

Action Plan 2009
Approved by Planning & Development committee on December 15, 2008

1. Executive Summary – 2009

Significant progress continues to be made in improving quality aspects of the University. 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 2009 derives from the 2005-2010 Strategic Plan and should be understood as its annual iteration.

The 2008 progress report (Sections 2. – 2.6) contains six major groupings:

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

Next, the priorities for 2009 are identified (Sections 3. – 3.2.6). Advancement in these areas should 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, disciplinary interests need to be linked 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;
- Academic and industrial collaboration in economic development;
- Participation in partnerships that have a positive impact on community.

Achievement of these interconnected aims should 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. 2008 Progress Report

In November 2007, President Carl V. Patton, who has led the university since July 1992, announced his intention to retire effective June 30, 2008. While the search identified and interviewed strong candidates, it continued into fall 2008 with President Patton continuing until December 2008. The Regents have

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appointed Mark P. Becker, provost at the University of South Carolina, to be the president effective January 1, 2009.

While the University remains in Tier 4 in the *U.S. News & World Report* rankings, our peer assessment score (2.5) 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 sixty-four institutions in Tier 4 is 2.13 and for sixty-three institutions in Tier 3 it is 2.48.

2.1 Academic Programs & Faculty

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 2009, double-clicking on the table number will take the reader to the appropriate table and/or the graph.

Rankings: For the thirteenth consecutive year, the J. Mack Robinson College of Business FLEX MBA program was ranked by *U.S. News & World Report* as one of the top ten part-time MBA programs in the nation. The college moved to fifth position and was the only business school in the Southeast in the top ten. There are more than 350 business schools offering part-time programs nationwide.

The undergraduate program in the J. Mack Robinson College of Business ranked among the nation's top 25 public business school programs (24th among public institutions, 52nd overall) in *U.S. News & World Report's* 2009 annual survey of America's Best Colleges. Two departments – Risk Management and Insurance (4th) and Computer Information Systems (8th) – ranked among the top ten in their respective categories, and Real Estate was ranked 11th.

The College of Law continued to be ranked by *U.S. News & World Report* among the top 100 law schools, the youngest law school in the nation with that distinction. Additionally, *National Jurist* ranked the College of Law third nationally under the category of "Best Value." The College of Law's Health Law program was ranked tenth in the nation out of 200 law schools by The *U.S. News & World Report*.

The Philosophy MA program held its top ten ranking in the "The Philosophical Gourmet" (better known as the Leiter Report). The joint JD/MA program offered by the College of Law and the Department of Philosophy retained its ranking of 2nd in the country.

New Degrees: The Regents approved the following new degree programs: Executive Doctorate in Business Degree Program (EDB); Major in Early Childhood Education under the M.Ed. Degree; and minors in Undergraduate Business in Actuarial Science, Computer Information Systems, Finance, Hospitality, Marketing, Real Estate, and Risk Management and Insurance. In addition, the Regents approved the establishment of four e-Franchises--M.Ed. and M.A.T. in Reading, Language & Literacy and M.Ed. degrees in Mathematics Education and in Science Education—as well as several new degree concentrations--a Thematic Concentration within the M.Ed. in Early Childhood Education, three new Concentrations (French, German & Spanish) within the AB Degree in International Economics and Modern Languages, and new Concentrations in Public Management & Governance and Nonprofit Leadership within the BS Degree in Public Policy. Finally, the Regents approved Georgia State's Instructional Delivery Plan (IDP), a document which establishes higher and more uniform standards and expectations for degree programs that deliver a majority of their courses off-campus, electronically, or online.

Academic Review: The second cycle of Academic Program Review continued in 2007-08 with five academic departments undergoing reviews: Educational Psychology & Special Education, History, Kinesiology & Health, Law, and Physics & Astronomy. Two research centers, the Center for High Angular Resolution Astronomy (Department of Physics and Astronomy) and the International Studies

Program (Andrew Young School of Policy Studies) and one service/education center, the Instructional Technology Center (College of Education) were reviewed. In addition, four academic departments and centers completed the Academic Program Review process through approval of their Action Plans by the provost: Biology, Health Administration, Health Policy Center, and Political Science. A strong attribute of our approach to Academic Program Review is linkage of resulting Action Plans to budget allocations.

Areas of Focus Programs: The University identified three programs as university areas of focus following review of proposals by faculty and administrative groups.

Research on the Challenges of Acquiring Language and Literacy will pursue several innovative lines of research. First, the program will study how people learn to comprehend both the spoken and the written word. Most universities focus on either one or the other. The program will also build on the university's existing research into those who face challenges in learning to speak and read. These groups include children and adults with autism, cerebral palsy and developmental disorders, among others, and people who grow up surrounded by more than one language. The idea is not only to help these populations improve their skills, but to shed light on language and literacy acquisition in general.

Internationalization of the Arts at Georgia State University, coordinated by the existing Center for Collaborative and International Arts (CENCIA), will foster opportunities for students and faculty to study, perform and exhibit abroad, and to bring artists from other countries to campus. Georgia State is unique among Atlanta's universities in the number and diversity of its arts programs. It is the only school in the area to have a School of Music, a School of Art and Design, and to offer degree programs in art, music, creative writing, and film and video. In addition, the university features several fine performance and exhibition venues: the Rialto Center for the Arts, the Kopleff Recital Hall, and the university Art Galleries. The international initiative will involve all of these programs.

Risk and its Management established the Center for the Economic Analysis of Risk (CEAR), coordinated by the Department of Risk Management and Insurance. CEAR is designed to be a truly international center of excellence focused on risk-oriented research through a cooperative effort of multiple academic units within the J. Mack Robinson College of Business, the Department of Economics housed in the Andrew Young School of Policy Studies, and the Federal Reserve Bank of Atlanta. The mission of CEAR is to conduct and promote economic research on the measurement and management of risks faced by individuals, institutions and societies. When fully operational, CEAR will be affiliated with over 100 of the world's finest researchers creating a center of excellence in the study of risk management at the convergence of economics, finance, actuarial sciences, accounting, psychology and the neurosciences.

Neuroscience Institute: The University built on its strong foundation in research into the brain and its functions by creating a Neuroscience Institute in the College of Arts and Sciences. The university already had a Brains and Behavior initiative, which brought together faculty from biology, psychology and several other departments to study how nervous systems produce behavior. The Center for Behavioral Neuroscience, which brings together researchers from seven universities in the Atlanta area, is currently housed on Georgia State's campus. The Neuroscience Institute will replace the Brains and Behavior initiative and enhance the work of the Center for Behavioral Neuroscience by providing an institutional home for neuroscientists on campus. Right now, the Institute has over 50 core associate and affiliate faculty members, and has just completed its first hire. The institute has already put forward a proposal for a Ph.D. in neuroscience. The institute is making plans for an undergraduate major.

Faculty: The campus welcomed seventy-six new tenure-track faculty at the New Faculty Orientation in August 2008. A total of thirty tenure-track faculty left the university during 2007-08. Thus, Georgia State is continuing to increase slowly, by 1%, the number of tenure track faculty ([Tables 20](#)). In addition, due to hiring to support a significant increase in freshmen, fifty-two new non-tenure track (NTT) full-time

faculty were added, a 6.3% increase, and thus increased the number of full-time faculty ([Table 19](#)) to 1124 for a 3.5% increase. The Strategic Plan continues to drive the allocation of new positions and approval to fill vacant positions.

Outstanding Faculty Accomplishments: David Bottoms, professor of Creative Writing and Georgia's Poet Laureate, has been selected for membership in the Georgia Writers Hall of Fame, which honors the state's most influential writers including Margaret Mitchell, Flannery O'Connor, Alice Walker, W.E.B. Du Bois and President Jimmy Carter. New York City Opera's *Live from Lincoln Center* broadcast of *Madame Butterfly*, directed by Music faculty member David Grabarkewitz, won a Creative Arts Emmy Award in the category of Outstanding Special Class—Classical Music/Dance Programs. Donald Hamelberg (chemistry/biology) and Zhen Huang (chemistry) were named Georgia Cancer Scholars to add to eight Georgia State faculty who had already received this honor.

Balasubramaniam (Bala) Ramesh, professor of Computer Information Systems, received the Regents' Teaching Excellence Award, the highest honor bestowed upon faculty at Georgia's public colleges and universities. Ephraim McLean, George E. Smith Eminent Scholar's Chair in Information Systems and Chair of the Department of Computer Information Systems, received the 2008 LEO Award, a lifetime achievement award given by the Association for Information Systems and the highest honor in the world for academics in the information systems field. V. Kumar, Richard and Susan Lenny Distinguished Chair of Marketing, received two lifetime achievement awards during 2008, the American Marketing Association's IOSIG Lifetime Contributions Award to Inter Organizational Issues and their Mahajan Award for Lifetime Contribution to Marketing Strategy.

