Strategic Plan 1999 development

September 17, 1999

This document represents initial discussions on our next five-year strategic plan. Discussions were held with three groups on September 7 and 8. The three major groups are 1) Academic group = 22 faculty; 2) Collegial group = 22 chairs and associate deans; and 3) Administrative group = 20 members - Deans group supplemented with representatives from the vice-presidential areas. Each group independently addressed the questions listed below.

For the next five-year strategic plan we need to analyze the current and projected environmental scan. Then, we need to test the current high priority areas in light of probable conditions to see if we should add or delete from our current priorities. The questions discussed are listed below, with questions 1, 2, 4, and 5 being the ones focused on in the first series of meetings. These questions led to others (added in bold) to be addressed in subsequent meetings.

1. From your reading of the current strategic plan, what is missing? Is the current strategic plan sufficiently aspirational?
2. What have been the university's major accomplishments during the past five years?
3. Are these accomplishments aligned with our mission/vision?
4. What are the changes in the environment since the 1994 plan was developed?
5. What major changes in the environment will likely occur during the next five years?
6. What major goals should guide Georgia State's development during the next five years?
7. What are the educational attributes or characteristics that enable Georgia State to establish a competitive advantage in relation to other institutions?
8. What are Georgia State's particular strengths in instruction, research, and service?
9. Which external constituencies are (or should be) served by Georgia State?
10. What are we doing now that will be better five years from now?
11. What programs or enablers are necessary to meet our projected clientele's needs?
12. What are the major challenges that need to be addressed in order to meet our aspirations?

A number of the responses fell more appropriately under the questions not being immediately addressed. Initially, we give only bullet phrase responses. Once a rich array of responses is achieved, a narrative will be developed. Also, the Provost's office will undertake a detailed response to the question of five-year major accomplishments. Some of the questions pertain to our operating environment and not all of the responses have yet been gathered from the community. However, as we proceed with development of the strategic plan, our planning assumptions must include recognition of a reasonably constrained economic environment. After the next round of discussions that will occur with the groups on September 28 and 29, we need to settle on planning assumptions in the areas of student enrollment - numbers and mix characteristics; staffing expectations -
faculty & administrative; physical space changes or lack thereof; and general funding trends.

From your reading of the current strategic plan, what is missing? Is the current strategic plan sufficiently aspirational?

- Technology is treated as hardware rather than a strategic necessity or opportunity
- Goals regarding student growth (quality)
- Not very strong in being student centered / student retention
- Links to other plans
- Needed a broader set of focused areas for national prominence

What have been the university's major accomplishments during the past five years?

- RCB part-time MBA program ranked in top 10 nationally for three consecutive years
- National recognition for post tenure review process, merit equity review, and academic program review process
- Outreach to the Atlanta business community via 7 Roundtables
- New interdisciplinary research centers established
  - Ethics
  - Middle East Center
  - CRADL
  - Brain Sciences and health
  - Neurosciences
  - Urban Educational Excellence
- Establishment of biotechnology incubators
- Integration of university into downtown community
- P-16 initiatives
- Progress in the libraries - # online journals, database searching, Galileo, GIL
- Introduction of Freshman Learning Communities = including opportunities for faculty to collaborate
- Now focusing on undergraduate experience = Perspectives in core - interdisciplinary
- Expansion of university across Peachtree Street
- Move of north metro site to Alpharetta
- Are the accomplishments in line with our vision/mission?
- Successfully managed transition to partially residential campus
- Graduate student support increased = benchmark with competitors = needs to be more vibrant
- Rialto campaign, first Comprehensive campaign underway
- New school (SPS) created
- Named Robinson college of Business; Young School of Policy Studies
- Significant increase in state funding, in external grants and contracts, and in private giving
- Space constraints are fewer than in 1994, but are still a significant limitation
- Changes in facilities = infrastructure = classroom upgrades, Classroom 2000, Digital Arts lab
• Visibility within Atlanta = university was unsigned and unseen = university has reinvented itself
• Use of pre-tenure and post-tenure review as part of faculty development
• Attraction of higher quality students
• Availability of some scholarship $$
• Information resources in electronic format
• Growth in infrastructure to support research and educational programs

Are these accomplishments aligned with our mission/vision?

What are the changes in the environment since the 1994 plan was developed?

• Changing demographics = more traditional students today than in 1994
• New admissions requirements for 2001 are aspirational => need more programs for these better prepared students = Honors programs, international programs, Freshman Learning Communities, Presidential Assistants, Emerging Leaders = integrate students more into university - community learning, undergraduate research experiences
• Slight increase in diversity of students - % Caucasian students continuing to decrease = diversity and higher quality students both being achieved
• Change in downtown = housing coming online
• Political change in governor
• Positive attitude change in faculty quality = mentoring, pre-tenure review, post-tenure review = strong hiring, replacing retirees
• Set of competitors changing rapidly = e.g. competing for best MBA students with rest of the world, not just with Emory and Tech = e.g. in hospitality administration, SE -> regional -> national -> international partners
• Smog alerts = urban sprawl = more congestion
• More humane and attractive environment for students
• PTI #s rapidly increasing
• NTT #s increasing
• Change to semester calendar => many part-time students only taking two courses; many full-time students only taking four courses

What major changes in the environment will likely occur during the next five years?

