efforts and a variety of online and face-to-face content delivery methods. | Increase in related student headcount and revenue collection, as measured through Institutional Research and Financial Services USG annual reports.   | Ongoing with annual measurement of progress | Redirect existing funds (approval required) or request new funding in the regular budget cycle | The goal of increasing graduate enrollment was met (FY18, 1031 students; FY19 1187 students) so that is an accomplishment for the university. It is noted that the most significant growth is evident in programs with online delivery modes so that is worth further exploration. | MET     | A more well defined desired standard of achievement would be helpful. Or, if any increase is sufficient, that could be stated as well. If the review of low enrollement programs yields results that could lead to significant changes and/or modifications in programming and delivery, this might call for a new action item of its own. | This action item has been accomplished and operationalized, so there is no need to continue it as an active action item. |
| Enrollment Management, International Office, Institutional Research, and Financial Services Champion: Assistant VP for International Education        | ACTION ITEM 6: Enhance international student enrollments through strategic recruitment, plus international partnerships and pipelines.  | Increase in related student headcount and revenue collection, as measured through Institutional Research, Financial Services, and USG annual reports. | Ongoing with annual measurement of progress | Redirect existing funds (approval required) or request new funding in the regular budget cycle | Some progress made on international recruitment (retiring unproductive partnerships, expanding productive agreements with Taiwan and South Korea, opened discussions for new high-potential partnerships, and investing in digital media, etc.).                                   | Ongoing | None to report   | This additional action item was recommended in FY18. This new action item was split from 4.1.2 above.                    |

**Initiative 2: Monitor program costs and pursue redirection opportunities.**

G412

| RESPONSIBLE PARTY/UNIT   | STRATEGIES TO ACCOMPLISH INITIATIVE   | METRICS   | TIME FRAME (FY)                             | FUNDING: REDIRECT, NEW                                 | FINDINGS  | MET/ NOT MET | INTERPRETATION/ NEXT STEPS | RECOMMENDATIONS TO CABINET                              |
|--|---|---|---|--|---|--------------|----------------------------|---|
| College Deans, Program and Service Directors, Institutional Research, Financial Services, Chief Information Officer, and Executive Cabinet Champion: Vice President for Finance and Administration | ACTION ITEM 1: Utilize internal and external data to evaluate all instructional and non-instructional program delivery costs and mission relevance. Establish Sales and Services Business Plan Standing Review Committee in FY18. | Establish and document annual review processes and procedures for instructional cost per-credit-hour evaluations, and under-performing program and service duplication identification, to be annually implemented at the college and departmental levels. For Sales and Services accounts, the Sales and Services Business Plan Standing Committee will submit an annual report to the Strategic Planning Steering Committee. | Ongoing with annual measurement of progress | No new operational funds needed – use existing funding | Credit hour generation monitored for each college and dept. | NOT MET      | None to report.            | Program delivery costs and a lack of benchmarking data. |

