

Approved by University Senate: March 2, 1995

STRATEGIC PLAN GEORGIA STATE UNIVERSITY

INTRODUCTION

Georgia State University's Strategic Plan is grounded in the vision for the University System of Georgia, described in "Access to Academic Excellence for the New Millennium," that each campus have a clearly focused and valued mission. The Board of Regents' statement has given the University an opportunity to engage the broader campus community in a far-ranging conversation about its strengths, aspirations, concerns and values. This statement of Georgia State University's strategic plan sets forth many of the features that help define the character, strength, complexity, interdependencies and distinctiveness of the University, and it defines Georgia State University's goals and priorities.

Pursuit of an interrelated set of core commitments distinguishes Georgia State University from other institutions of higher education in the University System of Georgia. Georgia State University recognizes that a combination of academic excellence and urban relevance is central to its development and has deliberately and carefully chosen to emphasize:

- a learning-centered academic culture that provides educational opportunities for qualified students, non-traditional as well as traditional;
- adherence in principle and practice to liberal education in arts and sciences as well as in the professional disciplines;
- instruction and pedagogy of high quality, conducted by senior as well as junior faculty;
- selection, design, and implementation of high quality graduate programs that contribute substantially to the intellectual and creative activities of the University;
- expectations that faculty as well as students participate actively in scholarly pursuits, especially those that make contributions through research or professional activities to the intellectual, cultural, and social well-being of Atlanta and regional, national, and international communities;
- intercultural and international perspectives;
- a focus on issues of policy and the theoretical research that must underlay informed policy formulation.

The first section of the Strategic Plan addresses Georgia State University's institutional identity by commenting successively on the University's heritage, constituencies, culture and values, and societal contributions. The second section establishes priorities as well as a number of five year goals.

I. INSTITUTIONAL IDENTITY

Mission

Georgia State University intends to meet and surpass the expectations of the citizens of the state by providing educational opportunities for both non-traditional and traditional students, complemented by an array of programs commensurate with its mission as the only urban research university in the state. The overarching goal of all members of the university community is to propel Georgia State University to a front-rank position among the nation's premier state-supported universities located in an urban setting. This goal can be achieved by pursuing the twin initiatives of EXCELLENCE and DISTINCTIVENESS.

Academic EXCELLENCE is central to Georgia State University's development. This will be accomplished by encouraging, developing and sustaining nationally competitive research, scholarship, and creative activity that generate and advance knowledge and artistic expression, and by maintaining and developing nationally competitive instructional programs at the undergraduate and graduate levels. Excellence involves building upon the strong undergraduate programs for majors and the strong graduate research and professional programs currently in place, identifying areas of exceptional quality and potential, and expanding and improving the faculty, facilities, and support services in these targeted areas. In this way the University will become known as a major research institution that offers advanced undergraduate, graduate, and professional instruction of the highest quality in carefully selected areas of central educational importance, strong societal need, and high student interest.

Academic DISTINCTIVENESS will be accomplished by the strategic utilization of resources in areas of programmatic strength, and by taking maximum advantage of the urban setting whereby major attention and resources are devoted to issues confronting contemporary life. The approach includes fostering interaction among diverse people around compelling ideas and questions and blending the best of basic and applied inquiry, scholarly and professional pursuits, scientific activity and artistic expression, and academic excellence and social responsibility.

Distinctiveness can be achieved by utilizing the Atlanta metropolitan area as an educational resource, developing applied research efforts in both the liberal arts and professional programs, applying scientific activity and artistic expression to the needs of the metropolitan community, and developing campus-community linkages via outreach programs that coordinate the efforts of the University with those of the community. This attention, however, is not confined to Atlanta and its immediate environs. It also has state, national and international dimensions.

Georgia State University should become a center for learning about the vast array of issues found in the living laboratory of a metropolitan environment. It should make this knowledge available to scholars around the world, and, through its policy foci, become a model of how an excellent university can properly participate in the examination of and solution to difficult urban, national, and international problems.

This is the vision for Georgia State University. This is what compels a desire to improve continuously the educational environment of the institution. The result is that educational opportunities of the highest quality will be tailored to meet the

learning needs of the traditional and non-traditional students comprising the diverse student body; notable faculty scholarship and creative activity will be nurtured; and the University will be recognized for the distinct roles it plays in the community, the state and the region, and in national and international arenas. Georgia State University's identity as a nationally and internationally recognized advanced research and teaching institution as well as an urban research center will attract students from the metropolitan area, the region, all parts of the nation and around the world. It will offer the residents of Georgia a combination of programs and activities found nowhere else in the University System of Georgia, and it will be recognized for first-rate undergraduate and graduate education, leading-edge research, and committed public service.

Scale and Complexity

Georgia State University was founded in 1913 as the Georgia Tech Evening School of Commerce. Over the years academic divisions have been added to that of Business Administration to meet the changing needs of students and society: Arts and Sciences in 1933, General Studies in 1964, Education in 1967, Health Sciences in 1968, and Urban Life in 1970. In 1981, General Studies and Urban Life were merged to form Public and Urban Affairs, and a College of Law was also authorized. The first doctoral degree was conferred in 1965, and university status was established by the Board of Regents in 1969. The campus has expanded at its present location in the heart of Atlanta from a recycled parking garage adapted to serve returning G.I. Bill veterans from World War II to a thriving complex that incorporates large blocks of the downtown area. As well as adding new and historic buildings to its campus, the University opened two suburban centers in the 1980s: the Gwinnett Center and the North Metro Center. Georgia State University is a state-supported institution of higher education. Approximately 16,800 undergraduate students and 6,850 graduate students are enrolled in any quarter, and over 35,000 different students per year take courses for credit. Georgia State University offers:

- 13 doctoral degrees with many subspecialties,
- 1 juris doctorate (law) degree,
- 1 specialist degree in education,
- 21 masters degrees,
- 11 bachelors degrees with 219 undergraduate majors, and
- 2 associate degrees (being phased out).