• Redirection will be ongoing = 1% again for next year = fourth consecutive year = it will be more and more difficult to redirect and state funding will be more restrictive
• Population base is changing rapidly = must be able to respond quickly to needs = Georgia is projected to have the third highest increase in high school graduates nationally (~49% to 2008) => more students
• Georgia tax structure is most likely to be impacted by a recession than other states => lower budgets
• Growing pressure for state unit's to prove themselves = accountability climate => emphasis on faculty productivity
• Growing resistance to use of SAT in admission decisions => development of alternative admission standards
• High school graduates will increasingly be educated in standards-based classrooms => impact on higher education?
• Inner city community rail service to Athens will provide more competition from UGa
• Opening of Gwinnett campus will provide significant competition for students need to determine which are the programs of potential effect
• Impact of GLOBE need to determine what, if any, will be the effect on core instruction
• Competition is rampant or taking new forms (In the past we have had competition from Kennesaw, GPC, West Georgia, etc)
• Significant # faculty to retire
• Additional (private) residence halls close to campus will help create better climate
• Gentrification makes downtown property expensive
• Increasing consumer attitude of students
• Increasing multi-university attendance by students
• Work environment is more technology embedded => gap between skills available and marketplace
• In order to obtain state $$ for buildings, are required to obtain significant private matching $$, e.g. Classroom building = approximately 1/3; proposed Teaching lab building = approximately 1/3
• Continuing / escalating administrative pressures as work increasingly becomes more complex and technology driven
• Changes in faculty composition

What are the educational attributes or characteristics that enable Georgia State to establish a competitive advantage in relation to other institutions?

• Urban research university = better quality of education for students using Atlanta as a laboratory. Urban should not be viewed as local = scholarship on national issues
• Academic excellence is OK but not much urban relevance = this unique strength needs to be enhanced. Needs better articulation and publicity of ongoing urban initiatives = e.g. P-16 is a major urban initiative, In the Streets, etc.
• Teaching/learning grounded in urbanness = types of students = more diverse, broader experience, discussions, practice = much richer cultural experience than on typical campus
• Location gives students many possibilities for internships, externships,
• Emphasis on liberal education in both A&S and professional programs => need for interdisciplinary interactions = competitive requirement in the future
• Know what market wants, who do we serve, what reaches them, how to serve them
• Create more human scale / niche experiences (citing FLC & Presidential Scholars)

What are Georgia State's particular strengths in instruction, research, and service?
Which external constituencies are (or should be) served by Georgia State?

• Where does Athletics fit? = links to Athletics strategic plan?
• What's the role of participating arts?
• What should be the relative balance between undergraduate and graduate education?
• Have to serve two types of student bodies

What are we doing now that will be better five years from now?
What programs or enablers are necessary to meet our projected clientele's needs?

• Central body for technology = distance learning, web education
• Link with Master Plan = coordinate action plans for Strategic plan and master plan = use parallel trajectories
• Improve administrative support of services for students and faculty = e.g. infrastructure for research is inadequate to support continuing increase in external $$; service to students needs to be significantly improved
• Flexible, fast, high quality programs = credentials, diploma, modular, certificate = hands on experience, research lab, community based experience
• More executive education = non-degree granting programs
• Education beyond degree granting institutions = certificate programs as part of degree granting programs = not currently leveraging our capabilities
• Need more collaborations with sister universities-GRA is a model
• Need to move to more distance learning-in targeted programs
• Need to move to electronic formats for information resources and training needed to use these resources
• Importance of private $$ => capital campaign
• Develop awareness of alumni beyond Atlanta as assets

What are the major challenges that need to be addressed in order to meet our aspirations?

• Need to increase diversity of faculty and to provide advancement for faculty into administrative positions
• Need focus on student retention, student life
• Need alignment of human resources with strategic plans
• Need more effective functioning of support level = how to work across units to be more effective
• Need to create better community
• Need interwoven technology
• To what extent are we being held back by faculty quality? Need a complement and mix of faculty that will gain recognition/visibility to which we aspire
• Need improved facilities and technology support = training and access
• Need improved student life/community
• Need sense of community on evolving, changing urban campus
• Have to serve two types of student bodies
• Delivery of information resources, use in classroom
• Evaluation and rewards structure and organizational structure needed to keep pace with interdisciplinary efforts
• Knowing which technology is effective and which may be not effective
What major goals should guide Georgia State's development during the next five years?

- Continue upward trajectory of increasing external research support = 15% per year => Research I status, use NIH $$ as one indicator
- Awareness of academic quality needs to be worked on = this year #191 in USN&WR = what quality measures need to be improved in order to move out of 4th tier?
- Maintain strong commitment to part-time students
- Broader set of focused areas for national prominence