Professor Clark D. Cunningham, the W. Lee Burge Professor of Law & Ethics in the College of Law, was appointed academic consultant to the Society of Writers to Her Majesty's Signet in the development of a new specialty accreditation program for lawyers. Professor Cunningham also was elected Convenor of the Global Alliance for Justice Education (GAGE), an organization of over 400 law teachers, lawyers, and leaders of non-governmental organizations from more than 50 countries dedicated to promoting justice through education. College of Law Professor Charity Scott was named the recipient of the prestigious Jay Healey Distinguished Health Law Teacher Award. The award, bestowed by the Health Law Teachers section of the American Society of Law, Medicine & Ethics, salutes individuals who display a lifelong commitment to the development and teaching of health law within the legal academy.

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 21-22](#) indicate faculty diversity. For fall 2008, the number of tenure-track Asian and African-American faculty is 101 and 74, respectively, compared with 90 and 69 the previous fall. The number of tenure-track female faculty increased slightly to 335 and the percentage increased to 42.5%.

Southern Association of Colleges and Schools (SACS): Under the new SACS reaffirmation process, an on-site team visited the campus in March 2008. The Quality Enhancement Plan (QEP) received accolades and the decennial reaffirmation is anticipated at the annual meeting of SACS in December.

National Collegiate Athletic Association (NCAA): Georgia State also successfully underwent NCAA reaffirmation.

2.2 Recruitment & Retention of Students

Enrollment: Overall, student headcount was 28,238, over 1,100 students more than fall 2007. Quality of the new freshman class is close to our highest on record with the average FI score, a better predictor than

SAT scores for student success, being the same as last year at 2733. More targeted use of university scholar assistantships to students with a minimum Freshman Index (FI) of 2900 increased the number of students with high FI scores. [Tables 13-15](#) indicate increase in quality of admitted students. Our yield rate decreased slightly to 50% from 51% the previous fall.

Our enrollment targets for fall 2007 new undergraduate students were almost met with freshman by admission-standing category falling less than 50 short of the target of 2,800 and transfer students falling less than 40 short of the target of 2,100. There were overall 4.8% increases in both undergraduate and graduate credit hours across colleges, with Education graduate credit hours increasing over 26%. [Tables 1 and 2](#) provide enrollment trends.

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 five universities nationally for numbers of African American students who graduate with baccalaureate degrees [*Diverse Issues in Higher Education*, May 2008, lists Georgia State as 5th nationally and 2nd 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 4.9% of the student body, while African American and Asian students percentages are 26.3% and 11.4%. Our breadth of international diversity is impressive with students enrolled from 160 countries. [Tables 6-8](#) provide data on student diversity.

Credit Hours: Credit hour targets are being exceeded. Summer credit hours increased by 4,500 over the previous summer to over 115,000. Approximately 340,000 credit hours generated in fall 2008 is about 16,300 more than last fall's total and well in excess of the 330,000 target. In addition, there was an increase in the average number of credit hours per student to 12.0.

Retention: Undergraduate student retention rates are increasing slightly for all ethnicities. The first-to-second year rate increased from 80.4% to 82.5%. The first-to-third year rate increased from 67.7% to 69.4%. The first-to-fourth year rate increased from 60.9% to 61.9%. We received continuation of special funding from the Regents Retention, Progression, and Graduation (RPG) initiative for FY'09 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 2007. The six-year graduation rate for the 2002 cohort is 43.4%, a decrease from 47.0% for the 2001 cohort ([Table 5](#)). However, five-year data for the 2003 cohort indicate that the 2002 cohort was an anomaly and that next year's six-year retention rate should resume the upward trend we have seen in the past four years. One of the major reasons that Georgia State remains in Tier 4 of *U.S. News & World Report* rankings, which are based on the 2001 cohort, is the gap between predicted and actual six-year graduation rates. While this gap has been reduced to 3%, further progress is needed.

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 six years from under 2,600 in academic year 2001-02 to over 3,600 for the academic year 2007-08.

Retention Initiatives: To promote active involvement in campus life, the Library hosted the first annual Freshmen Friday in August 2008, to introduce students to library resources and services through engaging activities. One hundred and twenty-five students attended. The Library participated in several other campus activities to help recruit and retain students, including Bridges to Success, a program that identifies academically at-risk sophomore students and invites them to participate in scholastic and health-focused programming. Librarians offered two seminars to the group focusing on how to get the most value from social software and how to use the Library's databases.

The second Undergraduate Research day-long conference was held in March with over 90 students participating through oral presentations, displays of art, and poster sessions. Undergraduate research has been successful at other universities as a retention initiative, especially when student participants become involved prior to their senior year.

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 experience higher retention rates compared to students who do not live on campus. With the opening of residence halls on campus, the University Commons, in August 2007, students have even more opportunities to be part of campus life. The Student Recreation Center has seen an increase in usage to levels significantly above previous 1,500 daily visits.

2.3 Undergraduate Experience

Learning Communities: Freshmen Learning Communities (FLC) continued to attract an increasing number of students. FLCs were expanded by approximately 100 students for fall 2008 to serve over 1,300 students (53% of new freshmen by class standing) in fifty-four communities. For each of the first six years of FLCs, there is an increase of at least three percentage points in one-year retention rates over students who are not in FLCs. [Table 10](#) indicates that participation in FLCs is increasing.

Retention, Progression, and Graduation Successes: The Regents allocated \$750,000 to Georgia State for FY'08 for Retention, Progression, and Graduation (RPG). Thirty proposals were received and thirteen were funded. Supplemental Instruction (SI) targets high-risk courses as opposed to targeting high risk students. SI is currently offered in forty sections of courses in biology, political science, Spanish, philosophy, and chemistry. Overall, results are very positive with students who attend SI sessions achieving higher grade point averages and higher retention rates than those who do not participate in SI sessions. Some pilot Sophomore Connections courses were offered in biology and philosophy, again with encouraging results. Advisement has been enhanced in some programs with large numbers of majors such as communications, political science, and psychology. A 'Major Matters' program introduces undeclared students to a variety of majors in Arts and Sciences and informs all students about available opportunities for academic enrichment. Arts and Sciences developed print and electronic program support materials, hired successful majors as peer guides for the program, and held workshops featuring clusters of majors. However, National Survey of Student Engagement (NSSE) and exit surveys for graduating seniors continue to indicate that significant challenges remain in the area of advising.

Student Learning Outcomes: Student learning outcomes continue to be refined 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 Criminal Justice Department won in the first category and the School of Health Professions won in the second category. The Student Services division is in its sixth year of using learning outcomes to drive improvement of its units.

Honors Program: During its first year as a university-wide program working with Admissions and Recruitment, the number of entering freshmen in the Honors Program grew from 114 in 2007 to 198 in fall 2008, an increase of more than 70%. The total number of students in the program reached approximately 730. Freshman seminars, begun in 2007, increased from nine to twelve, with growing participation by senior faculty and administrators. Additionally, the number of Honors stand-alone

sections, primarily in the core, more than doubled to thirty. Increased advisement for outstanding junior and senior students has generated a strong class of applicants for national postgraduate scholarships. An articulation agreement with the Honors Program at Georgia Perimeter College was developed. Minimum entry requirements for transfer and current GSU students were raised. A proposal for an Undergraduate Research Academy was submitted through the Area of Focus competition. While ultimately not funded, the proposal gained significant support across campus as a necessary component of the university's undergraduate program.

University Scholarships: For 2008, eighty-four of our high-achieving undergraduate students received financial support from the Presidential, Berner, Goizueta, and Rice (the newest addition) scholarship programs in the total amount of \$920,144. The University Assistantship program funded 227 students working in twenty-seven departments and offices for a total amount of support to students of \$454,000 (\$292K from the office of the Provost and \$162K from departments/offices).

Internships in Biotechnology for Undergraduates: The departments of biology and chemistry, in collaboration with the office of career services, have received funding from the Georgia Office of Economic Development to form an intern partnership with Georgia's biotechnology companies. Through this program, students will have the opportunity to gain on-site experience in biotechnology under the direction of biotechnologists currently employed in the industrial sector.

Core Curriculum: Religious Studies proposed a new core course, "Introduction to World Religions," for Area C of the Core Curriculum (Humanities), which was approved by the Board of Regents in fall 2007. The course, which is the first added to the university core curriculum in six years, provides an introduction to the academic study of the world's major religious traditions, including their beliefs, practices, sacred texts, and moral codes.

