

Provost Notes

Georgia College & State University

May 2019

Summer MURACE

The mission of Mentored Undergraduate Research and Creative Endeavors (MURACE) is "To provide support for academically engaged transformative learning experiences that develop intellectual, professional, and civic skills; and dispositions that enable graduates to thrive in an information-intensive and diverse global society enriching the lives of students and their local and global communities." Activities to support this mission include implementing the Student Research Conference (SRC) on-campus, sending students to COPLAC, GURC and NCUR conferences, as well as supporting individual students to present research at other discipline-specific conferences.

This summer, three undergraduate students were awarded MURACE funding to work on their individual research projects:

Megan Andrews, mentored by Dr. Wathsala Medawala, will study genetic differences among men of African descent that contribute to their risk of prostate cancer. The goal is to present the results at multiple conferences including The Southeastern Regional Meeting of the American Chemical Society (SERMACS).

Molly Bullington, mentored by Dr. Ellen France, will study molecular cloning and genetic interactions in yeast. The goal is to present the results at multiple conferences including the Southeastern Regional Yeast Genetic Meeting (SERYM).

Noah McDonald, mentored by Dr. Brent Evans, will analyze consumer consumption habits when using credit card rewards systems. The goal is to present at the Academy of Economics and Finance Annual Conference.

Congratulations!

Nicole DeClouette, PhD & Robert Sumowski, PhD, Department of Teacher Education for Exploratory Committee in Inclusive Education, Georgia State University/US Department of Education, \$10,000

This exploratory grant will allow GC to determine ways to meet local educational needs by providing students with intellectual and developmental disabilities (IDD) opportunities to learn marketable skills that will lead them to lives with purpose, meaning, and hope.

Student Rating of Instructor Surveys

The Spring 2019 SRIS return was 63.5%.

The number classes surveyed has increased considerably in the last few years.

Spring 2019: Of 1,062 classes surveyed with 22,214 students enrolled: 13,970 responded.

Spring 2018: Of 942 classes surveyed with 20,749 students enrolled: 13,301 responded.

Spring 2017: Of 917 classes surveyed with 19,942 students enrolled: 10,201 responded.

Year End Deadlines for Travel and Travel Encumbrances

The last day to enter a cash advance is Tuesday, June 4, 2019. All travel expense reports must be in the online system by Thursday, June 13, 2019. The online system will close at 7a.m. June 14 and will not be available for use again until July 5, 2019.

If you have late June travel for which you intend to use this year's funds, you may create an encumbrance. The trip must be completed on or before June 30, 2019 to encumber funding. If any part of your trip occurs after June 30, please contact Accounting Services as soon as possible to determine if it is possible to encumber funding. Any prepaid hotel or travel advance not reconciled on an online travel expense statement received by Accounting Services before 6/13 will be charged to next fiscal year's budget unless encumbered.

To encumber funds a form approved by the budget manager must be submitted.

2018-2019 Academic Affairs Unit Updates

The May 2019 issue of the *Provost Notes* includes end-of-year updates from numerous units in the Office of Academic Affairs. The reports below focus on accomplishments and progress on key projects during the 2018-2019 academic year.

College of Business

- Development/Enhance Resource Generation: Move short-listed prospects toward asks for endowments and identify prospects for annual President's Society gifts.
 - Outcomes: Several new scholarships (Bankers for Business, Fuller, Ward, a new annual scholarship, and one \$25K planned gift), sponsorships (for both diversity initiatives and the entrepreneurship program) and major gifts (Hoffner – lead gift Board scholarship, Usery – speaker series) were realized. The CoB held a donor cultivation event at a residence in Madison, GA (40 attended). Dean Young made 75+ donor/alumni visits, plus group events; the CoB Development Officer made 225+ additional visits to alumni and donor prospects.
- CoB Communication Plan: Enhance the College's external visibility.
 - Outcomes: Created a friends list based on development visits; email templates used to distribute a quarterly newsletter for the CoB. Newsletter also distributed to the CoB Advisory Boards. Dean Young is active on LinkedIn (2,400 connections). CoB website updates are in process with the addition of video content.
- CoB Graduate Programs: Work with the CoB graduate coordinators to create a multi-year enrollment plan and review opportunities for potential new programs.
 - Outcome: The CoB graduate enrollment plan was completed; implementation of findings is now in process.