|  |  |   |   |  |  |         |                     |  |
|--|--|---|---|--|--|---------|---------------------|--|
| Provost, College Deans, Department Chairs, Program Directors/Managers, Institutional Research, Financial Services, Chief Information Officer, and Executive Cabinet Champion: Assistant Vice President of Institutional Research | ACTION ITEM 2: Utilize relevant benchmarking data from identified peer and aspirational institutions to assist in cost comparisons for academic departments and non-instructional programs and services. Develop a consistent, comparative report regarding the levels of program subsidies. Conversations will then occur at the college and academic department level.   | Document comparative analysis of relevant University System of Georgia and national data elements, including IPEDS, USG curriculum data inventory and USG financial reports.  | Ongoing with annual measurement of progress | Redirect existing funds (approval required) or request new funding in the regular budget cycle | None reported.   | NOT MET | Action Item Deleted | Action Item Deleted  |
| Executive Cabinet Champion: Vice President for Finance and Administration  | ACTION ITEM 3: Make certain that usage of all temporary and permanent lapse (by categories - to be determined) across all divisions is allocated in a way that best supports the goals of the strategic plan.  | Determine if there is a need for more centralized oversight, by division, of lapse allocations each year. The CBO will create an annual report describing usage of lapse for the Strategic Plan Steering Committee.   | Ongoing with annual measurement of progress | No new operational funds needed – use existing funding   | Used temporary redirection of lapse funding to advance over \$4M in progressive initiatives for the institution.   | MET     | None to report.     | This action item has been accomplished and operationalized, so there is no need to continue it as an active action item. |
| Related Fee Managers, Financial Services, and Executive Cabinet Champions: Vice President for Finance and Administration and the Senior Associate Provost for Academic Affairs & Director of Graduate Studies                    | ACTION ITEM 4: Ensure that all fee-supported revenue streams (e.g., Student Activity fee, Technology Fee, Health and Wellness fee, and lab fees, etc.) address strategic goals where applicable. Monitor annually through mandatory fee report to USG. Establish consistent business practices and approval flow for all institutional elective fees. The Mandatory Fee Committee should address support for strategic goals/plan for fee usage and report to the Strategic Plan Steering Committee. | All new fee requests and subsequent allocations must include the related institutional goal(s).   | Ongoing with annual measurement of progress | No new operational funds needed – use existing funding   | Didn't raise student fees  | Ongoing | None to report.     | No Change.   |
| Financial Services, Institutional Research, Enrollment Management, College Deans, Directors, Strategic Planning Steering Committee, and Executive Cabinet Champion: Vice President for Finance and Administration                | ACTION ITEM 5: Use the annual Budget Planning process - New and One-Time Funding Request Templates to ensure that funding allocations are aligned with institutional goals and the Strategic Plan initiatives.   | All funding requests and subsequent allocations must include the institutional goal(s) and related strategic initiative(s) they will support, as measured through the annual budgetary planning and allocation processes. This is currently being done at the goal level, but should be expanded to the initiative level. | Ongoing with annual measurement of progress | No new operational funds needed – use existing funding   | Budget planning process is transparent. The planning process had full institutional cooperation, timing, and helped inform and build the final budget narrative submission to the system office. | Ongoing | None to report.     | No change.   |

**Initiative 3: Expand grant and sponsored project funding.**

| G413 | RESPONSIBLE PARTY/UNIT   | STRATEGIES TO ACCOMPLISH INITIATIVE   | METRICS   | TIME FRAME (FY)                             | FUNDING: REDIRECT, NEW                                 | FINDINGS   | MET/ NOT MET | INTERPRETATION/ NEXT STEPS  | RECOMMENDATIONS TO CABINET   |
|------|--|---|---|---|--|--|--------------|---|--|
|      | Grants Office, Independent Contracting Firm for federal legislative representation, GC External Relations, and Executive Cabinet Champion: Director of Grants and Sponsored Projects | ACTION ITEM 1: Utilize contracted liaisons for federal representation to optimize federal grant opportunities to support targeted instructional needs.  | Annual dollar value of federal grants garnered through contracted liaisons for federal representation. Number of projects in process; number of contacts by OGSP.   | Ongoing with annual measurement of progress | No new operational funds needed – use existing funding | Hanover contributed to successful grant applications.          | Ongoing      | Consider costs of Hanover and the awards received as a result.                                  | No Change.   |
|      | Grants Office, GC Foundation, College Deans, Executive Cabinet Champion: Vice President University Advancement   | ACTION ITEM 2: Establish/extend funding partnerships with foundations.  | Annual dollar value of grants garnered through foundation partnerships - amount requested; amount awarded.  | Ongoing with annual measurement of progress | No new operational funds needed – use existing funding | Steady increases in faculty grant applications to foundations. | MET          | None to report.   | This action item has been accomplished and operationalized, so there is no need to continue it as an active action item. |
|      | Grants Office, College Deans, Executive Cabinet Champion: Director of Grants and Sponsored Projects  | ACTION ITEM 3: Annually review indirect cost funding to optimize usage and transfer opportunities to redirect general fund related costs where applicable. Goal: use indirects to help fund grant-supported projects. | Amount of indirect cost revenue utilized to support administrative overhead of grant administration costs as a percentage of indirect income. The Grant Activity Report produced by OGSP should provide information on the distribution and uses of indirect funds as reported by the business units. | Ongoing with annual measurement of progress | No new operational funds needed – use existing funding | Annual review of indirect cost funding was completed.          | Ongoing      | None to report.   | No Change.   |
|      | Grants Office, College Deans, Executive Cabinet Champion: Director of Grants and Sponsored Projects  | ACTION ITEM 4: Develop ways to increase faculty participation in project grant writing, sharing of indirect cost revenue, and continued access to Faculty Research Grant program.                                     | Number of grant applications and incentives attributed to the application (if applicable).  | Ongoing with annual measurement of progress | Fund by indirect cost recovery                         | Faculty applications up.                                       | Ongoing      | Continue to explore ways to engage faculty in the grant identification and application process. | No Change.   |

