

Provost Notes

Georgia College & State University

October 2016

Graduate Studies Update

Graduate programs are an important component of mission accomplishment at Georgia College, representing 14% of our headcount. Total enrollment for all graduate programs is up fall 2016 as compared to both fall '15 and fall '14. That enrollment growth is being driven by online delivery, especially for programs aimed at working professionals. One measure of the competitiveness of our programs is that the percentage of admitted students who enroll has increased year-over-year for each of the past three years.

GC graduate programs are one of the six goals in the university's 2016-2021 Strategic Plan. Our goal is to "Offer a limited number of exceptional quality graduate programs that are highly relevant to workforce demand and supportive of the university mission." To accomplish that goal the Steering Committee is developing plans to increase program enrollments and implement program-specific marketing strategies.

Several recent initiatives drive top-of-the funnel graduate program promotion and recruitment. Recently Kate Marshall, Office of Graduate Admissions, revamped the applied-admitted-enrolled report to make it more useful to the graduate coordinators. This summer we executed an awareness generating e-mail promotion plan for GC graduate programs based on leads from an online newspaper ad. The program coordinators also worked with Victoria Fowler, University Communications, to update annual program promotional plans. We are examining our use of Radius as a tool for interacting with prospective graduate students. Through these and other efforts we are refining our graduate recruitment efforts and mix of program offerings.

Congratulations...

Ashok Hegde, PhD., William Harvey Professor of Biomedical Science, Biological and Environmental Sciences, received a \$381,357 grant for undergraduate research from the National Institute of Health (NIH). The funds will support brain research at Georgia College.

Jeanne Sewell, Associate Professor and Director, IDEAS and Cynthia Alby, PhD., Professor, Teacher Education, have been selected to participate in the inaugural Office of Faculty Development, Faculty Learning Community through the USG.

Karl Manrodt, PhD., Professor and Chair, Marketing, for securing \$10,000 in external funding from the Georgia Department of Administrative Services. The award will support the development and delivery of the Georgia Procurement Conference and the creation of a marketing communication plan.

The Georgia College **Call Me MISTER** (Mentors Instructing Students Toward Effective Role Models) program received \$75,000 in grant funding from the Betty and Davis Fitzgerald Foundation to support its students and activities. Call Me MISTER is housed within the John H. Lounsbury College of Education.

Fall 2016 Census Data

Total Number of Students: 6,915

Undergraduate Students: 6,047

Graduate Students: 868

FTE: 6,538

Percent Female: 62.2%

Avg. Undergraduate Student Age: 20.6

Avg. Graduate Student Age: 34

Source: GC-IR

GC Women Leaders to HERS

The Office of the Provost is in the process of receiving applications to sponsor GC women leaders to attend the 2017-2018 HERS Leadership Institute, a distinctive women's professional development program in higher education. Application deadline: November 4, 2016.

October 2016 Key Dates

17th - Budget Forums
20th - Fall Festival (Annual Faculty & Staff Picnic)

Promotion & Tenure Task Force Open Forums

October 18th (Tue) @ 12:30
Library Ed Room
October 26th (Wed) @ 3:30
Library Ed Room

NEW USG Program Approval Process

Beginning November 1, 2016, USG institutions will have a choice to submit a new academic program to the BOR office in two ways:

Concept Paper- (Optional) - This allows institutions to seek system input with regard to potential degrees. The BOR Office of Academic Affairs will review and have follow-up conversations with the institution. Such action may result in less work for an institution if the degree program in all likelihood migrates through the approval processes. Please note that an institution can move forward and submit the One-Step New Academic Program Proposal/Approval Form; however, it does not guarantee approval of the full proposal.

One Step New Academic Program Proposal/Approval Form (Required) - Institutions can choose to bypass the Concept Paper and submit the One-Step Academic Program Proposal/Approval Form.

Scholarly Communication Program

The Ina Dillard Russell Library has launched a Scholarly Communication Program to support the scholarly publishing efforts of Georgia College faculty and students. Upcoming activities include a *Times Talk* on open access (October 26, 12 p.m. – 1 p.m.) and an *Author Rights Workshop* (October 28, 12 p.m. – 1:30 p.m.) Faculty can register for the workshop at: <http://gcsu.libcal.com/event/2849170>

Jennifer Townes, the library's Scholarly Communication Librarian, will be facilitating both activities, with support and cooperation from the library faculty within Russell Library.

Scholarly communication is the system by which scholarly work is created, evaluated, disseminated, and preserved. Peer-review is a part of scholarly communication, as is sharing your research data, citing others' work, and signing a publisher's agreement. Depositing your work in the institutional repository – The Knowledge Box – is an essential piece of the scholarly communication system.

Spring 2017 COPLAC Digital Liberal Arts at a Distance Course Offerings

With generous support from the Mellon Foundation, the Council of Public Liberal Arts Colleges (COPLAC) is scaling up our *Digital Liberal Arts at a Distance* initiative. They will offer four courses in Spring 2017 that are open to students at all COPLAC member institutions. These **multi-campus courses** are **team-taught** -- each course is co-taught by two faculty members from different COPLAC schools, which facilitates the sharing of expertise and embodies liberal arts values. Class sessions will be **synchronous**, using teleconferencing technology to allow faculty to closely mentor the students, and to encourage close collaboration among participating students. The courses can be treated as independent studies on students' home campuses, so students can receive course credit, based on their campus policies (<http://coplacdigital.org/>)

Georgia College LEAP Initiative Update

The Liberal Arts Council has been formed as Georgia College is transitioning from LARP to LEAP (USG Initiative). One of the goals of the group will be to establish our list/menu of 'transformative experiences' and establish guidelines. It is expected that this work, along with specific recommendations, will be completed by the end of the Fall 2016 academic term. In Spring 2017 we will then begin the implementation phase.

HERI Faculty Survey at GC (October 27th - November 4th)

The HERI Faculty Survey provides institutions with a comprehensive, research-based picture of key aspects of the faculty experience. The HERI Faculty Survey is designed to produce actionable information on important and timely issues. It includes topics such as pedagogical practices, faculty goals and expectations for students, research and service activities, sources of stress and satisfaction, and the connection between learning in the classroom and practices in the local and global community.

2016-2017 Provost Lecture Series (October 26, 2016)

The *2016-2017 Provost Lecture Series* aims to recognize faculty scholarship, present colleagues with an opportunity to share their scholarly interests and provide a greater depth and diversity of views while also expanding the intellectual climate on campus.

A Comprehensive Assessment of Secondary Physical Education Teacher Fitness Levels

Kevin Hunt, PhD, Assistant Professor, School of Health & Human Performance

October 26, 2016-Museum Education Room 12:00 – 1:00 PM

Physical education teachers appear to have a powerful influential effect on learners in the instructional environment through the manner in which they model behaviors and practices they espouse. The purpose of this investigation was to 1) Determine fitness levels of Georgia's practicing secondary teachers using Fitnessgram9, and 2) Compare those scores against the Fitnessgram9 Healthy-Fitness-Zone standards. The data accumulated provided evidence suggesting that remediation strategies are required to enhance the fitness levels of teachers in Georgia's secondary settings.