College of Education

- This was the first year of the Georgia Professional Standards Commission's (PSC) Teacher Preparation Program Effectiveness Measures (PPEM), when a score based on program measures and results from outcome measures applied to all educator preparation programs in the state of Georgia. Georgia College scored in the highest category of "Exemplary." The JHL College of Education scored above the state average in *all* areas including edTPA performance (a nationally scored pedagogy assessment), GACE performance (Georgia Assessments for the Certification of Educators content tests), Teacher Assessment on Performance Standards (performance assessment of our graduates in the field by the Georgia Department of Education), Employer Surveys (employer perceptions of the quality of candidates' preparation), Inductee Surveys (graduates perceptions of the quality of their preparation after one year), Average Entry GPA, and Average Exit GPA.
- The inaugural class for the Ed.D. in Curriculum and Instruction has been selected and will begin June 2019.
- As of April 3rd, the number of graduate students enrolled in the JHL College of Education for the summer of 2019 is 372; an increase of 88% since summer of 2018. This represents 62% of the total GCSU graduate students for the summer of 2019. Beginning this summer, the Master of Arts in Teaching for Special Education will be offered in a 100% online format to meet the needs of uncertified teachers across the state. It joins the 100% online Middle Grades Education STEM MAT and 100% online Secondary Education MAT. Other fully online programs include the Ed.S. in Teacher Leadership (for teachers), Ed.S. in Educational Leadership Tier II (for principals and/or superintendents), M.Ed. in Curriculum and Instruction, MEd. in Instructional Technology, MEd. in Library Media, MEd. in Educational Leadership Tier I, and a certificate in Positive Behavior Interventions and Supports (PBIS).
- In support of the university's efforts towards promoting Inclusive Excellence, the *Social Justice Dialogue Series* continued this year with presentations by renowned researcher and author of culturally relevant pedagogy, Dr. Gloria Ladson Billings. There was also a Movie Night featuring the film *Hidden Figures*, at the Collins P. Lee Harrisburg Community Center.

Ina Dillard Russell Library

- As a part of the University Strategic Plan, the library secured a platform to host a faculty expertise database. Piloting took place in Spring 2019; it is anticipated that the full gallery will launch during fall semester 2019.
- In response to the Library assessment plan, Departments completed a data inventory which provided details about the scope, frequency, and use of the current data collected. This relates directly to library services, spaces, and collections. The data will be used to measure the Library's contribution to the university and improve resources and services.
- Special Collections worked to migrate videos from University Communications to a more stable, accessible format. This is an ongoing project that will continue into the near future.
- In collaboration with external and internal partners, the Library implemented a simplified off-campus authentication system for online library resources.

Extended University and Strategic Initiatives

Extended University

- Andalusia opened to the public in June 2018. In only a year, the grounds and buildings have been greatly improved, the house museum has been completely overhauled, and regular tours are in place. In the first nine months since opening to the public, more than 2,130 visitors have toured the facility.
- Continuing and Professional Education registered 10,100 students in 549 non-credit programs/courses; Academic Outreach programs served 7,905 children and adults in nine counties; Georgia's Old Governor's Mansion, Sallie Ellis Davis House, and Andalusia combined to welcome more than 12,000 visitors; Communities in Schools served 4,622 local elementary, middle, and high school students and managed 671 volunteers; and the YES and High Achievers programs provided afterschool enrichment services to more than 800 students in the local elementary, middle, and high schools.
- Sales and services revenue for Extended University exceeded \$1,639,800 (includes Continuing and Professional Education, Georgia's Old Governor's Mansion, Sallie Ellis Davis House, Andalusia, and Production Services).
- Communities in Schools wrote and received a \$2.5 million Wrap-Around Baldwin grant from the Department of Education to provide services to children and their families at Lakeview Primary and Midway Hills Primary schools in Baldwin County.
- The YES Program wrote and received a \$350,000 grant from the Department of Education to provide afterschool enrichment services at Oak Hill Middle School. This YES grant expanded the existing services already provided at Lakeview Academy.

