ACTION PLAN 2002

1. Executive Summary – 2002
The Action Plan 2002 derives from the 2000 Strategic Plan and should be understood as its annual iteration. We give the 2001 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 2002. 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;
- Connections 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. 2001 Progress report

2.1 Recruitment & Retention of Students

Enrollment Management

With 2,170 new freshman students enrolled for fall 2001, the target (by admission status) of 2,150 was exceeded for fall 2001. The target of 1,850 for transfer students was well surpassed with 2,040 students enrolling. New graduate and professional student numbers of 1,884 exceeded their target of 1800. An additional 2,500 new students enrolled during spring and summer 2001. A record student headcount of 25,745 was recorded in fall 2001, with over 2,100 more students than in fall 2000. 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 2001, lists Georgia State as 9th nationally and 2nd (behind Chicago State that is 90% black) in non-HBCUs (Historically Black Colleges & Universities)]. Table 2 provides data on student diversity.

An example of recruitment of minority students is the Bridge Project, funded by NSF, that seeks to increase the number of minority students majoring in chemistry or biology who bridge from Atlanta Metropolitan College and Perimeter College to Georgia State University. It offers students the opportunity to work in a GSU research lab during the summer. The program also provides tutoring/mentoring for students and assists them with preparing professional presentations of their research accomplishments.

Quality of the new freshman class was our highest on record with an average SAT score of 1060. Similarly, the average GPA for transfer students was the highest on record with 2.78. Table 3 indicates increase in quality of admitted students.

Credit hour targets were also significantly exceeded, especially in fall 2001 where over 273,000 credit hours surpassed our previous highest total that occurred in fall 1997, the last fall term under the quarter calendar. The average number of credit hours per student increased to 10.6 for fall 2001 from 10.4 in fall 2000.

One-year retention rates increased to 78.8% for the fall 2000 class, an increase of six percentage points over our previous three-year average rate. Two-year retention rates for the class of 1999 were 60.5%, approximately the same as the previous year. Table 4 shows increases in freshman
to sophomore retention rates.

2.2 Undergraduate Experience

Strengthening Student Learning

Learning Communities: The number of Freshmen Learning Communities (FLC) was expanded for fall 2001 to serve over 600 students in 27 communities. There was an increase of seven percentage points in one-year retention rates for FLC students in the initial pilot project of 295 students for fall 1999. Table 5 indicates that participation in FLCs is increasing.

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, Mathematics 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 Advisement Center: A center was initiated in December 1999 to provide all new students a centralized point of contact for academic advice. Effectiveness of academic advising is being assessed and information will be used to improve support for student success. The Academic Improvement Program (AIP) with required advisement and enrollment in GSU 1050, Survival Skills for College, is being evaluated for its effectiveness. The number of students permanently excluded has been halved since changing from the no-intervention approach before AIP.

Student Learning Outcomes: There continues to be development of student learning outcomes for both General Education and majors. 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, 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.
**International students and Study Abroad**

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**.

### 2.3 Graduate Experience & Research

Similar to 2000, Georgia State is on the list of the top 200 research universities compiled by the Center at the University of Florida [http://thecenter.ufl.edu](http://thecenter.ufl.edu). To be listed among the top 100 universities in the 2001 publication, we would have needed over $20 million in federal research expenditures or over $46 million in total research expenditures. Our research expenditures were $14.3M and $36.5M, respectively. 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 five of the ten indicators.

Publicized rankings demonstrated progress in establishing Georgia State as a nationally recognized institution. Economics was ranked 5th nationally by NSF in federal research expenditures, psychology 9th, sociology 20th, political science 45th and the social sciences 21st. The College of Arts and Sciences ranked 48th similar units in National Institutes of Health (NIH) funding, with the Biology department being 28th among its peer departments.

According to an article in Chemical and Engineering News (2001) (in the latest NSF data available), the chemistry department was ranked 2nd nationally in the number of African-American Ph.D. graduates in Chemistry.

The Ph.D. program in English was ranked in the top quartile nationally in terms of student satisfaction in a survey funded by the Sloane Foundation.

Georgia State strengthened its position as a rising institution of excellence in science and health-related fields. The Georgia Research Alliance funded the Infectious Disease Cluster and the Functional Genomics Cluster, as well as improvements in biotechnology core facilities. The Gates Foundation funded development of new drugs to treat African sleeping sickness and *leishmaniasis*, diseases infecting or killing millions of people worldwide.
The National Science Foundation (NSF) funded the Chemistry department to organize workshops to improve scientific education at two- and four-year colleges across the country. The National Institute on Deafness and Other Communicative Disorders funded Communication faculty to study augmented language intervention for toddlers.

