



Annual Report on Our Path to Preeminence: The 2016 –2021 Georgia College Strategic Plan

*Report of
Accomplishments:
2019 and 2020*

Introduction

The *Georgia College Strategic Plan 2016-2021, Our Path to Preeminence* has made considerable progress since its inception. The document, which is a living, breathing plan, provides a road map to guide the university in its quest for national preeminence. In March 2020, the COVID-19 pandemic forced the university to adjust many of its operations online to provide a safe environment for students, staff, and faculty. Due to this immediate transition and the challenges it caused, it was proposed and approved that the 2016-2021 plan be extended until 2022. In the meantime, the Strategic Plan Steering Committee will continue to steward and evaluate the current plan, while spending the 2021-2022 academic year involving stakeholders in creating the next strategic plan. This extension will allow the Strategic Planning Steering Committee the opportunity to access feedback from multiple stakeholders; time to explore, consider and include innovations evident in higher education in the post-pandemic era; and provide space for creative and aspirational thinking and planning.

The following report combines the evaluation of the progress made in FY2019 and FY2020 of the current strategic plan. The last report provided to Executive Cabinet was the Report of Accomplishments FY2018, dated May 22, 2019. In fall 2020, the Co-Chairs of the committee were transitioned to Dr. Holley Roberts, Interim Associate Provost for Academic Affairs and Dr. Chavonda Mills, Department Chair, Chemistry, Physics and Astronomy.

Activities and Progress of the Strategic Planning Steering Committee

The Strategic Plan Steering Committee presented two items for consideration to President Dorman in early fall semester 2020.

- **Proposed Strategic Planning Timeline ([Appendix A](#))** was approved by President Dorman on August 12, 2020. Based on a review of Champion reports, the current status of the strategic plan, the state of the current pandemic, and additional pressures attributed to faculty, staff, students and stakeholders, the revised timeline was presented for consideration. The rationale for the timeline: Extend current 2016-2021 plan to end in 2022; create a planning year for the 2022-2027 plan that will run concurrently with the last year of the 2016-2021 plan; recognize the current environment and acknowledge the potential impact it could have on our ability to steward the more thoughtful and comprehensive plan that GC deserves; and provide time to consider higher education in the post-pandemic era.
- **Revision of Procedures and Membership of Strategic Planning Steering Committee ([Appendix B](#))** was approved by President Dorman on October 12, 2020. The purpose of the revision was to expand the membership to include key stakeholders that were previously not included, such as the Dean of the John E. Sallstrom Honor's College, Library representative, and the Associate Provost for Transformative Learning Experiences. Additionally, the committee extended the terms of service for faculty representatives from two years to three years with the faculty co-chair serving a two-year term as a co-chair.

The Strategic Planning Steering Committee divided into sub-committees and reviewed the FY19 and FY20 Champion responses on the progress of each goal, initiative, and action item. The evaluations of the sub-committee have been analyzed for this report and include noteworthy progress, areas of concern, changes to existing items, and recommendations for new action items.

Noteworthy Strategic Plan Progress and Accomplishments

Addressing Diversity and Inclusive Excellence: The aim of **Goal 1, Initiative 1, Action Item 4** is to increase the number of events designed to attract students from underrepresented populations, including Glimpse Day, STEM, Call Me MiSTER, and Minority Youth in Business. This item has been operationalized. The university has made noteworthy commitment to this initiative by offering these events and extended this effort by hiring an admissions recruiter specifically for African American students and their families.

In FY20 the four-year graduation rate was over 50% for the first time.

Retention: Noteworthy achievement was highlighted in **Goal 1, Initiative 2, Action Item 2** which focuses on retention processes that are most predictive of student success from matriculation to timely completion of degrees, and implementing programs including Student Success and 15-to-Finish initiatives to increase the four-year graduation rate. Included in this action item are the implementation of programs and services to increase second year (sophomore to junior) retention rates and a targeted campaign to retain students who indicate an interest in transferring to another institution. In FY20 the four-year graduation rate was over 50% for the first time at 51.2%. In addition, the Center for Student Success created a video focusing on students who are likely to transfer. Currently, a Retention Committee recently charged by President Dorman is working to create and implement short and long-term strategies to improve retention.