Strategic Initiatives

- Chaired the Strategic Planning Steering Committee which developed a set of procedures to guide the ongoing work and responsibilities of the committee; used Watermark to document the work of Champions toward accomplishing their action items; and developed an annual report of strategic planning progress for Executive Cabinet.
- Chaired successful searches for two key leadership positions: Vice President for Student Affairs and Dean of the College of Health Sciences.

College of Health Sciences

- The School of Nursing is near completion of the second year of a \$1.4 million dollar HRSA ANEW grant supporting MSN (FNP&PMHNP) degree students preparing to work in rural underserved GA areas.
- Dr. Sally Coke (PI) submitted a \$2.8 million HIRSA Grant proposal which will continue to support the Advanced Practice graduate education in the School of Nursing. This grant expands practice partnerships via the GA Department of Public Health, Rural Federally Qualified Health Clinics in GA, and will incorporate significant advanced training of graduate students in Telehealth delivering systems.
- The first year of the HRSA ANE-SANE grant program (funded at \$804,000) is near completion. This program implements a new educational designed to develop and support RN's to become Sexual Assault Nurse Examiners in underserved or unserved hospitals/clinic in GA. Dr. Josie Doss serves as PI of the grant program.
- In the Department of Creative Art Therapies both Music Therapy (BMT and MMT) and Art Therapy (M.A.) degree programs have undergone some modifications in efforts to stay in alignment with AMTA/NASM program approval/accreditation guidelines. The entry-level –master Art Therapy program is currently in preparation for the application of accreditation to the Council of Accreditation of Allied Health Education Programs (CAAHEP).
- In the School of Health and Human Performance, the new entry-level master's degree program in Athletic Training (MSAT) will commence enrolling its first cohort of graduate students in summer, 2019. The final B.S. in Athletic Training cohort of students will graduate in May 2019.

College of Arts and Sciences

- **Personnel:** Faculty Hires in Anthropology, Biology, History, Music, Public Law, Sociology, World Languages; New Department Chairs: Dr. Chavonda Mills, Department of Chemistry, Physics, and Astronomy, and Dr. Matthew Pangborn, Department of English.
- **Capital Building Projects:** Terrell Hall Renovation continues and the Integrated Science Center building has gone through its initial and successful Architectural Design Phase
- The **Coverdell Chair Endowment** was transitioned to a rotating external Coverdell Fellow who will visit campus in Fall semesters. Our first Coverdell Fellow will be Dr. Marisa Ensor, Anthropologist and Senior Fellow at Georgetown University and Senior Professional Lecturer at American University, as well as Consultant for UN Mission in South Sudan.
- The college **supported faculty-student collaboration and/or student conference participation** for the Southeast Meeting of the Mathematical Association of America, the Southeast Regional Model African Union Conference, Mock Trial, the GC Center for Georgia Studies symposium, a regional Anthropology conference, the Southeastern Regional Africana Studies conference, poster presentations at a national Geography conference, Digital Media's GC Today production, a Spanish Film Festival, and the Urban Bush Women master class and performance, among others.
- **Programs:** Creation of Non-Profit Leadership certificate. Theatre BA ranked in Top 20 nationally. MPA program ranked 23rd for online programs.