Colonial Athletic Association and Colonial Academic Alliance: Georgia State completed its third year in the Colonial Athletic Association and the Colonial Academic Alliance (CAA) in June 2008. The CAA has brought competition and collaboration with universities similar in teaching and research goals that are located in five of the nine largest media markets in the United States. The CAA sponsors an Undergraduate Research Conference in which three Georgia State students participated in April 2007. In addition, the CAA provosts, who meet twice a year, included international affairs directors, student affairs leaders, development vice presidents, and assessment/institutional research directors to develop areas of common interests. Georgia State plans to start its first football season in fall 2010. Bill Curry was hired as the first football coach.

International Students and Study Abroad: The number of international students hosted by Georgia State increased slightly from 1,358 for fall 2007 to 1,427 for fall 2008, and the percentage of international (non-resident alien) students is 5.0%. The number of students studying abroad grew to an all time high of 578 in 2007-2008. Three new faculty led programs were developed and implemented. Two sections of "Global Ambassadors" Freshmen Learning Community with a focus on international education continued at full enrollment. An outreach program to increase minority student participation in study abroad, "Broadening Horizons," was expanded and a team of former study abroad students, the Study Abroad Squad, was created to assist the office with increased outreach efforts. Through the International Education Fee and Foundation Study Abroad Scholarship Programs, \$120,000 was awarded to our students for study abroad. In addition, \$46,000 was awarded by the Robinson College of Business from the Nita Robinson Scholars Program and other RCB scholarships for study abroad.

Undergraduate Indicators: Undergraduate process indicators related to student/faculty ratios are given in [Table 16](#).

2.4 Graduate Experience & Research

Georgia State faculty continue to seek and be awarded increased extramural support. Georgia State is one of 102 universities with a Carnegie classification of Research Universities (High Research Activity). Georgia State is on the list of the top 200 universities compiled by the Center for Measuring University Performance at Arizona State University <http://mup.asu.edu/>. Our research expenditures were \$24.9M for federal and \$54.2M total for FY'08, and \$22.3M and \$51.4M, respectively, for FY'07 ([Tables 36-37](#)). Georgia State is on the list of the top 100 public universities in three indicators: doctoral degrees awarded, faculty awards, and postdoctoral appointees. Georgia State is on the list of the top 200 public universities in all of the ten indicators.

During 2007-2008, Georgia State faculty submitted 903 proposals ([Table 38](#)) for \$105 million of external funding, with 578 proposals funded for more than \$62.2 million. These awards included \$40.5 million for research, \$7.2 million for instruction, and \$14.4 million for public service. The College of Arts and Sciences led the way with \$25.7 million, followed by the Andrew Young School of Policy Studies with \$13.5 million and the College of Education with \$11.1 million. Within the College of Arts and Sciences, the awards included \$17.6 million for natural and computational sciences and \$6.8 million for social and behavioral sciences. Researchers and data from Georgia State were featured or quoted in more than 6,600 newspaper, magazine, and broadcast reports, a 50% increase over the previous year.

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. A new pilot internal grant program focused on Scholarly Support of prestigious and significant grant products was initiated this year. A new focus on increasing and supporting the development/management of a number of very large collaborative grants/projects was begun during the year.

Library Collections and Services: The collections of both the University Library and the Law Library grew despite dual constraints of limited resources and high inflation rates for prices of scholarly publications. By the end of 2007-2008, holdings numbered 1,455,248 volumes, an increase of 22,671 from the previous year. During the same period, holdings in the Law Library grew by 4,622 volumes to a total of 349,854 volumes and volume equivalents. With end-of-year funding, the University Library was able to buy several significant electronic research materials to support the University's scholarship in the humanities, including *Eighteenth Century Collections Online*, which includes every significant English-language and foreign-language title printed in Britain between 1701 and 1800, and thousands of important American works from the same period; and *Early English Books Online*, which contains facsimiles of virtually every work printed in England, Ireland, Scotland, Wales and British North America printed between 1473 and 1700; and the Gerritsen (Women's) Collection. Using Technology Fee award funds, the library purchased e-books to support extended campus courses and degree programs in business, education and health sciences. Subject liaison librarians continued to provide research support by maintaining office hours within academic departments.

The Law Library also added numerous significant electronic resources and databases during fiscal 2007-2008 evincing its continued emphasis on expanding electronic holdings. Some of the databases purchased include the following: *LexisNexis Congressional Hearings Digital Collection Retrospective B 1980-2003* which provides PDF images of congressional hearing transcripts; *WorldTradeLaw.net* which contains a wide collection of primary source materials relating to international trade law; *CCH Business & Finance Library* which provides access to a variety of primary and secondary materials on corporate law, securities, trade regulation, mergers and acquisitions, and intellectual property; *Foreign Law Guide* which provides essential information on locating the laws of every country in the world including information on translations into English; *InterAm* which provides primary source material on the laws of the Americas including many English translations; *Making of Modern Law Trials 1600-1926* which provides digital access to primary and secondary source materials relating to important world trials; and

LexisNexis Congressional Record Permanent Digital Collection which expands the access available on LexisNexis Congressional by providing digital access to the full-text of the Congressional Record. All of these resources are available not only to law students, but to all members of the Georgia State University community.

Research Management: A federal audit highlighted the need for better documentation of time and effort on grants and contracts. Implementation of a set of policies and practices related to the federal Disclosure Statement (DS-2) was completed along with a new on-line Personnel Effort Reporting System (PERS). Significant research staff and faculty educational activities around these policies, procedures, and use of the new online system were completed during the year. The new online system went live during fall 2007 and the percent of correctly certified time and effort reports filed on time went from 65% to 92% during the first year of the new PERS system. Additional monitoring and feedback procedures, along with escalating consequences for non-certification, are being implemented during the current year to meet our goal of 100% compliance to these requirements in the coming year. We also are implementing the new Oracle Grants Management software system during the coming year which should increase the level of online administration and increase business efficiencies while at the same time increasing compliance monitoring across many areas of grants management. The grants related financial component of this system will go live in July 2009, with the pre-award going live during the following spring semester. Our F&A proposal is due next year and we are beginning to develop the infrastructure and data to submit a strong renewal in this area. We continue to develop the best distributed models of research administration support in the colleges and departments in order to increase the efficiency in grant submissions now that most external agencies are using online submission processes.

Research Computing: Georgia State purchased an IBM System Cluster 1350 to augment the expanding inventory of supercomputing resources. The 1350 supports research that requires commodity level, Linux computing and has 320 Intel® Quad-Core processors that provide approximately 3 teraflops, or three billion calculations per second. This system has replaced the BIOCLUSTER with 10 times the computing capacity. The IBM System p5 Supercomputer expanded from 10 nodes (160 CPUs) to 12 nodes (192 CPUs), increase of 20% in potential compute cycles, resulting in 1.3 teraflops overall computing rating. The aggregate compute cycles at Georgia State increased over 400% from 1.0 teraflops to 4.3 teraflops. In addition, Georgia State researchers now have access to an additional 11.3 teraflops from the SURAgid.

Graduate Student Support: Over 1,800 graduate students received full tuition waivers and were covered by mandatory health insurance. Georgia State is providing \$200 per student towards the annual premium. The minimum stipend for a half-tuition waiver remains at \$1,000 per semester and a full-tuition waiver at \$2,000 per semester during the academic year (\$500/\$1000 during summer semester). Funds for graduate student support were increased by \$1 million.

Graduate Indicators: There were approximately 6,300 graduate students enrolled in fall 2008, an increase of 120 above the previous fall. However, there was a decrease in new doctoral students from 290 to 237. In addition, there were 650 students seeking law degrees and 440 students enrolled in graduate non-degree programs. 1,400 graduate students were new to the university. The number of doctoral degrees awarded continues to increase with a record 200 degrees awarded ([Table 24](#)).

In the College of Law, the Student Trial Lawyers Association (STLA) won the National Association of Criminal Defense Lawyers Competition.

2.5 Connection to the Greater Community

International: International initiatives spanned the globe and engaged all of the colleges of the university. In 2008, the colleges continued to increase significantly their international programs and activities.

The College of Arts and Sciences reached out to all corners of the globe with programs including research collaborations, professional training, student exchanges, study abroad, and foreign language study. New student/faculty exchange programs were developed with Universidad de Málaga and the Universidad Complutense de Madrid, Spain; the University of Versailles, France; American College of Thessaloniki and Aristotle University, Greece; and the University of Cordoba, Argentina. The College offered twelve summer study abroad programs and fifteen semester academic exchange programs.

Faculty in Applied Linguistics received \$250,000 from Higher Education for Development (HED) to assist the National Pedagogical University (UPN) in Mexico City in providing post-baccalaureate training for Mexican English language teachers. The department's summer English as a Second Language program for Chinese students was expanded to include training for Chinese English language teachers.

