ACTION PLAN 2004

1. Executive Summary – 2004
The Action Plan 2004 derives from the 2000 Strategic Plan and should be understood as its annual iteration. We give the 2003 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 improvement

Next, we give a section that identifies the priorities for 2004. Advancement in these areas will assist the University in achieving the broad overarching vision of becoming one of the nation’s premiere research universities located in an urban setting.

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

2. 2003 Progress report

2.1 Recruitment & Retention of Students

Enrollment Management

Strong increases in enrollment continued in 2003. Our targets of new students enrolling were not met but this shortfall was more than offset by increased numbers of returning students. A record student headcount of 28,170 was recorded in fall 2003, an increase of more than 650 students over fall 2002. 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 with baccalaureate degrees [Black Issues in Higher Education, June 2003, lists Georgia State as 7th nationally and 1st in non-HBCUs (Historically Black Colleges & Universities)]. Table 2 provides data on student diversity.

Fall 2003 saw a continued increased quality of new freshmen. Quality of the new freshman class was our highest on record with an average SAT score of 1075, an increase of 11 points from last fall. More targeted use of presidential assistantships to students with a minimum FI of 2700 increased the number of students with high FI scores. For the first time, the average FI is over 2700 at 2734, an increase of 45 over last year. Similarly, the average GPA for transfer students was the highest on record with 2.93. Table 3 indicates increase in quality of admitted students.

Credit hour targets were also significantly exceeded. Summer enrollment declined slightly from the previous summer. For fall 2003, over 311,000 credit hours surpassed our previous highest total that occurred last year by 12,000. The average number of credit hours per student increased to 11.1 for fall 2003 from 10.9 in fall 2002.

Undergraduate student retention rates were stable. The first-to-second year rate slipped slightly from 81.6% to 80.6%. The second-to-third year rate rose from 64% to 70%. The third-to-fourth year rate rose from 55% to 58%. Table 4 shows increases in freshman to sophomore retention rates and targets for years through 2006.

2.2 Undergraduate Experience

Strengthening Student Learning

Learning Communities: Freshmen Learning Communities (FLC) continued to attract an increasing number of students. FLCs were expanded for fall 2003 to serve approximately 770 students in 34 communities. For each of the first three years of FLCs, there is an increase of six to seven percentage points.
in one-year retention rates over students who are not in FLCs. \textbf{Table 5} indicates that participation in FLCs is increasing. The Freshman Learning Community program was noted in the \textit{US News & World Report} rankings of colleges.

\textbf{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.

Tutorial programs play a crucial role in retention and student success. Many departments used special tutorials and extra-help sessions to ensure that students progress successfully through their degree programs. The Department of Chemistry offered for-credit tutorial courses in freshman, organic, and physical chemistry. These courses focus on problem solving and are of significant benefit in improving both student performance and retention rates for core curriculum and majors courses. The Center for Writing and Research in the Department of English worked with students from all departments and colleges across the university with their writing, whether in one-on-one tutoring or on a first-come-first-helped basis. The Department of Modern and Classical Languages offered free tutoring for all students in the newly reconfigured Language Acquisition and Resource Center. The Department of Mathematics and Statistics sponsored the Mathematics Assistance Center, where student assistants hired by the department help hundreds of students every day with lower-division mathematics courses. In an effort to assist students in making the transition from high school writing expectations to those at the university, departments collaborate with Writing Across the Curriculum to emphasize writing as a means of learning in undergraduate courses. The Accounting Tutorial Lab, sponsored by the School of Accountancy and Beta Alpha Psi, provided tutorial assistance to students enrolled in the accounting principles courses. The Department of Finance held weekly tutorial and review sessions to help students understand the topics covered in class the preceding week. The Department of Economics Department re-instituted the Economics tutoring laboratory for undergraduates.

\textbf{Student Learning Outcomes:} There continues to be development of student learning outcomes for both General Education and majors. All departments are developing measurable outcomes for their majors and appropriate assessments. Academic Program Review includes examination of student learning outcomes for programs to which a department contributes. Pilots for learning outcomes based on high standards are continuing to be developed in biology, English, history, and mathematics as part of a national project.