*GC Journeys enjoyed a 15.3% increase in Transformative Experiences in FY 20.
The program is gaining attention outside of the university and was the recipient of the 2021 Regents Momentum Award for Excellence in Teaching and Curricular Innovation.*

Transformative Experiences: The purpose of **Goal 2, Initiative 1** was to establish an institutional-level requirement for student participation in transformative experiences. GC

Journeys has instituted an institutional-level expectation for student participation in transformative experiences that broadly support student development and individual growth. FY20 exhibited a 15.3% increase in Transformative Experiences for GC Journeys with noteworthy increases in undergraduate research and service learning. The *GC Journeys* program is gaining attention beyond the university and was the recent recipient of the 2021 Regents' Momentum Year Award for Excellence in Teaching and Curricular Innovation. It is worth noting that the university has implemented a comprehensive system to track student engagement in GC Journeys (C-bEL, undergraduate research, service learning, etc.) using Banner. Thus, **Goal 6, Initiative 1, Action Item 2** which aims to develop a process for tracking service learning (course tags and Portfolium) and community-based learning projects has been operationalized.

The aim of **Goal 2, Initiative 1, Action Item 4** is to provide summer training for department chairs. The intent is to provide systematic and ongoing Chairs' training and professional development on an annual basis that will include promoting, identifying, and encouraging transformative experiences within their departments. The Provost's Office, in collaboration with the Center for Teaching and Learning and the Chairs' Council, is currently planning the GC Department Chair Academy which will occur each July beginning July 2021.

Graduate Enrollment: As outlined in **Goal 4, Initiative 1, Action Item 5**, there continue to be notable gains in graduate enrollment with overall enrollment numbers exceeding those in previous years. The committee recommends defining a target of achievement to determine if the enrollment increases meet or exceed expectations. The Steering Committee recommends that the Director of The Graduate School should annually report enrollment targets in Taskstream.

International Education: **Goal 4, Initiative 1, Action Item 6**, was added in FY19 and focuses on the enhancement of international student enrollments through strategic recruitment, international partnerships, and pipelines. The International Education Center has made satisfactory progress in this regard. Specifically, the Center cultivated ties to elite secondary schools in Asia and has moved towards greater utilization of digital resources. Most recently, the Center is exploring a more global approach with the introduction of virtual international programming through Border Free GC.

University Advancement: Noteworthy progress was made with **Goal 4, Initiative 4, Action Item 4** related to increased giving from parents. In FY20, there were 164 parent donors and 6,517 undergraduate students. This equals a 2.51% giving rate and total donation amount of \$36,399.55. Another 42 parents have pledged \$3,465. If counting the pledged gifts, the giving rate increases to 3.2%. This progress could be attributed to the hiring of The Director for Parent Programs and the assignment of a donor engagement officer to the area.

A major accomplishment was the completion and implementation of the faculty compensation study.

Faculty and Staff Compensation: A major accomplishment in FY20 as related to **Goal 5, Initiative 2, Action Item 1** was the completion and implementation of the faculty compensation study. Some general facts about the Faculty Salary outcomes are as follows:

Total Cost: approximately \$500K (salary and related benefits)

Number of Faculty that Received Adjustments: 101

Average Adjustment: \$3,999 (\$3,431 is the median)

Highest Adjustment: \$15,918 (8 faculty received greater than \$10,000)

Lowest Adjustment: \$21 (3 faculty received exactly \$21 and 5 faculty received less than \$100).

The implementation of a staff salary study is currently underway.

Center for Teaching and Learning: The Center for Teaching and Learning has made significant progress with **Goal 5, Initiative 2, Action Item 4** as related to providing faculty development training opportunities. The Center increased the number of workshops, providing 36 workshops with 399 registrants in spring 2020. They have also established the necessary infrastructure to conduct virtual workshops.

Centers and Institutes: The aim of **Goal 6, Initiative 1, Action Item 4** is to explore 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. Though this action item was approved for deletion in the FY18 report, significant progress has been made that is worth highlighting. Specifically, the recent development of two new institutes, the Rural Studies Institute and Andalusia Institute, and one center under new leadership, the Center for Health and Social Issues. A task force has been formed to review current centers and institutes on campus and to create policies, procedures, and practices for the establishment and ongoing evaluation of institutes and centers.