The six academic divisions and the percentages of majors and student credit hours (SCH) for which each is responsible are as follows:

College	% Undergraduate majors	% Graduate majors	% Undergraduate SCH	% Graduate SCH
Arts and Sciences	41	18	60	20
Business Administration	31	31	21	33
Education	7	33	7	27

Health Sciences	9	5	3	3
Public and Urban Affairs	8	4	4	3
Law	-	9	-	14
OVERALL	71	29	77	23

In addition, five percent of the undergraduate students are either non-native speakers of English studying English or students enrolled in the University's Learning Support programs. These students account for four percent of the undergraduate credit hours generated.

The University Senate is the legislative body of the University as established in the Statutes and Bylaws. The University Senate and its committees are comprised of faculty, staff, administrators, and students. The Senate's structure and operation enable regular discussion among faculty and administrators on matters of central importance to the University community. The body also promotes collegiality across colleges and fosters a sense of collective commitment to the institution among faculty, staff, administrators, and students.

Students

Georgia State recruits students from all fifty states and over one hundred countries around the world. These include high school graduates, transfer students from two- and four-year programs, working and "returning" students, and graduate students. While the university attracts students worldwide, the downtown campus, the Gwinnett Center, and the North Metro Center provide access to quality education in particular for residents of the entire metropolitan area.

The University offers a welcoming academic environment to traditional students as well as working and returning students - 53 percent work full-time and 25 percent work part-time. This composition produces a mature, serious student body with considerable diversity and a high proportion of graduate students. Approximately 4700 African-American students are currently enrolled at Georgia State University, more than at any other College or University in Georgia. Further, the University offers diverse programs that give students a wide range of choices, with courses scheduled in a manner that is convenient to the various student constituents. Thus, Georgia State University accommodates students at all stages of life and makes life-long learning possible.

Georgia State University also attracts groups from around the world for specialized programs and reaches out to targeted student populations. Illustrative in this regard are Dutch executives enrolled in an executive master of business informatics program, teacher preparation seminars for German teacher educators, communications courses for journalists from North Africa and the Middle East, exploration of alternative dispute resolution strategies in commercial settings with colleagues from Austria, economic analysis for delegations from Russia and China, exchange program for police executives with Hungary and Israel, and the evaluation, assessment, and development of training plans for elite athletes. Examples of targeted student programs include English as a Second Language training programs for corporations, summer programs to

increase minority participation in the sciences, and projects that help educate children with deafness and blindness and that train teens with retardation to work and find employment. In addition, Georgia State University leads the region in alternative teacher preparation for students who already hold bachelors' degrees in fields other than education.

To serve students, faculty, and other campus and community constituencies, the university libraries provide extensive collections of electronic, print, and other information media to support the institution's programs of teaching, scholarship, and service. Scholars have access to rare and unique primary resources in the library's Special Collections Department. The Pullen Library maintains a union catalog for 41 university or college libraries in the state. With a single search, patrons can determine which institution owns a selected title. The Pullen and Law Libraries serve more than 100,000 community users annually.

Faculty

Georgia State University's full-time instructional faculty approaches 800, with 87% of them holding the terminal degree in their discipline. In FY94, the faculty graduated 4,743 students with degrees, including 171 doctoral degrees and 1,608 masters degrees. They also generated over \$20 million in external grants and contracts for research, instructional innovation, and public service. The U.S. Department of Health and Human Services alone awarded Georgia State University faculty over \$4 million for research, and the U.S. and Georgia Departments of Education together provided over \$3 million for instructional and public service activities.

Georgia State University faculty are expected to be teacher-scholars. Fulltime faculty, from the most senior scholars to the newest faculty, teach students at the lower and upper divisions of the undergraduate programs as well as those pursuing graduate degrees. In addition, faculty are expected to have an active scholarly agenda so that they are producing new knowledge or artistic expression that adds to the body of ideas or creative works available in their disciplines. This scholarly agenda in turn enables the faculty to provide instruction at the forefront of ideas and creativity and public service that is well-informed by evaluation and analysis.

To pursue their work, the faculty are organized by departments or schools and also into research centers, interdisciplinary institutes, and programmatic interest groups. These arrangements allow for important disciplinary and interdisciplinary research and instructional activities to occur. In addition, the University supports 14 endowed chairs, 3 endowed professorships, and 11 Regents professorships for highly accomplished faculty whose work contributes significantly to the institution's distinction.

Staff

Georgia State University's staff are a diverse and multi-cultural body of approximately 1800. There is a strong sense of commitment to the university in the staff, with approximately 250 either alumni or currently enrolled in classes. The full-time staff fulfill a critical role in support of the academic environment, administration and facilities. They afford the University a high-quality foundation upon which the scholarly agendas of the academic community may be built.

The staff of Georgia State University are represented by members elected to a Staff Advisory Council who also serve on various Senate and university committees. The Council represents the staff on issues both directly and indirectly related to salary equity, personnel benefits, tuition remission and various personnel policies/procedures. In addition to their involvement in the university community, the staff are strongly tied to the Atlanta community in both volunteer and leadership roles in civic organizations such as preparation for the 1996 Olympics, Habitat for Humanity, The Atlanta Project and United Way.

