

**Action Plan 2007 development**  
**Approved by Planning & Development committee – January 16, 2007**

**1. Executive Summary – 2007**

Significant progress continues to be made in improving quality aspects of the university notwithstanding continuing budgetary challenges. Ongoing long-term assessment efforts are leading to gradual changes in our mix of programs and are increasing efficiency of our support activities. The Action Plan 2007 derives from the 2005-2010 Strategic Plan and should be understood as its annual iteration.

We give the 2006 progress report (Sections 2. – 2.6) under six major groupings:

- Academic Programs & Faculty
- Recruitment & Retention of Students
- Undergraduate Experience
- Graduate Experience and Research
- Connection to the Greater Community
- Infrastructure/ support

Next, we give a section (Sections 3. – 3.2.6) that identifies the priorities for 2007. 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 colleges and departments;
- 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. 2006 Progress report**

While the university remains in Tier 4 in the *US News & World Report* rankings, our peer assessment score (2.7) places us as one of seven institutions in Tier 4 at or above the median of Tier 3 institutions.

The median peer assessment score for forty-six institutions in Tier 4 is 2.30 and for sixty institutions in Tier 3 it is 2.69.

## 2.1 Academic Programs & Faculty

Rankings of programs reflected progress in attaining national and international reputations, not only for those programs, but for Georgia State at large. *US News & World Report* ranked the part-time MBA program in the J. Mack Robinson College of Business among the top ten programs in the nation overall for the eleventh consecutive year. The same survey ranked the undergraduate program among the nation's top 25 public business school programs and in the top 50 of all schools nationwide. Additionally, the college's Risk Management & Insurance program was ranked fifth in the nation, the eighth straight time the program finished in the top five; the Real Estate program ranked 8<sup>th</sup>; and Management Information Systems held on to its 10<sup>th</sup> in the nation ranking. On a worldwide basis, the *Financial Times* ranked the Executive MBA program in the top 40 programs, up 31 places from 2003.

*U.S. News & World Report* rated the Andrew Young School of Policy Studies as the 26<sup>th</sup> best public affairs graduate school in the nation after only 10 years of operation. Higher rankings went to the Public Finance and Budgeting program at 5<sup>th</sup>, City Management and Urban Policy at 12<sup>th</sup>, Public Management and Administration at 16<sup>th</sup> and Public Policy Analysis at 21<sup>st</sup>. The Department of Economics ranked 10<sup>th</sup> in the nation in external funding for Economics research. *US News & World Report* also ranked the College of Law 85<sup>th</sup> in the nation, the youngest college of law in the Top 100. In the *Philosophical Gourmet Report* (better known as the Leiter Report), the Philosophy Department moved up from being tied for sixth to being tied for fifth and the JD/MA program is ranked second nationally.

Each year, the University System of Georgia selects faculty to receive a Regents' Teaching Excellence Award. This year, Peter Lindsay, Associate Professor of Political Science and Philosophy, was the recipient of the Regents' Teaching Excellence Award for research universities.

The campus welcomed 53 new tenure-track faculty at the New Faculty Orientation in August 2006. A total of 54 tenure-track faculty left the university during 2005-06, including 8 through retirement. Thus, we are essentially unchanged in the number of tenure track faculty (**Tables 19**). In addition, we decreased slightly the number of full-time faculty (**Table 18**). The strategic plan continues to drive the allocation of new positions and approval to fill vacant positions.

The second cycle of Academic Program Review continued in 2005-06 with six academic departments undergoing reviews: Biology, Chemistry, Early Childhood Education, Nursing, Psychology, and Social Work. Seven research, teaching, and education centers affiliated with these departments were also reviewed: the Center for Biotechnology and Drug Design, the Center for Brain Sciences and Health, the Environmental Research Center, the Center for Neuromics, the Lanette L. Suttles Child Development Center, the Center for Research on Atypical Development and Learning, and the Regents' Center for Learning Disorders. In addition nine academic departments and centers completed the Academic Program Review process through approval of their Action Plans by the provost: African-American Studies, Counseling and Psychological Services, English, the Fiscal Research Center, the Gerontology Institute, the Neighborhood Collaborative, the School of Music, Public Administration and Urban Studies, and Sociology.

Several significant program changes occurred as a result of findings from reviews in prior years. For example, the Department of Anthropology and Geography and the Department of Geology were reorganized into two new departments, the Department of Anthropology and the Department of Geosciences. Additionally, the Middle East Center gained institute status, as the Middle East Institute, following assessments of the growing need for curricular and extra-curricular offerings in the field.

The Regents approved the following new degree programs:

A new joint major in International Economics and Modern Languages through a collaboration between the Department of Economics in the Andrew Young School of Policy Studies and the Department of Modern and Classical Languages in the College of Arts and Sciences. In addition, the Middle East Center became an Institute, allowing it to offer graduate and undergraduate degree programs.

After 15 years as a program within the Department of Philosophy, Religious Studies became a separate department, only the second in the University System, and accepted its first class of students into the MA program. The Academic Common Market recognized the MA program in Religious Studies as one of the first truly comparative religion programs in the Southeast.

In order to meet the growing demand for ESOL-certified teachers, the Department of Early Childhood Education initiated an innovative program to allow students to complete ESOL endorsement requirements while working on their initial teacher certification. Thirty-eight students participated in the program, which will enable them to teach in ESOL classrooms or more effectively in general classrooms.

The Institute of Public Health graduated its first class of master's students in Spring Semester 2006.

The Byrdine F. Lewis School of Nursing planned a novel scheme to convert its doctoral program to a web-facilitated program by offering the PhD degree with a significant distance learning component. This strategy is intended to generate more doctorally prepared nurse educators to ease the faculty shortage in this field, which in turn will help address the shortage of nurses in Georgia.

