Strategic Plan 1999 development

September 30, 1999

This document represents initial discussions on our next five-year strategic plan. The latest discussions were held with three groups on September 28 and 29. 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 and questions 6, 8, and 9 in the most recent 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. Who are we, and what do we want to portray?
8. What are the educational attributes or characteristics that enable Georgia State to establish a competitive advantage in relation to other institutions?
9. What are Georgia State's particular strengths in instruction, research, and service?
10. Which external constituencies are (or should be) served by Georgia State?
11. What are we doing now that will be better five years from now?
12. What programs or enablers are necessary to meet our projected clientele's needs?
13. 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.

**Planning assumptions**

**Student enrollment**
- 2,000 freshmen in fall semester (500 in spring and summer)
- with 95% traditional 18-19 year-olds, retention rate at least 80%, 1,800 transfer students in fall semester (2000 in spring and summer), total student body approximately 24,000 - 25,000 with 30% graduate students.

**General funding trends**
- flat budgets with no more than cost of living increases.
Before full credit hour recovery from the effect of semester conversion, we will be challenged to maintain enrollments and credit hours after the higher 2001 admission requirements are implemented. Expect some state funding of target of opportunity projects from Georgia Research Alliance and Yamacraw Project.

**Staffing expectations**
- few increases in faculty or administrative positions.

**Physical space changes**
- the Alpharetta Center will open in late spring 2000; the Recreation Center is scheduled to open in Summer 2001; the Andrew Young School of Policy Studies should be located in the Wachovia building by late fall 2000; the Helen M. Aderhold Learning Center will be in use by spring 2002; by the end of the next five years a planned Research Laboratory building should be completed and a Teaching Laboratory building should be in the final planning stages.
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, Digital Arts incubator
- 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; Virtual elimination of LS/remedial programs, increased freshman admission requirements from 1.8 PGA to 2.2 PGA and transfer admission requirements from 2.1 GPA to 2.2 GPA.
• Availability of some scholarship $$
• Establishment of Presidential Assistants Program for talented undergraduates
• Information resources in electronic format
• Growth in infrastructure to support research and educational programs, including improved backbone for the campus
• Addition of academic programs: PhDs in Policy Studies and Communication, MA in International Business, and BA in African American Studies
• Decreased reliance on PTIs

Are these accomplishments aligned with our mission/vision?
What are the changes in the environment since the 1994 plan was developed?

• A set of circumstances that enable the university to attract a high quality undergraduate: residence halls from Olympics, Hope Scholarship, University-System-mandated increase in admission standards, increased emphasis in K-12 on college-preparatory programs, and increasing number of high school graduates.
• 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
• The set of competitors for undergraduate students has changed. Moving from Clayton St. and Kennesaw St. to UGA and GA Southern as main competitors.
• Growth of for-profit education and appearance of distance learning.
• Slight increase in diversity of students - % Caucasian students continuing to decrease while Asian and Hispanic % increases - diversity and higher quality students both being achieved
• Change in downtown from Olympics-housing coming online and improvements in streetscape and public open spaces
• 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
• Georgia tax structure is most likely to be impacted by a recession than other states => lower budgets
• Revitalization makes downtown property expensive
• 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
• 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 (~24% to 2010) => more students and change in the younger/older student mix
• The University will have to develop criteria to select among the applicants for our undergraduate program that will foster both excellence and diversity. 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?
• Increasing consumer attitude of students
• Need to identify the challenge of responding to the shifting demands that have emerged from semester conversion, and commit to redressing those changing demands
• Growing pressure for state unit's to prove themselves - accountability climate => emphasis on faculty productivity
• Continuing / escalating administrative pressures as work increasingly becomes more complex and technology driven
• 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
• Competition is rampant or taking new forms (In the past we have had competition from Kennesaw, GPC, West Georgia, etc)
• Increasing multi-university attendance by students
• Impact of GLOBE-need to determine what, if any, will be the effect on core instruction
• Shifts in workload created by technological upgrades and improved infrastructure
• Work environment is more technology embedded => gap between skills available and marketplace
• Significant # faculty to retire
• Changes in faculty composition
Additional (private) residence halls close to campus will help create better climate

What major goals should guide Georgia State’s development during the next five years?

- Continue upward trajectory of increasing external research activity and support - 15% per year => Research I status, use NIH $$ as one indicator
- Increase levels of scholarship
- Innovation in classroom/learning - scholarship of teaching
- Cultivation of a teaching and learning community that encourages and supports utilization of appropriate technology for instruction, research, and service
- Increase minority and gender diversity of faculty
- 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?
- Increase national reputation to 2nd quartile
- Maintain strong commitment to part-time students
- Broader set of focused areas for national prominence - divest non-essential items
- Continue to increase undergraduate admissions requirements while maintaining/slightly increasing our student population
- Attract high quality students - freshman and transfer
- Recruit students for particular experience re advantages - build distinctiveness
- Keep focus on both traditional and non-traditional students
- Increase retention to graduation rate while maintaining quality of programs
- Ability to assess value added to student - incorporate student learning outcomes
- Urban experience for every undergraduate student
- Increase # undergraduate students with an international experience
- Enhance overall customer service to students
- Additional student housing, especially for graduate and married students
- Successful sports team - basketball
- Celebrate achievements
- Cultural diversity - sensitive to various cultural groups, learning styles
- Development of stronger community within university - have academic affairs and student services at the same table
- Demonstrable effect on quality of life in region, state, and city - economic development
- Increase endowment - Comprehensive campaign - higher targets - increase # endowed chairs
- Increase credit hours