Graduate and Professional Programs

The presence of graduate and professional programs at Georgia State University has made it possible to recruit and retain strong faculty who are at the forefront of their disciplines. The careful selection of doctoral programs in the humanities (English and history), the social sciences (political science, psychology, and sociology), and the natural sciences (astronomy, biology, chemistry, and physics) has established strategically positioned centers of scholarly activity to enhance liberal education at Georgia State University. Doctoral programs in business administration, economics, education, and nursing underscore the firm commitment to professional education, as does the J.D. degree in law.

The natural and social sciences are nationally competitive for research grants from federal agencies. Professional doctoral programs enjoy considerable support from local and state contracts for instruction and research and from the federal government for instruction. Georgia State University faculty have joined with colleagues from other institutions to enhance economic and scientific development in partnership with the Georgia Research Alliance. Areas of emphasis include vaccine development, the design and synthesis of new drugs, protein production, environmental science, and an emerging interest in telecommunications. The research efforts of the Policy Research Center, the Language Research Center, the Economic Forecasting Center, and the Center for High Angular Resolution Astronomy bring national attention to Georgia State University. Similarly, national attention is attracted through funded research projects in severe and multiple disabilities, in mathematics and science education, and in the evaluation of preschool programs.

The largest number of graduate degrees conferred at the University occur at the masters level, including the MA, MBA, MEd, and MS, all of which enroll a significant number of students. Masters degree programs fill unique niches in the University. Some serve as a progression into an available doctoral program, or as preparation for entry into doctoral programs elsewhere. In other areas the knowledge base necessary to master a subject has expanded beyond that obtainable during the traditional four-year bachelor's degree program. In these areas the masters degree is now considered the entry-level degree or the mark of a well-educated student of that discipline. In other areas, highly regarded professional programs at the masters level play an important role in educating in-service professionals.

The intellectual vitality and active scholarly engagement of faculty and students enhances the overall quality of the institution and generates essential extramural support for equipment, research activities, graduate stipends, and facilities. A

large proportion of this extramural funding goes directly to support learning opportunities for undergraduate as well as graduate students. Selected research projects also contribute to improving the quality of life of the city and the region. Senior faculty serve as mentors directing the research of graduate students and supervising their maturation as teacher-scholars.

Teams of graduate students and faculty work together in the community, laboratories, libraries, and studios, learning the skills and perspectives necessary for systematic inquiry in a field or several related fields. They move beyond mastery of materials to more complex understandings of how their field operates and how to identify problems worthy of solution. They form small working groups and facilitate broadly based discussions of their common work in and out of the classroom.

Undergraduate Programs

Grounded in a strong tradition of liberal education, the core curriculum at Georgia State University is designed to develop students' intellectual skills as critical and analytical thinkers, maximize their effectiveness in written and oral communication, develop their capacity for humanistic and scientific inquiry, foster citizenship through an appreciation of diverse cultures and ideas, and nurture an appreciation of literature and other forms of artistic expression. The variety of majors available to undergraduates provides choices for specialization ranging from basic scientific research to applied and professional programs accompanied by internships or practica, and from philosophical inquiry to creative activity.

Numerous undergraduate courses are taught by active scholars, artists, and practitioners whose own engagement with their discipline enhances the quality of the classroom experience. The Honors Program offers high-achieving students many of the benefits of a small liberal arts college -- discussion-oriented interdisciplinary classes with highly motivated students and close faculty contact - - amidst the advantages of attendance at a comprehensive university.

Innovative Perspectives

Interdisciplinary Programs. The shape of liberal education increasingly involves the blurring of disciplinary boundaries. Interdisciplinary inquiry is at the cutting edge of intellectual and creative activity and the pursuit of solutions to pressing scientific and social problems.

Georgia State University has a lengthy history of investment in interdisciplinary fields, beginning in 1968, with urban life. Support has been added in turn, for programs in public administration, gerontology, labor studies, urban studies, women's studies, and African-American studies. Today, Georgia State University offers newer interdisciplinary programs in areas such as environmental sciences and policy, biotechnology and drug design, behavioral neurosciences, heritage preservation, and first and second language acquisition. Further, the University possesses considerable potential for the development of sustained interdisciplinary efforts in selected cultural and area studies and important policy arenas such as crime, poverty and health. Teacher preparation initiatives designed jointly by the Colleges of Education and Arts and Sciences serve as a model of significant cross-college collaboration.

Inter-Institutional Collaborations. Georgia State University cooperates within the University System of Georgia by participating in disciplinary committees established by the Board of Regents to uphold standards in the core curriculum and transferability of credit. Participation in course cross-listings and disciplinary groups through the University Center of Georgia and the central role of the Pullen Library and the Wells Computer Center in providing a system-wide computer-based catalog of library holdings and direct reciprocal borrowing, are examples of cooperative themes in academic programs. Cooperative research ties exist between Georgia State University and many neighboring institutions. Among the more long-standing relationships are interactions in biotechnology and the neurosciences with the University of Georgia and Emory University, environmental science with Georgia Institute of Technology, and environmental geochemistry with the University of Georgia. A more recent example is Georgia State University's leading role in a National Science Foundation proposal for Collaboratives in Teacher Preparation, including Georgia Institute of Technology, University of Georgia, Clark-Atlanta University, and Albany State College in an effort to improve the preparation of science and mathematics teachers.

