

**1999 ACTION PLAN NARRATIVE
FOR STRATEGIC PLAN
APPROVED BY PLANNING & DEVELOPMENT COMMITTEE: December 15,
1998**

The 1999 Action Plan Narrative and Status Report are derived from the 1995 Strategic Plan and should be understood as its annual iterations. The Status Report consists of 31 Action Items in column I, which were taken from the 1995 Strategic Plan. What follows in columns II to VII, chart the efforts of the University to achieve the goals of the Strategic Plan. The spreadsheet indicates the strategic allocation of resources in 1998 [column II], vehicles through which action is taken [column III], what has been accomplished in each area of focus [column IV], data that are available [column V], or needed for appropriate monitoring of achievements progress [column VI], and further actions required in ongoing pursuit of strategic objectives [column VII]. The 1999 Action Plan Narrative that follows identifies those areas that will receive priority attention in 1999. These are meant to assist the University in achieving the broad strategic goals of distinctiveness and excellence in an incremental way by directing the work program of the University and, where necessary, the allocation of its fiscal resources.

Context of the 1999 Action Plan:

Progress on Goals and Objectives amidst External Mandates

The broad context within which the 1999 Action Plan is offered has three key features. The first is that progress continues to be made in the development of systematic planning and evaluation mechanisms and processes within the institution and in the accomplishment of other selected objectives. A second key feature is the budget shortfall experienced for FY 99 primarily as a consequence of conversion to the semester system, and a potential continuing shortfall for FY 00. The third contextual feature is perhaps the most critical: a continuing mandated redirection by the Office of Planning and Budget and the Board of Regents (BOR) for at least a year beyond the originally declared three years. This redirection requires the campus to *return* \$X to the Board of Regents in

addition to \$Y to be redirected internally. [It is not anticipated that the amount of Redirection will be known before early 1999]. Because of the foregoing, this action plan does not identify any entirely new initiatives for 1999. Rather, it primarily reflects (1) the continuation of current necessarily incremental improvements in areas already identified as priorities, and (2) response to areas that the SACS reaffirmation and NCAA certification teams identified as needing further attention. Redirection will aid in the realization of the Action Plan provided redirection and the Action Plan are developed in concert with each other.

Progress on the 1998 Action Plan occurred along many lines. With regard to **strengthening academic programs**, an important tangible indicator was a continued increase in external grant and contract support. Qualifications for attainment of Research II status were achieved in the federal year that ended in September 30, 1997, with three consecutive years of more than \$15.5 million in federal support. This goal attainment was aided by opportunities provided by the Georgia Research Alliance, which also provides impetus for a number of our internal allocations. A strategic plan for the Pullen Library was developed for access and acquisitions that is consistent with University System plans for electronic access to information. A university-wide writing across the curriculum is being expanded to communication across the curriculum. This expansion is partially in response to the SACS review that recommended more attention to oral communication skills of graduates. The university continues to invest in areas of academic distinctiveness. In terms of **promoting standards for excellence**, assessment of student learning outcomes is receiving more focus through academic program review and via a cross disciplinary team effort to establish General Education learning outcomes. Efforts toward **improving the university infrastructure** are proceeding with the design of a new classroom building and purchase of a site in Fairlie Poplar. The availability of additional classrooms will help to improve the quality of instructional space throughout the campus and to add much needed study and meeting spaces. A master planning process currently underway will facilitate decision-making and a Master Plan is

due to be presented to the Board of Regents in January 1999. Administrative and support unit assessment is underway with reviews of the Provost offices (including Affirmative Action, Internal Audit, Institutional Research, Legal Affairs, and Ombuds) and Human Resources. These assessments should contribute meaningfully to **development of systematic approaches to institutional decision-making**. Hiring an Institutional Research director and strengthening the office to provide proactive as well as reactive analysis and reports, will contribute significantly to improvement of internal decision-making processes. In particular, this office will support Academic Program Review, Enrollment management, Administrative and Support Unit Assessment, Affirmative Action, and customer service surveys.

Priorities for 1999

In addition to support for continuation of current necessarily incremental improvements in research, academic programs and libraries in areas already identified as priorities, the following areas should be given priority attention in 1999:

Redirection. Decisions regarding redirection targets will be guided by the following principles:

1. For non-academic cost centers in support areas, consideration should be given to those areas with higher costs than comparable institutions and to those less effective/efficient or central to the strategic plan.
2. Revenue-generating units should be less impacted by redirection than non-revenue-generating units.
3. For auxiliary units where revenues exceed projections, state funds may be shifted away from their support, dependent on auxiliary fund balances.
4. Within academic units, enrollment trends and research productivity should be considered when assigning targets for redirection.