Who are we, and what do we want to portray?
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, work/volunteer opportunities while in college
• Situated in center of vibrant metro area, near state capitol, center of business community, not-for-profit sector, K-12 education, cultural attractions => incorporate in learning experience
• An engaged faculty and staff who serve on governmental, civic, philanthropic, and business boards
• Empirical and applied scholarship emphasis => urban
• Significant offerings in evening, on weekends for non-traditional student - flexibility in teaching schedules
• Real world experience
• Diversity of student body - traditional/non-traditional; income; ethnic/racial
• Little tradition => able to be innovative
• Emphasis on liberal education in both A&S and professional programs => need for interdisciplinary interactions - competitive requirement in the future
• Create more human scale / niche experiences (citing FLC & Presidential Scholars)
• Commitment to developing writing, communication, and computers across the curriculum
• General education with unusual, creative undergraduate programs - Freshman Learning Communities, undergraduate research
• Some programs are superior in quality to those of competitor institutions. Need to preserve those that currently exist and create more.
• Talented faculty in competitive programs who teach regularly
• Accessibility of faculty - small class size
• Advantage over non-Georgia institutions through library - GALILEO, GIL
• Advantage over non-Georgia institutions through Georgia Research Alliance
• Support for higher education by the state of Georgia
• Low cost
• Strong international reputation
• Partnering in degree programs in developing countries
• Increasing involvement with other universities in collegial relationships
• P-16 - collaboration with community/schools
• Strong, relatively untapped alumni base - build alumni activity
• Success of graduate in community
• Large # internal grants available - market more to attract faculty
• Large size of institution allows for specialization and variety
• Radio station WRAS is attractive feature, as is theatre
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
- Targeted industries (Biotech, telecomm, and environ tech - probably others).
- With the new TV channels we could reach untapped citizens for continuing ed. classes

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 $$; service to students needs to be significantly improved
- Complete move of all administrative information systems to client-based environment
- Marriage of learning activities with research activities for students
- Increase emphasis on advising - only 50% new students attend INCEPT - need orderly progression through curriculum - importance of integration of career advising
- Need to identify, target, and communicate more with potential students who will meet our higher entrance requirements - seamless process from initial contact with potential student through matriculation
- Creating community out of diversity, FLC
- Identify pinnacle of excellence in each unit
- Targeted tenure-track faculty for high demand and high quality programs
- Flexible, fast, high quality programs - credentials, diploma, modular, certificate - hands on experience, research lab, community based experience
- More executive education - non-degree granting programs
- Education beyond degree granting institutions - certificate programs as part of degree granting programs - not currently leveraging our capabilities
- Need to move to more distance learning--in targeted programs
- Need to move to electronic formats for information resources and training needed to use these resources
- Need more collaborations with sister universities--GRA is a model
- Importance of private $$ => capital campaign
• Develop awareness of alumni beyond Atlanta as assets
• Be convenor of important events = capitalize on expertise of faculty - ozone, transportation
• Infrastructure for the TV station/programming to promote university during period of high competition
• Implementation strategy for diversification of administrative structure

**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 to continue to decrease dependence on large numbers of NTT faculty
• Move NTT to TT in programs with large number of majors and graduate students
• 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
• Evaluation and rewards structure and organizational structure needed to keep pace with interdisciplinary efforts
• Need focus on student retention, student life
• Have to serve two types of student bodies
• Need to move from input measures to output measures - example, high quality students measured by Freshman Index (input) are necessary but not sufficient, need to be able to demonstrate value added to student
• Need to develop strategies for retention and increasing credit hours per student
• Increase value of graduate student stipends
• Need improved student life/community
• Need alignment of human resources with strategic plans
• Retention of staff is a problem
• Need to perform extensive process review
• Need more effective functioning of support level - how to work across units to be more effective
• Need to improve in awarding of financial aid and in the registration process
• Need to fix and improve infrastructure to support students
• Need improved facilities and technology support - training and access
• Need to improve facilities - classroom, technology, teaching labs, and to maintain better current facilities - facilities should support instruction, e.g. soundproof music rooms
• Delivery of information resources, use in classroom
• Knowing which technology is effective and which may be not effective
• Increased support in IS&T - single email system for all students, faculty, and staff; class rolls with automatic listserv; single email address for student from matriculation through alumnus
• Need interwoven technology
• Need to create better community
• Need sense of community on evolving, changing urban campus
• Need space to meet community - share intellectual lives - university-based lecture series
• Need to market better our 'faculty experts' in the media
• Need to target public relations - target programs of excellence to attract strong students
• Undertold story of accomplishments in local community - also underdeveloped capabilities
• Need to develop strategy for lifelong learning - place on a par with undergraduate, graduate, and professional education as part of the core mission of a state university