ACTION PLAN 2003

1. Executive Summary – 2003

The Action Plan 2003 derives from the 2000 Strategic Plan and should be understood as its annual iteration. We give the 2002 progress report under six major groupings:

- Recruitment & Retention of Students
- Undergraduate Experience
- Graduate Experience and Research
- Academic Programs & Faculty
- Connection to the Greater Community
- Infrastructure/support Improvements.

Next, we give a section that identifies the priorities for 2003. Advancement in these areas is meant to assist the University in achieving the broad overarching vision of becoming one of the nation’s premiere research universities located in an urban setting.

In order to accomplish the University’s visions, goals and priorities, we need to link disciplinary interests to the (unranked) interconnected aims of:

- Liberal arts education in all undergraduate programs;
- Provision of a learning-centered environment;
- Scholarly activity for all faculty;
- Advanced research programs;
- Accomplished professional programs;
- Intercultural and international perspectives;
- Interdisciplinary programs across disciplines and content areas;
- Connections among graduate, professional, and undergraduate studies;
- Opportunities for collaborative research and scholarly interaction among faculty and between faculty and students;
- Exploration and use of new learning methods and technologies, when appropriate;
- Assessment of courses, programs and services for the purpose of their improvement;
- Information literacy and lifelong learning;
- Collaboration across institutions and between the campus and the community;
- Use of our location in an urban area, a center of international commerce and a center of governance, to offer a distinctive education to our students;
- Participation in partnerships that have a positive impact on community.
Achievement of these interconnected aims will contribute significantly to student learning and an engaged university. A dynamic balance is sought among teaching and learning, research and scholarship, university and community service, and undergraduate and graduate and professional programs.

2. **2002 Progress report**

   **2.1 Recruitment & Retention of Students**

**Enrollment Management**

Strong increases in enrollment continued in 2002. With 2,440 new freshman students enrolled for fall 2002, the target (by admission status) of 2,200 was exceeded. The target of 2,200 for transfer students was not reached with 2,090 students enrolling. New graduate and professional student numbers of 2,270 exceeded their target of 1,900. An additional 3,550 new students enrolled during spring and summer 2002. A record student headcount of 27,500 was recorded in fall 2002, with over 1,790 more students than in fall 2001. **Table 1** provides enrollment trends.

Diversity of the new students continues to be a distinctive feature of the university. Not only do we continue to recruit a highly ethnically diverse student body while significantly increasing our admission requirements, we also are in the top ten universities nationally for numbers of black students who graduate [Black Issues in Higher Education, June 2002, lists Georgia State as 7th nationally and 1st in non-HBCUs (Historically Black Colleges & Universities)]. **Table 2** provides data on student diversity. Our ability to attract Latino students in the future has been enhanced with the award in November 2002 of a $1.5 million grant from the Goizueta Foundation.

Fall 2002 saw a continued increased quality of new freshmen. Quality of the new freshman class was our highest on record with an average SAT score of 1071, an increase of 11 points from last fall. More targeted use of presidential assistantships to students with a minimum FI of 2700 increased the number of students with high FI scores. Similarly, the average GPA for transfer students was the highest on record with 2.91. **Table 3** indicates increase in quality of admitted students.

Credit hour targets were also significantly exceeded. Summer enrollment was up substantially for the first time since semester conversion with an increase of over 14,000 credit hours to 107,000. For fall 2002, over 298,000 credit hours surpassed our previous highest total that occurred last year by 25,000. The average number of credit hours per student increased to 10.9 for fall 2002 from 10.6 in fall 2001.

One-year retention rates continued to increase in fall 2002. One-year retention rates increased to 81.0% for the fall 2001 class, an increase of six percentage points over the previous year. Two-year retention rates for the class of 2000 were 63.9%, 2.3% points higher than the previous year.
Table 4 shows increases in freshman to sophomore retention rates and targets for years through 2006.

2.2 Undergraduate Experience

Strengthening Student Learning

Learning Communities: Freshmen Learning Communities (FLC) continued to attract an increasing number of students. FLCs were expanded for fall 2002 to serve over 700 students in 32 communities. For each of the first three years of FLCs, there is an increase of six to seven percentage points in one-year retention rates over students who are not in FLCs. A pilot Jump Start program was initiated for some freshman students who enrolled in summer 2002. Two FLCs were established around a set of three linked courses. Table 5 indicates that participation in FLCs is increasing. The Freshman Learning Community program was named a finalist in the Institutions of Excellence in the First College Year competition sponsored by the Pew Charitable Trust.

Gateway courses: A gateway course is defined as a large-enrollment, multi-sectioned course. If, historically, students have earned a high number of W, D, or F grades, such a course is a ‘gatekeeper’. We wish to transform a gatekeeper course to a gateway course. Biology and mathematics are piloting various strategies to transform some courses into gateway courses and hence increase retention rates. A new course, Introduction to Mathematical Modeling that emphasizes real-world applications to mathematics problems, was introduced. Similarly, the biology department implemented a new non-majors course sequence in Introductory Biology.