**Faculty Support & Development:** Recommendations of two task forces on advancement of women and on recruitment and retention of under-represented faculty are being implemented with strategies including pilot mentoring programs. Efforts continue to be spearheaded by Senior Faculty Associates dedicated to each area and working on behalf of the Provost office. **Tables 20-21** indicate faculty diversity. For fall 2006, the number of tenure-track Asian and African-American faculty is 74 and 72, respectively, compared with 73 and 64 the previous fall. The number of tenure-track female faculty increased slightly to 311 with the percentage increasing to 41.3%.

## 2.2 Recruitment & Retention of Students

Overall, student headcount was 26,107, over 600 students more than fall 2005. (These figures do not include 517 students enrolled in fall 2005 due to Hurricane Katrina.) Quality of the new freshman class is close to our highest on record with an average SAT score of 1092, a slight increase of 2 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. The average GPA for transfer students remains over 3.00. **Tables 12-15** indicate increase in quality of admitted students. Our yield rate increased significantly to 50% from 44% the previous fall.

Our overall enrollment target for fall 2006 new undergraduate students was almost met, with freshman by admission-standing category undershooting the target of 2,400 and transfer students exceeding the target of 1,800. The number of new graduate and professional students was about the same as last year but remains significantly below the target of 2,500. The stabilization is due in part to aggressive efforts in business to convert admitted students to matriculates. **Tables 1 and 2** provide enrollment trends. Note that reference to a 'table' is to the number of the row on the attached Dashboard Trends. In the final web version of this Action Plan 2007, double-clicking on the table number will take the reader to the appropriate table and/or the graph.

Diversity of 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, but 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 2006, lists Georgia State as 3rd nationally and 1<sup>st</sup> in non-HBCUs (Historically Black Colleges & Universities)]. In addition, we are experiencing a significant increase in the number of Hispanic/Latino students who now make up 3.8% of the student body, while African American and Asian students percentages are 26.8% and 11.3%. Our breadth of international diversity is impressive with students enrolled from 159 countries. **Tables 6 and 7** provide data on student diversity.

Credit hour targets are being met. Summer credit hours increased by 8,000 over the previous summer, and approximately 307,000 credit hours generated in fall 2006 is about 4,000 more than last fall's total. Also, we maintained at 11.7 the average number of credit hours per student that had increased significantly last fall to 11.7 from 11.1. Overall, our paid credit hours increased beyond our anticipated 1.5% growth.

Undergraduate student retention rates were fairly stable or increasing slightly. The first-to-second year rate increased from 80.4% to 80.5%. The second-to-third year rate increased from 65.4% to 67.1%. The third-to-fourth year rate increased from 56.6% to 62.9%. We have received special funding from the Regents Retention, Progression, and Graduation (RPG) initiative for FY'07 that should allow us to accelerate improvements in our retention rates. **Table 4** shows changes in freshman to sophomore retention rates and targets for years through 2006. The six-year graduation rate for the 2000 cohort is 41.4%, a slight increase from 39.4% for the 1999 cohort, but significantly above prior years (**Table 5**). One of the major reasons that Georgia State remains in Tier 4 of *US News & World Report* rankings (**Table 31**) is the gap between predicted and actual six-year graduation rates.

Not only are we graduating the first-time full-time freshmen at higher rates, we are graduating significantly more students with bachelor degrees. There has been a monotonic increase over the last five years from under 2,600 in academic year 2001-02 to over 3,400 for the academic year 2005-06.

The Student Life and Leadership programs continue to increase the variety of opportunities for students to become involved in co-curricular activities. Students who live in the Residence Halls at the University Village have increased retention rates. We look forward with anticipation to opening the new University Commons in fall 2007. Availability of residence halls on campus should allow these students more opportunities to be part of campus life.

### 2.3 Undergraduate Experience

**Learning Communities:** Freshmen Learning Communities (FLC) continued to attract an increasing number of students. FLCs were expanded by more than 100 students for fall 2006 to serve approximately 1,160 students (51% of new freshmen by class standing) in 50 communities. This marked the first time that we exceeded our goal of having at least half of the entering freshmen enrolled in an FLC. For each of the first six 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. **Table 11** indicates that participation in FLCs is increasing. For the fourth year in a row, *US News & World Report* listed the Freshman Learning Community program at Georgia State University among the "outstanding examples of academic programs believed to lead to student success."

**Redesigned Courses:** Full implementation of redesigned courses of College Algebra and Pre-calculus was implemented in fall 2005. For college algebra, data collected showed a drop in the rates of grades of "D", "F" and "W" in the redesigned course below that when offered previously as a traditional course. There was little difference observed for the redesigned pre-calculus course. Both courses used the Mathematics Interactive Learning Environment (MILE) as part of the redesign. However, students surveyed stated a preference for the redesigned version. Biology offered pilot sections of its redesigned

Introductory Biology course for non-majors in fall 2005 and spring 2006 with many more students being successful – for the piloted sections the DFW rate decreased from 18.5% to 7.0%.

The Biology and Chemistry departments have been awarded a four-year, \$1.5 million grant from the Howard Hughes Medical Institute to establish biotechnology research and laboratory programs for undergraduates. Specifically, the grant will fund the Biotechnology Scholar program. At the beginning of their junior year, exceptional students will be chosen as Biotechnology Scholars, and will be paired with graduate student mentors who share their research interests. The following summer, the grants will enable the Scholars to begin their research projects, which continue throughout their senior year.

**W Policy Change:** Students who receive a large number of W grades generally do not graduate. Institutions that have a limit on the number of W grades have actual six-year graduation rates higher than predicted rates. For fall 2006, we have implemented a policy to limit the number of W grades a student can take. The limit is 6 W grades after which the student is awarded an F instead of a WF.

**Plus-minus Grades:**

A three-year pilot project in which a plus-minus grade system can be used was initiated in fall 2006. Students graduating in fall 2006, spring 2007, and summer 2007 will have their grades computed with and without pluses and minuses and will be allowed to use whichever is the more favorable calculation.