**Initiative 4: Deepen the culture of philanthropy by expanding outreach and engagement efforts with alumni, parents, faculty and staff, friends, and current students.**

| G414 | RESPONSIBLE PARTY/UNIT   | STRATEGIES TO ACCOMPLISH INITIATIVE   | METRICS  | TIME FRAME (FY)                             | FUNDING: REDIRECT, NEW                                 | FINDINGS       | MET/ NOT MET | INTERPRETATION/ NEXT STEPS                     | RECOMMENDATIONS TO CABINET   |
|------|--|---|--|---|--|----------------|--------------|--|--|
|      | Advancement and Alumni Vice President University Advancement Champion: | ACTION ITEM 1: Engage students upon their arrival at GC. Build programs including class giving campaigns and student alumni clubs to increase student giving. | Annual review of campaign results and student giving numbers. Increase giving from students to 5%. | Ongoing with annual measurement of progress | No new operational funds needed – use existing funding | None to Report | MET          | Retired  | This action item has been accomplished and operationalized, so there is no need to continue it as an active action item. |
|      | Advancement and Alumni Vice President University Advancement Champion: | ACTION ITEM 2: Engage alumni early and often. Use the young alumni board to build strength in alumni volunteers.  | Annual review of campaign results and activities. Increase alumni support to 5%.                   | Ongoing with annual measurement of progress | No new operational funds needed – use existing funding | Retired.       | MET          | Suggest changing metric targets and reinstate. | This action item has been accomplished and operationalized, so there is no need to continue it as an active action item. |

|   |  |  |   |   |  |   |          |                 |  |
|---|--|--|---|---|--|---|----------|-----------------|--|
| Advancement<br>President University Advancement | Champion: Vice<br>University Advancement | ACTION ITEM 3: Further develop a partnership with faculty and staff. Provide additional training and keep faculty and staff apprised on goals and success. | Continuous communications review, annual review of campaign results and activities, annual engagement of focus groups for feedback, increased percentage of faculty and staff who give to the university. | Ongoing with annual measurement of progress | No new operational funds needed – use existing funding | Better communication about faculty/staff giving opportunities. Monthly online education piece emailed to faculty. | Ongoing  | None to report. | No Change.   |
| Advancement<br>President University Advancement | Champion: Vice<br>University Advancement | ACTION ITEM 4: Create and encourage development opportunities beyond academic units including increased giving from parents.                               | Annual review of campaign results and giving numbers. Increase giving from parents of enrolled students to 8% by 2020.  | Ongoing with annual measurement of progress | No new operational funds needed – use existing funding | Positions hired to pursue parent giving   | Ongoing  | None to report. | No Change.   |
| Advancement<br>President University Advancement | Champion: Vice<br>University Advancement | ACTION ITEM 5: Increase the university's endowment.  | Increase the endowment to \$45 million, complete \$30 million comprehensive campaign, increase annual fundraising to \$6 million.   | Ongoing with annual measurement of progress | No new operational funds needed – use existing funding | Endowment exceeded \$45 MET million   | Retired. |                 | This action item has been accomplished and operationalized, so there is no need to continue it as an active action item. |