Intercultural and International Emphases. Georgia State University is situated in a cosmopolitan city which contains vibrant international cultures. Atlanta provides easy access for travellers to and from international destinations. As such, the University's accomplishments and potential in promoting intercultural and international education and research are significant. Georgia State University was among the first in the nation to change from Western civilization to world civilization courses for undergraduates. The curriculum continues to be revitalized to acquaint students with diverse cultures and to prepare them for global citizenship. The University is committed to the development of interdisciplinary curricula in areas such as African-American Studies and Women's Studies. Interaction with Atlanta's new immigrant groups, diverse residents, and the constant flow of visitors, produces scholarly opportunities for faculty and students. The presence of international students, faculty, and visitors at the University enriches curricular and co-curricular dialogue and broadens University perspectives.

Academic emphases are available in international business, international law, and international relations, three areas in which faculty have distinguished themselves in both research and service. Academic courses and exchange programs are offered in Africa, Asia, Europe, the Caribbean, Central and South America, and the Middle East. With the University administering over 25 study abroad programs annually, more Georgia State University students participate in this educational opportunity than any of their counterparts at other institutions throughout the University System. International initiatives are reciprocal undertakings: students and faculty are able to avail themselves of international educational opportunities; at the same time Georgia State University is committed to increasing its programming visibility internationally and welcoming international students and scholars to campus.

Community Interactions

Georgia State University enjoys a significant advantage by virtue of its location in downtown Atlanta and its proximity to state government, the business community, and nonprofit organizations. It has a strong presence in the community, a large array of supportive local constituents, and an alumni base which has a high concentration locally. The work of faculty at Georgia State University is recognized for enhancing the human capital of the region and contributing to solutions of urban social problems. The Georgia State Poll is a quarterly survey of public opinion that provides data for local and state policymakers. Faculty work in key policy issues such as tax reform, health care, legal reform, environmental concerns, governmental reform and accountability, and issues of K-12 schools. Economic and scientific development is fostered through cooperation with other institutions of higher education in the Georgia Research Alliance. Through its programs in music, art, dance, film, theater, history, and literature, Georgia State University enhances the cultural life of the area. Workshops, short courses, education for licensure maintenance, and other programs of continuing education are offered to industry, government, and professional associations as well as the general public. Along with Georgia Public Television, the College of Education produced over forty hours of programming for satellite broadcast throughout the state in topics on instructional technology, violence in the schools, and cultural diversity . The Principal's Center, which shares the distinction with counterparts at Cambridge and Harvard for being the first such centers in the world, works with principals and superintendents throughout the state of Georgia.

Because of Georgia State University's location, opportunities abound for internships and other collaborative arrangements for students and faculty with business, industry, government, and service agencies. The University participates in a number of outreach and enrichment programs, including several to increase minority participation in the sciences. In turn, considerable off-campus talent is available to enrich campus programs through guest lectureships and adjunct faculty appointments, thus giving students the advantage of learning directly from active practitioners. Furthermore, Georgia State University's regular tenure-track faculty is replete with exemplary teacher-scholars, many of whom have the experience of blending theory with practice. Similarly, students are afforded a learning experience that capitalizes on their maturity and their life experiences.

Faculty and staff of the University serve in both consultative and leadership roles in civic, business, and professional organizations in the city. Moreover, they volunteer in initiatives for community improvement such as The Atlanta Project and lend expertise to decision-making bodies such as the Atlanta Regional Commission.

Through the acquisition of the landmark College of Business Administration Building, formerly the C & S Building, and projects such as the restoration of the Rialto Theater and neighboring historic buildings near campus, the University is developing more space for academic programs. In addressing its space needs, the University is also contributing to the revitalization of the downtown area.

Georgia State University is playing an increasing role in communities around the globe. For example, the Economic Forecasting Center is a regular source of information for the Wall Street Journal due to its consistently accurate forecasts. The Policy Research Center has contributed to deliberations about tax and fiscal policy issues in Jamaica, China, and Russia. University faculty have played key roles in commentary on national politics and the monitoring of democratic elections in Central and South America. Reading Recovery is an international program of which Georgia State University is one of thirteen approved in the U.S. in which teachers from Georgia and three other southeastern states have been trained in techniques to improve students' reading skills and comprehension. The Global Thinking Project brings students from Georgia, Russia, Spain, and Australia together to work on joint science projects through innovative computer/internet use. Georgia State University offers a translation and interpretation program at the graduate level, one of only three such programs in the United States.

II. GOALS AND PRIORITIES

A vision is to provide an academic environment conducive to effective and inspired teaching, learning, and scholarship and to be recognized as one of the nation's leading state-supported research universities located in an urban setting. This entails having significant state, national, and international roles as well as serving the residents of the metropolitan Atlanta region.

A vision is to welcome students, faculty, staff, graduates and visitors from all backgrounds and countries, and to provide a positive climate for personal and professional growth within a collegial community that encourages trust and cooperation.

In moving towards the twenty-first century, Georgia State University's curricular and co-curricular activities must prepare students who are critical thinkers, creative problem solvers, and responsible citizens who make ethical choices. Students must be able to present their thoughts well both orally and in writing, develop leadership skills, and work well in teams. They should be scientifically, technologically, and culturally literate. Georgia State University must also ensure that students are able to analyze and evaluate important trends in disciplines, comprehend how the world is changing, understand the interconnectedness of knowledge, recognize that there is a blurring of boundaries among disciplines and among nations, and cope with the dynamics of change. A vision for students includes exposure to multiple viewpoints and the free exchange of ideas, an appreciation for diversity among peoples of the nation and around the globe, preparation to utilize information technology, and experience with collaborative learning on campus and in the community.