**Area A Recommendation:** Many students reach upper division before they complete Area A requirements. For fall 2006, we have implemented a practice of strongly advising students to complete Area A in their first two semesters of enrollment at Georgia State. Students should enroll continuously in appropriate courses until they have satisfied the Area A requirement.

**Student Learning Outcomes:** There continues to be development of student learning outcomes for both General Education and majors. For each program, departments have given information on mission, outcomes, measures, findings, action plan, and analysis on an assessment management system <http://www.weaveonline.net/weaveHome.asp>. Academic Program Review includes examination of student learning outcomes for programs to which a department contributes. Detailed information is available at <http://education.gsu.edu/ctl/outcomes/outcomes.htm>. Annual department submission of learning outcomes for their majors and utilization of the learning outcomes to improve their programs were analyzed. Two departments were recognized and rewarded as exemplars in the categories of departments without and with accredited programs, respectively. The Political Science department won in the first category and the Early Childhood Education department was the winner in the second category. The Student Services division is in its fourth year of using learning outcomes to drive improvement of its units.

**Honors Program:** Following upon the changes noted last year for 2006 (the hiring of a full-time lecturer and appointment of four faculty affiliates), the Honors Program has identified four areas of long-term focus in order to continue to improve instruction and enhance opportunities for students: 1) to co-ordinate more closely with the Office of Undergraduate Studies to recruit high-ability students; 2) to revise the program requirements and curriculum to provide more honors courses in the major and more opportunities for students to engage with faculty on research and honors theses within the major; 3) to work with development officers in the College and University to build an endowment that will support student scholarships, internships, and study-abroad programs; and 4) to develop procedures to identify and assist promising candidates for national post-graduate scholarship/fellowship competitions. The Honors Program will also begin in 2007 an annual Honors Maymester study-abroad program.

**CAA:** Georgia State completed its first year in the Colonial Athletic Association and the Colonial Academic Alliance in June 2006. The Colonial has brought competition and collaboration with

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universities similar in teaching and research goals that are located in 5 of the 9 largest media markets in the United States. The Colonial Academic Alliance sponsors an Undergraduate Research Conference in which three Georgia State students participated in April 2006. In addition, the CAA provosts, who meet twice a year, included study abroad coordinators and assessment/institutional research directors to develop areas of common interests.

**International Students and Study Abroad:** The number of international students hosted by Georgia State increased slightly from fall 2005 to fall 2006, and the percentage of international (non-resident alien) students remained constant at 5.5%. The numbers of students studying abroad in 2005-06 have grown to an all-time high of 463. Nine new faculty-led programs and three new student exchange programs were developed and implemented. The Freshman Learning Communities “Global Ambassadors” program with a focus on international education became so popular that a second section was added. While overall scholarships dropped this year due to a decline in the International Education Fee funding [supported by the student international fee], over \$165,000 was awarded to our students for study abroad.

**Undergraduate Indicators:** Undergraduate process indicators related to student/faculty ratios is given in **Table 17**.

#### 2.4 Graduate Experience & Research

Georgia State faculty continue to seek and be awarded increased extramural support. Georgia State is one of 151 universities with a Carnegie classification of Doctoral/Research Universities-Extensive institution. As in 2005, 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 \$24.9M for federal and \$50.5M total for FY’04, and \$24.7M and \$50.1M, respectively, for FY’05 (**Tables 28-29**). 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.

In FY ’06, Georgia State faculty submitted nearly 800 proposals (**Table 30**) for external funding, with 508 proposals funded for more than \$55.5 million. These awards included \$33.5 million for research, \$12.7 million for instruction, and \$9.4 million for public service. The College of Arts and Sciences led the way with \$23.9 million, followed by the College of Education with \$13.0 million and the Andrew Young School of Policy Studies with \$10.8 million. Within the College of Arts and Sciences, the awards included \$18.1 million for natural and computational sciences and \$5.1 million for social and behavioral sciences. Researchers and data from Georgia State were featured in more than 4,400 newspaper, magazine, and broadcast reports from locally to internationally.

We continued our strong commitment to preparing graduate students as teachers as well as researchers. We have 25 or more programs to prepare graduate students to teach in higher education. Setting standards for graduate teaching assistants (GTAs) and offering appropriate programs in discipline-specific pedagogy and the related mentoring and supervision continues within the various colleges and schools. In addition, the Center for Teaching and Learning proposed development of a recognition program of Excellence in Teaching in Higher Education. The proposal would establish a common framework through which graduate teaching assistants might move beyond basic competence and document their excellent work in teaching and promoting student learning.

Our investment in three areas of international research – Molecular Basis of Disease, Brains & Behavior, and Partnership in Urban Health Research – to make them internationally renowned research programs continues to pay dividends. New faculty have been hired, new research initiatives are set up, graduate

student enrollment and participation are up, new grant proposals have been developed, and distinguished lecture series are active.

**Internal Grants Program:** Analyses of internal grants programs indicate that our goal for these programs providing a significant stimulus to research growth in the university is being achieved.

**Research Integrity:** A federal audit highlighted the need for better documentation of time and effort on grants and contracts. A new set of policies and practices related to Disclosure Statements (DS-2) was adopted by Administrative Council in July 2006 and have been disseminated widely to faculty and staff.

**Research Computing:** During FY2006, the existing 80 CPU ATIPA BIOCLUSTER continued to be heavily used. A scheduler to manage job submission and monitoring was added to improve shared access. The United Devices Grid MP (cycle scavenging) was extended to over 600 PCs and PhD students from Computer Science and Biology deployed several applications using Grid MP. During the 3rd Annual SER-CAT Symposium held on campus, Georgia State demonstrated a first-ever high bandwidth optical connection from Classroom South 600 to Argonne National Lab's Advanced Photon Source. Researchers remotely controlled the x-ray crystallography process and received real-time data results. Georgia State continued to participate in deployment of Southeastern Universities Research Association (SURA) grid infrastructure with access to nearly 900 CPUs across the southeast. Finally, Georgia State evaluated a number of options to improve high-performance computing. Five vendor technologies were reviewed. Discussion with IBM at the President and VPR level suggested partnership possibilities. Leveraging our membership in SURA as well as our growing IBM partnership resulted in the acquisition of an IBM System p 575 with POWER5+ processors – a 128 processor supercomputer – as well as our first research storage system. The System p and storage provide a basis of long-term research computing infrastructure.