**Initiative 5: Enhance sustainability of the physical environment and university programs and services.**

| RESPONSIBLE PARTY/UNIT |  | STRATEGIES TO ACCOMPLISH INITIATIVE  | METRICS  | TIME FRAME (FY)                             | FUNDING: REDIRECT, NEW                                 | FINDINGS   | MET/ NOT MET | INTERPRETATION/ NEXT STEPS | RECOMMENDATIONS TO CABINET |
|------------------------|--|--|--|---|--|--|--------------|----------------------------|----------------------------|
| G415                   | Plant Operations, Office of Sustainability, Sustainability Council, student sustainability organizations<br>Champion: Assistant Vice President Facilities Operations | ACTION ITEM 1: Focus efforts on reducing energy consumption and water usage, and improving recycling efforts.  | 5% electrical power/KWl reduction, 5% natural gas volume reduction, 5% water volume reduction, and 10% recycling improvement over 2016 baselines.  | Ongoing with annual measurement of progress | One-time funding required; source TBD                  | Electricity usage decreased.   | Ongoing      | None to report.            | No Change.                 |
|                        | Office of Sustainability, Sustainability Council, University Communications<br>Champion: Chair of the Sustainability Council   | ACTION ITEM 2: Increase student, staff, and faculty engagement with sustainability initiatives through course offerings, public events, and media contact. | Increase number of courses with sustainability content. Increase number of sustainability public events and participation of the campus community. Promote sustainability initiatives on official GC and social media outlets to better connect with the student body. | FY21, with annual measurement of progress.  | No new operational funds needed – use existing funding | Increased engagement with campus community through sustainability social media initiatives | Ongoing      | None to Report             | No Change.                 |

**Initiative 6: Improve facility utilization.**

G416

| RESPONSIBLE PARTY/UNIT   | STRATEGIES TO ACCOMPLISH INITIATIVE   | METRICS   | TIME FRAME (FY)                             | FUNDING: REDIRECT, NEW   | FINDINGS                              | MET/ NOT MET | INTERPRETATION/ NEXT STEPS | RECOMMENDATIONS TO CABINET |
|--|---|---|---|--|---------------------------------------|--------------|----------------------------|----------------------------|
| Space Utilization Committee, Plant Operations, College Deans, Unit Directors, Building Managers, Extended University, and Executive Cabinet Champion: University Architect   | ACTION ITEM 1: Improve space utilization throughout the university with a focus on classrooms and teaching laboratories.  | Annually track utilization and establish reporting procedures to notify the colleges/departments of their annual utilization. Report by room, building and time. ID units that are performing well and those performing poorly. Recommend changes to procedures to aid in increasing utilization with a goal of a 15% increase in classroom and teaching laboratories utilization within five years over 2016 baseline. | FY21, with annual measurement of progress   | No new operational funds needed – use existing funding   | Prep for launch of 25 Live completed. | Ongoing      | None to Report             | No Change.                 |
| Director of the Center for Teaching and Learning; Vice President for Finance and Administration; CIO; University Architect; Deans<br>Champions: Director of the Center for Teaching and Learning and Chief Information Officer | Action Item 2: Transform selected traditional classrooms around best practices in active-learning classroom Co-environments including easily transformable, transitional space, learner-focused design, and innovative technology solutions that enhance teaching and learning. | The number of dollars spent to create active learning spaces through construction, furniture, and technology; the number of traditional classrooms and other spaces converted to active learning spaces.  | Ongoing with annual measurement of progress | Redirect existing funds (approval required) or request new funding in the regular budget cycle | Active learning classrooms equipped.  | Ongoing      | None to report.            | No Change.                 |

**Initiative 7: Ensure exemplary, effective, and efficient processes, services, and operations to maximize available resources.**