Student Learning Outcomes: There continues to be development of student learning outcomes for both General Education and majors. The University Senate passed a policy that requires inclusion on all syllabi of course objectives that specify measurable and/or observable student learning outcomes. Further, the University Senate passed a policy that every undergraduate major will include at least one writing intensive course that has the features that at least 40% of the course grade will be based on written work and that students will be given feedback on writing and opportunities for revision. All departments are to develop outcomes for their majors. Academic Program Review will include examination of student learning outcomes for programs to which a department contributes. Pilots for learning outcomes based on high standards are continuing to be developed in biology, English, history, and mathematics as part of a national project. In addition, performance assessments for admission to the university as freshmen or transfer students are being developed in conjunction with four two-year and three other four-year System institutions.

Placement Examinations: Placement exams in mathematics during INCEPT (New Student Orientation) were introduced for the fall 2001 freshman class to ensure students take mathematics
courses best suited to their abilities and academic plans. Analysis of effectiveness of the placement exams is underway.

**International students and Study Abroad**

Growth in student participation in study abroad programs and international students hosted by Georgia State continued in 2001-2002 with 1,677 international students enrolled at Georgia State and 441 Georgia State students participating in study abroad programs. **Table 6** gives the number of international students and the number of students who participate in study abroad courses.

**Undergraduate Indicators**

Undergraduate process indicators related to percent of hours taught by tenure track and full-time faculty are given in **Table 7**. Undergraduate output indicators such as number of degrees, percent of entering class who graduate in six years, and pass rates on various national examinations are given in **Table 8**. The University System of Georgia is now required to report retention rates and six-year graduation rates to the Office of Educational Accountability (OEA) who will publish disaggregated rates annually in December. The overall first-year retention rate for the entering class of 1995 was 66.1% compared with 79.9% for 2000. Thus, we anticipate significant improvement in six-year graduation rates for the more recent entering classes.

**2.3 Graduate Experience & Research**

Georgia State is one of 151 universities with a Carnegie classification of Doctoral/Research Universities-Extensive institution. Similar to 2001, Georgia State is on the list of the top 200 universities compiled by the Center at the University of Florida [http://thecenter.ufl.edu]. To be listed among the top 150 universities in 2001, we would have needed over $22.9 million in science and engineering federal research expenditures or over $41.9 million in total science and engineering research expenditures. Our science and engineering research expenditures were $12.1M and $36.6M, respectively for 2000, and $13.6M and $39M, respectively for 2001. We are on the list of the top 100 public universities in two indicators: doctoral degrees awarded and postdoctoral appointees. We are on the list of the top 200 public and private universities in four of the ten indicators.

Sponsored funding activity has increased significantly in the past two years with sponsored awards increasing from $38.8 million in FY00 to $46.8 million in FY01 and $57.4 million in FY02. After being flat for a number of years, sponsored expenditures increased this year from $39.1 million to $43.7 million in FY02. Overall grant activity is captured in **Tables 9-13** that list research indicators, grants received by college, internal grant support, federal obligations, and grant proposals submitted/funded by college

The Georgia Research Alliance funded the recruitment of an Eminent Scholar in the Business of
Wireless, and provided support for four different cluster initiatives that include Next Generation Gene Discovery, Global Infectious Diseases, Bio-manufacturing, and Digital Content. In addition these investments supported matching funding for the NSF Behavioral Neuroscience Center, start-up funding for two Eminent Scholars, the GSU Technology Development Center that provides high quality biotech incubator space, and the SER-CAT consortium synchrotron beam-line at Argonne National Laboratories.

**Research & Graduate Programs Infrastructure**
Indirect Costs (Facilities & Administrative Costs) received increased this year by 21% from $5.71 million in FY01 to $6.89 million in FY02. An increase in the Indirect Cost Rate from 43.5% to 45.5% was negotiated with the Department of Health and Human Services. This new rate will be in effect for the next four years for any proposals submitted after September 9, 2002. The Sponsored Programs Office implemented a new database for managing and tracking proposals. In addition a new database was implemented for managing protocols for the animal and human subjects compliance programs.

**Technology Transfer**
With the recruitment of our first Technology Transfer Manager on July 1st, 2001, there has been a significant increase in the number of intellectual property disclosures from our faculty. From an average of 2 to 3 disclosures per year over the previous ten years, there were 22 disclosures received in 2001 and 37 received in 2002. Intellectual property developed by our faculty have led to the creation of one new start-up company, new tools for the potential diagnosis and development of a vaccine for West Nile Virus, new drugs for the treatment of African sleeping sickness, and the development of a new nutritional device in partnership with the new Venture Labs initiative at ATDC. Collabtech, the state’s first university-based biotech incubator continues to flourish, with one of its recent graduates receiving over $40 million in venture capital funding this past year. The Research Office has held successful workshops for faculty interested in developing their intellectual property. The University Senate approved the a new Intellectual Property policy that clarifies how licensing income and equity derived from the intellectual property developed by our faculty, staff and students is distributed.