\textbf{Placement Examinations:} The Department of Mathematics and Statistics, in cooperation with Admissions and Student Services, offered a mathematics placement examination to incoming freshmen. Placing students in the correct entering mathematics course greatly enhanced their chances of success. Since some mathematics is required in all undergraduate degree programs, this impacts all Georgia State undergraduate students. Statistics indicated the success rate in Math 1101 and Math 1111 improved by 5 to 10 percent points.
International students and Study Abroad

Growth in the number of international students hosted by Georgia State continued in fall 2003 with 1724 international students enrolled at Georgia State. During academic year 2002-03, 313 Georgia State students participating in study abroad programs, our lowest rate in five years. Table 6 gives the number of international students and the number of students who participate in study abroad courses.

Undergraduate Indicators

Undergraduate process indicators related to percent of hours taught by tenure track and full-time faculty are given in Table 7. Undergraduate output indicators such as number of degrees, percent of entering class who graduate in six years, and pass rates on various national examinations are given in Table 8. The University System of Georgia reports disaggregated retention rates and six-year graduation rates each December. The overall first-year retention rate for the entering class of 1996 was 69.6% compared with 80.7% for 2001. Thus, we anticipate significant improvement in six-year graduation rates for the more recent entering classes. Note, further, that our students are retained in the System at a rate that is six percentage points higher than retention at Georgia State.

2.3 Graduate Experience & Research

Georgia State is one of 151 universities with a Carnegie classification of Doctoral/Research Universities-Extensive institution. Similar to 2002, Georgia State is on the list of the top 200 universities compiled by the Center at the University of Florida [http://thecenter.ufl.edu]. Our science and engineering research expenditures were $13.6M and $39M, respectively for 2001, and $19.0M and $46M, respectively for 2002. We are on the list of the top 100 public universities in two indicators: doctoral degrees awarded and postdoctoral appointees. We are on the list of the top 200 public and private universities in four of the ten indicators.

Faculty and staff submitted 741 proposals to a wide variety of funding agencies with an outcome of 497 awards for a total of $52.8 million. Five years ago the awards total was $39.2 million. All of the colleges contributed to this success. The College of Arts and Sciences and the Andrew Young School of Policy Studies led the way with $20.8 million and $11.2 million, respectively. The College of Education and the College of Health and Human Sciences each received awards totaling $6.6 million. The largest amount of awards from a single funding agency was from the National Institutes of Health. Sponsored expenditures increased this year from $43.7 million to $46.7 million in FY03. Overall grant activity is captured in Tables 9-13 that list research indicators, grants received by college, internal grant support, federal obligations, and grant proposals submitted/funded by college.

The Georgia Research Alliance funded the recruitment of an Eminent Scholar in Drug Discovery and provided support for support four different cluster initiatives in Next Generation Gene Discovery, Global Infectious Diseases, Bio-manufacturing, and Digital Content. In addition these investments supported matching funding for the NSF Behavioral Neuroscience Center, the GSU CollabTech Biotechnology incubator, and the SER-CAT consortium synchrotron beam-line at Argonne National Laboratories.

Action Plan 2004 priorities
Centers for Disease Control & Prevention funded a new collaborative grants program with Georgia State University to seed new programs between the two institutions in the social and behavioral sciences.

**Research & Graduate Programs Infrastructure**
Indirect Costs (Facilities & Administrative Costs) received increased this year by 11% from $6.89 million in FY02 to $7.78 million in FY03. Following the award of an NIH Institutional Review Board Infrastructure grant, a Blue Ribbon Committee on protection of human subjects made significant recommendations that will be followed to ensure that Georgia State has a strong research integrity infrastructure.

**Technology Transfer**
After a significant increase in the number of intellectual property disclosures from our faculty last year, the year 2003 is one of consolidation. There were 37 disclosures received in 2002 and 11 received in 2003.

**Graduate Indicators**
There were over 6,700 graduate students enrolled in fall 2003, a decrease of 137 below the previous fall. Over 2,400 graduate students were new to the university. In addition, there were 675 law students and 472 students enrolled in graduate non-degree programs. Graduate process indicators related to percent of hours taught by tenure track and full-time faculty are given in Table 14. The number of masters degrees awarded is rising steadily while the numbers of specialist, professional, and doctoral degrees are flat. Graduate degrees awarded and pass rates on the law bar examination are some graduate output indicators given in Table 15.