Georgia State celebrated the dedication of its Center for High Angular Resolution Astronomy (CHARA) array of telescopes at Mount Wilson in California, capable of resolving details equivalent to the size of a nickel seen from a distance of 10,000 miles, and arguably the most powerful instrument of its kind in the world.

Georgia Research Alliance and Beckman Instruments funding culminated in the dedication of the CollabTech Biotechnology Development Center housing four start-up companies. NSF and Lucent Technologies funding supported the creation of the Regional Laser Ablation Mass Spectrometry facility for research in geochemistry, biogeochemistry, environmental sciences, biotechnology, and material sciences.

A Public Health Institute, a university wide initiative, was established in October 2001 and will provide a platform for enhanced public health research and policy.

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 department.

**Research & Graduate Programs Infrastructure** Emphasis has been placed on development of programs and systems that are needed to facilitate grant application and administration and to ensure compliance with federal regulations regarding administration of grants and contracts. A proposal to renegotiate the indirect cost rate with DHSS is being developed. The internal grants programs are being evaluated for effectiveness.

**Graduate Indicators**
Graduate degrees awarded and pass rates on the law bar examination are some graduate output indicators given in Table 14.

### 2.4 Academic Programs & Faculty
*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 six consecutive years. *US News & World Report* ranked five undergraduate programs in the J. Mack Robinson College of Business among the best in the nation, including Insurance 2nd best, Electronic Commerce 8th best, Real Estate 8th best, Management Information Systems 13th best,
and Management 26th best. SUCCESS ranked the Entrepreneurship program 19th among public universities. Forbes ranked RCB the best business school in the state and 11th in the top 20 best regional universities for return on investment. The college ranks among the top ten leading Executive MBA programs in the world by Business Week. The Journal of Marketing Education ranked the Marketing department 22nd best. The CPA Personnel Report ranks the School of Accountancy 19th best graduate accounting program.

In the area of instructional technology, National Jurist Magazine cited the College of Law as the 11th “most wired” law school in the nation. Law student teams finished 5th in the National Trial Advocacy Competition and 3rd in the William Daniel National Mock Trial Competition.

The Philosophical Gourmet Report rated the M.A. program in Philosophy as tied for third best in the nation among programs that offer only the MA. The MA/JD program was rated as second best in the nation.

US News & World Report ranked graduate programs in the Andrew Young School of Policy Studies as 6th in Public Finance/Budgeting, 7th in City Management/Urban Policy, and 31st in Public Affairs.

Georgia State provided leadership in teacher education reform for the state and metropolitan Atlanta. The Urban Education Center initiated programs to train leaders in urban education. Reading Recovery and Direct Instruction faculty addressed literacy concerns in metropolitan schools. Project Dove and the Center for School Safety helped area schools implement solutions to classroom behavior problems.

Faculty from the College of Arts and Sciences and the College of Education collaborated in designing and implementing teacher preparation programs, with several undergraduate programs changing from certification to pre-professional programs, which lead to undergraduate degrees in content areas, alternative preparation master’s programs, and then certification. This collaboration resulted in innovative cross-discipline science courses for future science teachers, which will enable them to understand connections among different science disciplines and to prepare more broadly in scientific fields.

The Professional Education Faculty started the GSU Teaches Georgia program, which provides accelerated, summertime preparation for provisionally certified teachers in fields with teacher shortages. In the fall following their summer coursework, these students serve as teacher assistants in area schools under the supervision of experienced, well-qualified teacher-mentors. Demand for this program far exceeded capacity.
Georgia State advanced in technology across many academic disciplines. Yamacraw funding for new faculty positions enabled expansion of course offerings in Computer Science, in particular in wireless technology and digital signal processing. Yamacraw-related companies participated in on-campus information sessions to inform students about current issues and career opportunities in computer science.

An indication of support for academic programs through library acquisitions is given in Table 15.

**Faculty Support & Development** An outcomes analysis of internal grants programs is being 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 16 indicates faculty diversity.