The College of Arts and Sciences faculty continued collaborative projects in South Africa. Psychology faculty are collaborating with colleagues at the University of Pretoria, South Africa on a National Institute of Child Health and Human Development (NICHD) funded grant targeting HIV-infected mothers and a Human Sciences Research Council (HSRC) project in Cape Town, examining the relationships between families and HIV. Additionally, the Jean Beer Blumenfeld Center for Ethics co-sponsored the "Bearing and Rearing Humans: The Ethics of Procreation and Parenthood" conference in May 2008 at the University of Cape Town, South Africa.

The Department of Biology developed joint training programs with Harbin Medical University and Southwest Jiaotong University, China; the first 2+2 student from Harbin MU is on campus. In addition new 2+2 agreements were established with Georgia and Sri Lanka.

Georgia State has set a new record this year, with three current and former students receiving prestigious Fulbright fellowships for travel abroad. A fourth Georgia State student was named as an alternate for the program. There were twenty visiting Fulbright scholars.

The College of Education continued to expand international programs in student exchanges, study abroad and faculty initiatives and research. New student/faculty exchange programs were developed with Sichuan Normal University, China; Malmo University, Sweden; Silkeborg Seminarium, via University College, Denmark; Oslo University College, Norway; and Hogeschool van Arnhem en Nijmegen (Han) University, the Netherlands. The College of Education continued its membership with the European Teacher Education Network (ETEN).

The Department of Counseling and Psychological Services continued a joint collaborative project with the counselors in Garankuwa and a project on "Health behaviors of South African adolescents" with the Department of Child and Adolescent Psychiatry at the University of Cape Town in South Africa.

Nineteen high schools students who participate in the Early College High School Initiative traveled to Japan in the Summer of 2008 for an 11-day study abroad program. The Early College program is a partnership between Georgia State and Carver High School that began in 2002 and encourages low-income, first-generation college students to earn a high school diploma and an associate's degree, or up to two years of credit toward a bachelor's degree.

Georgia International Law Enforcement Exchange Program (GILEE) and International Law Enforcement Enterprise (ILEE) in the Criminal Justice department completed eleven programs that included the 16th

delegation of Georgia, Florida, and Tennessee police officials visiting Israel, and the 14th delegation of senior Israeli police officers visiting Georgia. Of note, GILEE and the U.S. Attorney for the Northern District of Georgia convened a special briefing titled "Terrorism: Understand, Predict and Counter" to 140 police and homeland security command staff. As well, a delegation of London Metropolitan police and government officials visited Georgia to learn firsthand about the security of the Atlanta 1996 Olympic Games and the 2004 G-8 Summit. GILEE was a cosponsor of the 8th annual conference on the Impact of Global terrorism at the International Institute for Counter-Terrorism (ICT) in Israel with active participation of the U.S. Attorney for the Northern District of Georgia and GILEE's director.

Furthering its commitment to advance corporate social responsibility, the J. Mack Robinson College of Business has adopted the Principles for Responsible Management Education (PRME), which was unveiled by a group of scholars and leading academic organizations at the UN Global Compact Leaders Summit in July 2007. The PRME initiative was developed by an international task force of sixty deans, university presidents and official representatives of leading business schools, and it was co-convened by the United Nations Global Compact, the Association to Advance Collegiate Schools of Business (AACSB International), the European Foundation for Management Development (EFMD), the Aspen Institute's Business and Society Program, the European Academy for Business in Society (EABIS), the Globally Responsible Leadership Initiative (GRLI), and Net Impact.

The J. Mack Robinson College of Business has developed an innovative "Executive Leaders" partnership to offer for the first time in Russia an opportunity for executives to learn best international leadership and management practices and earn two prestigious graduate degrees. The College's partnership with Lomonosov Moscow State University, which has long been the premier institution of higher education in Russia, offers an Executive MBA (EMBA) from Georgia State University's J. Mack Robinson College of Business, the first EMBA to be offered by a U.S. school on-site in Russia, and an M.S. in management from Moscow State. In addition to the Executive MBA, the Robinson College is also presenting Executive Networking/Leadership Forums in Moscow featuring executives from Russian and multinational organizations as well as Workshops on leadership, strategic and operational issues, and advanced management practices.

The J. Mack Robinson College of Business has partnered with United Arab Emirates University to offer executive education courses in Dubai.

The College of Law hosted the International Conference on the Future of Legal Education February 20 - 23, 2008. The conference took as its point of departure a report on American legal education recently issued by the *Carnegie Foundation for the Advancement of Teaching: Educating Lawyers*. The report calls for fundamental changes in both the structure and content of legal education in the United States to integrate realistic and real-life lawyering experiences throughout the curriculum. The conference brought together leading legal educators from both the United States and other countries with leaders from the legal profession. Presentations, especially from other countries, included concrete examples of how to create a new law school and how to transform an existing law school into a model of innovative legal education.

The College of Law expanded its study abroad program in Latin America by adding a focus in Buenos Aires, Argentina, in addition to its current Legal and Policy Study in Rio de Janeiro, Brazil. The College of Law also expanded its initiative in The International Connection, which provides legal training and general exposure to the American legal system for individual law students from former Soviet bloc countries. Students are provided comprehensive fellowships for a one-semester certificate program at the College of Law.

The College of Law has formed an important relationship with Global Alliance for Justice Education (GAGE), an organization of over 400 law teachers, lawyers, and leaders of non-governmental organizations from more than 50 countries dedicated to promoting justice through education.

State and Local: Community and state outreach and partnership accomplishments intersected virtually all academic departments. Some examples are:

The Computer Assisted Debate Project (CAD), coordinated by Communication faculty Carol Winkler, was honored by First Lady Laura Bush in February 2008. CAD aims to provide a challenging and engaging after-school learning experience for middle-school children residing in low-income housing in Atlanta. The program stresses the value of learning skills acquired through debate and how they can assist with nonviolent conflict resolution and improve academic performance. Winkler and Michelle Parks, a student at Douglass High School in Atlanta, were invited to attend a reception at the White House to celebrate the third anniversary of the Helping America's Youth Initiative. CAD was among five programs singled out by Mrs. Bush.

Science, Technology, Engineering, and Mathematics (STEM) initiatives within the College of Arts and Sciences have led to major projects with funding from the National Institutes of Health, National Science Foundation, Howard Hughes Medical Institute, and Georgia Office of Economic Development. These initiatives bring hands-on science to primary and secondary schools through the Bio-Bus; provide fellowships to Georgia State undergraduates in chemistry, biology, and biotechnology; develop innovative approaches to teaching including the Mathematics Interactive Learning Environment (MILE), Studio Physics, and Neuroscience; and train college teachers in chemistry and neuroscience. The regional 2008 Science Olympiad for middle schools was held at Georgia State and coordinated by the chemistry department. Twenty-six middle school system teams participated in twenty-three science events (~400 students, ~80 teachers and ~300 chaperons/parents).

In February 2008, the City of Atlanta awarded its highest mayoral honor to the Coalition to Remember the 1906 Atlanta Race Riot, a group with strong links to Georgia State. Georgia State professor of history Cliff Kuhn was a co-convenor of the group, and several other faculty members, including Charles Jones, chair of African American Studies, were involved in planning the week's events. A full day of programming took place on Georgia State's campus, including speakers, films and stories from descendants of victims and other people affected by the riot.

The Gerontology Institute continues its GrandPanther Program, which connects university research to elder-care communities in the Atlanta metropolitan area. The program also serves on the Academic/Continuing Education Work Group of the Georgia Collaboration for Continuing Education and Training in Aging. The collaboration is sponsored by the USG, AARP, and area agencies.

Psychology faculty conducted a summer practicum in Colquitt County, Georgia, in which clinical, community, and developmental graduate students live for a week in the town of Moultrie and work directly with migrant children and their families. Students have the opportunity of doing psychological assessments of children referred by the schools, conducting home visits, consulting with faculty and students from other disciplines and schools, talking with schools administrators and teachers, and visiting the migrant camps and fields in which the people live and work.

Arts and Sciences faculty and students were involved in a variety of community arts program during the year. The Ernest G. Welch School of Art and Design hosted a regional Scholastic Art Competition for middle and high school students in the southeast. There were almost 3,000 entries in last year's exhibition and close to 300 Gold Key winners. Winners selected for the Georgia Regional Show were then submitted to the National Scholastic Awards competition. The School of Music sponsored the Rialto Jazz

for Kids program, involving jazz faculty and students. Music also hosted events for the High School Honor Choir, the Honor Band, and Honor Orchestra, which brought close to 200 middle and high school students to campus.

Georgia State hosted the regional championship tournament for collegiate debaters for the southeast and southeast central regions of the United States in February 2008. The Georgia State debate team of Joel Lemuel and Kirk Gibson won four of their six debates and qualified for entry in the 2008 National Debate Tournament.

In October, Georgia State hosted the 6th Annual Latino Youth Leadership Conference, a day-long gathering of almost 1,500 Latino and Latina high-school and middle-school students, as well as their parents and teachers, from across the state of Georgia.