**Graduate Programs:** Programs that have received GRA support for nine or more years from the Research Program Enhancement program had the dollars added permanently to their graduate assistant budgets for FY'07.

**Graduate Student Support:** At least partial health insurance is available for graduate students at many competing research universities. In August 2006, the University System of Georgia implemented mandatory health insurance for any graduate assistant who receives a full tuition waiver. Georgia State is providing \$200 towards the annual premium. Also, the minimum stipend for a half-tuition waiver was set at \$1,000 per semester and a full-tuition waiver at \$2,000 per semester during the academic year (\$500/\$1000 during summer semester).

**Graduate Indicators:** There were over 5,950 graduate students enrolled in fall 2006, an increase of 60 above the previous fall. In addition, there were 671 students seeking law degrees and 383 students enrolled in graduate non-degree programs. Table 3 gives the percentage of combined graduate, non-degree graduate and professional students. 1,250 graduate students were new to the university. The number of doctoral degrees awarded continues to increase (**Table 9**).

## 2.5 Connection to the Greater Community

**International:** International initiatives spanned the globe and engaged all of the colleges of the university. In 2006, the colleges continued to increase significantly their international programs and activities. Among this year's highlights were new collaborative/exchange agreements with universities and research centers in Korea, Japan, China, Taiwan, France, Italy and Spain. Faculty led a record number of summer study abroad programs. The Department of Applied Linguistics and ESL conducted a summer program at Georgia State for students from Beijing University and the Biology department hosted a group of students from National Chengkung University in Taiwan. The Center for International

Media Education led an economic journalism workshop in China. The Jean Beer Blumenfeld Center for Ethics and the Department of Philosophy co-sponsored a major scholarly conference with the University of Cape Town in South Africa.

The Global Partners MBA program welcomed its first class in Fall Semester 2005. This unique 14-month program, established in cooperation with the Sorbonne in Paris and the Federal University in Rio de Janeiro, offered international residencies and on-site internships, with each student spending considerable time in Atlanta, Paris and Rio de Janeiro and two weeks in China.

Nearly two years of work with CARE and the World Bank resulted in an innovative public-private sector partnership between the City of Atlanta and Kumasi, Ghana to promote urban economic development. The College of Education received funding for a pre-service secondary school mathematics teacher training program in Jamaica. The College of Arts and Sciences developed a collaborative project in behavioral and social sciences in South Africa with potential for USAID funding. A gerontology education partnership was initiated with Kenya, Uganda and Tanzania.

**State and Local:** Community and state outreach and partnership accomplishments intersected virtually all academic departments. For example,

The Computer Assisted Debate program in the Department of Communication, which teaches debate skills to low-income students, was featured at a White House summit on “America Helping Youth” as a program that successfully reaches at-risk high school students. Another program, the Urban Debate Initiative, provided mentorship in argumentation and oral advocacy skills for approximately 200 Atlanta metro area high school students, who came to the Georgia State campus weekly for training sessions.

With the opening of the Georgia Aquarium in November 2005, the Department of Biology began an internship program to train undergraduate and graduate students to participate in science education and outreach programs sponsored by the Aquarium. A new marine biology course was introduced to support this activity. Biology faculty also developed education modules for K-12 students visiting the Aquarium. Collaboration with the Georgia Aquarium was built on successful collaborations between the Department of Biology and Zoo Atlanta.

Georgia State students worked as interns in a wide variety of government and non-profit organizations. Political Science undergraduates interned at the US Commission on Civil Rights, the Georgia General Assembly, Georgia Office of the First Lady, the US Department of Health and Human Services, and Amnesty International. The National Endowment for the Arts-supported Music-in-Education program placed Music students as community service interns in local elementary schools. Art and Design students created a web site for Central Outreach and Advocacy, a non-profit organization working with homeless persons. The Department of African American Studies mandated that all majors fulfill a service requirement in which they volunteer a minimum of 15 hours with a community-based non-profit organization. Journalism students worked on a public relations campaign for Habitat for Humanity.

The Bio-Bus made 147 trips to 121 schools in 21 counties for the purpose of providing science enrichment programs to approximately 12,000 K-12 students. New science teaching modules added this year included Geosciences and Weather for a total of 12 different modules.

The Center for Behavioral Neuroscience organized the 6<sup>th</sup> annual “Brains Rule Expo” at Zoo Atlanta involving 200 volunteers and 10 community organizations in reaching nearly 4,000 students and adults, including 90 students from the Drew Charter School. The center also led a summer camp for African-American middle school students at the Morehouse School of Medicine and “Brain Camp for Kids” at Renfroe Middle School in Decatur.

The School of Music brought Pulitzer Prize winning composer Michael Colgrass to campus to work with Atlanta metro area public school music teachers during a three-day institute. The Department of Applied Linguistics and English as a Second Language worked with Georgia public school teachers and administrators to improve instruction for English language learners. The Ernest G. Welch School of Art and Design developed a field program for refugee children at the Avondale School.

The Reading Recovery Program in the College of Education celebrated 15 years of providing literacy training for over 1,500 teachers, who have in turn served over 100,000 literacy learners.

Professional Development Schools (PDS) in its second year of multi-million dollar USDOE funding saw College of Education faculty serve as university liaisons to 15 elementary, middle and high schools in the Atlanta metro area. More than 150 early childhood education majors participated in practicum and student teaching experiences in the PDS affiliated schools and other partner schools. Middle-Secondary Education and Instructional Technology faculty supported a unique experiment called “Early College High School” at Carver High School in Atlanta, which provides specialized academic support to enable at-risk students not only to complete high school, but to transition to college early as well.