### 2.4 Academic Programs & Faculty
Publicized rankings demonstrated progress in establishing Georgia State as a nationally recognized institution. In total research expenditures (2001), economics was ranked 8th nationally, psychology 23rd, sociology 26th, political science 67th and the social sciences 35th.

Georgia State continued to elevate its regional, national and international reputation among urban research universities. Georgia State became the lead institution for the Center for Behavioral Neuroscience, which the National Science Foundation site visitation team “unanimously and enthusiastically” endorsed for $17.3 million in funding through 2009. The Center for High Angular Resolution Astronomy (CHARA), which brought on-line 4 of 6 telescopes in its Mt. Wilson array during the year, was the subject of a feature article in *Discover* magazine entitled, “The Very Best Telescope.” The highly respected *Leiter Report* ranked the Department of Philosophy the 2nd best in the nation after a 3rd best ranking the previous year. *US News & World Report* ranked the J. Mack Robinson College of Business FLEX MBA program 5th in the nation and the undergraduate business programs 24th among public universities. *USN&WR* ranked the risk management and insurance program 1st among public universities, the management information systems program 6th and the real estate program 8th. The inaugural *Entrepreneur* magazine ranking of entrepreneurial colleges and universities placed Georgia State in the “First Tier.” The College of Law, which celebrated its 20th anniversary, was the youngest law
school listed in the top 100 by USN&WR. The Department of criminal justice received the 14th ranking in the nation from the Journal of Criminal Justice.

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

Georgia State launched or extended several interdisciplinary and collaborative programs during 2002-2003. The College of Law and Georgia Institute of Technology developed a joint degree program in law and city planning.

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

Faculty Support & Development
Recommendations of two task forces on advancement of women and on recruitment and retention of under-represented faculty have been refined by various Senate committees and are being implemented. Efforts continue to be spearheaded by Senior Faculty Associates dedicated to each area and working on behalf of the Provost office. Table 17 indicates faculty diversity.

2.5 Connection to the Greater Community
International
Global connections and internationalization advanced at Georgia State on many fronts. International collaborations occurred with scholars and institutions in many countries, including Argentina, Armenia, Australia, Belgium, Belize, Brazil, China, Cuba, Egypt, England, France, (Republic of) Georgia, Germany, Ghana, Greece, India, Indonesia, Israel, Italy, Korea, Jordan, Lebanon, Mexico, Norway, Poland, Russia, South Africa, Spain, Switzerland, Turkey, United Arab Emirates, Uzbekistan, and Venezuela. The joint studies program in British and American cultures won the 2003 Board of Regents Best Practices in International Education Award. The Asian Studies Center began its first year of operation with a conference on business opportunities in China attended by over 100 participants. The Middle East Center collaborated with Emory University to obtain Title IV funds for the Georgia Middle East Studies Consortium, which will expand Middle East language instruction and implement a summer workshop on the Middle East for K-12 teachers. The Center for Latin American and Latino/a Studies held a symposium, “War and Peace in Columbia,” and co-sponsored with the High Museum of Art, the Atlanta Latin American Film Festival. The Center for International Media Education and CNN hosted three world media forums bringing together journalism students and professional journalists from 15 countries. Foreign language undergraduate majors numbered 345, over 40% of all such majors in the University System and the largest foreign language major enrollment of any system institution. The largest concentration was in Spanish with

Action Plan 2004 priorities
225 majors. The growing religious studies program in the Department of Philosophy was mentioned by *Time* magazine for its courses on Islamic fundamentalism and war, peace and religion. The Jewish studies program launched in fall 2002 now offers an interdisciplinary minor focusing on Jewish interactions in the modern world. Faculty used innovative means to connect Georgia State students with peers around the globe, such as a video pen-pal exchange between Georgia State telecommunications students and their counterparts at American University in Cairo, Egypt.