Center for Teaching and Learning

- After a lengthy search process, the CTL successfully hired Dr. Jim Berger as the new Director. Dr. Berger will begin his post on July 1 and comes from Western Kentucky University.
- Additionally, CTL hired a new Instructional Designer Specialist, Dr. Simeco Vinson, who began in the position on April 1.
- GAView Improvements – transition to the cloud-based system went smoothly. Highlights of the improvements include:
 - Preferred names can be used in GeorgiaVIEW.
 - Quiz automatic saving
 - Anonymized grading now available
 - New types of assignments allowed
 - Improvements in workflow
- MURACE had a very successful year showcasing and supporting undergraduate research and creative works. Here are some of the highlights:
 - Inaugural GURC Posters at the Capitol – 3 students presented their work from GC.
 - National Conference on Undergraduate Research – 60 first-author presenters and 35 co-authors attended, 10 of which presented (highest number from GC ever)
 - GC Student Research Conference – 103 presentations
 - COPLAC – hosted at Georgia College and 10 presentations were selected from GC to participate
 - Supported 54 individual students to present at various other conferences

The Center for Student Success

This year, the Center for Student Success continued to serve an increasing number of students helping them to progress satisfactorily in their academic coursework and participate in high impact practices outside of class.

- The Office of First-Year Initiatives had a successful launch of *GCReads*, a new First-Year Reading Program. The *GCReads* program requires first-year students to read from a selection of distinguished essays and discuss one in-depth with a faculty member in a micro-seminar during the Friday of *Week of Welcome*. Sixty faculty members participated, and 92% of faculty who facilitated a micro-seminar rated the experience as “excellent” or “good” and 93% of students described *GCReads* as a “good introduction to college.” The *GCReads* program will continue this year.
- The National Scholarships Office was pleased to announce Georgia College’s first Marshall Scholarship! The Marshall Scholarship is second only to the Rhodes in prestige and is designed to give “intellectually distinguished American students an opportunity to study at any university in the UK.” Kevin Morris, history and economics major and 2017 graduate, was our first Marshall Scholarship recipient, and Georgia College was the only USG institution to have a Marshall recipient this year.
- After a national search, the Academic Advising Center named Nikki Simpson, formerly a Lead Advisor in the Center, as the new Assistant Director of Academic Advising.
- The new Writing Center opened this fall with Dr. Joy Bracewell as its new full-time director. The Writing Center, now located on the first floor of the Arts & Sciences Building, will be staffed to serve a larger number of students across the University.
- The Honors and Leadership Programs grew their enrollment this year, with Leadership increasing its overall enrollment by 64% and increasing the number of underrepresented students by 12%. The Honors Program increased its overall enrollment by 3.5% and its number of underrepresented students by 13%.
- The Testing Center launched its first online registration for the Georgia Legislative Exams, which will facilitate student registration and help increase on-time completion of legislative testing requirements.
- The Learning Center continues to serve nearly fifty percent of the student population and trains approximately 120 high achieving students to serve as tutors and supplemental instruction leaders. This year, the Learning Center Director, Jeanne Haslam, also played a key role in facilitating the G2C course redesign work with Georgia College faculty.

Division of Enrollment Management

- Admissions
 - To date, the 2019 Fall Freshmen class has experienced over 5,100 total applications, a 2% increase from the previous year. There has been a 10% increase in applications from underrepresented students and a 14% increase in admitted students from this group. Much of this increase is due to the 34% increase in Hispanic applicants and a 36% increase in admitted Hispanic students.
 - Admissions collaborated with Student Affairs on a new Diversity Preview Day, in addition to our existing Glimpse Days and Weekends. This event boasted 74 guests. The largest ever Honors Preview Day was held in February with 83 students.
 - The Admitted Student academic profile for Fall 2019 includes an average SAT score of 1221, average ACT score of 27, and average high school grade point average of 3.61.
- Financial Aid Office
 - The Financial Aid Office disbursed \$71.6 million in financial aid to Georgia College students, representing a 2.3% increase over the previous year.
 - Implemented the CHECS system, which is Georgia Student Finance Commission's College HOPE Eligibility Calculation Service and worked with the Division of Information Technology to implement the use of DocuSign for student forms needed for federal financial aid.
 - Georgia College's student loan default rate has decreased over the last 2 years to 3%. The national average for student loan default is 10.8%. Financial Aid representatives are serving in the development of a USG Debt Letter to assist students in making informed choices regarding student loan debt.
- Registrar's Office
 - Worked with Division of Information Technology as well as all functional units of the university in implementation of Banner Version 9 as well as the migration to managed services with the University System of Georgia's Department of Information Technology.
 - Produced 12,525 transcripts for alumni and former students, as well as awarding degrees to 1,735 students, and providing 13,717 wait-list notifications.
 - Successfully implemented Grad Roll for December 2018 Commencement, which allows student names to be projected on the screen as they cross the stage.
- Office of New Student Programs
 - Worked with a national expert on campus visits to adapt campus tours to meet the needs and expectations of Generation Z students and their families.
 - Between campus tours and visitation events, Georgia College hosted over 16,700 visitors to our campus.