The College of Education, with the Office of International Affairs at Georgia State and the Southern Center, co-hosted the 2nd Metro Atlanta Academic World Quest, the regional competition about international knowledge among high school students, in March 2008. Winners from this competition participated in the national competition in Washington D.C. in April 2008.

The College of Education hosted the 13th annual Model United Nations Conference last year, an event that allows high school students to step into the shoes of UN delegates and experience the inner workings of the world's most influential body.

The Teacher Induction Partnership between Georgia State University, the University of Georgia, the National Commission on Teaching and America's Future (NCTAF), and the Georgia Board of Regents is funded by Wachovia Bank. Through this funding, the Professional Development Schools in the four districts (Atlanta Public, DeKalb, Gwinnett, and Fulton) that partnered with Georgia State University are able to create Cross Career Learning Communities (CCLCs), which are comprised of Georgia State student teachers, beginning teachers, mentors, experienced teachers, faculty and the trained facilitators, are organized and maintained to provide a network of resources and support for their members. The project's goals are to improve student achievement in the Atlanta area by enhancing the quality of new teachers entering high-need schools, and to increase the likelihood that they will stay in their teaching assignments and become skilled teachers.

The Urban Literacy Clinic (ULC) provided literacy services for 504 children in the Atlanta community and prepared 245 teachers in literacy instruction in the following five graduate and undergraduate teacher certification programs: Reading Specialist, English Education, Middle Grades Education, Early Childhood Education, and Special Education. The Urban Literacy Clinic also collaborates with The Study Hall (non-profit, after-school program) in the Peoplestown Community in Atlanta, providing literacy tutoring lessons for children and literacy workshops for teachers and staff. During the 2007-2008 year, the director and the Graduate Resource Alliance (GRA) provided two such workshops for teachers. The ULC also partners with the After School All-Stars program, which is directed by Georgia State Professor Dr. Walt Thompson, and the Metro-Atlanta Boys and Girls Clubs to provide literacy tutoring for children.

The College of Education partnered with Atlanta Housing Authority (AHA) to facilitate the Good Neighbor Program since 2004. The Good Neighbor Program is designed to instruct tenants on how to be a good neighbor in return for a voucher that can be used to move out of areas of concentrated poverty. The tenants participate in training sessions, facilitated by the Alonzo Crim Center for Urban Educational Excellence, which focus on crime prevention, continuing education, parenting, preparing for economic self-sufficiency, adjusting to a new community, conflict resolution skills, and substance abuse. During the year of 2007, 1883 tenants were served followed by the current service of 1229 tenants during the year of 2008. The housing communities served include: Bankhead Courts (335), Bowen Homes (508),

Thomasville Heights (333), and Martin Luther King, Jr. Towers (112). Two of the housing complexes, Antoine Graves/Graves Annex (237) and Martin Luther King, Jr. Towers (112), served senior citizens. Five Georgia State graduate students conduct research and teach the modules of the GNP program.

The Byrdine F. Lewis School of Nursing transitioned delivery of MS-core and PhD courses from traditional to hybrid, technology-enhanced teaching formats. The introduction of innovative synchronous and asynchronous teaching strategies, via Eluminate-live, continues to be well received by students and faculty. The STEPS (Supporting Technological Enhancement of PhD Students) project, initiated in 2006, expanded partnerships across the state to increase the supply of nurse educators. Twelve new students were admitted into the PhD program in fall 2008, six of whom are supported by STEPS funding. To assist in addressing the crises in mental health care, the Psychiatric-Mental Health Nursing graduate program expanded course offerings to provide knowledge and skills at the nurse practitioner level. To meet the unprecedented shortage of nurse-generalists, the undergraduate program increased enrollment by admitting 174 new students while maintaining an initial passing rate of 96% on national licensure examinations for our graduates. For the second consecutive year, the Nursing Student Organization received recognition as the Outstanding Student Organization at Georgia State, based primarily on its broad-range of community services. To enhance research activities, a national search is underway to fill the recently created Byrdine F Lewis Endowed Chair in Nursing, the first endowed chair within the School.

The Division of Physical Therapy completed a “Campus Mapping” of the University to provide up-to-date information in a web-based format for those who navigate the campus using assistive devices. The University will host the accessibility map on its home page, further enhancing the experiences of all who visit the campus, attend classes, or work at Georgia State.

The Division of Nutrition in collaboration with the Georgia State Fitness Center, Counseling Center, and Center for Student Health Promotion and Education has started a Nutrition Clinic for campus participants.

Students in the Division of Respiratory Therapy are collaborating with the Atlanta Public Schools to implement “Peak Performance,” an innovative, nation-wide health promotion program that assists school nurses who work with asthmatic children in controlling asthma.

The Institute of Public Health received additional funding from the Healthcare Georgia Foundation to continue its research on policy interventions to reduce childhood obesity in the state of Georgia, as well as funding from the American Public Health Association to investigate ways to improve pedestrian safety on campus.

Two nationally recognized programs formerly housed at the Marcus Institute moved to the College of Health and Human Sciences in August. The new Center for Healthy Development brings five visiting faculty and four support staff to the College. The Center, which is funded by external grants from federal and state government and foundations sources, is led by director John Lutzker, former Executive Director of the Marcus Institute. The Center’s two programs are the University Center for Excellence in Developmental Disabilities (UCEDD), directed by Daniel Crimmins, and SafeCare, led by director Daniel Whitaker.

The School of Social Work has two initiatives funded by Georgia Department of Human Resources to enhance labor force capacity in public child welfare. The Child Welfare Scholars Program provides BSW and MSW education to Georgia DFCS workers, or prospective workers. In 2008, fifteen graduated and began working for the state. The Professional Excellence Program provides training statewide to the DFCS workforce. In 2008, advanced skill workshops were provided to approximately 2,000 DFCS employees.

The Library hosted the 2008 Georgia Depository Library Conference, bringing together over forty librarians from around the state to share information and coordinate government document activities within the state.

The Future of Insurance Regulation was the focus of a conference cosponsored by the Department of Risk Management and Insurance and the J. Mack Robinson College of Business, the American Enterprise Institute, and the Brookings Institution on July 9 in Washington, D.C. The conference focused on the reform of the system for insurance regulation in the U.S., which has received increasing attention with the issuance of a Treasury Department plan to revamp the Federal regulatory structure for financial services, including insurance.

The J. Mack Robinson College of Business sponsored an Economic Summit in October to explore the national financial crisis, to advance understanding about what caused these problems, and to determine what the future may hold.

The 10th annual Women's Leadership Forum was hosted in May 2008 by the J. Mack Robinson College of Business. The College is the driving force behind the annual Women in Business Leadership Forum cosponsored by the College's Department of Marketing, Atlanta Business Chronicle, AARP, Georgia Power, Hershey's and BusinessWise. More than 200 aspiring women leaders from the Atlanta area attended the event.

In celebration of its 25th Anniversary, and its historical commitment to public service and the best values of the profession, the College of Law faculty, students and staff have pledged 25,000 hours of pro bono service to the outlying communities. The College of Law has reached 80% of its goal, amassing 20,568 hours of pro bono service hours.

The College of Law's Health Law Partnership (HeLP) Clinic began full operation in 2007. The Clinic is a medical-legal collaboration with Children's Health Care of Atlanta and the Atlanta Legal Aid Society in which lawyers, law students, and health care providers work together to improve the well-being of low-income children.

The College of Law and the J. Mack Robinson College of Business initiated innovative collaboration in areas of intellectual property. Both the Intellectual Property Roundtable and the Intellectual Institute promote networking and collaboration between intellectual property business professionals and intellectual property attorneys.

The College of Law's nationally recognized Low-Income Taxpayer Clinic expanded operations by adding a full-time supervising attorney, which has allowed increased student enrollment in the Tax Clinic. The Low-Income Taxpayer Clinic, which serves the needs of low-income residents of the State of Georgia, was presented with the GSU President's Award for Community Service and Social Action in April 2008.

2.6 Infrastructure/Support

Improved Performance of Administrative Units: Administrative and Support Unit Review (ASUR) is progressing steadily through efforts spearheaded by the Associate Provost for Institutional Effectiveness.

Seven units completed self studies and were reviewed by the ASUR committee in 2008: Auxiliary Services, Business Services, Office of Civic Engagement, Disability Services, Disbursements, External Affairs, and Intercollegiate Athletics.

In addition, a number of units are at the Draft Action Plan stage: Disbursements, Business Services, Auxiliary Services, Disability Services, Intercollegiate Athletics, Civic Engagement, External Affairs, Office of African American Student Services & Programs, Rialto, Research and Awards Administration, College Grants and Project Management Offices: AYSPS, A&S, CHHS, RCB, RCB Graduate Academic Assistance, Facilities Customer Communication, IS&T Planning & Strategic Initiatives, College Tech Support units: A&S, COE, CHHS, and Development.