Customer Service. While the regular cycle of Administrative and Support Unit Assessment will generate periodic information about customer satisfaction with university offices, it is imperative that improvements be made now in unit responsiveness. Oversight is needed so those managers are held accountable for staff performance and unit effectiveness. The offices of Institutional Research and of Strategic Support will provide support.

Enrollment Management. An Enrollment Management Committee of the Senate Committee on Admissions and Standards will give leadership to this vital area. Fall 2001 admission requirements will require aggressive recruitment and retention efforts to help the university recover and increase its student headcount and student credit hour generation. These increases have been interrupted for FY 99, and probably for FY 00, with the conversion from a quarter to a semester system calendar. Various initiatives to enhance enrollment will be made and their effectiveness assessed. Pace of advancement towards Fall 2001 targets will be made in consideration of overall impact on enrollment. There will be a balanced commitment to recruit all students = freshmen, transfer, non-traditional, international, and graduate students.

IS&T Infrastructure. The third year of a three-year plan to bring all buildings up to industry standards for network connections will be funded as part of the foundation for improved communications and for improved academic and administrative computing. Continued investment will be made for migration of financial information systems and human resource systems from existing legacy programs to Peoplesoft software. Anticipated completion date is July 1999. In addition, significant resources will continue to be committed to conversion of all existing programs and operations campus-wide to be ready for the year 2000. A Data Warehouse project, initially to provide support for academic program review and for enrollment management, will continue. Development of an integrated relational database will greatly facilitate collection of the "Data Needed" section.

Master Planning. The university is engaged in a master planning process that will determine space needs for the coming decade. The process, which involved teams from all units and levels of the university, produced a draft plan that was reviewed by CBSAC and the Planning and Development Committee and approved by the University Senate. It is anticipated that this plan will be presented to the Board of Regents in January 1999.

Follow Up to SACS. As a follow up to SACS recommendations, there will be further development of student learning outcomes for both General Education and majors. A cross-disciplinary team will refine current efforts for General Education. All departments will develop outcomes for their majors. Academic Program Review will include examination of student learning outcomes for programs to which a department contributes. Pilots for idealized learning outcomes or standards will be developed in biology and history as part of a national project. In addition, pilot performance assessments for admission to the university as freshmen or transfer students will be developed in conjunction with four two-year and three other four-year System institutions. In addition, the university will develop a plan to mentor and orient PTI's and GTA's and to assess learning outcomes of graduate programs.

Follow Up to NCAA. As a follow up to NCAA, the university will review and incorporate the strategic goals of the Athletics Program into the Strategic Plan and the Master Plan. A strategic plan for athletics will be developed that addresses issues of gender equity and minority participation.

Strengthening Student Learning

Academic Advisement: Continued attention will be given to ways in which undergraduate student advisement for general education can be undertaken more effectively. An initial plan is being executed that will provide advising services in a central location for all new students, both freshmen and transfer. All colleges with undergraduate enrollment will participate in provision of services. Academic deans are giving leadership.

Learning Communities: The College of Arts and Sciences will coordinate among the colleges a pilot project for the development of Learning Communities to enhance the freshman experience.

Presidential Assistantships: Students are being provided assistantship experiences according to their academic goals. Attractiveness of this program as a recruiting device for highly qualified freshmen and transfer students will be assessed.

Honors Program: The Honors program will be relocated to the University Center. Expanded offerings beyond Arts & Sciences will be developed. It will undergo Academic Program Review.

Semester conversion adjustments: Pedagogical impact of the change from a quarter system to a semester system will be discussed in forums led by the Center for Teaching & Learning. In addition, attention will be given to course load advisement for students.

Comprehensive Campaign: The campaign will move from a quiet phase to a public phase with kick-off events on January 26 and 27, 1999. Successful completion is anticipated by December 31, 2000.

Strategic Plan: The current Strategic Plan that was developed in Fall 1994 and approved in March 1995, will be reviewed and revised during calendar 1999.

Acknowledgment

The many institutional improvements that have followed upon the adoption of Georgia State 's Strategic Plan reflect a considerable effort on the part of dedicated faculty, staff, and administrators. The conscientious work of everyone who has contributed to the collective effort is sincerely appreciated.