Areas of Concern

University Advancement: The focus of **Goal 1, Initiative 1, Action Item 6** is to increase the number of merit and need-based institutional scholarships available to incoming students. While the Promise Scholars will be a good start to increasing the number of underrepresented students, the number of merit and need-based scholarships lags behind those at competing institutions. The Steering Committee recommends increased University Advancement efforts to establish and/or increase institutional scholarships for underrepresented students.

Goal 1, Initiative 3, Action Item 4 strives to increase the number of participants and provide a stable funding source for the Call Me MiSTER program. The program received the USG Male Connection Grant for \$15,000 and currently has a Call Me MiSTER student enrolled in The Graduate School at Georgia College. The program has continuously had low enrollments of students. The Steering Committee recommends more aggressive recruiting and additional scholarships are needed.

Student Retention and Transfers: Georgia College has identified retaining high-achieving students after their second year as an area of focus. Despite conducting a targeted campaign to retain students who indicate an interest in transferring to another institution, there remain opportunities to investigate and respond to the reasons these students transfer. **Goal 1, Initiative 2, Action Item 2** focuses on determining retention processes that are most predictive of student success from matriculation to timely completion of degrees and implementing programs to increase the four-year graduation rate. The Steering Committee recommends the development of targeted strategies and pilot programs to enhance retention, progression, and graduation. Currently, a University Retention Committee has been charged by President Dorman to create and implement short and long-term strategies to improve retention.

As a related concern, **Goal 1, Initiative 2, Action Item 1** requires annual monitoring of the retention rate, including demographic breakdowns (race, gender, Pell, First Gen) that are reviewed for retention and graduation rates. Noted in the report, a major inhibitor for second-year retention at Georgia College is the limited number of students that can be accepted in the Nursing Program. As noted in the 2018 report, “Programs with Secondary Admissions Processes: Students who gain entry into the university’s high-demand and high-quality programs with secondary admissions requirements (Nursing BSN and BS in Education) demonstrate very high retention and graduation rates.” While these secondary admissions programs do offer high retention and graduation rates, the lack of capacity in these programs has a negative impact on the university’s retention rates. Therefore, the university has requested \$1.3 million in funding from the University System of Georgia to offer an additional cohort of Nursing BSN.

In regards to second-year retention, an area of note is the limited number of spots in the Nursing Program. However, the university has requested \$1.3 million in funding from the University System of Georgia to offer an additional cohort of nursing BSN.

Addressing Diversity and Inclusive Excellence: **Goal 1, Initiative 3, Action Item 1** seeks to expand pathway programs to enroll more students from Early College, the High Achiever’s Program, Rising Misters, and Minority Youth in Business to enhance first-generation, underrepresented student enrollment. The committee notes that more outreach to high school

students in Baldwin and surrounding counties is needed. In addition, the university should continue to improve the climate for underrepresented students through providing more frequent climate surveys and acting upon the concerns noted in the survey responses.

Goal 5, Initiative 1, Action Item 2 focuses on expansion of the Multicultural Empowerment (ME) faculty mentoring network. The goal of 50% participation by underrepresented new faculty by 2020 and 100 percent participation by their third year was not met. Identifying faculty mentors was noted as an area of concern as well as securing a budget to support program activities. The Steering Committee recommends increased funding and personnel support for program implementation.

Centralized Advising: In **Goal 1, Initiative 5, Action Item 1** the focus is to develop metrics and implement reporting to demonstrate the impact and effectiveness of the centralized advising model. While there has been an increase in retention and graduation rates overall, there is a concern of the high turnover regarding advisors in the Academic Advising Center and the continuous training needed on Appreciative Advising. This turnover could have a negative impact on outcomes.

Goal 1, Initiative 5, Action Item 3 requires that advisors survey a sample of students annually from each cohort to determine satisfaction and/or concerns with the centralized academic advising model. As noted in the report, the student survey was conducted in 2020. However, with changes in personnel and staffing there is a concern regarding the lack of progress with survey dissemination and analysis to further inform potential improvements.

Transformative Experiences: A concern was noted in the ability to continue offering a wide variety of faculty development for transformative experiences due to lack of personnel, which negatively impacts **Goal 2, Initiative 1, Action Item 2:** to provide faculty development opportunities for the development of transformative experiences and LEAP course implementation. Given more time and resources, calibration workshops for faculty using rubrics would be immensely beneficial and would increase our data validity and reliability. It is recommended that the Associate Provost for Transformative Experiences consider the use of faculty who completed the Chancellor's Learning Scholars program to facilitate workshops with a long-term goal of hiring a full-time Director.