In striving to reach goals in the area of instruction, progress must also be continued in establishing an outstanding research program. Selected research efforts -- those that are already competitive nationally and internationally or that demonstrate promise of becoming so -- will be targeted and supported so that

they can maintain their success and reach even higher levels of excellence. The necessity of promoting research derives from the fact that a university becomes great only when it contributes significantly to the advancement of knowledge and when it becomes a source of advanced knowledge that can be used widely for the betterment of life. Moreover, research is an integral part of advanced graduate programs.

Georgia State University's impressive set of professional programs will continue to provide high quality training for professionals in the Atlanta area and the region. Furthermore, in appropriate instances, advanced educational programs will draw students from all parts of the nation and abroad. In all cases the programs will assemble faculties that are capable of providing advanced expertise to outside constituencies, thereby directly promoting the advancement of society.

To provide an excellent academic experience for its student body, to produce important scholarship, and to serve societal needs, the University has set two strategic initiatives for the next five years:

- A. **Excellence:** Heighten the intellectual environment for scholarship and learning.
- B. **Distinctiveness:** Increase the University's contributions to the regional, national, and global communities.

In order to accomplish the visions, departments, programs, and faculty must remain mindful that being a responsible community member extends beyond disciplinary interests to the interconnected goals of:

- liberal education in all undergraduate programs;
- scholarly activity for all faculty;
- advanced research programs and accomplished professional programs;
- intercultural and international perspectives;
- connections across disciplines and content areas;
- connections between graduate and undergraduate studies;
- opportunities for collaborative research and scholarly interaction among faculty and between faculty and students;
- the exploration and use of new learning methods and technologies;
- assessment of courses, programs and services for the purpose of their continuous improvement;
- collaboration across institutions and between the campus and the community.

Achievement of these interconnected goals will contribute significantly to student learning. A dynamic balance is sought among teaching and learning, research and scholarship, and university and public service.

A. EXCELLENCE: Heighten the intellectual environment for scholarship and learning

The first strategic initiative focuses on the infrastructure that supports teaching, learning, and scholarship. This initiative is intended to identify ways in which the intellectual environment for the entire university community can be heightened.

Faculty

Georgia State University requires that all of its tenured and tenure-track faculty be teacher-scholars. Being a scholar means engaging in original research. The work of the scholar also means stepping back from one's investigation, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively to students and the professional community. After careful analysis of available models of faculty performance, University standards, clarified by unit guidelines, will be established for promotion and tenure, graduate faculty status, and faculty workload. The pre-tenure review process is established to nurture faculty early in their career. The post-tenure review process will be employed as a means of identifying the optimal utilization of faculty skills and achievement of equitable faculty workloads. The University should continue to set aside funds to correct salary inequities among faculty based upon market and merit evaluations.

Standards for evaluation systems used in research should be extended to other aspects of the work of the professoriate. That is, a challenge is to measure teaching and professional service as carefully as research.

To foster better scholarship, the university will support faculty more fully in their research efforts. Resources of the Research Office and the Colleges will be strengthened and coordinated to provide faculty support for increased efforts to seek external funding for their scholarly work as well as to provide more targeted support for research and professional programs, especially those that are already nationally and internationally competitive. In particular, the University should continue its efforts of the past several years to work toward the goal of establishing a free standing research budget in continuing funds that equals at least five percent of the University's total state funding. One important indicator of success of this initiative will be the attainment of Research II status according to the Carnegie definition within the next five years. Another important indicator will be the rate of growth in extramural funding, which should exceed a fifteen percent annual rate.

A Center for Teaching and Learning needs to be established to assist faculty members and graduate teaching assistants to enhance their teaching skills and the learning environment as well as to provide support for faculty to explore and apply new learning methods and technologies to their instructional practice. This Center will be developed to complement existing college-based initiatives. Due to the commonality and synergy that exists between instructional technology, distance learning, and other video-based instruction, the Center will house faculty development programs that encourage and assist the incorporation of technology in these varied endeavors. Another important function of the Center will be to provide education in classroom skills and techniques for all graduate students who will become teaching assistants.

Programs

Georgia State University will strengthen its academic and administrative and student support service programs in concert with accepted recommendations of its Program Review process. This process will include the University Senate in a review of academic and administrative departments, schools, Centers, Institutes and student support programs. Recommendations for academic programs will include external accreditation reports, as appropriate. Central programs will be identified for maintenance and/or additional support, non-central weak programs will be considered for elimination or modification, and duplicative programs will be examined for consolidation. In addition to correcting inequities among the colleges, one goal is to increase operational budgets for targeted instructional and research programs using benchmarks such as the University System Funding Formula as a means of estimating average operational costs.

While reliance on part-time instructor positions to some extent is healthy, Georgia State University has become too dependent on them in some departments due to inadequate funding to keep pace with enrollment increases and a failure to be funded for its significant research contributions. At present, 18 percent of student credit hours are taught by part-time instructors, but for some departments the percentage is as high as forty. Part-time instructor positions in core areas of high student demand need to be converted selectively to faculty positions in order to reduce this excessive dependence. Allocation of funds for faculty positions, in general, should be tied more explicitly to their relative contribution either to the teaching mission as assessed by the Regent's calculation of weighted credit hours and/or to the areas of programmatic strength that will add to the university's stature as a research and an urban university. Faculty recruitment efforts should seek to enhance the diversity of scholars on campus, in accord with the University's commitment to a focus on intercultural and international perspectives.