Six units completed the Administrative and Support Unit Review process by having their Action Plans approved by the Provost: Accounting Services, Revenues and Receivables, Registrar (including GoSOLAR), International Student and Scholar Services, Facilities: Design & Construction (including Renovations), and Spectrum Offices.

All administrative units annually monitor their performance on defined outcomes and report their findings and strategies for improvement.

Customer Service: Improving service to customers is a major initiative of the governor and the University System of Georgia (USG). In response to demand from students, the Library expanded its hours and now is open from 7:30 AM – 8:00 PM on Friday and from 10:00 AM – 10:00 PM on Sunday, for a total of six additional hours per week.

The Student Advisement Center increased its number of daily operating hours during which advisers are available for walk-in appointments by 50% from 2007 to 2008.

The division of Enrollment Services continued to improve customer service performance. As a result of the implementation of the IP telephone project initiated in July 2007, the number of abandoned calls to the One-Stop-Shop call center (which handles initial student phone inquiries regarding financial aid, student accounts, and registration) was reduced from 69% in July 2007 to 0% from February 2008 to the present. In addition, after receiving increased training, the staff members of the physical One-Stop-Shop were able to service 92% of all student inquiries, having to refer only 8% of their customers to other campus offices for further assistance.

Technology: The university portal, PAWS (Panther Access to Web Services), was made available in November 2008 to current, accepted and prospective students, as well as faculty and staff. This system allows Georgia State to deliver highly personalized information, Web services, and community interaction to every campus constituent. It is designed to enhance university services and facilitate communication and community among students, faculty, and staff. This portal was formerly known as Luminis.

The Banner Student System underwent a minor upgrade to incorporate Board of Regents modifications and fixes from the vendor. A proposal was accepted by the vendor, Sungard HE, to allow Georgia State to be a beta partner for the new 8.0 version of Banner so we can be more proactive in requesting and responding to system changes. Commencing in December 2007 with completion in March 2008, the newest system was successfully installed and tested at Georgia State.

A beta version of Iport was launched in November 2008. Iport is a new, web-based system that provides access to the University's enterprise data warehouse, where information gathered from a variety of source systems is collected, stored, and reported. Much of this data was previously displayed on the Statware site in a static, aggregated format. While Iport will continue to present many of these familiar Statware reports for public access, it will utilize the easy-to-use Oracle Discoverer reporting tool to provide this information.

Blackbaud Raisers' Edge, the primary fundraising system used by the Office of Development, went live on July 1, 2008. It replaces Banner Advancement and provides the necessary technological infrastructure to development and external affairs operations. This fundraising system should increase their effectiveness at fund-raising, stewarding gifts to the university, engaging alumni and external constituencies, and supporting the next capital campaign.

With the implementation of the first University-wide mass emergency notification system, the Connect-Ed system is designed to send email, text and /or phone messages to large campus audiences in a rapid manner. Phase one was deployed in September 2008 with the capacity to send emails and phone messages to known contact points. Future refinement will allow for self-service editing of emergency contact phone numbers and email addresses.

The upgrade to the most current version of the PeopleSoft Financials system began in FY08 and should provide renewed support, improved functionality, better security, and better synchronization with the Board of Regents (BOR) data warehouse and improved reporting. We expect to realize cost savings with decommission of the Citrix software and hardware and by leveraging development and training dollars from the BOR. We also initiated the implementation of the new Grants Management system to provide better integration into the Financials system.

Phase 1 of the server virtualization project was completed by migrating forty-one existing physical servers and twenty-six new server instances to seven virtual server hosts in order to reduce power, HVAC and space within the Technology Operations Center.

Georgia State on iTunes U launched in 2008 and was listed on Apple's public iTunes U site in July. Georgia State was the first public university in the state to be so listed. Georgia State on iTunes U allows the university community access to a wide variety of innovative podcast content, including class lectures, learning modules, campus tours, and student projects. As the largest podcast content provider, the Robinson College of Business has worked closely with the Digital Aquarium to ensure a successful launch of the iTunes U Web site. Moreover, RCB offered more than 50 online courses last year using Elluminate, the University's online teaching tool.

The Robinson College of Business introduced use of Sharepoint, a Web 2.0 site designed to enhance collaboration and communication, in its graduate programs. Web 2.0 in general, and Sharepoint in particular, are widely adopted in the mainstream business community. This year, the college also piloted using virtual worlds as a pedagogical tool.

Georgia State has reviewed and passed the Web Accessibility policy. The university templates are ADA compliant, and the colleges are being encouraged to move toward that same compliance.

Throughout the year, the Library was engaged in the following technology related projects with the goal of improving the research experience for the Georgia State community:

1. Metasearch (Metalib) - the Library continued to work with GALILEO consortia on a project to bring metasearching of library online resources to the Georgia State community, in order to facilitate a single search of multiple library databases at one time, making the discovery of scholarly content more efficient for students doing research.
2. Digital Collections (ContentDM) - a digital library system to facilitate the digitization and rich description of thousands of unique objects acquired by the Library. This system should allow researchers to search, find, and use the Library's collections for scholarly purposes or in course

settings. This is a collaborative project with server hosted by Information Systems and Technology (IS&T) and library administration of the software.

3. Digital Repository (Digital Archive @ GSU) – the Library continued its partnership with IS&T to digitally store and made accessible the scholarly output of the Georgia State community. Three hundred and fifty eight master’s theses, doctoral dissertations and undergraduate honors theses were collected in FY08. A subcommittee consisting of faculty from the Senate Research Committee, Senate Library Advisory Committee and the University Library gave the Georgia State institutional repository the name “Digital Archive @ GSU.”
4. Computer Usage (LABSTATS) – a Library and IS&T joint acquisition, this software package should allow us to gather usage information for all the Library lab machines and view real time usage reports in a web browser, in order to maximize deployment of resources based on actual need.
5. Library Webguides (LibGuides) - The Library has begun the process of migrating in-house designed web research guides to this new platform, which should allow librarians to easily distribute research support via blogs, chat, and other social software and minimize the necessity for in-house technology support.
6. Library Catalog Enhancements (VUFind) - The Library participated with other Georgia higher education libraries to explore enhancements to the online catalog to make searching and connecting to library resources in print or electronic formats easier and more engaging for students and faculty.

A walk-up help desk is available to students to address technology issues of greater complexity than those support requests handled in the Library Commons.

Information Security Awareness: In conjunction with the campus project to remove social security numbers as a primary identifier, the Information Protection and Access policy was developed to proactively protect and account for confidential information. Georgia State became the first university in the nation to obtain ISO 27001 Certification for the information security management systems (ISMS) in the Information Security department and the Office of Disbursements. We completed over one hundred risk/vulnerability assessments on information technology projects and provided recommendations to mitigate unacceptable risks to university systems and data.

In our on-going efforts to simplify and enhance electronic identity management at Georgia State, we implemented a self-service system for CampusID account activation and password reset (campusid.gsu.edu). In addition, the following systems now use the CampusID and password for authentication: Ulearn (WebCT), GoSOLAR for students and faculty, PeopleSoft HR, Panthercash Online Office, and EZprozy (Library), Anti-SPAM, Help Center, PeopleAdmin (jobs.gsu.edu), and Personnel Effort Reporting (PERS).

Emergency Management: The following policies and plans were approved: University Emergency Management Policy; University Emergency Action Plan; sample Unit/Facility Emergency Action Plan; and Emergency Communications Standard Operating Procedures. An Outdoor Emergency Broadcast System (four speaker arrays) was installed and PantherAlert – Connect-ED (Mass Notification System) was implemented. Georgia State was the first university in Georgia to fully automate the sign-up process (100% compliance with 31,912 personnel loaded into system). An initial test returned 87% successful delivery rate. A web-based Emergency Notification System was created.

Campus Sustainability: University offices and groups across campus have worked to expand the use of sustainable business practices and to provide the university community with information on conservation efforts. A strong emphasis on sustainability in the day-to-day operations of the University can have a positive impact on student and employee recruitment and retention, realize significant cost savings for the

University via the conservation and careful utilization of scarce resources, and enhance Georgia State's reputation as a good corporate citizen and good neighbor to the greater Atlanta community. The Building Services department has expanded recycling services this year to include collection of plastic containers, along with paper, aluminum cans, and other materials. The Staff Council Green Issues committee worked with the department to develop a Frequently Asked Questions poster on the full-slate of campus recycling services. Staff Council partnered with interested faculty to form a Greening Georgia State group, which held "green bag" seminars throughout the fall on transportation, recycling, and other conservation efforts. Georgia State also has a strong student group focused on such efforts, the Sustainable Energy Tribe. With support from Building Services, the University is now a member of the Association for the Advancement of Sustainability in Higher Education.