**Graduate Indicators**
There were over 6,800 graduate students enrolled in fall 2002, an increase of 400 over the previous fall. Over 2,050 graduate students were new to the university. In addition, there were 650 law students and 336 students enrolled in graduate non-degree programs. Graduate process indicators related to percent of hours taught by tenure track and full-time faculty are given in Table 14. The number of masters degrees awarded is rising steadily while the numbers of specialist, professional, and doctoral degrees are flat. Graduate degrees awarded and pass rates on the law bar examination are some graduate output indicators given in Table 15.
2.4 Academic Programs & Faculty

Publicized rankings demonstrated progress in establishing Georgia State as a nationally recognized institution. Economics was ranked 7th nationally by NSF in federal research expenditures. In total research expenditures (2000), economics was ranked 9th nationally, sociology 18th, psychology 19th, political science 28th and the social sciences 21st. The College of Arts and Sciences ranked in the 12th percentile among similar units in National Institutes of Health (NIH) funding.

US News & World Report ranked the J. Mack Robinson College of Business flexible MBA program the best public program nationally, fifth among all universities and in the top ten for seven consecutive years. US News & World Report ranked five undergraduate programs in the J. Mack Robinson College of Business among the top 25 nationally, including Insurance, Real Estate, Electronic Commerce, Management Information Systems, and Management. The Insurance program was ranked second and the Real Estate program eighth among like programs nationally. The CPA Personnel Report ranks the School of Accountancy 19th best graduate accounting program. The Royal Institution of Chartered Surveys (a world wide organization of real estate professionals numbering 100,000) accredited the Masters Programs in Real Estate at Georgia State as one of only two accredited schools in the Western Hemisphere. The National Association of Graduate and Professional Students rated the PhD program in English in the top ten nationally. The Leiter Report ranked the Philosophy department in the top three nationally, and the joint JD/MA program (Law and Philosophy) in the top two.

In integration of technology with teaching and learning, National Jurist Magazine listed Georgia State as the 11th most wired law school in the nation. The Georgia State student trial lawyers team swept past 22 teams to win the National Trial Advocacy Competition, and likewise a team consisting of three women enrolled in the part-time law program won the Information Technology and Privacy Law Moot Court Competition over 29 teams.

An indication of support for academic programs through library acquisitions is given in Table 16. The library has responded to the rapid expansion of journals available in electronic format and to a high rate of inflation for serials through a series of strategies. These strategies include cooperative purchase of some online databases (Dow Jones, Science Direct, Web of Science, and Wiley Interscience), transfer of paper subscriptions to electronic, reduction of book budgets, and cancellation of serials through a comprehensive serials review process.

Georgia State launched or extended several interdisciplinary and collaborative programs during 2001-2002. The Modern and Classical Languages department graduated its first student in the joint Foreign Language/Master of International Business degree program and added the option of a Japanese and Asian Studies major which can be combined with the MIB program. For the first
time College of Law students studied in the same classrooms as Emory University medical students and Georgia Institute of Technology city planning students to introduce students to the intersection of law with medicine and ethics and law with growth management. Groundwork was laid for a potential joint degree program in law and city planning. An Institute of Public Health was established that draws on faculty from all of the colleges. Its first offering is a certificate program in public health. The departments of biology, chemistry, computer sciences, and mathematics & statistics collaborated in establishing an interdisciplinary Bioinformatics M.S. degree and for a concentration in Bioinformatics at the Ph. D. level.

Georgia State University successfully nominated three of its faculty for the Georgia Cancer Coalition Distinguished Cancer Scientists program.

New collaborations between Georgia State University and the Center for Disease Control & Prevention have resulted in new programs in the Social & Behavioral Sciences, as well as Infectious Disease. A number of our faculty have participated in the recent proposal to the NIH for the Region IV Regional Center for Excellence For Bio-defense and Emerging Infections. With the recruitment of the first Director of the new Institute for Public Health, there will be significant opportunities for new public health research that involves faculty from all our colleges.

**Faculty Support & Development**

An outcomes analysis of internal grants programs has been made to decide how best to allocate these funds. Recommendations of two task forces on advancement of women and on recruitment and retention of under-represented faculty have been refined by various Senate committees and are being implemented. Efforts continue to be spearheaded by Senior Faculty Associates dedicated to each area and working on behalf of the Provost office. Table 17 indicates faculty diversity.