A significant increase in the number and value of graduate assistantship awards is necessary in order to strengthen graduate programs and to benefit undergraduate instruction through tutorials and other forms of learning assistance. This increase should be sufficient to make selected graduate programs nationally competitive for the very best in student talent. Private funding must be sought to support a significant number of university-level graduate fellowships. Furthermore, strong graduate programs should seek traineeship awards from federal sources.

Student learning outcomes in general education and the majors will be systematically assessed for continuous improvement of the learning environment and enhanced effectiveness of the educational programs. This assessment will include examination of the curricula to ensure that they are reflective of the intercultural and international realities of global citizenship in the twenty-first century.

Georgia State University will continue to contribute to societal goals by emphasizing interdisciplinary and multidisciplinary connections as complementary extensions of its established disciplinary strengths. A faculty team will analyze barriers to and incentives for interdisciplinary courses, programs, and scholarly activities. In addition, they will review all doctoral

programs to answer the question of whether they allow or encourage the flexibility for interdisciplinary work within the program, such as through the recognition of a related minor area. The undergraduate curriculum should emphasize the importance of writing skills in all disciplines, and to this end the University will initiate a Writing Across the Curriculum program, in which all students will take at least one course designated as writing intensive in their major department at the upper division level.

The convergence of new pedagogies and leaps in technology afford strong prospect of making rapid advances in instruction. In the next ten years, increasingly education will take place outside of traditional colleges and universities. Corporate educational programs already enroll more "students" than are enrolled in public and private universities. Other states are developing courses and programs for satellite transmission which are not limited by state boundaries. While not all coursework can or should be taught electronically, many kinds of courses can and will be taught via some electronic mechanism in the near future. "Tomorrow's University Today" means accessibility, responsiveness, and relevance. However, the meaning of these terms is changing. Accessibility can mean offering courses on an educational network or via CD-ROM. Georgia State University will foster experimentation in interactive distance learning. The University will explore more effective ways to serve the educational needs of place-bound students, special constituencies, and others for whom traditional downtown campus learning is impractical. Further, it will continue to provide a broad range of small and large educational programs on-site at corporations and not-for-profit and governmental agencies.

The university is committed to building library collections, in various formats and at appropriate levels, to support effective teaching and scholarship. As a part of research enhancement, the University will take steps to develop the library collections in those areas in which doctoral programs are offered so that all are rated level 4 or better on the scale of the Pacific Northwest Conspectus. Library staff will continue to provide excellent assistance to users, including access to electronic information.

Georgia State University will seek to strengthen existing areas of collaboration with sister institutions in the University System of Georgia as well as with other institutions of higher learning in the state and the region. Furthermore, new inter-institutional liaisons will be sought in areas where such relationships are likely to enhance levels of excellence and distinctiveness for the university. Such collaborative efforts may include research, instruction, and service to the local and state communities, and, where appropriate, Georgia State University will offer courses through distance learning facilities or will receive such courses in support of the collaborative programs. One example of such an arrangement is the present course in nuclear magnetic resonance being taught at Georgia State University with an interactive link to a remote classroom at the University of Georgia.

Technology

Georgia State University is committed to becoming and remaining current in the application of computing and information technologies. All students should have

ready access to computing resources and an opportunity to develop information management skills for lifelong learning. The educated citizen of the future will need to know how to access global data bases. Administrators will need easy electronic access to data on which to base decisions for continuous improvement of the University's activities. Faculty and staff will need the support of human resources, equipment and classroom facilities in the transfer and application of technology to new learning environments. Out-of-class electronic connections between faculty and students will be encouraged. In order to ensure a well thought out plan for information systems and technologies, a Senate Committee will be created to advise the provost on these matters.

Progress made in the purchase and upgrading of computer equipment must be consolidated. Accordingly, an allocation fund to counter obsolescence will be established. Faculty need to have available to them personal computers that are compatible with those available to students in the various student computer laboratories. Technical staff will need to provide additional support to faculty and students with both hardware and software. A faculty development program will be established to provide new opportunities and encourage further integration of technology into the curricula. With its strength in pedagogy and commitment to excellence in student learning, Georgia State University has a goal of involving a significant number of its faculty in the application of learning technologies. In addition to a Learning Technology Assistance and Grants Program, the phased rehabilitation of classroom learning settings to incorporate advanced technologies, including low-tech cable TV broadcast as well as interactive GSAMS, is an ongoing goal.

Completion of the basic fiber optic backbone and the accompanying vertical risers and horizontal in-building connections for networking campus academic and administrative buildings needs to be accomplished. This will provide easier electronic access for faculty, staff, and students to the University's library and information resources. The university libraries staff will continue to provide leadership both locally and statewide in the Chancellor's project to link Georgia's libraries electronically. Georgia State University will continue to support the libraries' technological advances.