2000 ACTION PLAN NARRATIVE FOR STRATEGIC PLAN

The 2000 Action Plan Narrative and Status Report are derived from the 1995 Strategic Plan and should be understood as its annual iterations. The Status Report consists of 31 Action Items in column I, which were taken from the 1995 Strategic Plan. What follows in columns II to VII, chart the efforts of the University to achieve the goals of the Strategic Plan. The spreadsheet indicates the strategic allocation of resources in 1999 [column II], vehicles through which action is taken [column III], what has been accomplished in each area of focus [column IV], data that are available [column V], or needed for appropriate monitoring of achievements progress [column VI], and further actions required in ongoing pursuit of strategic objectives [column VII]. The 2000 Action Plan Narrative that follows identifies those areas that will receive priority attention in 2000. These are meant to assist the University in achieving the broad strategic goals of distinctiveness and excellence in an incremental way by directing the work program of the University and, where necessary, the allocation of its fiscal resources.

Context for the 2000 Action Plan:

Progress on Goals and Objectives Amidst External Mandates and Internal Commitment to Excellence

External Mandates:

The first key feature is the budget shortfall experienced for FY 99 and FY 00 as a consequence of conversion to the semester system, and a potential continuing shortfall for FY 01. A second contextual feature is the budgetary environment of the state where there are indications that budgetary flexibility is being reduced.

Internal Commitments:

The first is that progress continues to be made in the development of systematic planning and evaluation mechanisms and processes within the institution and in

the accomplishment of other selected objectives. The University is considering an internal reallocation of the budget from programs of lower priority to targeted needs identified through the systematic planning and evaluation mechanisms. A second contextual feature is the conversion of part-time positions to full-time, non-tenure-track positions. There will be additional resources required for the conversion of some of these lines to renewable lectureships and tenure-track positions as well as for faculty development support and office space. Because of the foregoing, this action plan does not identify any entirely new initiatives for 2000.

1999 Status Report (see attachment A)

Progress on the 1999 Action Plan occurred along many lines. With regard to **strengthening academic programs**, an important tangible indicator was continued solidification of external grant and contract support. Qualifications for attainment of Research II status were achieved in the federal year that ended in September 30, 1997, with three consecutive years of more than \$15.5 million in federal support. This goal attainment was aided by opportunities provided by the Georgia Research Alliance, which also provides impetus for a number of our internal allocations. A significant reduction in the number of PTIs was achieved through additional funding and conversion of positions to NTT visiting instructor and visiting lecturer positions in Arts & Sciences. This investment should provide a better learning environment for students. In addition, Freshman Learning Communities were successfully piloted in fall 1999. A university-wide writing across the curriculum is being expanded to communication across the curriculum. This expansion is partially in response to the SACS review that recommended more attention to oral communication skills of graduates. The university continues to invest in areas of academic distinctiveness. In terms of **promoting standards for excellence**, assessment of student learning outcomes is receiving more focus through academic program review and via a cross disciplinary team effort to establish General Education learning outcomes. A Student Advising Center is being set up to provide all new students a centralized point of contact for academic advice. Students in academic difficulty are being aided through an Academic Improvement Program. Efforts toward **improving the university infrastructure** are proceeding with the design of a new classroom building and purchase of a site in Fairlie Poplar. The availability of additional classrooms will help to improve the quality of instructional space throughout the campus and to add much needed study and meeting spaces. The Board of Regents accepted a Master Plan in January 1999. Administrative and support unit assessment is underway with reviews of the Provost offices (including Affirmative Action, Internal Audit, Institutional Research, Legal Affairs, and Ombuds) and Human

Resources. These assessments should contribute meaningfully to **development of systematic approaches to institutional decision-making.**

Priorities for 2000

In addition to the ultimate of the University priorities to support continuation of current necessarily incremental improvements in research, academic programs and libraries in areas already identified as priorities, the following areas should be given attention in 2000:

Budget Considerations for Reallocation. Decisions regarding reallocation targets will be guided by the following principles:

1. For non-academic cost centers in support areas, consideration should be given to those areas with higher costs than comparable institutions and to those less effective/efficient or central to the strategic plan.
2. For auxiliary units where revenues exceed projections, state funds may be shifted away from their support, dependent on auxiliary fund balances.
3. Within academic units, enrollment trends and research productivity should be considered when assigning targets for reallocation.

Alpharetta Center. The Alpharetta Center will be completed in February 2000 and should be available for classes starting in May 2000. Support staffing of the facility will be necessary for FY 01.