### 2.5 Connection to the Greater Community

**International**

Georgia State expanded international engagements during 2002, most notably in building a strategic concentration in South Africa and the southern African region. The College of Education worked with the University of Botswana in the area of instructional technology. The College of Health and Human Sciences laid groundwork for an HIV/AIDS project also with the University of Botswana. The Ronald H. Brown Institute for Sub-Saharan Africa, a business training and skills development consortium led by the J. Mack Robinson College of Business and the Andrew Young School of Policy Studies contributed to private sector economic growth in South Africa by strengthening the skills of people already in business and providing training to students aspiring to enter the business world. Another endeavor of the Robinson College of Business pertained to strengthening the business curriculum at the University of Venda, with USAID evaluations citing this university linkage as one of the most successful. Other initiatives with South African
universities were launched by the College of Arts and Sciences to encourage collaborative research and faculty development with the University of Pretoria, the University of Witwatersrand, and the University of Capetown.

Outside of southern Africa, College of Arts and Sciences faculty and students were active in exchange programs in China, Jordan, Egypt, Germany, Mexico, Turkey, England, Italy and Israel. The College of Law again participated in the Summer Academy in International Commercial Arbitration, which takes 50 students to Europe to study with European experts in commercial arbitration. For the second year, the Economics department provided a USAID-funded master’s degree program in Economics for 20 students from Indonesia. The Andrew Young School of Policy Studies through its International Studies Program offered technical assistance and training programs in China, India, Indonesia, Malawi, Nigeria, Russian Federation, South Africa, Uganda, the West Bank and Gaza. A Center for Asian Studies has been established.

Internally funded international initiatives are listed in Table 18.

**State and Local**

We made solid contributions to the improvement of public education at all levels in Georgia during 2002. The widely acclaimed Bio-Bus program, funded by NSF, completed its third year with visits to over 200 elementary and middle schools and presentations involving 50,000 public school students and teachers. The Atlanta Consortium for Research in the Earth Sciences, also funded by NSF, provided research experiences for K-12 science teachers in the geosciences. Georgia State hosted “A Celebration of Science Education,” which afforded children and adults opportunities to participate in hands-on science experiments. US Secretary of Education Rod Paige visited a literacy program in the Psychology department funded by the National Institute of Child Health and Human Development that engages children from several Atlanta schools to determine what kind of reading intervention programs best impact early reading development in children. Alternative preparation programs for novice teachers, including the Georgia Teacher Alternative Preparation Program (GTAPP), the Teach for America program (TFA) and the Teacher Education Environments in Mathematics and Science program (TEEMS), flourished with Georgia State and school-based mentors providing students with a highly interactive program geared to the challenges of urban classrooms. A new consortium developed along with the school systems of Atlanta, DeKalb County, Fulton County and Gwinnett County focused on retention of beginning teachers through follow-up workshops and professional development. The Center for School Safety assisted schools and community agencies in anticipating behavioral or violence problems and training educators in classroom and school management strategies designed to cope with at-risk situations. Georgia State worked with the Metropolitan Atlanta P-16 Council to interest greater numbers of high school students in teaching careers through a two-week summer academy. The Child Policy Initiative in the Andrew Young School
of Policy Studies conducted a process evaluation of the Georgia Early Learning Initiative (GELI) culminating in the report, “Improving Early Childhood Education in Georgia”.

We also contributed significantly to the improvement of public health in Georgia during 2002. The Nutrition Education for New Americans Project in the Anthropology and Geography department taped instructional videos in nine languages and reached 140,000 visitors via its web site in order to assist low-income immigrants in learning about healthy eating practices. Community partnerships established by the Nutrition department included the Atlanta Community Food Bank, Good Samaritan Health Center, Project Open Hand Atlanta, Grady Memorial Hospital Out-Patient Clinic, and Clarkston Refugee Seniors Center. To address the shortage of nurses in Georgia, an accelerated BS program in Nursing was developed and approved by the Georgia Board of Nursing, with the first cadre of 30 accelerated students to enroll in fall 2002. The Health Policy Center initiated the Long-Term Care Partnership in cooperation with the Centers for Medicare and Medicaid Services and the Georgia Department of Community Health to evaluate the cost and care outcomes of institutional and home and community-based long-term care programs. The Networks for Rural Health program also located in the Health Policy Center provided technical assistance to 73 rural counties working to improve delivery of health services.