Administrative/Support Services

The Enrollment Management Task Force Report will be updated and revised so that it can be used as a guide for student recruitment and retention efforts. This will include an examination of admission standards for transfer students and academic majors and requirements for good academic standing. The number and value of scholarships and fellowships available for talented and promising undergraduate students will be increased to aid recruitment. The enrollment management plan will consider programs and enrollment distribution between the downtown campus and the suburban centers. Programs that are appropriate to offer at suburban centers will be identified. The plan will also strive to increase diversity on campus and to capitalize on the strengths of its diverse community. The Student Life division is involved in the development of good citizenship via community service and volunteer work, and generally serves as a dynamic laboratory in which students can apply or complement talents they also develop

in classrooms. Student development and leadership enhancement occurs through participation in the 250 organizations and intramural recreational activities. Ways to reflect systematically on the exercise of leadership will be developed. Occupation of residence halls for the first time in Fall 1996 will add a dimension that will provide on-site programming of discussion and study groups. The academic enterprise will be further strengthened by efforts of both Student Life division and academic departments in building on the rich opportunities for community service by providing students with more occasions to reflect critically on their experiences in service. Moreover, 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 will be developed and supported by the university.

A Data Warehouse project will be initiated to provide on-line the minimal set of data useful for administrative decision making and reporting. Similarly, an integrated system for student records which has improved data management and data access will be accomplished. Individual administrative systems, including student records, financial data and others, which have been developed over a long period of time, need to be enhanced or replaced with an integrated relational database system. Such a system should strive to eliminate costly redundant data files, and place user-friendly report writing and analytical tools in the hands of administrative users.

Staff

In order to provide a positive climate and personal and professional growth of staff, resources will be devoted to a customer-service orientation program. Continuous quality improvement principles will be introduced to underscore a strong student-centered and customer-focused orientation that, in turn, will lead to increased employee satisfaction. These principles include respect for ideas and people, use of facts to guide management decisions, satisfying those people served, and inclusion of appropriate faculty, staff, and students on cross functional teams to streamline processes. The University should continue to set aside funds to correct salary inequities among staff. The corrections must be based on market and merit evaluations.

In addition to salary equity concerns, the Staff Advisory Council seeks to work with the administration on other issues affecting staff benefits and development. One such benefit that has broad-based support is tuition remission for employees of the university. Encouraging the development of the staff through support of their educational pursuits would help to enhance the scholarship of a crucial segment of the university community. The Staff Advisory Council will also continue to form ties with sister institutions in the formation of a statewide staff council.

Physical Facilities

An increase in the quantity and quality of space is needed, especially more classroom space to accommodate additional growth in student enrollment. A new classroom building is a top priority for capital acquisitions. Downtown properties that can serve to improve academic and administrative departmental facilities, faculty and staff offices, and specialized instructional and research facilities will

be acquired selectively. Criteria and a process for setting priorities for acquisitions and renovations of academic and support facilities will be established. A Master Plan consistent with the priorities of the Strategic Plan will be developed. Space needs in the Gwinnett Center and the North Metro/Roswell Center, in particular, and those required more generally to serve the region of growing population and business development to the north, northeast, and northwest, will be identified consistent with the determination of program centrality and quality. A group will formulate strategy for cooperative and supportive arrangements with other two- and four-year colleges on these satellite campuses.

An opportunity exists for the University to acquire buildings in the Five Points area. The Board of Regents and state government are urged to take advantage of these opportunities for the University. Buying existing structures rather than building new ones, even when the former includes some renovation expenses, is preferable for most needs. However, the University requires financial assistance to allow it to capitalize on such opportunities and assurance that zoning and commercial standards for business will secure the quality of the areas intervening between the structures that become part of the University's campus.

University Advancement

Activities in the areas of alumni support and fundraising, and in public relations will be enhanced. Alumni involvement at all levels of university activities will be increased. This includes participation of alumni as guest lecturers in classes and in panel discussions where relevant, as well as in fundraising activities. Georgia State University will be embarking on a capital campaign in the next few years. The recent success of the Rialto campaign developed a new awareness among donors of the unique advantages of supporting higher education. In order to solidify elevated levels of philanthropic investment by alumni, friends, foundations and corporations, the University should extend further its fundraising capabilities. Good stewardship of gift funds, the identification of strategic opportunities for programmatic investment and a redoubled effort to present the University's genuine needs in compelling fashion will be required for Georgia State University to mount a successful, more extensive capital campaign.

A clear and realistic image of Georgia State University's distinctive strengths as a teaching, research and urban university needs to be projected. This will be initiated by providing unified identification in signage on the various locations as well as by developing an effective internal and external communications plan. It is essential that the first phase of a stronger identified presence be established by Spring 1996 so that the University can take maximum advantage of its exposure during the period of the Olympic games.

B. DISTINCTIVENESS: Increase the University's contributions to the regional, national, and global communities.

In this section of the Strategic Plan attention is devoted to ways in which the University's contributions to the regional, national, and global communities can be increased. This initiative builds upon the recognition that Georgia State University already makes significant contributions to the city and the metropolitan

area of which it is a part. The present initiative is not intended to supplant a recognition of those contributions. Rather, it is meant to emphasize that in order for the University to move to a higher profile among academic institutions, it must also play significant regional, national, and international roles. Further, the vision of the future incorporates the concept that academic leadership and distinctiveness will be defined simultaneously by continued development of excellent programs in traditional disciplines and by targeted interdisciplinary programs. Thus, the allocation of resources and the organizational structure chosen must reflect a dual focus.

Collaborative Projects

As a partial consequence of successful competition in the Georgia Research Alliance, a broad area of academic excellence has emerged at Georgia State University in science, including the preparation of undergraduate students for graduate and professional schools, particularly in areas related to biological science. The utilization of the University's scientific talent and resources towards meeting economic and scientific development goals remains a matter of continuing interest. A five-year goal is to continue to strengthen the areas of biotechnology and drug design, brain research through the neuroscience initiative, computational neurobiology, and environmental science. In addition to encompassing a broad area of interdisciplinary activity, there is considerable ongoing collaboration with five other state institutions.