The College of Education and the National Commission on Teaching and America’s Future partnered to help four school districts in the Atlanta metro area provide comprehensive support for new teachers in order to attract and retain new teachers at high-need schools. The goal of the project is to improve student achievement by enhancing the quality of new teachers and by increasing the likelihood they will stay in their teaching positions and become skilled teachers.

The Institute of Public Health (IPH) engaged in a 3-year policy research initiative called Policy Leadership for Active Youth (PLAY) to identify and assimilate promising strategies for increasing physical activity, decreasing sedentary behaviors, and preventing childhood obesity. In addition, IPH assisted the Georgia Division of Public Health in evaluation, research and training activities linked to the tobacco quit line, cancer state aid, and the breast and cervical cancer case management programs. The Department of Criminal Justice and IPH collaborated on the Governor’s Jail Diversion Program, a pilot program designed to keep people with mental illnesses from inappropriate incarceration.

The College of Law launched plans for a second live-client clinic, the Health Law Partnership (HeLP) Legal Services Clinic, to focus on children and families. This partnership links the College of Law with Children’s Healthcare of Atlanta and Atlanta Legal Aid. The College of Law also offers more than fifty externship opportunities in state and federal courts, state and federal agencies, and non-profit organizations.

## **2.6 Infrastructure/Support**

**Improved Performance of Administrative Units:** Administrative and Support Unit Review is progressing steadily through efforts spearheaded by the Associate Provost for Institutional Effectiveness. Administrative and Support Unit Reviews in 2005-06 included 18 units: Registrar, College Scheduling Units, Georgia Career Information Services, Educational Opportunity, Facilities Customer Communication, Facilities Information Systems Technology, IS&T Planning & Strategic Initiatives, and College Tech Support Units.

Twelve units completed the Administrative and Support Unit Review process by having their Action Plans approved by the provost: the Associate Vice President/Dean of Students Office, Admissions, Facilities Maintenance & Operations, Facilities Management Services, the Student Advisement Center, five College Academic Assistance offices, University Auditing and Advisory Services, and University Computing and Communications. *Commitments for funding Action Plans are \$580,000 for future years.*

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The following units received the FY06 Institutional Effectiveness Outcomes awards. The units were categorized into four groups based on their size. Awards were based on the quality and utility of the report: State Relations (2 staff); Office of International Affairs (7 staff); Financial Operations [Disbursements] (13 staff); and University Library (107 staff).

**Technology:** The Student Technology Fee funded many upgrades of technology-based learning environments and supported student-centered technology infrastructure improvements. For example,

The Department of English opened two new technical writing labs with desktop computers and wireless access points. The Ernest G. Welch School of Art and Design constructed a studio for electronically-assisted interior design, including AutoCAD instruction, and doubled its use of the ARTstor image database for Art History students. The Department of Biology acquired keypad-based classroom participation systems (clickers), which allow students to answer questions electronically during class. Instant feedback from students to questions during class helped faculty to gauge how well their students understood the topics being presented. Across the university, more than 1,250 students used these clickers on a daily basis.

The University Library prepared for a major physical transformation, which will result in a spacious learning commons where students will receive help with their academic work from librarians, technology experts, English writing specialists, and English as a Second Language experts, all in the same common space. The transformation project will address the increasing role of technology in providing library services. This shift was reflected in a 30% decline in use of print reserves, while electronic reserves increased 18%, and a decrease of 6% in regular circulation, while media circulation increased 16%.

**Comprehensive Campaign:** University fundraising efforts exceeded projections of \$15 million with \$17.1 million raised, an increase of 20% over the previous year. Much of the increase was due to major foundation and corporation gifts totaling \$10.8 million for construction of the Science Teaching Laboratory Building, including a lead gift by ‘Pete’ Petite. In line with the national trend, the number of donors overall declined, but average gift size increased. Total fundraising exceeded \$10 million for the ninth consecutive year, and annual fund giving rose 54% over the previous year to \$4.3 million, and to exceed \$2 million for the tenth consecutive year. Alumni unrestricted giving to the annual fund increased 15% over the previous year. Various assets of the GSU Foundation are listed in **Tables 25-27**.

**Facilities:** Progress continues to be made toward attaining facilities essential to meeting the teaching and research goals of the Strategic Plan. The 2000-bed residence halls at Piedmont-Ellis, now named University Commons, are under construction with an anticipated completion date of August 2007. The Regents have approved the sale of the University Village. Phase 1 of the Library Transformation project is underway. The Science Teaching Laboratory (STL) building received \$37 million from the legislature. A Ground-breaking ceremony was held on October 10, 2006. Construction on the Science Research Laboratory building and the STL in the University Science Park, on the former site of the Atlanta Police Department, is expected to begin in mid-2007. Two additional floors in the 34 Peachtree building have been leased. An updated campus Master Plan was approved by the Regents in 2006. This plan includes expanding the boundaries of Georgia State northward to Ellis Street and southward to Underground Atlanta. Also, the main street theme of the earlier Master Plan has been expanded to main streets – including Decatur, Piedmont, and Edgewood. In November 2006, the Georgia State University Foundation announced the purchase of the SunTrust building, a two-block area that includes the 26-story office tower at 25 Park Place, a three-story bank building, a six-story annex building, a four-story vacant building and an eight-story parking deck. SunTrust will lease the property back for up to five years.

### 3. Priorities for 2007

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### 3.1 Context for Budget Discussion and Initiatives

**External Mandates:** The first key feature is a stabilization of credit hours (SCHs) that had declined the previous two fiscal years. A second key feature is that the University System of Georgia (USG) has moved to a guaranteed tuition rate that freezes tuition for four years for incoming freshmen and for incoming transfer students for the balance of their four years. A third key feature is a move away by the System from new workload money being allocated based on 80% of enrollment changes. A fourth key feature is an increased focus by the System on improvement of retention, progression, and graduation rates. A fifth key feature is our SACS reaffirmation – the compliance report for off-site review is due in September 2007 and the visiting team is scheduled for March 2008. While state appropriations are increasing each year (**Table 22**), the percentage contribution of state appropriations to the total general education budget has now declined to 60.5%. Both tuition and fees per FTE and state and local appropriations per FTE are approximately 85% of our IPEDS peer group for FY 2004.