We provided valuable services to state and local government and to the community at large through a variety of programs and partnerships across the academic spectrum. The College of Arts and Sciences sponsored the third annual Jimmy and Rosalyn Carter Partnership Award for Campus-Community Collaboration, which has brought attention to 85 campus-community programs across Georgia in such areas as literacy, immigrant family services, child abuse, disability services, teen pregnancy, neighborhood revitalization, and health care. The Neighborhood Music Schools program reached 650 students with music and performance education, including underserved students through outreach programs with Capital Area Mosaic and West End Performing Arts Center. The Criminal Justice department through its Statistical Analysis Bureau continued to analyze Georgia criminal justice data for state and local law enforcement agencies. The College of Law initiated a Legislative Clinic and Practicum in which law students interned at the state capitol and performed legal research for General Assembly committees on such topics as natural gas deregulation, use of DNA evidence in paternity determinations, real property assessment methods, definition of child abuse, and video poker legislation. The College of Law also staffed the Electronic Court Filing Project to explore automation of Georgia courts through electronic filing and signing of court documents. The Tax Clinic served low-income persons in disputes with the Internal Revenue Service by helping them find equitable solutions to their tax problems, a program actually funded in part by the IRS and a unique training laboratory for both law students and tax students in the Robinson College of Business. The Environmental Policy Program in the Andrew Young School of Policy Studies
opened its third regional water policy center, the Coastal Rivers Water Planning and Policy Center housed at Georgia Southern University. The Environmental Policy Program also implemented a successful second-year irrigation water auction for the state Environmental Protection Division. The Child Policy Initiative in the Andrew Young School of Policy Studies worked closely with the Governor’s Action Group for Safe Children to develop recommendations for improving placement of children in state custody. The Child Policy Initiative was also engaged in on-going analysis of access to health insurance for children in concert with the state Department for Community Health.

To facilitate the strategic plan goal of creating a major urban initiative by 2005, faculty in the College of Arts and Sciences have been meeting to discuss ways of coordinating the current urban initiatives in teaching, research, and service in the college and of linking their academic work with that of faculty in other departments and colleges in the University. The Arts and Sciences faculty are reviewing a proposal for a Center for Neighborhood and Metropolitan Studies that would focus academic research, teaching, and service on needs of neighborhoods in Atlanta where people live and confront localized issues. At the same time, the proposed Center would address metropolitan needs here and abroad by studying problems that affect all cities.

2.6 Infrastructure/Support Improvements
In the wake of the September 11, 2001 terrorist attacks, an international travel tracking system was added to the crisis management and prevention protocol to maintain contact with official Georgia State travelers overseas. Georgia State was also heavily involved in the initial phases of implementation of the federally mandated Student and Exchange Visitor Information System (SEVIS).

Instructional Technology
We made substantial progress in instructional technology and information technology during 2002. The Digital Aquarium, funded by the Student Technology Fee, opened with 23 high-end workstations, 13 digital cameras and other state-of-the-art equipment along with software allowing students to complete sophisticated creative multimedia projects. More than 6,000 students took advantage of the Digital Aquarium in its first six months of operation. A wireless network, also funded by the Student Technology Fee, was activated in the Library and Student Center and on the heavily-used plaza outside the Library enabling students, faculty and staff to access the Internet and e-mail seamlessly with wireless capable laptops and handheld computers while moving in these areas. The main, open computer lab on campus was completely renovated to provide technology-oriented group study facilities, and the number of student workstations was increased by 25%. Five poorly dimensioned general classrooms in Sparks Hall were reconfigured as four computer-equipped classrooms, including one 47-workstation classroom, the largest such classroom on the campus. The other three classrooms were designed with semi-
circular workstation clusters to facilitate collaborative learning. This project doubled the number of classrooms with individual student workstations. WebCT grew during 2001-2002 with optimized accessibility including ADA compatibility and the addition of 600 new courses. WebCT coverage spanned approximately 2,000 courses with 650 faculty designers and 20,500 unique student users. The new Cleon C. Arrington Remote Operations Center for the Georgia State Center for High Angular Resolution Astronomy (CHARA) array of telescopes on Mount Wilson enabled researchers in Atlanta to control dozens of telescope systems at the observatory in California via secure Internet connections. The School of Music completed its new media center with 12 student listening stations and a technology classroom. The College of Health and Human Sciences acquired a human simulation system, which allows Nursing, Nutrition and Respiratory Therapy students to simulate patient contacts using computerized adult and child models. The College of Law upgraded all of its classrooms with smart podiums, web and network access, and ceiling mounted projectors.

Management

Administrative Information Infrastructure
Increased focus on improved services for students is a central theme of GoSOLAR (Georgia State On-Line Access to Records). A highly successful migration of SIS to Banner was completed in calendar year Fall 2002.

The multi-year plan to modernize the physical network infrastructure for all campus buildings through redesign of all data closets and installation of industry-standard cabling and new networking equipment has been funded for completion by June 2003. This successful GSUNet2 project provides part of the foundation for improved access to and communications with information resources. In addition, a network fiber optic ring connecting all the buildings has been completed. This ring includes the Wachovia Building and the Aderhold Learning Center and loops back down Edgewood Avenue and includes built-in redundancies.

Improved Performance of Administrative Units
A five-year cycle of Administrative and Support Unit Review has been approved. The first cycle of ASUR has been accelerated through efforts spearheaded by the Senior Faculty Associate for Program Review. The provost has approved an Action Plan for Human Resources. Housing and Career & Job Search Services have completed their reviews and are awaiting development of Action Plans.

Governance
At its December 2002 meeting, the University Senate voted to add ten elected staff members.