The Robinson College of Business received a $3 million USAID grant to assist with the development and expansion of the tourism industry in Ghana and another $750,000 USAID grant to develop distance learning capabilities and executive education courses at the Alexandria (Egypt) Institute of Technology. The college also started the Center for Global Business Leadership to foster an environment of learning, research and changing practices aimed at issues of common concern among the global business community. The Institute of International Business received a grant from the US Department of Education for “The Conduit to Global Competence Project: Imparting Global Business Competence by Bridging Worlds and Disciplines.” The Department of Management celebrated its 25th anniversary of study abroad programs in Europe with groups of students going to England and Russia. The College of Education continues to work in Egypt on a Fulbright Commission University Partnership Project. The project is helping to initiate the first teacher preparation programs in special education at Egyptian universities. Through the project, a book written by GSU faculty in the Special Education Program was translated, thus providing the first Arabic language text for teachers of children with special needs. The Department of Kinesiology and Health coordinated the African Academy of Disability Sport, an international project to support sport and recreation development for youth with disabilities in Africa. Twenty-one leaders in sport and recreation from fifteen African and various other nations attended this two-week academy that was funded by Bureau of Educational and Cultural Affairs. The Department of Criminal Justice and Georgia International Law Enforcement Exchange entertained delegations of law enforcement executives from (Republic of) Georgia and Israel. The School of Nursing initiated a program with Cairo University College of Nursing to develop a post-baccalaureate clinical track and facilitate faculty and student exchanges. The Department of Economics graduated 20 Indonesian students with master’s degrees as a result of a USAID funded program. The Andrew Young School of Policy Studies formed a partnership with An-Najah National University in Nablus, West Bank, to encourage sound policy reforms resulting in more responsive and accountable government. The College of Law continued its leadership of the Summer Academy in International Commercial Arbitration in Linz, Austria, with 50 students going to several destinations in Europe.

Internally funded international initiatives are listed in Table 18.

**State and Local**

Georgia State participated in numerous programs aimed at improving K-12 education in the State of Georgia. The Center for Behavioral Neurosciences sponsored a professional development workshop at Zoo Atlanta for public school teachers to learn about animal behavior and the brain with the aim of strengthening biology courses in the schools. The Center for Music Education Partnership combined
forces with the Atlanta Symphony Orchestra to bring together music education students and elementary school teachers with symphony musicians in an effort to improve music instruction and curriculum. The Bio-Bus program visited 137 schools in 14 counties during the year bringing exciting biology laboratory experiences to over 15,000 students. The Bio-Bus program also hosted summer workshops and camps for teachers and middle school students. The Department of English presented its seventh “Conversations Among Partners in Learning” event for middle and high school teachers to exchange ideas, coordinate instruction across levels, and gain new content knowledge. The Department of African American Studies partnered with an elementary school to provide tutoring, curriculum development assistance, guest lectures, and Black History Month programs. The Department of History, the Alonzo A. Crim Center for Urban Educational Excellence, and the Martin Luther King Historical Site collaborated on development of a K-8 civil rights-theme curriculum. The Atlanta Consortium for Research in Earth Sciences provided geosciences research opportunities for K-12 science teachers. The nationally funded After-School All-Stars Atlanta in the Department of Kinesiology and Health provided comprehensive after school programs to 150 middle school children living in the inner city of Atlanta.

The College of Education worked with local school systems to train new teachers through alternative preparation programs. The Department of Educational Psychology and Special Education developed a new alternative preparation program in interrelated special education, which will allow dual certification in early childhood education and special education. The Department of Middle, Secondary, and Instructional Technology developed alternative programs leading to certification and master’s degrees in teaching English as a second language and middle childhood education. Programs like the Georgia Teacher Alternative Preparation Program (GTAPP), Teach for America (TFA) and Teacher Education Environments in Mathematics and Science (TEEMS) addressed the challenges facing teachers in urban classrooms. The Department of Early Childhood Education along with the Georgia Office of School Readiness offered on-site workshops and distance learning sessions for over 5,000 teachers of infants, toddlers, and preschool children through the Best Practices Training Project. The Department of Educational Policy Studies launched a partnership with the Atlanta Public Schools in the area of educational leadership. The Principals’ Center served over 700 school administrators from 46 school systems through professional development programs offered on the main campus, at the Alpharetta Center, and at local schools. The new Center for Research in School Safety, School Climate and Classroom Management emerged from the Office of School Safety with formation of an executive board and seminars to gather information about faculty research interests in this area.