G417

| RESPONSIBLE PARTY/UNIT   | STRATEGIES TO ACCOMPLISH INITIATIVE  | METRICS   | TIME FRAME (FY)                             | FUNDING: REDIRECT, NEW   | FINDINGS                    | MET/ NOT MET | INTERPRETATION/ NEXT STEPS | RECOMMENDATIONS TO CABINET |
|--|--|---|---|--|-----------------------------|--------------|----------------------------|----------------------------|
| Auxiliary Services, Financial Services, Executive Cabinet, Mandatory Fee Committee Champion: Assistant Vice President for Auxiliary Services | ACTION ITEM 1: Operate Auxiliary Enterprises to meet institutional needs with minimal fee increases, minimal charge-backs to the institution, and watchful savings and redirection opportunities. Eliminate services or outsource where practical and financially viable. Expand existing services to the community where a need is currently not being met. | Annual survey results on student requests, document review of potential elimination or outsourcing opportunities, number of profitable extended services. | Ongoing with annual measurement of progress | Redirect existing funds (approval required) or request new funding in the regular budget cycle | Streamlined shuttle service | Ongoing      | None to report.            | No Change.                 |



**2016-2021 Georgia College Strategic Plan**  
**FY2019 Annual Report on the Implementation Plan**

**Color Key:**

|   |   |   |
|---|---|---|
| Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item. | A concern has been identified or suggestion made by the Steering Committee. | A new Action Item is recommended by the Steering Committee. |
|---|---|---|

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

**Initiative 1: Foster a respectful, inclusive, and equitable campus climate.**

G511

| RESPONSIBLE PARTY/UNIT   | STRATEGIES TO ACCOMPLISH INITIATIVE   | METRICS   | TIME FRAME (FY)                           | FUNDING: REDIRECT, NEW                                 | FINDINGS   | MET/NOT MET | INTERPRETATION/ NEXT STEPS   | RECOMMENDATIONS TO CABINET |
|--|---|---|---|--|--|-------------|--|----------------------------|
| Promotion and Tenure Task Force, Deans, Department Chairs, University Senate, Office of Inclusive Excellence, Human Resources (for staff)<br>Champion: Chief Diversity Officer | ACTION ITEM 1: Develop a reward and accountability system that fosters diversity and inclusiveness. | Success will be measured by tracking the number of colleges/departments that include a component for fostering diversity and inclusiveness within the IFR, Tenure and Promotion, and staff evaluation processes. Faculty can discuss work related to diversity and inclusiveness within and across their teaching, scholarship, service, and/or professional development as most appropriate. | FY21, with annual measurement of progress | No new operational funds needed – use existing funding | Many academic units have added accountability components to better foster diversity and inclusiveness. | Ongoing     | Survey all units to see which have adopted policies that meaningfully address diversity and inclusive excellence in their reward system. | No Change.                 |

|   |  |   |   |  |  |         |   |            |
|---|--|---|---|--|--|---------|---|------------|
| Office of Inclusive Excellence, Provost Champions: Chief Diversity Officer and the Assistant Director for Faculty Development | ACTION ITEM 2: Expand the ME (Multicultural Empowerment) faculty mentoring network as one initiative designed to increase under-represented faculty success and retention.   | 50 percent of underrepresented new faculty will have the opportunity to participate in the Multicultural Empowerment program by 2020 and 100 percent will have the opportunity to participate in the empowerment program by their third year. Need baseline data on retention of underrepresented faculty compared with faculty who are not considered underrepresented. Compare the retention rate of faculty who go through the ME program with those who do not participate. | FY21, with annual measurement of progress | Redirect existing funds (approval required) or request new funding in the regular budget cycle | None to report.  | Ongoing | Need to clarify if the ME program is an extension of CTL's mentoring program or an independent program housed in OIE. | No Change. |
| Office of Inclusive Excellence, Provost Champion: Provost   | ACTION ITEM 3: Develop a faculty fellow program to diversify the faculty and promote a diverse curriculum. The faculty fellow would teach courses each semester to promote a diverse curriculum and deliver public lectures on diversity-related topics. | Hire or use a visiting faculty model for staffing of one faculty fellow to promote diversity and inclusion at GC.   | FY18, with annual measurement of progress | Redirect existing funds (approval required) or request new funding in the regular budget cycle | Two fellows were hired and provided programming to GC students, faculty, and the broader GC community. | Ongoing | There is a concern about funding for program sustainability and if an expansion is desired.                           | No Change. |