2.5 Connection to the Greater Community

**International**

Georgia State expanded global partnerships and international programs in all six colleges and schools. The College of Arts and Sciences, the J. Mack Robinson College of Business, and the College of Education sent delegations to Egypt to discuss establishment of a Georgia State campus in Cairo. The College of Arts and Sciences launched exchange agreements with East China Normal University and the Xinghai Conservatory of Music in China, Yarmouk University in Jordan, and Kyoto University in Japan. Faculty from Modern and Classical Languages and African-American Studies visited Cuban universities to plan the first study abroad opportunities in Cuba. A group visited Tsinghua University in Beijing on its 90th anniversary and put into place an exchange agreement that is already active with visits to Georgia State by faculty and a student.

The J. Mack Robinson College of Business participated in the founding of the Global eCommerce Master’s (GEM) program, the first international master’s program in Electronic Commerce. Georgia State was the only university in the US in this consortium, which also included Athens University of Economics and Business, Copenhagen Business School, Erasmus University Rotterdam, Norwegian Schools of Economics and Business Administration, and University of Cologne. The joint MBA program with Cairo University produced its first twenty-two graduates.

The College of Education, through the United States Education for Democracy and Development Initiative, worked with the University of Botswana in the areas of gender equity and instructional
The College of Education also worked with the Suez Canal University to professionalize education for children and adults with special needs. Through the European Teacher Education Network, Georgia State faculty and students participated in instructional exchanges.

The College of Health and Human Sciences initiated collaboration with Koc University and Amerikan Hastanesi Hospital in Turkey to offer training programs and student exchanges in Respiratory Care. Faculty from the Department of criminal justice participated in scholarly exchange activities in Israel with the Georgia International Law Enforcement Exchange, in South Africa with the Scholar Exchange Program, and in Switzerland with the European Society of Criminology.

The College of Law summer program in international commercial arbitration expanded to include Warsaw, with nearly 50 students visiting arbitration courts in major cities in Central and Eastern Europe.

The Andrew Young School of Policy Studies received United States Agency for International Development (USAID) funding to bring 35 Indonesian students to Georgia State for the master’s program in Economics. The Andrew Young School of Policy Studies and the J. Mack Robinson College of Business received USAID funding to create the Ronald H. Brown Institute in concert with the University of Pretoria. The Brown Institute will contribute to the private sector economic growth in Sub-Saharan Africa by strengthening the skills of people already in business and providing training for students aspiring to enter the business world.

Collaboration between the Berufsakademia Baden-Wurtemberg and the Cooperative Education program at Georgia State resulted in 23 students being placed in international cooperative education work assignments in Germany.

Internally funded international initiatives are listed in Table 17.

**State and Local**

The Bio-Bus program in the College of Arts and Sciences expanded with the addition of a second bus. NSF has provided three-year support so school children and teachers could spend more time in the mobile laboratories during visits to Georgia schools. The Bio-Buses participated in the Inner City Games and thereby offered creative outlets for children in disadvantaged neighborhoods.

Several departments in the College of Arts and Sciences, including Geology, Modern and Classical Languages, and Music, hosted major workshops for school teachers in those fields.
The Georgia Science Olympiad program relocated to Georgia State from Emory University.

Georgia State joined Georgia Tech and the University of Georgia in hosting the Fall 2000 Internet2 meeting as a member of the Southern Crossroads (SoX) regional gigaPoP consortium. As part of this program, a “virtual” performance at the Georgia State Rialto Theatre was staged with performers at various locations around the country performing with the musicians on stage at the Rialto Theatre via a 2.4-gigabit connection to the Abilene Internet2 network, only the second such high speed connection in the world.

Georgia State also expanded community and service partnerships with metropolitan Atlanta and state agencies and organizations. The College of Arts and Sciences held the second annual Jimmy and Rosalyn Carter Partnership Award program to honor outstanding public improvement collaboration between a Georgia college or university and a community group. The dinner speaker was former Vice President Al Gore.

The Psychology department received funding to house the National Latino Research Center on Domestic Violence. Nutrition students worked with the Atlanta Community Food Bank, Good Samaritan Health Clinic, Grady Hospital and Outpatient Clinics, and Project Open Hand-Atlanta. The School of Nursing partnered with the Georgia Health Foundation and the Moultrie Health Department to bring health promotion and disease prevention activities to migrant farm workers and their children.

The College of Health & Human Sciences received funding to expand Project Healthy Grandparents, a community service program that supports families in which children are being raised by grandparents. The Hasbro Children's Foundation has funded the National Center on Grandparents Raising Children that will focus on policy, education, and program replication.