**Internal Commitments:** The primary commitment is to support instructional and strategic research programs that are aligned with Strategic Plan 2005-2010. Our five year strategic plan has a goal of 32,000 students by fall 2009. For fall 2006, there are 26,100 students enrolled. We are revising our goal to 28,100 students by fall 2009. To meet this goal, we will need to invest in additional full-time faculty, staff, and facilities. In addition, we will continue our progress in the development of systematic planning and evaluation mechanisms and processes within the institution. This 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. We have ongoing vigilance to ensure that all activities and programs are aligned with the strategic plan. Given the potential for adjustments in unit allocations, decisions will be guided by the following principles:

1. For academic units, enrollment trends, program quality, external support, and research productivity should be considered. There should be a balance between protecting credit hour production and maintaining higher priority programs as given in section II.C.2 of the Strategic Plan 2005-2010  
[http://www2.gsu.edu/~wwact/pdf\\_plan\\_archive/2005\\_strategicplan.pdf](http://www2.gsu.edu/~wwact/pdf_plan_archive/2005_strategicplan.pdf) (pp. 25-29)
2. Action Plan commitments that result from Academic Program Review or Administrative & Support Unit Review will be honored in the order entered into to the extent possible given the budget situation. However, Action Plan commitments to high priority programs will be moved ahead of lower priority programs. High priority programs are given in section II.C.2 of the Strategic Plan 2005-2010. In addition, priority will be given to Action Plan commitments that are related to increasing the student body from 26,100 to 32,000.
3. 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.
4. For auxiliary units where revenues exceed projections, state funds may be shifted away from their support, dependent on auxiliary fund balances.

### 3.2 Initiatives and Strategies for 2007

The University is committed to pursuing initiatives that will implement our vision as described in the 2005-2010 Strategic Plan. By continuing to follow these initiatives, this focus on quality 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 doctoral programs and targeted investment in interdisciplinary programs.

We have a considerable backlog of commitments to academic programs and some administrative support units through the various department Action Plans. We have even larger potential investments that could be made in various proposals and pre-proposals that were developed spring 2004 in response to requests for Areas of Focus. We continue to sharpen the focus of where we invest in the university by targeting focused, multi-disciplinary programs rather than departments for investment. Thus, future allocations should address both department and multi-disciplinary program priorities that are in support of effective instructional and strategic research programs. In addition, the following areas should be given attention in 2007:

### **3.2.1 Academic Programs & Faculty**

**Tenure-track Appointments:** We will continue to convert PTI and/or NTT positions to tenure-track positions, consistent with the current budget constraints. Replacement of vacant tenure-track positions will be made strategically with a balance between protecting credit hour production and maintaining higher priority programs.

**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 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 have been 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.

**Faculty and Staff Salaries:** Compression effects and/or gaps from comparable market rates exist for many faculty and staff. This issue will continue to be addressed to the extent permitted within legislation. Although some progress has been made towards bringing the salary ranges of faculty and staff positions to the median market value, average actual salaries of many groups of incumbents still fall below market value. While colleges and vice presidential units have been addressing this issue each year, restrictions on the size of salary pool dollars has limited progress. Our goal remains to attract and retain excellent faculty and staff by providing competitive salaries, by continuing to close the gap between average salaries and median market salaries and by correcting salary inequities among faculty and staff. The adjustments will be based on market and merit evaluations. The university recognizes that the issue of compression and inversion is one of the most serious it faces. We will explore ways in which we can be given the budgetary flexibility to use structured processes such as periodic faculty review to make recommendations for salary adjustments necessitated by salary compression.

**Libraries:** The University Library continues its goal to apply successfully for membership in the Association of Research Libraries. This will require maintaining a level of funding for the libraries materials budget that takes into account high inflationary increases and growing demands for access to electronic resources. We will also continue to plan for and implement services for students at Georgia State locations beyond the downtown campus.

**Quality outreach of academic programs:** In order to increase the number of students served, we need to invest not only in increasing our on-line learning capability so that more students can be accommodated without increasing our physical space, but also in expanding beyond our downtown location. In order to

compete with national universities that are operating in the Atlanta market, we need to offer blended courses – partially face-to-face but mostly on-line.

### 3.2.2 Recruitment & Retention of Students

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 full-time students - freshmen, transfer, non-traditional, international, and graduate students – and to increase quality and maintain diversity of the student body.

**Recruitment:** A ‘best of class’ strategy will continue to be used to recruit freshman and transfer students. Recruitment goals for fall 2007 (by admission-standing category) are 2,400 freshmen, 500 non-degree students, 2,000 transfer students, and 1,900 graduate and professional students. In addition, another 4,000 students will be recruited during the year. Credit hours should increase from FY ‘06 and average hours per student per semester should continue at 11.7. We will continue to attract a diverse group of students who have higher SAT and GPA qualifications than previous classes. For regularly admitted students, guidelines are a minimum Freshman Index of 2500 for new freshmen, with the addition of a minimum SAT score of 900 and a minimum high school GPA of 2.8. The guideline for transfer students continues to be a minimum GPA of 2.5. The recruiting plan includes an increase from 50 to 120 in the number of high school visits; initiation of student outreach teams that will visit at least 40 area high schools; and a plan for comprehensive, coordinated communication with prospective students. We will continue to expand the community of scholars program housed in the Lofts. We will initiate a scholarship program to attract National Merit Scholars. In order to attract more part-time students, we will continue to pro-rate mandatory fees for students who take less than six credit hours. Colleges need to become more aggressive in recruiting graduate students, the numbers of which have remained stagnant for the past three years and about 200 fewer per year each fall than the previous three-year period.