**Initiative 2: Cultivate outstanding faculty and staff and increase their satisfaction by implementing evidence-based retention strategies and offering targeted training and professional development.**

| RESPONSIBLE PARTY/UNIT  | STRATEGIES TO ACCOMPLISH INITIATIVE  | METRICS  | TIME FRAME (FY)                          | FUNDING: REDIRECT, NEW   | FINDINGS  | MET/ NOT MET | INTERPRETATION/ NEXT STEPS   | RECOMMENDATIONS TO CABINET  |
|---|--|--|--|--|---|--------------|--|---|
| G512<br>Institutional Research, Deans, Human Resources Champion: Chief Human Resources Officer  | ACTION ITEM 1: Identify exemplary personnel practices to enable GC to benchmark and provide context for discussions around compensation, benefits, and other best practices related to retention of faculty and staff.   | Human Resources to develop a list of best practices to retain faculty and staff including compensation, benefits, and training. This will enable the university to develop a brief report of gaps and best practices to inform better decision-making related to employee retention. | Ongoing with annual review of progress   | No new operational funds needed – use existing funding   | The faculty compensation study is underway, a staff salary review is being conducted, and our compensation philosophy is being developed. Much staff training is occurring. New staff orientation is being improved and lengthened. | Ongoing      | None to report   | No Change.  |
| Institutional Research, Human Resources, University Senate Faculty Affairs Policy Committee, Center for Teaching and Learning, Office of Inclusive Excellence<br>Champion: Assistant Vice President of Institutional Research | ACTION ITEM 2: Utilize an existing survey instrument such as Great Places to Work or Educause every three years to gauge sentiments and satisfaction across a broad range of areas that speak to professional development, inclusion, and diversity. Review the recently administered Great Places to Work and GC Climate Survey, as well as exit interviews collected by Human Resources. | Execution of the survey instrument every three years. Benchmark where the university currently is and compare that with data from surveys conducted in future years to gauge the impact of our efforts.  | Cyclical as specified by the Action Item | Redirect existing funds (approval required) or request new funding in the regular budget cycle | Survey administered as scheduled in FY19; Faculty had the highest response rate (43%). Next survey scheduled for FY22 (3 year cycle)  | MET          | Evaluators noted survey results indicate dissatisfaction from faculty that warrants further attention. Need to close the loop. Document leadership's response to survey data - actions taken, new initiatives, redirection of resources etc. | Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item. |

|  |  |   |   |  |   |         |  |   |
|--|--|---|---|--|---|---------|--|---|
| Deans, Department Chairs, Promotion and Tenure Task Force, University Senate, Human Resources (for staff) Champions: Provost (for faculty) and Chief Human Resources Officer (for staff) | ACTION ITEM 3: Provide professional development and other incentives and rewards to encourage faculty to create transformative experiences for students.                               | Success is measured by tracking the number of colleges/departments that include a component for fostering development of transformative experiences within the IFR and Tenure and Promotion evaluation processes. Faculty can discuss work related to transformative experiences within and across their teaching, scholarship, service, and/or professional development as most appropriate. | Ongoing with annual review of progress      | Redirect existing funds (approval required) or request new funding in the regular budget cycle | Incentives and rewards are widely available to interested faculty.  | Ongoing | Determine and report the percentage of faculty are participating in TE. Investigate use of existing technology (D2L) or new technologies to track and connect student academic and community engagement opportunities. | No change. Removed references to staff. |
| Center for Teaching and Learning; Office of Academic Affairs Champion: Director of the Center for Teaching and Learning  | Action Item 4: Provide ample faculty development training opportunities teaching instructional strategies that support research-based, technology-infused, learner-focused pedagogies. | The number of faculty trained to use active learning techniques and new technologies through faculty development; the number of students participating in classes that utilize active learning strategies; ECARS survey.  | Ongoing with annual measurement of progress | Redirect existing funds (approval required) or request new funding in the regular budget cycle | CTL offers a wide array of faculty development opportunities and teacher training. Additionally, CTL regularly solicits feedback to better understand faculty needs and addresses them. | Ongoing | None to report.  | No Change.                              |