The College of Law completed groundwork for the first Legislative Clinic, which will place law students with committees of the state legislature to conduct legal analyses of issues facing the committees. The Consortium on Negotiation and Conflict Resolution worked with the Atlanta Public Schools to train Georgia State students to teach conflict resolution to students, administrators, teachers and parents. College of Law students and Master’s of Taxation students from the J. Mack Robinson College of Business participated in the Tax Clinic, which serves low-income persons involved in disputes with the Internal Revenue Service. A faculty member from the Department of Political Science supervises legislative interns from the colleges of Georgia for the General Assembly and another one directs the Latin American Program of the Carter Center.
The Andrew Young School of Policy Studies provided leadership in state water policy development, including the Flint River initiative with Albany State University, Coastal Rivers initiative with Georgia Southern University, and the metropolitan Atlanta water quality initiative. Of particular note was the Flint River Drought Protection Auction conducted by the Andrew Young School Policy Studies, which resulted in the retirement of more than 31,000 irrigated acres at a cost of $4.5 million. The Andrew Young School of Policy Studies was also active in planning for rural health care delivery and in developing strategies to support Georgia grandparents raising grandchildren.

2.6 Infrastructure/Support Improvements

The implementation of the $75 technology fee resulted in upgrades and expansions of open labs, PC-equipped classrooms, and specialized PC labs. Departments such as Art and Design, Biology, Music, Nursing, Nutrition, and Sociology used technology fee funds to provide students access to new PC labs with the latest discipline-specific software and network connections. Forty general classrooms were converted to technology classrooms with an instructor PC, digital projector, sound system and network connectivity. A new student e-mail and web system was deployed providing each student a single, computer center account with access to e-mail, open access labs, network storage space and personal web page space. In addition to technology fee-funded improvements, we continue to upgrade the number and quality of media-equipped classrooms and three PC-equipped classrooms were opened in Sparks Hall for fall 2001.

Management Administrative Information Infrastructure

Migration of administrative information systems from legacy programs to a client-based environment continues. We enhanced several administrative systems, in particular the PeopleSoft 7.5 upgrade and the PeopleSoft Asset Management module. New Government Accounting Standards Board (GASB) guidelines required institutions to record depreciation of assets, which was not possible with the legacy system. Migration of SIS to Banner, with campus-wide participation in this process, continues on schedule with an expected completion date of December 2002. The payroll system moved toward 100% use of electronic fund transfers to pay faculty, staff and student employees.

The campus was listed in the top 100 wired colleges nationally by Yahoo Internet Life. Use of WebCT in courses continues to escalate with 665 faculty in 1,396 courses in fall 2001 enrolling 26,000 students compared with 9 faculty in 12 courses and 148 students in fall 1998.

A management Decision Support System is under development. The multi-year plan to bring all buildings up to industry standards for network connections is on-going as part of the foundation for improved access to and communications with information resources.

Improved Performance of Administrative Units

Use of the web as an information tool is
being increased and a project to provide updated policies and procedures readily accessible via
the web is underway. Quality of facilities in public areas impacts recruitment –selected high
profile areas have been upgraded.

**Comprehensive Campaign** The campaign has been extended to December 31, 2002. To date,
November 1, 2001 over $103 million of the $75 original million goal has been received or
pledged. The new goal is $125 million and includes our challenge to raise $25 million for a new
teaching laboratory building. The Kresge Foundation Challenge was met, and the $650,000
matching funds received. For the fifth consecutive year, annual fund giving reached the $2
million mark. Nearly 78% of Georgia State faculty and staff made contributions, which places
Georgia State in the top 1% of US institutions in percentage participation by faculty and staff.
Various assets of the GSU Foundation are listed in Table 18.

**Student Recreation Center** This facility was completed on time and within budget and opened
in August 2001. The recreation center is serving over 2,000 people daily and will be a significant
contributor in the development of a greater sense of community on campus.

3 **2002 Action Plan:**

3.1 Context

**External Mandates:**
The first key feature is the general economic condition that indicates continuing pressure on the
state budget. At present, we have been required to submit a plan to decrease state funding by 5%
for FY 03 budget. In addition, there is a shortfall experienced as a consequence of conversion to
the semester system, and a potential continuing shortfall for FY 02. A second feature is that the
University System of Georgia (USG) has developed a large number of benchmark indicators (see
Table 19 for a list of peer institutions) that are to be reported annually.