Graduate Advertising and Yield: **Goal 3, Initiative 2, Action Item 1** is focused on identifying recurring funding sources for graduate programs advertising and promotional expenses. While this goal has been met, the Steering Committee suggests examining ways to evaluate the effectiveness of the marketing and advertising efforts and the results these have on enrollment yields.

Recommendations for Changes to Existing Action Items and for Creation of New Action Items

Goal 1, Initiative 5, Action Item 2 is to develop metrics and implement reporting to demonstrate the impact and effectiveness of the EAB tools being used by the CSS. The university no longer has a license for the use of EAB due to the lack of use of the multiple components of the EAB system relative to the costs expended for the software. A committee is currently reviewing other management systems that can be used for scheduling student advising and support services, and tracking retention and graduation rates. This action item should be revised to include the new system.

The aim of **Goal 2, Initiative 2, Action Item 2** is to design and implement Journeys LEAP assessment (i.e., GC Core assessment) in three phases. This action item has been accomplished, but a new action item should be written to move the project along further. The new action item could relate to creating additional and more sophisticated data visualizations for core data for the core website to determine the impact of AAC&U essential learning outcomes in more precise ways. The Office of Institutional Effectiveness has the first full year of data (18-19) on the OIRE website under 'Student Achievement' and they are in the process of uploading data from AY19-20. The first data sets presented on the website are static and only provide data at the aggregate level. The Office of Institutional Effectiveness is currently working towards improving data reporting, transparency, and usefulness of the core data. The university has potential to move further along towards preeminence in assessment and evaluation, as we are one of the few universities in the country who has mapped our entire core curriculum to the AAC&U Essential Learning Outcomes, which are derived from the "What Employers Want" research.

Goal 2, Initiative 3, Action item 1 calls for the redesign of the first-year seminar, and, if necessary, redesign of the senior capstone. It is recommended to split the action item into two action items: one for FYAS and one for senior capstone. Concerns were noted regarding the First-Year experience and its effectiveness within its current design and implementation. As a result of the Retention Committee recommendations, the First-Year seminar is being reimaged with faculty providing instruction. It is recommended that the Champions assess the need for the redesign of senior Capstone.

The First-Year seminar is being reimaged with faculty providing instruction.

The purpose of **Goal 2, Initiative 3, Action Item 3** is to track participation rates annually in GC Journeys to assess participation and success. The university has established a method for tracking participation in the GC Journeys program, but it is suggested that the committee add a new action item, **Goal 2, Initiative 3, Action Item 5**, focused on evaluating the overall

program's success. The action item should include performance indicators and metrics to evaluate if the *GC Journeys* initiative is meeting intended program goals and outcomes.

The committee suggested the addition of **Goal 3, Initiative 1, Action Item 4** that seeks to develop, market, and deliver online graduate-level credit and non-credit certificate programs. This action item will link The Graduate School offerings with the potential non-credit offerings of the recently developed School of Continuing and Professional Studies.

Summary

The 2019 and 2020 Annual Report on the Implementation Plan, highlighted in this report and presented to Cabinet, illustrates the identified goals, initiatives and action items, performance outcomes, successes, and work still active and in-progress. Out of 74 total strategic plan action items, 59% (or 44) have been completed. Key accomplishments and areas of concern were presented earlier in the report.

Overall performance measures:

- 74 Total Action Items
- 59% (or 44) Action Items completed
- 41% (or 30) Action Items ongoing

As the university develops the process and considers new strategic priorities for the next strategic plan, the university should be mindful of challenges that emerged during the implementation of the current plan. Specifically, timely reporting by Champions proved especially difficult and should be addressed in the planning and implementation of the next strategic plan. The Steering Committee suggests consulting with the Office of Institutional Effectiveness to create a more streamlined reporting mechanism potentially by utilizing current assessment processes such as Progress and Planning Report (PPR) and Administrative Planning Report (APR). A second challenge has been the absence of a formal mechanism for the Executive Cabinet to provide continual input on the plan. A formal mechanism will ensure the strategic plan continues to align with Executive Cabinet's vision for the university and its allocation of resources.