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

The Health Policy Center staffed the Governor’s Action Group for Safe Children and was a major part of the core team for the Comprehensive Systems Change Initiative attempting to divert Georgia youth with mental health diagnoses from the juvenile justice system to mental health treatment. The Fiscal Research Center created AtlantaCensus 2000 website in conjunction with the Atlanta Regional Commission. The Environmental Policy Program developed a pilot project to use offset banking as a means for enhancing water quality in North Georgia and initiated with Albany State University a project to design ways to eliminate or reduce water pollution from chicken houses. The Networks for Rural Health program provided technical assistance to grantees in the Philanthropic Collaborative for a Healthy Georgia leveraging the $1.7 million investment in rural health system development by the state into $3.3 million of federal, state and private funds. The College of Law completed the multi-year Electronic Court Filing Project for the Georgia Courts Automation Commission, which demonstrated that courts using different filing technologies could successfully share documents and case information with each other as an important step toward standardizing this new technology. The College of Law continued to offer a legislative clinic and practicum course in which law students interned at the state capitol and performed legal research for committees of the General Assembly.

2.6 Infrastructure/Support Improvements

Instructional Technology
The student technology fee funded expanded wireless networking allows students and faculty untethered access to the Internet and e-mail while moving about the campus. The wireless network supported the Windows, Pocket PC and Macintosh operating systems so that many different portable devices are compatible.

Use of WebCT grew again with 2,191 courses, 957 faculty and 79,653 course students (average of 3.3 courses per unique student) employing this web-based approach to teaching and learning in spring 2003. IS&T played a major role in the migration of system institutions to WebCT Vista, a new WebCT course management product, by providing application administration, training, system administration, network connectivity and operational services to the University System project.

Management Administrative Information Infrastructure
Increased focus on improved services for students is a central theme of GoSOLAR (Georgia State On-Line Access to Records). The Touchnet payment gateway was implemented to allow students to pay tuition and fees with credit cards through an Internet interface. The I-1440/SEVIS program with interfaces to the Banner SIS was also implemented in order to comply with new reporting requirements of the Immigration and Naturalization Service for international scholars and students. The on-line registration integration for
students to purchase textbooks resulted in an increase of 65% in on-line book orders for the on-campus bookstore.

GSUNet2, a multi-year project to modernize the physical network structure for the entire campus, concluded with the completion of work in five campus buildings. This project installed over 1,200 miles of fiber optic cable to connect 60 buildings with the latest broadband networking capabilities.

**Improved Performance of Administrative Units**

Administrative and Support Unit Review is progressing steadily through efforts spearheaded by the Senior Faculty Associate for Program Review. The provost approved an Action Plan for Housing and University Career Services. University Relations and CTL have completed their reviews and are developing Action Plans.

**Comprehensive Campaign**

The “Results” comprehensive campaign has passed the $120 million mark in route to an overall goal of $125 million. Fundraising emphasis during the year was on the science teaching laboratory building project, specifically on obtaining a naming gift for that major project. This project has a requirement of $25 million to match $45 million anticipated from the state. External fundraising was highlighted by the sixth consecutive year of total gifts exceeding $10 million and the amazing 86% participation rate of faculty and staff participating in the employee campaign. This is the highest known participation rate by faculty and staff at a public university and an impressive testament to institutional loyalty. Various assets of the GSU Foundation are listed in Table 19.

**Facilities**

Six-year efforts to secure the “jail” property for University Science Park have at last paid off with its transfer to the University System in December 2003. The Georgia State University Foundation purchased land at Piedmont and Ellis as a site for up to 2,000 beds for student housing. In addition, the site could accommodate an Assembly Center/Sports Arena.

Office space remains another top priority. Two leased floors of 34 Peachtree building were converted to house the departments of Computer Science, Applied Linguistics & ESL, and to provide some additional capacity for RCB faculty. The opening of the Andrew Young School of Policy Studies (Wachovia) building in spring 2004 will offer some relief as space on campus is vacated by the policy studies school, but even so there is need for additional faculty, staff and graduate student offices.

3.1 Context

**External Mandates:** The first key feature is the general economic condition that indicates continuing pressure on the state budget. We have been apprised of a 2.5% probable decrease for FY 04 and an additional 5.0% possible decrease for FY 05. While we anticipate significant additional support from the workload portion of the formula for FY 05 budget, if the Legislature approves the requested allocation, most of the increase will be absorbed through reductions in the State portion of the base budget and

*Action Plan 2004 priorities*
continuing operations to support the significantly increased number of credit hours. A second key feature is that the University System of Georgia (USG) is implementing a strategic plan that might influence our priorities.