**Internal Commitments:**
The primary commitment is to continue progress 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.

**Budget Considerations:** Decisions 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. For academic units, enrollment trends, program quality, and research productivity should be considered when assigning targets for reallocation.

3.2 Priorities for 2002
Improvements in programs will probably have to be made within current available resources. The University will continue necessarily incremental improvements in research, academic programs, libraries and student services in areas already identified in Strategic Plan 2000 as priorities. In addition, the following areas should be given attention in 2002:

3.2.1 Recruitment & Retention of Students

**Enrollment Management** A minimum Freshman Index of 2400 will be used for recruitment of new freshmen and a minimum transfer GPA of 2.3 – these minima are the same as used for fall 2001. Recruitment goals by admission-standing category are 2200 freshmen, 250 joint enrollment students, 2200 transfer students, and 1900 graduate and professional students for fall 2002. In addition, another 2500 students will be recruited mid-year. Credit hours should increase 15,000 above FY02 and average hours per student per semester should increase to 10.7. Various initiatives to enhance enrollment 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. 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 43% in this category fall 2001 – goal for fall 2002 of 47%]. Benchmarks for year-to-year retention will be established.

3.2.2 Undergraduate Experience

**Strengthening Student Learning**

**Learning Communities:** Freshmen Learning Communities will continue to expand to serve 800 students for fall 2002. Retention data from fall 1999 and 2000 will be analyzed for guidance on improvements. Advanced Learning Communities will be piloted.

**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 strategies will be piloted in some of these gatekeeper courses in order to transform them into gateway courses and hence increase retention rates.

**Student Learning Outcomes:** There will be further development of student learning outcomes for both General Education and majors. All departments will continue to refine 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 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 An outcomes analysis of internal grants programs will be made to decide how best to allocate these funds.

At least partial health insurance is available for graduate students at many competing research universities. In order to attract and retain our graduate assistants, we need to consider ways to incorporate health insurance at the fifty-percent level for FY03. Graduate student stipends will be analyzed and a strategy developed for improvement of stipend amounts.

In order to continue to consolidate our status as a research university, budget allocations for research and graduate student support will be protected in the predicted declining budget situation.

In order to enhance our status as a research university, we will focus centrally on the research graduate programs such as the Ph D, terminal research Masters programs, and Masters programs that track to the Ph D.

Data on predictors and measures of graduate program quality will be systematically developed and collected centrally. For example, data on employment of graduates at least five years after graduation or placement of doctoral graduates will be gathered.

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.

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 is charged to make recommendations to enhance for-credit and voluntary community service opportunities at Georgia State that are coordinated through the Office of Community Services.

3.2.6 Infrastructure/Support Improvements

**Management Administrative Information Infrastructure** Migration of administrative information systems from legacy programs to a client-based environment will continue. Increased focus on improved services for students is a central theme of GoSOLAR (Georgia State On-Line Access to Records) that includes the migration of SIS to Banner with an expected completion date of December 2002. Initial implementation will be for Fall 2002.

Improvements will continue to upgrade the number and quality of media-equipped classrooms. A management Decision Support System will continue to be developed. The multi-year plan to bring all buildings up to industry standards for network connections will be continued, as funds are available, as part of the foundation for improved access to and communications with information resources.

**Improved Performance of Administrative Units** The first cycle of Administrative and Support Unit Assessment will be accelerated. 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. Quality of facilities in public areas impacts recruitment – a comprehensive plan will be established to upgrade selected high profile areas.

**Comprehensive Campaign** The campaign has been extended to December 31, 2002. The goal has been raised from $75 million to $125 million and includes our challenge to raise $25 million for a new teaching laboratory building.

**Facilities** The Aderhold Learning Center is under construction and on schedule to be occupied for fall 2002 classes. A private developer is building housing on the edge of campus with 500 beds for married students, graduate students, and international students. This housing will be programmed by Georgia State and is scheduled to be ready for occupancy for fall 2002.

Office space for faculty, staff, and graduate students is in short supply. Consideration will be given to renting office space as an interim measure. Funds are needed to complete build-out of the Wachovia building that is scheduled for completion in spring 2003. Also funds are needed to renovate existing space such as that vacated in the Sports Arena and to convert some less-desirable classroom space in Sparks Hall into office space.
A long-range plan will be developed for the Major Renovations and Rehabilitation budget. A queuing process will be established for preventive maintenance and for major and minor facility modification projects.