Though ***Our Path to Preeminence*** was to be a plan for 2016-2021, the unforeseen and unprecedented global pandemic prompted the decision to extend the plan one additional year. This decision, along with the recent announcements of retirements and transitions of the President, Vice President of University Advancement, and Vice President of Finance and Administration, offers the opportunity for incoming executive administrators to contribute to the next strategic plan.

Fall 2020 Members of the Strategic Planning Steering Committee:

Co-Chairs – Dr. Chavonda Mills and Dr. Holley Roberts

Dr. Chavonda Mills - College of Arts & Sciences (1 representative)

Dr. Micheal Stratton - College of Business (1 representative)

Dr. Roddran Grimes - College of Education (1 representative)

Dr. Liz Speelman - College of Health Sciences (1 representative)

Dr. Brian Newsome - Honors College (1 representative)

Lamonica Sanford - Library (1 representative)

Suzanne Pittman- Enrollment Management (1 representative, either the AVP or Director of Admissions)

Dr. Chris Ferland - AVP for Institutional Research (permanent member)

Dr. Mark Pelton - AVP for Strategic Initiatives

Dr. Jordan Cofer - Associate Provost for Transformative Learning Experiences

Dr. Holley Roberts - Associate Provost for Academic Affairs and Director of The Graduate School

Dr. Shawn Brooks - Student Affairs (1 representative)

Susan Allen - Finance and Administration (1 representative)

Monica Delisa, Michael Watson - University Advancement (2 representatives)

Dr. David Johnson - University Senate (1 representative)

Dr. Cara Smith - Watermark/Assessment/Institutional Effectiveness (1 representative)

Dr. Carolyn Denard - Associate Vice President for Inclusive Excellence and Chief Diversity Officer (1 representative)

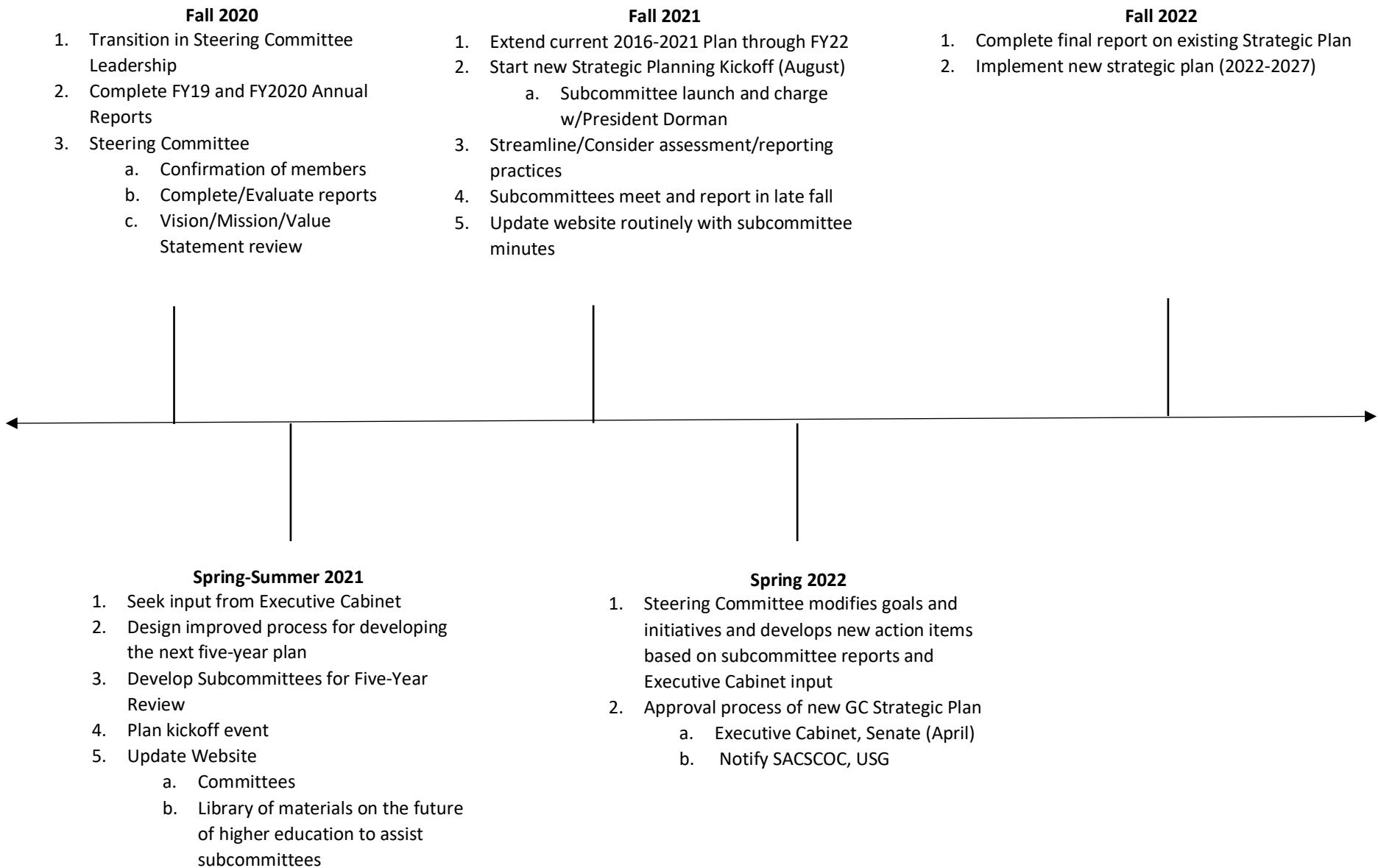
Susan Kerr - Information Technology (1 representative)