University Senate

- In accordance with its 2018-2019 goals, University Senate approved a new operating procedure for confirming Senate representation needs of university-wide committees and identifying representatives to serve on those committees. Further, University Senate revised its handbook and governance history. Finally, University Senate revised its bylaws. Changes include: making the date of standing committee elections flexible, dissolving the Educational and Assessment Policy Committee and shifting the committee's assessment charge to the Academic Policy Committee, making the number of members on standing committees range from 13 to 15 in order to accommodate faculty volunteers.
- This year, University Senate leadership worked with the Office of Academic Affairs and the Registrar's office to address the issue of midterm feedback. University Senate debated a recommendation to change the final examination policy to mandate the final assignment of the term be due during finals week but decided not to change the policy. University Senate recommended, and President Dorman approved, a change to the drop/add period that brought the add period into alignment with the drop period: In fall and spring semesters, the add/drop period is the first five days of classes. In summer semesters, the add/drop period is the first two days of classes. Finally, University Senate recommended, and President Dorman approved, that the plagiarism prevention use code be turned on by default in the schedule of classes, thereby notifying students that plagiarism software may be used. Instructors may opt to turn the code off.

Information Technology

- Information Technology accomplished several initiatives over the last year. The most significant changes were with the Banner Student Information System. Our Banner changed from an on premise system to a hosted solution supported by the USG Technology Department (ITS). Banner 8 was upgraded to Banner 9. This upgrade impacted the administrative functions first. The next phase will provide faculty and students with an improved Banner interface over the coming months.
- Have a question? *Ask Thunder* (artificial intelligence) was released on the GCSU website to provide visitors with a wealth of information about GC, admissions, deadlines, and many other subjects. Thunder's abilities grow each month as Thunder consumes new questions and answers. Since its release in December 2018, the system has answered hundreds of questions for visitors.
- We began rolling out DUO, our multifactor authentication (MFA) and single sign-on (SSO) to the campus last summer. DUO provides an added layer of security to protect our critical data and systems. We began protecting OneUSG Connect and have expanded the protection to Faculty and Staff Webmail, PeopleSoft, and Banner 9 for Administrative Use. More systems will be protected in the coming months.
- Technology and Classroom Support Services have been busy over the past year making significant upgrades to the classroom infrastructure, Active Learning classrooms and large meetings spaces on campus. Over 35 rooms were upgraded with more on the horizon.

Office of Institutional Research

- Successfully transitioned from Compliance Assist to Watermark for the institution's essential planning, assessment, and accreditation endeavors.
- Aligned GC's Core curriculum to the LEAP essential learning outcomes (ELO's) to create the new GC Journey's Core.
- Won *Best Fact Book* from the Southern Association of Institutional Research, four years in a row.
- Won *Best IR website* the Southern Association of Institutional Research.
- Successful completion of GC's Quality Enhancement Plan (QEP), ENGAGE. Over 75 faculty and staff members participated in ENGAGE over the last 5 years, with an impact on almost 4,000 students (n=3,875). ENGAGE projects spanned community sectors including our local schools, libraries, community gardens, food banks, health providers, and environmental agencies. OIRE will host a QEP celebration in Fall 2019.