Comprehensive Campaign
We had a productive fund-raising year in spite of the severe downturn in the economy. The
“Results” comprehensive campaign passed the $109 million mark in route to an overall goal of $125 million. This campaign goal includes $25 million earmarked for a science teaching laboratory building. Overall gifts and pledges to the university totaled $11.9 million, a substantial decrease from the prior year, but the fifth consecutive year above $10 million. Annual Fund giving reached $2.35 million, the sixth year in a row above $2 million. Most remarkably gifts from faculty and staff tallied $556,900 with over 82% of faculty and staff making contributions. This is the highest known participation rate by faculty and staff at a public university and an impressive testament to institutional loyalty. Various assets of the GSU Foundation are listed in Table 19.

**Facilities**
Office space for faculty, staff, and graduate students is in short supply. Leasing of two floors in 34 Peachtree Building has provided space for the Applied Linguistics/ESL department and the Computer Science department in addition to some relief for RCB faculty. Some space in the Lofts has also been rented for one year to accommodate some administrative offices whose space, in turn, has been given to A&S to house temporarily some of the faculty hired to deal with the burgeoning enrollments. Funds were allocated to complete build-out of the Wachovia building that is scheduled for completion in spring 2004. Also funds were provided to renovate existing space vacated in the Sports Arena to which the Athletic department has been relocated as of November 2002. Their vacated space in 1 Park Place will be modified to house some Communications faculty.

The Aderhold Learning Center was opened for fall 2002 classes. This beautiful facility provides 47 state-of-the-art classrooms without which we could not have accommodated the large increase in enrollments. A private developer has built housing on the edge of campus with 500 beds for married students, graduate students, and international students – the Lofts. This housing is being programmed by Georgia State and was opened for fall 2002.

The new Recreation Center, which was opened in fall 2001, was named an “Outstanding Sports Facilities 2002 Winner” at a national recreation conference. First-year use exceeded 357,000 entries by students, faculty and staff. The Recreation Center has quickly become a popular gathering place, and has increased the time students spend on campus outside of class.

3 **2003 Action Plan:**

3.1 **Context**

External Mandates:
The first key feature is the general economic condition that indicates continuing pressure on the state budget. While we anticipate significant additional support from the workload portion of the
formula for FY 04 budget, most of the increase will be absorbed through reductions in the State portion of the base budget and continuing operations to support the significantly increased number of credit hours. A second key feature is that the University System of Georgia (USG) is developing a strategic plan that will influence our priorities. In addition, USG has developed a number of benchmark indicators (see Table 20 for a list of peer institutions) that are to be reported annually.

Internal Commitments:
The primary commitment is to support of instructional and strategic research programs that are aligned with Strategic Plan 2000. We will continue our progress in the development of systematic planning and evaluation mechanisms and processes within the institution.

Budget Considerations: Decisions will be guided by the following principles:

1. For academic units, enrollment trends, program quality, external support, and research productivity should be considered.

2. For non-academic cost centers in support areas, reduced support should be given to those areas with higher costs than comparable institutions and to those less effective/efficient or central to the strategic plan.

3. For auxiliary units where revenues exceed projections, state funds may be shifted away from their support, dependent on auxiliary fund balances.

3.2 Priorities for 2003
The University aspires to be ranked in the second tier of national universities listed by US News and to be listed in the top 100 universities by the University of Florida’s The Center. To achieve these aspirations requires us to balance our efforts for greater student success with strategic enhancement of research and graduate programs. Improvements in programs will probably have to be made within current available resources since, at best, only a small amount of new funds will be available. These improvements are considered to have a lower priority than the maintenance of faculty and staff positions in the University. The University will continue to invest in support of effective instructional and strategic research programs. In addition, the following areas should be given attention in 2003:

3.2.1 Recruitment & Retention of Students

Enrollment Management
Various initiatives to enhance enrollment, including transfer student recruitment and retention and graduation initiatives, will be made and their effectiveness assessed. There will be a balanced commitment to recruit and retain all students - freshmen, transfer, non-traditional, international,
and graduate students – and to maintain or increase diversity and quality of the student body. Very large numbers of applications are processed each year – in excess of 42,000. An analysis of the applications will be made to determine how many students are “stop-in/stop-out”. If the number is large then policies will be evaluated to minimize the amount of processing needed by the Admissions office and the student.

**Recruitment:** We will continue to attract a diverse group of students who have higher SAT and GPA qualifications than previous classes. A minimum Freshman Index of 2500 will be used for recruitment of new freshmen, an increase from 2400 for fall 2002, and a minimum transfer GPA of 2.3, the same as used for fall 2002. Recruitment goals by admission-standing category are 2400 freshmen, 250 joint enrollment students, 2300 transfer students, and 2500 graduate and professional students for fall 2003. In addition, another 5000 students will be recruited during the year. Credit hours should increase 20,000 above FY03 and average hours per student per semester should stabilize at 10.9. In particular, a goal is to continue to admit a larger percentage of freshmen students with FIs greater than 2700. [Increases have occurred each year since fall 1996, with 48% in this category fall 2002 – goal for fall 2003 of 50%]. More effective allocation and increases in the number of presidential assistantships would assist in attracting highly talented students. Transfer student recruitment will be focused in particular on programs where there is upper division capacity.