Nathan Graham - SGA (1 representative)

Omar Odeh - University Communications (1 representative)

Number of Steering Committee members: 21

Appendix A: Strategic Planning Timeline



Appendix B: Procedures and Membership of Strategic Planning Steering Committee

Approved on 6/23/2018 by President Dorman

Updated 9/17/20

Approved on 10/12/2020 by President Dorman

On-going Role of the Steering Committee

- Work with the President and vice presidents to ensure Champions produce annual reports—or more frequent reports, as needed—related to action item accomplishment. Watermark will be the mechanism for all action item reports.
- Review and analyze Watermark reports and ascertain the progress made toward action item accomplishment.
- Meet with Champions annually in August-October, or as needed, to receive progress reports, answer questions and provide guidance, and determine if items should be modified or marked as completed. (Prior to these meetings, the Steering Committee should provide Champions with a calendar of their annual meetings with the Steering Committee.)
- Scan higher education literature and trends, as well as Division, Unit, and College goals in Watermark to identify potential new action items to support strategic plan goals. If, based on this information, it is determined that new action items may be needed, the committee will draft action items in usable format and route them to appropriate committees and administrators for review prior to recommending them to Executive Cabinet.
- Report to Executive Cabinet annually, providing information to assist Cabinet with determining whether or not action items have been accomplished and initiatives completed.
- Utilize Front Page, email, and the strategic planning website to update and inform the campus community on latest developments related to strategic planning.
- Recommend to Executive Cabinet proposed changes in actions items (modify action item, mark as completed), and addition of new action items.
- Work with new action item Champions to develop measurable metrics.
- Oversee the annual updating of the Strategic Planning dashboard.
- Appoint subcommittees as needed to bring reports forward to committee as a whole.
- At the conclusion of each five-year strategic plan cycle, conduct a comprehensive review of the strategic plan including mission, vision, and value statements. (The next comprehensive review will be conducted in 2021.)
- Write a final report, and make recommendations to the President and Cabinet, at the end of each five-year strategic plan cycle. (The next report will be written when the current strategic plan ends in 2022.)

Steering Committee Membership

- Co-Chairs will provide leadership to the committee: The standing Co-Chairs will be the Associate Provost for Academic Affairs and a Faculty Representative will be selected that will serve a 2-year term.
- Offices/areas of campus that should be represented on the Steering Committee:
 - Academic Affairs
 - College of Arts & Sciences (1 representative)
 - College of Business (1 representative)
 - College of Education (1 representative)