**Retention:** Low six-year graduation rates are probably the single most important reason that Georgia State is still a 4<sup>th</sup> Tier institution in *US News* rankings. For the fall 1999 first-time full-time cohort, the six-year retention rate was 39.4% - 10% below the predicted rate, and the rate for the fall 2000 cohort was 41.4%. We are deploying new strategies to increase retention for our diverse group of students. A one-percent increase in our six-year graduation rate is equivalent to recruiting 200 new students or 5,000 credit hours per year. Our first-year retention rates [80.5% for fall 2005 class] are at or above national norms, but there continue to be significant retention losses in years two and three. For example, for fall 2004 class, 67.3% enrolled in fall 2006, an increase in two-year retention rates of 1.9% from the previous year. Institutions with similar characteristics to Georgia State but better retention and graduation rates are being studied. Increased emphasis will continue to be placed on departmental responsibility for retention of their majors, within available resources. Departments are being provided with retention data for their majors and most have developed retention plans. Listservs have been set up for each major, so that departments can be in regular contact with their students. Academic guides are being developed to demonstrate to students the course sequence necessary for their chosen major in order to graduate in four years. A stretch goal is to increase first-year and second-year retention rates to 84% and 75% for the entering fall 2006 class.

The Student Life and Leadership programs provide a variety of opportunities for students to become involved in co-curricular activities. They will continue to establish and implement specific retention initiatives including programs which build tradition and school spirit and intercultural programs to provide exposure and encourage interaction among diverse individuals.

We have encouraged more transfer students to attend Incept. We will implement an online orientation and provide transfer orientation sessions in the evening and during the weekends. We are analyzing success rates of transfer students from various institutions and plan to increase our interaction with faculty and

programs of those institutions that provide us with the majority of our transfer students.

In response to the USG's move to a guaranteeing tuition rates for four years and to maximize the use of facilities, we will actively encourage students to work towards their degrees in the summer term as well as in the fall and spring. Enrolling in the summer gives students a better chance of graduating before their tuition freeze expires.

### 3.2.3 Undergraduate Experience

**Learning Communities:** Freshmen Learning Communities will continue to be expanded to serve at least 50% of entering students for fall 2007. Analysis of retention data from fall 1999 – 2004 indicates that student in FLCs have seven percentage point higher first-year retention rates than non-FLC students. Also, this enhanced persistence extends through subsequent semesters.

**Residence Halls:** Students who live in the University Village and the Lofts have higher retention and graduation rates than those who have no residence hall experience. New freshmen for fall 2007 will be strongly encouraged to live in the Residence Halls. Having the residence halls on campus with the opening of University Commons (Piedmont-Ellis) facility for fall 2007 should provide students with an even stronger connection with the community than the current University Village on the Georgia Tech campus. A meal plan is being developed as an option for students. In addition, plans are underway for some 'interest' housing that will be targeted at Greek organizations, graduate students, and international students. A target is to increase the number of students in university housing by 500 for fall 2007 over fall 2006.

**Retention in Gateway Courses:** As part of their department retention plans, departments that offer gateway courses are examining AB and DFW grades. Various learning enhancement strategies are being piloted in some of the gatekeeper courses in order to transform them into gateway courses and hence increase retention rates. For example, supplemental instruction is being used in approximately 30 sections of various courses. Some courses that serve large numbers of students are being redesigned.

**RPG Strategies:** The Regents allocated \$750,000 to Georgia State for FY'07 for Retention, Progression, and Graduation (RPG). Thirty-two proposals were received and 14 were funded. Various advising strategies are being deployed as part of department retention plans, in some cases with funding from the Regents' RPG allocation. Other units are developing sophomore connections and piloting various other strategies. In addition, a number of proposals to support supplemental instruction, noted above, were funded. Each proposal was required to provide a plan to evaluate anticipated outcomes, including, if applicable, information concerning assessment of student learning. Successful pilot projects will be expanded for fall 2007.

**Critical Thinking through Writing (CTW):** A component of our SACS reaffirmation is development of a Quality Enhancement Plan (QEP). We have chosen to target improvement of two undergraduate general education outcomes: critical thinking and writing. To effect this improvement, a two-course CTW requirement will be instituted, with CTW courses characterized by ones that are offered in the major at the gateway level or above; that involve frequent writing-to-learn assignments with timely feedback; and that have writing assignments designed to engage students in critical thinking in the discipline.

**Student Learning Outcomes:** We will continue development of assessment of student learning outcomes for both General Education and majors, co-led by the associate provost for institutional effectiveness and the director of the Center for Teaching and Learning. Academic Program Review includes examination of assessment of student learning outcomes for programs to which a department contributes.

**Campus Atlanta:** Students have a continuum of engagement opportunities to learn about Atlanta settings, to learn from Atlanta systems, and to learn through Atlanta community service and Atlanta service learning. We are analyzing the effectiveness of the Campus Atlanta program.

**Undergraduate Research:** Increased faculty and student interaction is one of the hallmarks of increased student retention. We will encourage departmental undergraduate research through an annual Undergraduate Research Symposium and by sending students to the Colonial Academic Alliance undergraduate research conference that is held each spring. The first Undergraduate Research day is scheduled for April 11, 2007.

### 3.2.4 Graduate Experience & Research

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, FACP linked changes in the university share of indirect cost dollars and the budget for the Office of Research.

**Research Integrity:** Continuing support for researchers to learn about and practice procedures that are in compliance with federal and state policies will continue to be provided, especially for IRB and IACUC activities. In addition, a federal audit highlighted the need for better documentation of time and effort on grants and contracts. Training in DS-2 requirements for deans, department chairs, and all PIs is being provided.

**Graduate Student Support:** Graduate student stipends, including health insurance, continue to be analyzed and a strategy will be developed for improvement of stipend amounts.