Customer Service. While the regular cycle of Administrative and Support Unit Assessment will generate periodic information about customer satisfaction with university offices, it is imperative that improvements be made now in unit responsiveness. Managers need to be trained and held accountable for staff performance and unit effectiveness. The offices of Institutional Research and of Strategic Support will provide support.

Enrollment Management. The Enrollment Management Committee of the Senate Committee on Admissions and Standards will give leadership to this vital area. Fall 2001 admission requirements will require aggressive recruitment and retention efforts to help the university recover and increase its student headcount and student credit hour generation. Various initiatives to enhance enrollment will be made and their effectiveness assessed. Pace of advancement

towards fall 2001 targets will be made in consideration of overall impact on enrollment. There will be a balanced commitment to recruit and retain all students – freshmen, transfer, non-traditional, international, and graduate students. A cross-functional team will be established to improve processing of financial aid awards.

IS&T Infrastructure. The final year of a multi-year plan to bring all buildings up to industry standards for network connections will be funded as part of the foundation for improved communications and for improved academic and administrative computing. The migration of administrative information systems from existing legacy programs to a client-based environment will continue. Human Resource system migration was delayed from FY 00 and, with continued difficulties associated with the legacy student information system, migration of SIS to Banner will be pursued with an expected completion date of summer 2002. A Faculty Information System will be developed partly to ensure that the university is in compliance with SACS requirements. Workstation support for faculty and staff needs to be increased to provide more rapid response than the present 14-day level. Improvements will continue to upgrade the number and quality of media-equipped classrooms. A management Decision Support System will continue to be developed. A data warehouse will be finalized. The DSS will be web based, thin client with analytical capabilities. Upon completion, the DSS should have enterprise information characteristics, incorporating selected data from Student Information System, Spectrum, Human Resources data, facilities data, and faculty data. Development of an integrated relational database will greatly facilitate collection of the "Data Needed" section.

Follow Up to SACS and NCAA Reports. As a follow up to SACS recommendations, there will be further development of student learning outcomes for both General Education and majors. A cross-disciplinary team will refine current efforts for General Education. All departments will develop outcomes for their majors. Academic Program Review will include examination of student learning outcomes for programs to which a department contributes. Pilots

for idealized learning outcomes or standards will be developed in biology and history as part of a national project. In addition, pilot performance assessments for admission to the university as freshmen or transfer students will be developed in conjunction with four two-year and three other four- year System institutions. In addition, the university will develop a plan to mentor and orient PTIs and GTAs and to assess learning outcomes of graduate programs.

Implementation of Task force recommendations: In early spring 1999, two task forces were established on advancement of women and on recruitment and retention of under-represented faculty. Various recommendations will be implemented in 20 00, spearheaded by part-time faculty dedicated to each area, and working on behalf of the Provost=s office.

Strengthening Student Learning

Learning Communities: Freshmen Learning Communities to enhance the freshman experience will be expanded. The initial pilot project for fall 1999 appears to be very successful and the number of Freshmen Learning Communi ties will be doubled for fall 2000. Consideration will also be given to a pilot project for Transfer Learning Communities.

Presidential Assistantships: Students are being provided assistantship experiences according to their academic goals. Attractiveness of this program as a recruiting device for highly qualified freshmen and transfer students will be assessed.

Honors Program: The Honors program will be relocated to the University Center. Expanded offerings within and beyond Arts & Sciences will be developed. It will undergo Academic Program Review.

Semester conversion adjustments: Pedagogical impact of the change from a quarter system to a semester system will be discussed in forums led by the Center for Teaching & Learning. In addition, attention will be given to course load advisem ent for students.

Academic Improvement Program: Students in academic difficulty are being provided assistance through a structured program that includes advisement, academic skills development, and counseling.

Comprehensive Campaign: The campaign has moved to its public phase. Successful completion is anticipated by December 31, 2000. To date, December 1999 over \$70 million of the \$75 million goal has been received or pledged.

Strategic Plan: The current Strategic Plan that was developed in Fall 1994 and approved in March 1995, is being reviewed and revised in fall 1999, with anticipated approval by the University Senate in Spring 2000.

Acknowledgment

The many institutional improvements that have followed upon the adoption of Georgia State's Strategic Plan reflect a considerable effort on the part of dedicated faculty, staff, and administrators. The conscientious work of everyone who has contributed to the collective effort is sincerely appreciated.