- College of Health Sciences (1 representative)
 - Honors College (1 representative)
 - Library (1 representative)
 - Enrollment Management (1 representative, either the AVP or Director of Admissions)
 - AVP for Institutional Research (permanent member)
 - AVP for Strategic Initiatives
 - Associate Provost for Transformative Learning Experiences
 - Associate Provost for Academic Affairs and Director of The Graduate School
 - Student Affairs (1 representative)
 - Finance and Administration (1 representative)
 - University Advancement (2 representatives)
 - University Senate (1 representative)
 - Watermark/Assessment/Institutional Effectiveness (1 representative)
 - Associate Vice President for Inclusive Excellence and Chief Diversity Officer (1 representative)
 - Information Technology (1 representative)
 - SGA (1 representative)
 - University Communications (1 representative)
- Target number of Steering Committee members: 21

Process for Appointing New Committee Members

- College appointees will serve staggered three-year terms. A&S, Honors, and Business representatives shall be appointed by their colleges in even years (beginning fall 2018), with Education, Library, and Health Sciences representatives appointed in odd years (beginning fall 2019). This will ensure that only $\frac{1}{2}$ (2) of the college representatives rotate off the committee each year.
- Representatives of the five colleges and the Library may be faculty members or administrators such as dean, assistant dean, or department chair.
- The Steering Committee should automatically accept potential committee members who have been appointed by vice presidents and colleges.
- If potential committee members volunteer or are suggested by Steering Committee members, then the committee should discuss and vote on those potential new committee members.
- The Facilitator should email the President annually, or as needed, to notify him/her of departures from the committee and seek approval of new committee members.
- New members will join the Steering Committee at the August meeting.

Guidelines for Rotating off of the Steering Committee

- To ensure continuity and momentum, no more than five committee members should rotate off the Steering Committee each year.
 - Four committee members will automatically rotate off each year. These are the SGA President (or designee), the University Senate representative, and two of the five college and/or the Library appointees.

- In years in which no committee member leaves the committee due to retirement or separation from the university, one other committee member may rotate off.

Timeline of Steering Committee Activities

- Champions report on action item accomplishment through Watermark. *July 1 –July 31*
(2020 completed mid to late October)
- Director of Institutional Effectiveness generates one-page reports on each action item through Watermark and provides reports to the Steering Committee. *August 1-15*
- As needed, Steering Committee meets with Champions to review one-page progress reports, provide guidance and suggestions, and determine if items should be modified or marked as completed. *August 15-October 31*
- Steering Committee reviews Watermark reports related to action item accomplishment and ascertains the progress made toward action item accomplishment. *August-December*
- Steering Committee queries the President and vice presidents and scans higher education literature and trends, as well as Division, Unit, and College goals in Watermark to identify potential new action items to support strategic plan goals. If, based on this information, the Steering Committee determines that new action items may be needed, the committee will draft action items in usable format and route them to appropriate committees and administrators prior to recommending them to Executive Cabinet. *November-December*
- Steering Committee presents annual report to Executive Cabinet. *January*
- Based on information and recommendations provided by the Steering Committee, Cabinet makes determination as to whether or not action items have been accomplished and initiatives completed. If new action items have been recommended, then Cabinet will approve as is, approve with modifications, or reject the action items. *January*
- AVP for Institutional Research updates data in Strategic Planning dashboard.
Dashboard will be updated on a rolling basis as needed.
- Changes in action items and new action items are communicated to current and new Champions by the Steering Committee.
January
- Champions of newly created action items submit an initial report in Watermark to ascertain what the Champions have done thus far to begin their projects and address action items. Questions to be answered include: *Mid-March*
 - What have you done to start your project?
 - Have you established metrics? What are they?
 - Have you formed committees or work groups to address your action item(s)?

Chronology of Changes Made to the Strategic Planning Steering Committee Procedures:

August 28, 2018

Eliminated all references to Compliance Assist and replaced them with Watermark. This reflects the conversion of the institution from the Compliance Assist institutional effectiveness system to the Watermark system.

Changes were made by committee chair Mark Pelton.

Changes Made to Membership of the Strategic Planning Steering Committee:

October 2020

Added the following statement: Co-Chairs will provide leadership to the committee: The standing Co-Chairs will be the Associate Provost for Academic Affairs and a Faculty Representative will be selected that will serve a 2-year term.

Added representatives from the following areas: the Honors College, the Library, University Communications, plus the Associate Provost for Transformative Learning Experiences, Associate Provost for Academic Affairs and Director of The Graduate School, and a second representative from University Advancement. Statements under “Process for Appointing New Committee Members” and Guidelines for Rotating Off the Steering Committee” were updated to reflect this membership change.