An area of considerable potential for further development of sustained collaborative efforts is in the policy arena. An organizational structure that integrates the various policy initiatives will make a much greater impact regionally and nationally than the separate entities that currently exist. Its purpose will be to contribute to the base of knowledge about policy and thus produce information that is useful for making policy decisions. Simultaneously, the unit will train graduate students for careers in policy analysis and will be a community, state, and regional resource for consultation and training. By being broad-based in academic disciplines, the unit will be recognized as a premier resource for analyses of problems facing the citizens of Georgia and will become the pre-eminent think-tank in the South on policy issues. Research policy areas include economics, the environment, education, health, crime, poverty, transportation and law.

As part of its service mission to the Atlanta metropolitan area, Georgia State University will commit greater effort and resources to working with public schools to ensure an excellent education for all students, to create a larger pool of college-prepared high school graduates, and to ease the transition of youth from high school to college. While seeking to work with many school districts, Georgia State University recognizes that the Atlanta City Schools offer an unusual opportunity for addressing some of the more significant challenges that must be met throughout this nation during the next several decades. Faculty from the Colleges of Arts and Sciences, Business Administration, and Education will work together to pilot successful new models for advancing the achievement and well-being of all children in the schools in partnership with their communities. These initiatives will also produce future teachers who can work collaboratively to see

that all children learn. In addition, collaboration with other state institutions in contributing to systemic initiatives in mathematics and science already exists and will be further enhanced. An overall metropolitan area collaborative, such as a K-16 Council which brings together schools, technical institutes, two-year and four-year colleges and universities, will be explored.

Cultural and Community Life

Through its programs in music, art, theater, history, creative writing and literature, Georgia State University enhances the cultural life of the area. Renovation of the Rialto Theater, a 900-seat, acoustically high quality facility, will enable the University to extend its resources and opportunities to the community and will complement the academic programs in enhancing the image of Georgia State University. Atlanta is home for some of the most dynamic established and emerging industries such as communications. Emphasis should be placed on programs that utilize this regional resource and create university partnerships for mutual benefit in teaching, research, and community activities at local and regional levels.

The University supports the development of a planned program of lectures, symposia, and performances that will bring to the campus leaders from academe of national and international note for events that draw graduates, community members, faculty, and students together for intellectual endeavors.

Georgia State University is proud of its increasingly diverse student body and faculty and staff. Its population is rapidly becoming a microcosm of the global community. As an institution of higher learning, Georgia State University embodies the ideals of an intercultural and international exchange. Efforts will continue to make the curriculum more inclusive of diverse peoples and perspectives. The University's enrollment management plan and faculty recruitment and development efforts will include goals to increase diversity on campus and to capitalize on the strengths of its diverse community. The more diverse the student population, the more diversity there will be in their learning styles, in the knowledge and experience they bring to the process, and in what will be most effective in strengthening in all students a commitment to lifelong learning. This calls for even greater pedagogic skill than would have been required when the student body was more homogeneous. Programs in the Center for Teaching and Learning will enable faculty to analyze and apply diverse theories regarding ways of knowing and learning. Georgia State University will focus on framing pedagogy towards learning and intercultural understanding with cognitive research that will provide new insights into how people learn and how culture influences learning styles.

CONCLUSION

The process that led to the development of this document was telling. It revealed broad sentiment that there is an intellectual vibrancy among the faculty, an openness to change, and an eagerness to address new challenges. There is a shared view that the University must work together to redefine itself and sharpen the focus of its activities. Now having engaged fully in the examination of its

mission in greater detail, Georgia State University stands resolute in its commitment to attain a position among the nation's premier state-supported universities located in an urban setting.

The success of these Strategic Initiatives will depend on maintaining and improving strong undergraduate programs, and strong programs of research and graduate education in key departments and schools of the Colleges, in addition to fostering interdisciplinary and co-curricular programs. It will also require greater resources and closer links with external constituencies than currently exist.

The success of these Strategic Initiatives will depend on significant resources. The president must actively continue to seek increased funding from the University System of Georgia so that Georgia State University receives a more appropriate share of funding within the System. If the actions proposed above are pursued, the University would stand an even better chance of securing a larger share of state resources. This would follow, since the University would present a clearer image of itself to the external world, would carry out actions that implement this image, would capitalize on its comparative advantages, and would utilize resources in cost-effective ways. Another element of the solution is for the campus to utilize its present level of resources in ways consistent with its primary goals. Therefore, on-going, planned reallocation is being used as a central approach to the problem. It will take a combination of additional resources and reallocated resources to propel the University forward to higher levels of achievement of its mission.

The next step in the process of implementing the Strategic Plan is to develop an Action Plan which includes goals and priorities and estimates of costs of the goals and priorities. The Strategic Plan will be used as a template for the development of the University. The Executive Committee of the Senate will review proposals of the various units that align their strategic plans with that of the University. The Senate Committee on the Budget and the Fiscal Advisory Committee to the President will review sources of funds and expenditures for their relevance to elements of the Strategic Plan. They will also develop cost estimates for the implementation of the Strategic Plan. The Senate Planning and Development Committee will review the Campus Master Plan and the space utilization plans to ensure consistency with the Strategic Plan. The Planning and Development Committee will develop the Action Plan for the Strategic Plan for the approval of the University Senate.