**Research Ranking of Doctoral Programs:** The National Research Council has initiated a survey of doctoral programs in which we will participate.

**Student Learning Outcomes:** We will continue development of assessment of student learning outcomes for graduate and professional programs, co-led by the associate provost for institutional effectiveness and the director of the Center for Teaching and Learning.

**Georgia Research Alliance (GRA):** Georgia State will continue to work with the GRA and other economic development partners to construct additional buildings in the Science Park. By creating a critical mass of expertise, with self-sufficient and advanced facilities and environments that enhance the interchange of expertise and ideas between Georgia State and commercial entities, and allow for an integrated collaboration with technology focused companies, these new buildings will provide a synergistic focus both for cutting-edge research and for translating that research into real world products that will provide real stimulus to Georgia's economic development.

### 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 such as GALILEO, GIL, and hosting the Georgia Public Library System. Georgia State will continue to provide IT support leadership for universities in the southeast through SURF with the Southern Crossroads GigaPop and Internet2 via the NSF Middleware Initiative.

### 3.2.6 Infrastructure/Support Improvements

**Customer Service:** There is a strong customer service improvement emphasis from the governor, the chancellor, and the president. We will continue efforts to improve customer service particularly through training of front-line staff in enrollment services and other areas that serve outside constituents.

**Improved Performance of Administrative Units:** The ASUR process will continue and action plans will be implemented to the extent possible within budget constraints. Outcomes assessment includes customer service feedback for most units. In addition, managers will be trained and held accountable for staff performance and unit effectiveness. Use of the web as an information tool will be increased and updated policies and procedures will be made readily accessible via the web.

**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. The Decatur Street improvement project that includes widening of sidewalks will be implemented.

**Improve Campus Safety:** Campus safety issues have been exacerbated by the closing of Peachtree Street for bridge reconstruction. Increased police presence has alleviated some concerns. A Campus Safety subcommittee of the Senate Planning & Development committee will investigate and report recommendations for improving the physical safety and lighting of various areas of campus. Security of buildings will continue to be improved through increasing deployment of swipe-card access. Visible security will be enhanced in key areas. The escort service will be advertised more widely.

**Improve Environment:** Aesthetics play a role in attracting and retaining students, faculty and staff. Woodruff Park does not currently provide a welcoming environment, yet it is a major area that is traversed by many students every day on their way to and from the Aderhold Learning Center. Initiatives for Woodruff Park need to be developed so that it provides a welcoming environment for all users.

**Student Technology Support:** We will continue to upgrade the number and quality of media-equipped and/or wireless classrooms and library and computer lab workstations. The University's wireless architecture will continue to evolve, with an emphasis on secure access, academic value and increasing bandwidth. Exploration will continue into the use of wireless and hand-held technology in instruction.

**Research Computing:** The IBM System p 575 will be brought online for researchers. Storage and backup systems will be configured, also providing researchers with access to the storage outside the IBM System p 575. The IBM System p 575 will be interconnected on SURAGrid with similar systems at LSU and Texas A&M via Georgia State's Southern Light Rail high bandwidth network and the National LambdaRail. This will extend our Teraflop IBM System p 575 by accessing potentially up to 20% of the compute cycles on those remote machines. Georgia State will begin planning for incorporating the research computing in the Science Technology Park, with especial focus on full optical fiber network to all labs.

**Management Administrative Information Infrastructure:** An Enterprise Data Warehouse project will continue to be developed to implement an institutional data model, hosted by Georgia State, with capability to feed data to OIIT for BOR model. Statware will be maintained in a functionally stable state while a new front end, Portal, is developed. A Faculty Information Management System (FIMS) will allow faculty to enter information directly and will substitute for their annual reports. Integrated data marts for student, college, financial, HR/faculty, and facilities will be phased into the data warehouse.

The University's research output will continue to be digitally stored and made accessible through Institutional Repositories managed through an IS&T/University Library partnership. Stored materials

will expand beyond theses and dissertations to include faculty output in a DSpace Institutional Repository.

Staffing issues that relate to the management of 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.

**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:** Enhancements to university's web pages will continue to improve communication to internal and external constituents through the Internet.

**Phone System:** A new phone system based on Internet Protocol (IP) telephony is planned to be operational by summer 2007. All existing university phone numbers will change with a common prefix being used.

**Staff Support & Development:** The Staff Council will continue to work in concert with Human Resources to develop retention strategies which include work-life alternatives and skill acquisition opportunities for career advancement. Efforts on advancement of women staff and administrators will continue to be spearheaded by the Senior Faculty Associate working on behalf of the Provost office.

**Private Fund-raising:** With state support for institutions continuing to decline as a percentage of total budgets, private gifts and grants become increasingly important. We are currently laying the groundwork for the next comprehensive campaign. To reach a target of raising at least double the amount raised in the previous campaign, we need to ensure that Development has the necessary people and tools. Once they are in place, we can anticipate increased Georgia State University Foundation support for student scholarships and fellowships and for faculty and academic programs. A companion piece is a strong marketing campaign which is currently being constructed.

**Facilities:** A Humanities building to replace Sparks Hall is on the Regents' list for \$57.5 million state funding, although the Regents are revising their approach to funding facilities. We will initiate planning for classroom space for the interim period between demolition of Sparks Hall and opening of the new Humanities Building.

The Library Transformation project, funded primarily by a student fee, is underway with anticipated completion of the first two floors by summer 2007. New residential halls, University Commons, on the Piedmont/Ellis site are being constructed with an anticipated occupancy of the buildings in August 2007. The Regents have given us permission to sell the University Village. Construction of the first two buildings in the University Science Park will start in mid-2007.

The Georgia State Foundation has purchased the SunTrust building complex that is on the east side of Woodruff Park. Occupancy will probably not occur after 2009. In the meantime, we need to plan for withdrawal from leased space in 1 Park Place, 10 Park Place, and 34 Peachtree. This site will also be the location for a new Professional building for business and law.