**Retention:** We will continue to increase retention for our diverse group of students. A goal is to increase first-year and second-year retention rates to 82.0% and 67% for the entering fall 2002 class. Benchmarks for year-to-year retention of transfer students will be established. We will analyze success rates of transfer students from various institutions and increase our interaction with faculty and programs of those institutions that provide us with the majority of our transfer students. Increased emphasis will be placed on departmental responsibility for retention of their majors.

### 3.2.2 Undergraduate Experience

**Strengthening Student Learning**

**Learning Communities:** Freshmen Learning Communities will continue to expand to serve 800 students for fall 2003. Retention data from fall 1999 and 2000 has been analyzed for guidance on improvements. Advanced Learning Communities will be continued.

**Gateway courses:** Examination of large-enrollment courses in which students historically have earned a high number of W, D, or F grades will continue. Various learning enhancement strategies will be piloted in some of these gatekeeper courses in order to transform them into gateway courses and hence increase retention rates.

**Plus/minus grading:**
A policy that allows plus/minus grading will be advocated to the Board of Regents. With the
conversion of the Student Information Systems to GoSOLAR, technical barriers to implementation of a plus/minus system have been eliminated. In addition to making student GPAs a more accurate reflection of student accomplishment, plus/minus grading has a salutary effect on grade inflation. **Student Learning Outcomes:** There will be further development of student learning outcomes for both General Education and majors. Appointment of a Senior Faculty Associate for Student Learning Outcomes has brought a continuing focus to this initiative. All departments will continue to refine outcomes for their majors. Academic Program Review includes examination of student learning outcomes for programs to which a department contributes. Pilots for learning outcomes based on high standards will continue to be developed in biology, English, history, and mathematics as part of a national project. In addition, performance assessments for admission to the university as freshmen or transfer students developed in conjunction with four two-year and three other four-year System institutions will be piloted at selected high schools.

### 3.2.3 Graduate Experience & Research

**Research & Graduate Programs Infrastructure** Analyses of graduate tuition waivers, graduate assistantships, and mechanisms supporting grants (pre- and post-awards) will be made to decide how best to financially support research and graduate programs to achieve institutional goals.

Analyses of internal grants programs indicate that these programs provide a significant stimulus to research growth in the university. In order to reflect the growth in external funding and keep pace with such growth, we need to find ways to significantly increase funding for the Internal Grants Program and the budget for the Office of Research and Awards Administration.

At least partial health insurance is available for graduate students at many competing research universities. In order to recruit and retain high quality graduate assistants, we need to find ways to incorporate health insurance to at least the fifty-percent level for FY04. Graduate student stipends will be analyzed and a strategy developed for improvement of stipend amounts.

In order to enhance our status as a research university, we will complete the Enrollment Management strategic plan that includes a focus on graduate education.

Data on graduate program quality will be systematically developed and collected centrally. Further discussions with units will be needed to determine how the development of these practices should be implemented and the program data collected.

### 3.2.4 Academic Programs & Faculty

**Faculty Support & Development** The Teaching and Learning with Technology Center within the Center for Teaching and Learning will continue to develop strategies to facilitate faculty acquisition of the skills they need to take advantage of the opportunities that information
technology offers for improving student learning. Efforts on advancement of women and on recruitment and retention of under-represented faculty will continue to be spearheaded by Senior Faculty Associates dedicated to each area and working on behalf of the Provost office. They will work closely with colleges and senate committees.

Many faculty are involved with learner-centered initiatives such as Freshman Learning Communities, Writing-across-the-curriculum, standards-based teaching, service learning, and teaching with technology. These various initiatives will be brought together as an interrelated series of Communities of Practice under the Center for Teaching and Learning to provide greater synergy to the individual efforts.

**Academic Program Review** With the appointment of a Senior Faculty Associate for Program Review, academic program review has been implemented with a renewed vigor and a shorter timeline between start and action plan for a given academic unit. APR will continue at its faster pace for FY04. Action plans that result from Academic Program Review should be honored to the extent possible given the budget situation.

**Tenure-track appointments** We have a goal to increase the number of tenure-track faculty in the University. We will continue to convert PTI and/or NTT positions to tenure-track positions, consistent with the current budget constraints, as well as to add new tenure-track positions strategically through reviews such as APR.

**Non Tenure-Track appointments** A goal is to study and make recommendations regarding the status and role of NTT faculty in the University and in shared governance.

**Library** We have a goal to enable the library to apply successfully for membership in the Association of Research Libraries through increased support for the library's collections.