Comprehensive Campaign: University fund-raising efforts exceeded projections of \$17 million with \$20.1M (including \$10M verbal pledge) raised. The number of donors increased again and the average gift size increased. Total fund-raising exceeded \$10 million for the tenth consecutive year. The assets of the foundation exceeded \$446 million, with \$91.9 million in endowment funds, a decrease of 3.6% from last year. The operating portfolio decreased by 24.7% from \$36.0 million to \$27.2 million. Various assets of the GSU Foundation are listed in [Tables 33-35](#).

Facilities: Progress continues to be made toward attaining facilities essential to meeting the teaching and research goals of the Strategic Plan. Construction on the Parker H. Petit Science Center building in the University Science Park, on the former site of the Atlanta Police Department, continued on a schedule for completion in spring 2010. Part of the annex building on the Sun Trust complex was renovated for CollabTech, with gained occupancy in late spring 2008.

The College of Law has entered the pre-design phase of its plan to build a new law building on that part of the Sun Trust site that includes the three-story bank building and the other vacant structures between the bank building and the parking structure.

With the purchase of the Citizens Trust building, a twelve-story office tower located on Piedmont just south of the University Commons, part of Information Systems and Technology (IS&T) moved into two of the floors in December 2007. Space vacated by IS&T in Classroom South was converted to fifteen classrooms including a room specially designed for Studio Physics. Classes commenced in these new rooms in fall 2008.

The Counseling Center was also relocated in Citizens Trust building and its previous location, the Counseling Center building – renamed Courtland North building – was renovated. This building will be used temporarily as 'swing space' to accommodate faculty and staff displaced during periods when their space is being renovated.

The *Exchange*, a multi-faceted technology-oriented facility for Georgia State faculty, hosted a grand opening in November 2008. Faculty can come to the *Exchange* to work on their online courses, course components, or research; to share resources and ideas; to learn new technologies, attend seminars and technology demos; or just stop by and check email. The facility includes private workspaces, open work areas, a conference area, a recording studio and a visualization lab. A well-trained staff is available for assistance.

Information Systems and Technology (IS&T) replaced all out-of-warranty projectors and Crestron touch panels in the Aderhold Learning Center classrooms and implemented Crestron control devices in Classroom South to reduce significantly operating and support costs. In addition, IS&T worked jointly with J. Mack Robinson College of Business (RCB) to complete the opening of the Buckhead facility that

will be used primarily for RCB's EMBA program. The facility includes three technology equipped classrooms, and four breakout rooms.

3. Priorities for 2009

3.1 Context for Budget Discussion and Initiatives

External Mandates: The first key feature is an increase in credit hours due to successful efforts to: increase the numbers of freshmen and transfer students, increase retention of current students, and increase the average number of enrolled credit hours per student. A second key feature is that the University System of Georgia (USG) is using 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 USG from new workload money being allocated based on 80% of enrollment changes to one that includes a focus on USG's new strategic plan <http://www.usg.edu/regents/strategic/>. A fourth key feature is an increased focus by USG on improvement of retention, progression, and graduation rates. A fifth key feature is our Southern Association of Colleges and Schools (SACS) reaffirmation and our implementation of Critical Thinking through Writing (CTW) initiative. The sixth key feature is a change in presidency that will occur at the beginning of January 2009 with the retirement of President Carl Patton who has led the University for over sixteen years. While state appropriations are increasing each year ([Table 25](#)), the percentage contribution of state appropriations to the total general education budget is approximately 56%. Both tuition and fees per full-time equivalent (FTE) and state and local appropriations per FTE are approximately 83% of our Integrated Postsecondary Education Data System (IPEDS) peer group for FY 2005. However, the over-riding impact on FY'09 and FY'10 is the current economic turmoil that besets the state and the nation. Not only do budget cuts impact our ability to hire new faculty and staff but also some faculty hired for fall 2008 had to decline offers because they were unable to sell their current homes. The budget cut for this fiscal year is currently 8 percent, but advice is to plan for a 10 percent cut.

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 2008, there are 28,200 students enrolled. We are revising our goal to 29,000 students by fall 2009. However, students are taking a significantly higher course load so that credit hour generation is at an all time high. To meet our revised goal, we need to continue to invest in additional full-time faculty, staff, facilities, and academic support. 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. Even though there are anticipated significant decreases in state allocations for FY'09 and FY'10, there should be offsets through increased paid credit hours and increased workload money from the state. The net will probably be a decrease in overall budget for FY'10. 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/~wwwact/pdf_plan_archive/2005_strategicplan.pdf (pp. 25-29).
2. Investments should be made to support an anticipated increase in students. Any resulting anticipated revenue should be first used for increased faculty and staff necessary to support the increased number of students.
3. 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 28,200 to 29,000. Other 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.

4. 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.
5. 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 2009

Georgia State is committed to pursuing initiatives that should 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 *U.S. News & World Report* and to be listed in the top 100 universities by the Center for Measuring University Performance at Arizona State University. Achieving 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 additional commitments to the Areas of Focus proposals funded in phase II in spring 2008. We continue to sharpen where we invest in the university by targeting focused 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 2009:

3.2.1 Academic Programs & Faculty

Freshmen Learning Communities: Georgia State has plans to continue to develop Freshmen Learning Communities (FLC) that rely more heavily on full-time, highly effective faculty to teach courses such as freshmen orientation, GSU 1010. One model has the number of credit hours for GSU 1010 being adjusted from 3 to 1 and paired with a 2-hour thematic academic course taught by the same full-time faculty member. Budget constraints make the implementation of such student-friendly innovations to the FLC program difficult, and perhaps impossible, at the present time.

Faculty Appointments: We plan to continue to convert part-time instructors (PTI) and/or visiting positions to continuing non-tenure track (NTT) and/or tenure-track positions, to the extent possible within 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. In addition, we will continue to increase continuing NTT positions in order to provide quality instruction for the ever increasing numbers of freshmen and sophomore students. For example, we anticipate adding positions to accommodate an increase of 200 freshmen in fall 2009, an increase of 160 sophomores as a result of the increased freshman class in fall 2008, and an increase of 200 juniors as a result of the increased freshman class in fall 2007. With initiation of the Critical Thinking through Writing (CTW) initiative, we plan to add full-time faculty and/or other support people so that there will be at least one assistant per twenty-five students in CTW designated courses.

Faculty Support & Development: We 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. We will continue to help faculty provide a more active learning environment through the Center for Teaching & Learning and the Academy for 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, Critical Thinking through Writing (CTW), 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 as part of an ongoing plan to the extent permitted within legislation. While 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 and is critical for tenure-track and non-tenure track faculty retention and satisfaction. We will explore ways in which we can be given the budgetary flexibility to use structured processes such as pre-tenure and post-tenure faculty review to make recommendations for salary adjustments necessitated by salary compression.

Library Collections & Services: The University Library will continue to work toward the goal to successfully apply for membership in the Association of Research Libraries, working under the constraint of Library budget increases that have been inadequate to keep up with the University community's growing demand for scholarly research materials. The Library will focus on assessing collections, activities and services in order to ensure they are relevant to the evolving research needs of Georgia State students and faculty. In order to do this, the Library plans to analyze and evaluate its journal collection. In addition, where appropriate, the library will utilize endowment funds to enhance collections in specific subject areas. Special Collections & Archives will continue to look for ways to make the library's unique collections more useful to researchers via improved access and programming. During 2009, the Popular Music collection will be highlighted, with emphasis on the Johnny Mercer Collections and programs that celebrate the 100th anniversary of Mercer's birth. To ensure high quality services, the Library plans to make focus groups a quarterly activity, and continue to identify concerns and implement changes suggested by survey findings from the 2007 administration of LibQUAL+(tm), the library service quality survey. The Library will also undertake a survey of shelf space for all library collections in order to identify and prioritize critical space adjustments needed in the immediate, short and long term time frames. We also plan to initiate an information literacy plan that should prepare students for lifelong learning by partnering with appropriate campus units to educate students about finding, retrieving, analyzing, and using information.

The Law Library will focus on continued expansion of its electronic and other digital collections expanding the universe of electronic research possibilities for all of the students and faculty of Georgia State University. Having added four additional private group study rooms in the first part of fiscal 2008-2009, the Law Library has continued to explore ways to modify its existing space to meet the changing ways in which law students study. The Law Library's robust faculty research services will also continue to be a priority. With an average of forty to sixty law school faculty research requests completed every month, the law librarians' focus on service continues to be more than evident.