**Initiative 3: Determine the desired proportion of full-time tenure track faculty.**

G5I3

| RESPONSIBLE PARTY/UNIT  | STRATEGIES TO ACCOMPLISH INITIATIVE   | METRICS   | TIME FRAME (FY)                      | FUNDING: REDIRECT, NEW                                 | FINDINGS                                | MET/ NOT MET | INTERPRETATION/ NEXT STEPS | RECOMMENDATIONS TO CABINET  |
|---|---|---|--------------------------------------|--|---|--------------|----------------------------|---|
| Institutional Research and Ad Hoc work group appointed by the Faculty Affairs Policy Committee Champion: Assistant Vice President of Institutional Research | ACTION ITEM 1: Implement a study of the faculty cohort composition among defined peer institutions to provide relevant context. | Completion of review among defined peer institutions. | FY19, with annual review of progress | No new operational funds needed – use existing funding | Results are published in the fact book. | MET          | None to report.            | Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item. |

**2016-2021 Georgia College Strategic Plan**  
**FY2019 Annual Report on the Implementation Plan**

**Color Key:**

|   |   |   |
|---|---|---|
| Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item. | A concern has been identified or suggestion made by the Steering Committee. | A new Action Item is recommended by the Steering Committee. |
|---|---|---|

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

**Initiative 1: Leverage creative expertise, leadership, and other institutional resources to help alleviate educational, environmental, economic, and health disparities.**

G611

| RESPONSIBLE PARTY/UNIT   | STRATEGIES TO ACCOMPLISH INITIATIVE   | METRICS   | TIME FRAME (FY)                      | FUNDING: REDIRECT, NEW                                 | FINDINGS   | MET/ NOT MET | INTERPRETATION/ NEXT STEPS | RECOMMENDATIONS TO CABINET |
|--|---|---|--------------------------------------|--|--|--------------|----------------------------|----------------------------|
| University Communications and Library to collaborate Champions: Associate Vice President for Strategic Communications and Library Director | ACTION ITEM 1: Create a faculty/staff expertise directory on our public website to publicize contacts for potential community engagement opportunities. | Develop, post, and annually update the faculty/staff expertise directory. Work with community-linked campus units, such as the Give Center, to notify community partners about the directory. | FY18, with annual review of progress | No new operational funds needed – use existing funding | Acquired the product, participated in training, populated the system, and informed stakeholders. | Ongoing      | None to report.            | No Change.                 |