### 3.2.5 Connection to the Greater Community

**Service Learning** Opportunities for service-learning programs that engage students in service that meets unmet community needs while enhancing their academic study, civic skills, and sense of social responsibility are being developed. A team charged to make recommendations to enhance for-credit and voluntary community service opportunities at Georgia State has issued its report. Recommendations will be considered for action consistent with the current budget constraints.

**Technology Support.** The university will continue to work with the Board of Regents and other colleges and universities in the southeast to advance the information technology services of all these groups. Particular IT projects in this category include support for state-wide library initiatives including GALILEO, GIL, and hosting the Georgia Public Library System. Georgia
State will continue to provide IT support leadership for universities in the southeast through SURA with the Southern Crossroads GigaPop and Internet2 via the NSF Middleware Initiative.

3.2.6 Infrastructure/Support Improvements

**Improve Traffic Safety Measures** A Traffic Safety subcommittee of the Senate Planning & Development committee will continue to investigate and report recommendations for long term solutions to pedestrian and vehicular safety issues at key pedestrian crossings adjacent to campus buildings.

**Improve Assessments of Regulatory Compliance**

Senate Research and Planning & Development committees and other advisory committees will continue to review and report recommendations for short-term and long-term compliance with federal and state regulatory requirements. Both physical facilities and human resource policies will be examined in areas including ADA/504, animal care, biosafety, fire safety, and hazardous waste storage and disposal.

**Improve University Village Security**

A safety audit was completed at the University Village during 2002. Implementation of various recommendations and other suggested modifications will continue.

**Management Administrative Information Infrastructure** Migration of administrative information systems from legacy programs to a client-based environment will continue. The last major project is conversion of legacy HR to PeopleSoft HR. The faculty information system (FIS) might be initiated first. We will continue to update the minimum requirements for a workstation to accommodate the suite of GoSOLAR programs, and develop a plan to ensure availability of appropriate PCs.

Improvements will continue to upgrade the number and quality of media-equipped classrooms and library and computer lab workstations. Support of the libraries’ virtual reference initiatives will continue. A management Decision Support System will continue to be developed. Planning is underway to deploy the most current release of the WebCT learning management system, called Vista. This product will provide a robust base of support for the university’s increased use of WebCT and will enable course content management and role-based access to course content and WebCT tools.

Staffing issues that relate to management administrative information infrastructure include workstation support, network support, and upgrading staff skills as more routine administration migrates to electronic systems. We will examine staffing plans across the university to obtain a balance between central and local support, recognizing that local support could be neighborhood...
rather than for an individual unit.

**Improved Performance of Administrative Units** The Senior Faculty Associate for Program Review has reinvigorated Administrative and Support Unit Review. The ASUR process will continue to pick up speed in FY04. In addition, managers need to be trained and held accountable for staff performance and unit effectiveness and to incorporate quality improvement principles such as respect for ideas and people and use of facts to guide management decisions. Use of the web as an information tool will be increased and updated policies and procedures will be made readily accessible via the web.

**Information Accessibility** The multi-year project to modernize the university’s data network, GSUNet2, will be completed this year providing reliable and manageable network services to campus buildings, workstations and servers. The university’s wireless architecture will continue to evolve, with an emphasis on secure access, academic value and increasing bandwidth. Research will continue into the use of wireless and hand-held technology in instruction.

**Security Awareness** Continued emphasis will be placed on improving and standardizing the university’s networks and data management systems through policies and procedures designed to protect institutional assets and maintain individual privacy.

**Digital Community Development** Begin the SCT/Campus Pipeline Luminis project to allow access to multiple web-based applications via only a single userid and password. Luminis will permit the university community to use common standards-based applications such as email and calendaring. Additionally, targeted messaging will direct information specifically to those who need and want it. Finally, web publishing and document management, via an automated workflow tool, will streamline the creation and dissemination of information by providing customizable editing and an approval chain.

**Comprehensive Campaign** Events of 9/11 and the economic slowdown have resulted in the campaign being extended beyond December 31, 2002. The goal of $125 million includes our challenge to raise $25 million for a new $70 million teaching laboratory building. At present, the building is #12 priority on the Regents list for the state share of $45 million. In addition, a naming campaign will be continued for, but not confined to, new buildings that may bring in additional support for this campaign.

**Facilities** Office space for faculty, staff, and graduate students is in short supply. A study will be undertaken to investigate long-term solutions for critical office space needs.

We will continue to consider ways to acquire land and/or buildings to further the goals of the
Master Plan, including development of additional student housing.

Quality of facilities in public areas impacts recruitment – a comprehensive plan will be established to upgrade selected high profile areas.

A long-range plan, with criteria, will be developed for the Major Repair and Rehabilitation budget. A queuing process will be established for preventive maintenance and for major and minor facility modification projects.

Within the budget of the Lanette L. Suttles Child Development Center, plans will be developed for enlarging and upgrading the facility and its capacity, thus providing enhanced support for each facet of the center's service while retaining the high quality of its staff.