Office of Grants and Sponsored Projects

- Record dollar amount of applications submitted by GC \$9,878,644.
- Highest dollar amount of awards to GC \$3,065,497.
- Production of our monthly newsletter *Prospects*.
- Chandra Cheatham, MPA joined the office in April as Grant and Contract Administrator.
- Communities in Schools secured a \$2.5 million Department of Education grant.

The Graduate School

- In the Spring of 2019, the Office of Graduate Studies was renamed The Graduate School. This is part of an effort to continue to strengthen our outreach efforts while serving existing and prospective graduate students.
- The Graduate Council reviewed and finalized a reconstituted Graduate Faculty Status procedure.
- Graduate enrollment continued to grow with a total of 1,031 students in the Fall 2019 (increase of +6.8% from Fall 2018 and +18.8% from Fall 2017).
- The Graduate School worked closely to support the College of Education as it launches the Ed.D (first cohort is scheduled to start in Summer 2019).
- In the Spring of 2019, The Graduate School organized a number of student activities as part of the Graduate & Professional Student Appreciation Week (Outstanding Graduate Assistant Awards, Graduate Research Awards, Poster Exhibit & Competition).

International Education Center

- With support from the Office of the Provost and the University Advancement (Heritage Fund), the IEC developed, and administered a Study Abroad scholarship for minorities and other under-served students. More students with higher financial need scores than last year are now studying abroad.
- Working with the Office of the Provost, the College of Arts & Sciences, and the Department of World Languages and Cultures, the IEC brought forward an opportunity (ALLEX Foundation) resulting in Chinese being taught for the first time at Georgia College this coming fall.
- Twenty-two faculty-led Study Abroad programs – seven all-new programs – are projected for next year, up from fifteen.
- To better serve younger students, the IEC, Student Affairs and the SLLLC developed an international alternative Spring Break/Service Learning program for next March.
- The IEC developed and hosted a campus and community “Passport Fair.” Due to its success, the State Department has asked that it be repeated.
- The IEC and the Student Disability Resource Center presented a webinar on “International Students with Disabilities,” sponsored by the U.S. State Department. In July, the IEC will offer a webinar on the importance of the liberal arts.
- The Department of World Languages and Cultures, Human Resources, and the IEC developed J-1 Intern protocols enabling a student from France - and future students – to intern at Georgia College.
- The IEC applied for and received an “Erasmus +” designation for Georgia College.
- 28% of international students made the Fall Dean’s List.
- GC’s 66 international students represent fully 28 different nations. First-time nations: El Salvador, Indonesia and Mauritania.

Center for Early Language and Literacy

The Sandra Dunagan Deal Center for Early Language and Literacy awarded the first “Research Grant Initiative for Coaching Practices in Early Language and Literacy.” The purpose of this grant mechanism is to provide funding for research that integrates the tenets and methodologies of implementation science to study coaching practices for early language and literacy development for children birth to age 8 that create the conditions for all children to be on the path to third-grade reading proficiency. Each organization received \$50,000 for their projects, which run from June 1, 2019 – May 31, 2020.

This year’s awardees are:

- **The University of Georgia (Drs. Cynthia Vail and Rebecca Lieberman-Betz)**, for their project “Effects of Technology-Supported Peer Coaching on Infant-Toddler Teachers’ Responsive Interactions.” The team was awarded funds for their research aimed at decreasing teacher turnover and enhancing the skills of teachers in infant/toddler classes.
- **The Georgia Department of Public Health (Dr. Susan Brasher and Ms. Kimberly Ross)**, for their project titled “Impacting early language development through *Talk With Me Baby* training for nurses: Exploring Timing, Setting, and Feasibility of Implementation and Sustainability.” This study examines *Talk With Me Baby*, a language nutrition coaching initiative that seeks to create living conditions that foster healthy early brain development to determine the most effective time and setting to introduce the initiative.
- **Georgia State University (Drs. Rihana S. Mason and Gary Bingham)**, for their research “Growing Language Outcomes Within Family Childcare (Project G.L.O.W. FCC).” In their research, they look at childcare providers to find the most effect methods at improving the literacy and language interactions at those facilities.