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

**Internal strategy:** For many years, we have informed allocation of net new revenues through the strategic plan. This year, we are taking a comprehensive look at the total Education & General budget through a process of examination of academic programs and all the activities that support the mission of the university. We will categorize programs, centers, and activities by their quality, centrality, viability, and comparative advantage. We will examine programs, centers, and activities that are less central and/or of low viability to identify potential funds for redirection. In this manner, we will ensure that all activities and programs are aligned with the strategic plan. The processes for determination of Quality, centrality, viability, and comparative advantage of programs, centers, and activities and for Identification of potential areas of focus can be found in Appendices 1 and 2 of this plan.

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

1. For academic units, enrollment trends, program quality, external support, and research productivity should be considered.
2. For non-academic cost centers in support areas, reduced support should be given to those areas with higher costs than comparable institutions and to those less effective/efficient or central to the strategic plan. Such areas should develop plans to increase efficiency so that services will not be reduced.
3. For auxiliary units where revenues exceed projections, state funds may be shifted away from their support, dependent on auxiliary fund balances.

**3.2 Priorities for 2004**

The University is committed to pursuing initiatives that will implement our current vision as described in our 2000-2005 Strategic Plan and in the refinement of a new vision; in particular what should be our vision for 2013, our Centennial Vision? One answer is to focus on quality. We need to create a clear and coherent vision of the future that includes identification of areas of focus for programs of distinction as well as identification of core undergraduate and masters programs and core activities. This focus should lead to quality graduates, economic development, and serving the public interest. We aspire to be ranked in the second tier of national universities listed by *US News* and to be listed in the top 100 universities by the University of Florida’s *The Center*. To achieve these aspirations requires us to balance our efforts for greater student success with strategic enhancement of research and graduate programs. In particular, we need to increase the number of tenure-track faculty. Improvements in programs will probably have to be made within current available resources since, at best, only a small amount of new funds will be available.
The University will continue to invest in support of effective instructional and strategic research programs. In addition, the following areas should be given attention in 2004:

### 3.2.1 Recruitment & Retention of Students

**Enrollment Management**

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

**Recruitment:** We will continue to attract a diverse group of students who have higher SAT and GPA qualifications than previous classes. A minimum Freshman Index of 2500 will be used for recruitment of new freshmen, the same minimum as used for fall 2002. Starting with spring 2004, the minimum transfer GPA will be 2.5, increased from 2.3 in fall 2003. Recruitment goals by admission-standing category are 2,200 freshmen, 700 non-degree students, 1,600 transfer students, and 2500 graduate and professional students for fall 2004. In addition, another 5000 students will be recruited during the year. Credit hours should increase 10,000 above FY04 and average hours per student per semester should stabilize at 11.1. 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 50% in this category fall 2003 – goal for fall 2003 of 52%]. More effective allocation and increases in the number of presidential assistantships would assist in attracting highly talented students. We will continue to expand the community of scholars program housed in the Lofts. Transfer student recruitment will be focused in particular on programs where there is upper division capacity.

**Retention:** We will continue to focus on initiatives to increase retention for our diverse group of students. A goal is to increase first-year and second-year retention rates to 82.0% and 67% for the entering fall 2003 class. Benchmarks for year-to-year retention of transfer students will be established. We will analyze success rates of transfer students from various institutions and increase our interaction with faculty and programs of those institutions that provide us with the majority of our transfer students. Increased emphasis will be placed on departmental responsibility for retention of their majors, within available resources.

### 3.2.2 Undergraduate Experience

**Strengthening Student Learning**

**Learning Communities:** Freshmen Learning Communities will continue to expand to serve 800 students for fall 2004. Analysis of retention data from fall 1999, 2000, and 2001 indicates that student in FLCs have six percentage point higher retention rates than non-FLC students. Also, this enhanced persistence extends through subsequent semesters.

**Course redesign:** Some courses that serve large numbers of students will be piloted for redesign. We will learn from the success of a project, sponsored by the Pew Charitable Trusts, on learning and technology in
30 various courses nationally. Examination of large-enrollment courses in which students historically have earned a high number of W, D, or F grades or A and B grades will continue. Various learning enhancement strategies will be piloted in some of these gatekeeper courses in order to transform them into gateway courses and hence increase retention rates.

**Student Learning Outcomes:** There will be further development of student learning outcomes for both General Education and majors. Appointment of a Senior Faculty Associate for Student Learning Outcomes has brought a continuing focus to this initiative. All departments will continue to refine outcomes for their majors. Academic Program Review includes examination of student learning outcomes for programs to which a department contributes.