|   |  |   |   |   |  |                |  |   |
|---|--|---|---|---|--|----------------|--|---|
| <p>Institutional Research, Registrar's Office, ENGAGE, GIVE Center<br/> Champion: Assistant Director of Assessment/QEP Director</p> | <p>ACTION ITEM 2: As part of Goal 2 efforts to track experiential learning (GC Journeys Program), develop a process for tracking service learning (course tags and Portfolium) and community-based learning projects (e.g., ENGAGE).</p>           | <p>Track service learning and community-based learning project hours using metrics such as client, course, supervising faculty/staff member, and student. Summarize by college and by discipline.</p> | <p>FY18, with annual review of progress</p> | <p>No new operational funds needed – use existing funding</p>   | <p>Champion created a high impact practices faculty learning community and was successful in getting more people interested in Community Based Engaged Learning.</p> | <p>MET</p>     | <p>None to Report</p>  | <p>This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.</p> |
| <p>Office of Grants and Sponsored Projects<br/> Champion: Director of Grants and Sponsored Projects</p>                             | <p>ACTION ITEM 3: Capture the impact and data related to grant-development assistance provided by the university to community agencies.</p>  | <p># of proposals assisted with; total dollars secured</p>  | <p>FY18, with annual review of progress</p> | <p>No new operational funds needed – use existing funding</p>   | <p>None to Report</p>  | <p>MET</p>     | <p>None to Report</p>  | <p>This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.</p> |
| <p>Deans of the Four Colleges<br/> Champion: Dean of the College of Business</p>  | <p>ACTION ITEM 4: Explore the feasibility and desirability of creating a new center--or utilizing an existing center--that will focus on the convergence of health/wellness and education to improve the quality of life of Central Georgians.</p> | <p>Feasibility study report</p>   | <p>FY 18</p>                                | <p>Redirect existing funds (approval required) or request new funding in the regular budget cycle</p> | <p>None to Report</p>  | <p>Ongoing</p> | <p>Exploration of a center with this charge is on-going.</p> | <p>No Change.</p>   |

**Initiative 2: Explore additional direct partnerships to address targeted community needs.**

G612

| RESPONSIBLE PARTY/UNIT   | STRATEGIES TO ACCOMPLISH INITIATIVE  | METRICS  | TIME FRAME (FY)                      | FUNDING: REDIRECT, NEW   | FINDINGS       | MET/NOT MET | INTERPRETATION/NEXT STEPS                             | RECOMMENDATIONS TO CABINET |
|--|--|--|--------------------------------------|--|----------------|-------------|---|----------------------------|
| Office of Grants and Sponsored Projects, College of Education, College of Health Sciences, GIVE Center, ENGAGE, Extended University (YES Program, High Achievers Program, Communities In Schools, Academic Outreach) Champion: Dean of the College of Business | ACTION ITEM 1: Contingent upon the results of the report from Goal 6, Initiative 1, Action Item 4 immediately above, assess the major challenges and needs related to health and educational disparities in Baldwin and contiguous counties, and determine if there are feasible mission-related programs or initiatives the university could develop and implement to improve conditions. | Development and execution of needs assessment and identification and implementation of programs and initiatives to address health and educational disparities. | FY18, with annual review of progress | Redirect existing funds (approval required) or request new funding in the regular budget cycle | None to report | Ongoing     | Exploration of a center with this charge is on-going. | No Change.                 |

**Initiative 3: Increase faculty and staff engagement in external activities, while ensuring these contributions are valued and recognized by the institutional reward system.**

G613

| RESPONSIBLE PARTY/UNIT   | STRATEGIES TO ACCOMPLISH INITIATIVE  | METRICS  | TIME FRAME (FY)                      | FUNDING: REDIRECT, NEW                                 | FINDINGS       | MET/NOT MET | INTERPRETATION/NEXT STEPS | RECOMMENDATIONS TO CABINET              |
|--|--|--|--------------------------------------|--|----------------|-------------|---------------------------|---|
| Promotion and Tenure Task Force, Deans, Department Chairs, University Senate, Human Resources (for staff) Champions: Provost (for faculty) and Chief Human Resources Officer (for staff) | ACTION ITEM 1: Develop a tangible P&T/annual appraisal criterion that values engagement with additional weighting for those engagement activities that are within academic discipline. Such activities should be counted as "Public Scholarship" (which is peer reviewed) vs. "Service." | Success will be measured by tracking the number of colleges/departments that include a component for fostering engagement in external activities within the IFR and Tenure and Promotion evaluation processes. Faculty can discuss work related to engagement within and across their teaching, scholarship, service, and/or professional development as most appropriate. | FY18, with annual review of progress | No new operational funds needed – use existing funding | None reported. | Ongoing     |                           | No Change. Removed references to staff. |