**Writing across the curriculum:**
One of the General Education outcomes involves written communication. Increasing the number of courses with writing intensive components will continue subject to availability of resources.

**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.

### 3.2.3 Graduate Experience & Research

**Research & Graduate Programs Infrastructure**
Support for the Office of Research is in three broad categories: grants and contracts management and sponsored programs (pre- and post-award processes); support for research and creative activities of faculty; and research integrity and compliance activities. In order to reflect the growth in external funding and keep pace with such growth, we need to find ways to significantly increase funding for the Internal Grants Program and the budget for the Office of Research and Awards Administration.

**Compliance activities:** Additional personnel and facilities to support our compliance activities need to be provided immediately, especially for IRB and IACUC activities.

**Internal grants program:** Analyses of internal grants programs indicate that these programs provide a significant stimulus to research growth in the university. Attention should also be given to develop programs for underserved groups, especially those groups that do not traditionally attract significant external funds.

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

At least partial health insurance is available for graduate students at many competing research universities. In order to recruit and retain high quality graduate assistants, we need to find ways to incorporate health insurance to at least the fifty-percent level for FY05. Graduate student stipends will be analyzed and a strategy developed for improvement of stipend amounts.

*Action plan 2004 priorities*

*1/26/2004*
In order to enhance our status as a research university, we will complete the Enrollment Management strategic plan that includes a focus on graduate education.

### 3.2.4 Academic Programs & Faculty

**Tenure-track appointments** We have a goal to increase the number of tenure-track faculty in the University, while recognizing that NTT clinical track faculty play important roles in departments with professional programs. We will continue to convert PTI and/or NTT positions to tenure-track positions, consistent with the current budget constraints, as well as to add new tenure-track positions strategically through reviews such as APR or through the Areas of Focus initiative.

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

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

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

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

**Library** We have a goal to maintain the library book budget and periodical support in face of 15% inflation so as to enable the library to apply successfully for membership in the Association of Research Libraries.

### 3.2.5 Connection to the Greater Community

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

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

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

Management Administrative Information Infrastructure Migration of administrative information systems from legacy programs to a client-based environment will continue. The last major project is conversion of legacy HR to PeopleSoft HR. The faculty information system (FIS) is underway and scheduled for completion in mid-2004. We will continue to update the minimum requirements for a workstation to accommodate the suite of GoSOLAR programs, and develop a plan to ensure availability of appropriate PCs.

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

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

Improved Performance of Administrative Units The Senior Faculty Associate for Program Review has reinvigorated Administrative and Support Unit Review. The ASUR process will continue to pick up speed in FY05. In addition, managers need to be trained and held accountable for staff performance and unit effectiveness and to incorporate quality improvement principles such as respect for ideas and people and use of facts to guide management decisions. Use of the web as an information tool will be increased and updated policies and procedures will be made readily accessible via the web.

Information Accessibility The University’s wireless architecture will continue to evolve, with an emphasis on secure access, academic value and increasing bandwidth. Research will continue into the use of wireless and hand-held technology in instruction.

Security Awareness Continued emphasis will be placed on improving and standardizing the university’s networks and data management systems through policies and procedures designed to protect institutional assets and maintain individual privacy.
Digital Community Development Begin the SCT/Campus Pipeline Luminis project to allow access to multiple web-based applications via only a single userid and password. Luminis will permit the university community to use common standards-based applications such as email and calendaring. Additionally, targeted messaging will direct information specifically to those who need and want it. Finally, web publishing and document management, via an automated workflow tool, will streamline the creation and dissemination of information by providing customizable editing and an approval chain.

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

Facilities Office space for faculty, staff, and graduate students is in short supply. A study will be undertaken to investigate long-term solutions for critical office space needs. In addition, potential implications on facilities for successful areas of Focus proposals will be considered.

We will continue to consider ways to acquire land and/or buildings to further the goals of the Master Plan, including development of additional student housing. In the latter part of 2004, an update of the campus Master Plan will be initiated.

Quality of facilities in public areas impacts recruitment – a comprehensive plan will be established to upgrade selected high profile areas. A long-range plan, with criteria, will be developed for the Major Repair and Rehabilitation budget. A queuing process will be established for preventive maintenance and for major and minor facility modification projects.