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 programs at convenient sites and also offer more 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 2009 (by admission-standing category) are 2,950 freshmen, 500 non-degree students, 2,150 transfer students, and 1,900 new graduate and professional students [1,470 graduate; 200 non-degree; 230 professional]. In addition, another 3,050 undergraduate students should be recruited during the year. Credit hours should increase from FY ‘09 and average hours per student per semester should continue at 12.0. We should continue to attract a diverse group of students who have as high SAT and GPA qualifications as previous classes. For regularly admitted students, guidelines are a minimum Freshman Index of 2450 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 200 high school visits; 250 college fair and probe events; new on- and off-campus events targeting honors and other prospects; a plan for comprehensive, coordinated communication with prospective students through e-mails, a newly redesigned admissions website, new brochures, and mailings; increased interaction with guidance counselors; and targeted visits to major area community colleges. We plan to continue to expand the university-level Honors program and these students will be housed in the University Commons. We will continue a scholarship program to attract National Merit Scholars.

Retention: Low six-year graduation rates are probably the single most important reason that Georgia State is still a 4th Tier institution in *U.S. News & World Report* rankings. For the fall 2001 first-time full-time cohort, the six-year graduation rate was 47.1% - 3% below the predicted rate, and the rate for the fall 2002 cohort decreased to 43.4%. However, based on data to date, the six-year graduation rate for the fall 2003 cohort should be about 48%.

New strategies are being deployed to increase retention for our diverse group of students. A one-percent increase in our six-year graduation rate is equivalent to recruiting 210 new students or 5,300 credit hours per year. Our first-year retention rates are slightly above national norms, but there continue to be significant retention losses in years two and three. For example, for fall 2006 class, 69.4% enrolled in fall 2007, a loss of 12.7% of students after their second year compared with an average loss of 10% nationally. Increased emphasis continues to be placed on departmental responsibility for retention of their majors, within available resources. Departments are provided with retention data for their majors and many have developed retention plans. The Regents required all departments to have retention plans in 2008. Listservs have been set up for each major, so that departments can be in regular contact with their students. This interim system will be replaced by a Luminis portal (renamed PAWS) through which we can ‘push’ information to students. Academic guides have been 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 73% for the entering fall 2008 class.

The Division of Student Affairs programs provide a variety of opportunities for students to become

involved in co-curricular activities. The number of chartered student organizations increased substantially in the last five years to 275. The Division will continue to establish and implement specific retention initiatives including programs that build tradition and school spirit and intercultural programs to provide exposure and encourage interaction among diverse individuals. A student activity fee increase has been recommended by the Student Mandatory Fee committee that should provide much more support for activities that build community. This part of the fee increase was vetoed by the Board of Regents last year. The fee recommendation awaits approval by the Board of Regents in April 2009.

We have encouraged more transfer students to attend Incept. We will continue 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 University System of Georgia's move to 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. However, this strategy requires faculty willing to teach in the summer term.

The Library will continue its efforts in recruitment and retention of students by working closely with the Office of New Student Programs and Parent Relations by participating in events such as Family Weekend and Incept. In addition, the Library will develop a relationship with the Athletic Department's Program for Academic Support Services (P.A.S.S.) by holding office hours in the Athletic Department's learning lab and by conducting library instruction sessions. The Library will continue to work with the Bridges to Success program, which targets at-risk sophomore students. Librarians will conduct four training sessions covering various library sources and services as well as social software. A new program called Reference-to-Go will be implemented. During mid-terms and finals the librarians will staff a temporary Research Support Desk at the Student Center to answer research questions for those who may not come to the library.

3.2.3 Undergraduate Experience

Learning Communities: Freshmen Learning Communities (FLC) should continue to be expanded with a goal to serve at least 50% of entering students for fall 2009. Analysis of retention data from fall 1999 – 2007 indicates that student in FLCs have at least three percentage points higher first-year retention rates than non-FLC students. Also, this enhanced persistence extends through subsequent semesters. However, budget shortfalls are limiting the number of classes with class size maximums of twenty-five students that we can offer. All of our GSU 1010 sections and many of the other courses that are part of FLCs are populated with section maximums of twenty-five students.

Residence Halls: Students who live in residence halls have higher retention and graduation rates than those who have no residence hall experience. For example, for first year retention rates, students living in the residence halls were retained at 4.4% higher rate than those who did not, and for students who lived in the residence halls and participated in Freshmen Learning Communities (FLC), the retention rate was 88.3%, 10% higher than those students who were neither in housing nor in an FLC. New freshmen for fall 2009 will be strongly encouraged to live in the Residence Halls. Having the residence halls on campus with the opening of the University Commons facility in fall 2007 provided students with an even stronger connection to the community than the previous University Village on the Georgia Tech campus. A new residence facility, Freshman Hall, is scheduled for opening for fall 2009 as are some Greek housing. As a result, we should increase the number of beds available by 500 to a total of 3,000.

Retention in Gateway Courses: As part of their department retention plans, departments that offer gateway courses are monitoring student performance. 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 forty-five sections of various courses. Some courses that serve large numbers of students are being redesigned.

Retention, Progression, and Graduation Strategies: The Regents allocated \$750,000 to Georgia State for FY'09 for Retention, Progression, and Graduation (RPG). Thirty proposals were received and thirteen proposals were funded. 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 should be expanded and duplicated in other departments for fall 2009.

Critical Thinking through Writing (CTW): A component of our Southern Association of Colleges and Schools (SACS) reaffirmation was 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 has been 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. This is a potential national signature program for the university and should be supported as a highest priority.

Honors Program: The Honors Program's primary goal for 2009 is to continue on pace to expand the program to 1,000 students and increase the number of stand-alone Honors courses in the core and in the majors. With continued cooperation with overall university recruiting efforts, the program expects to enroll 250 entering freshmen in 2009 and to begin to raise entrance requirements for this and future classes. Working with the Research Office and the Office of Undergraduate Studies, the Honors Program will play a central role in the GSU Undergraduate Research Conference, and seek ways within current budget constraints to work toward the development of an Undergraduate Research Academy and increased opportunities for undergraduates to participate in research. Likewise, the program will continue to seek ways to remedy its need for additional advisement staff and appropriate space.

Academic Advisement: Various advising strategies are being deployed as part of department retention plans, in some cases with funding from the Regents' Retention, Progression, and Graduation allocation. The Regents' task force on advising has a number of recommendations to improve academic advising on all campuses that we will be implementing. We need to add academic advisors and recognize faculty and departments that provide exemplary student advising.

Student Learning Outcomes: We will continue refinement 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. Assessment of student learning outcomes is an integral part of every degree program.

The faculty of all departments and programs that offer graduate and professional degrees continue to refine student learning outcomes for their programs and to develop concrete plans to achieve them. Work on the implementation of these plans will continue with the support of the Office of the Associate Provost for Institutional Effectiveness.

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 Conference and by sending students to the Colonial Academic Alliance undergraduate research conference that is held each spring. The third Undergraduate Research day is scheduled for March 13, 2009.

3.2.4 Graduate Experience & Research

Support for the Office of University Research Services & Administration (URSA) 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, particularly in large grants/center proposals; and research integrity, safety, and compliance activities.

Research Integrity/Compliance: Continuing support for researchers and research staff to learn about and practice procedures that are in compliance with federal and state policies will continue to be provided. In addition, a federal audit highlighted the need for better documentation of subcontract and cost transfer monitoring, and new policies and procedures, along with the new Grants Management software system, should provide improved monitoring in this area.

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

Research Ranking of Doctoral Programs: The National Research Council has initiated a survey of doctoral programs in which we are participating. Results from this survey are scheduled for some time in winter 2009.

Student Learning Outcomes: We will continue refinement 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.

Research Infrastructure: Georgia State continues to invest in critical research infrastructure, including the new Parker H. Petit Science Center, construction of which began in late November 2007 and is currently on schedule for completion in spring 2010. This should provide over 300,000 sq. ft of additional teaching and research laboratories, state-of-the-art health and bioscience facilities, and vivarium. In addition, the university continues to invest, with the help of the Georgia Research Alliance (GRA), into high performance research computing capabilities. A joint Georgia State/GaTech neuro-imaging research facility is expected to be completed in April 2009. We continue to look for additional collaborative projects with our Board of Regents research university peers. We are evaluating the best methods to maintain and when needed, upgrade core research facilities such as the Bio-Tech Core facility, Language Research Center, and The Center for High Angular Resolution Astronomy (CHARA) to keep them state-of-the-art.

Economic Development: Georgia State will continue to work with the Georgia Research Alliance (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 should provide a

synergistic focus both for cutting-edge research and for translating that research into real world products that should provide real stimulus to Georgia's economic development.

Georgia State has completed a new, 14,000 square foot biotech incubator facility, with the support of the GRA, which will more than double our current incubator's size. This facility will allow for increased resources for new biotech start-up companies to work jointly with the University in developing Georgia-based companies and jobs. An "Emerging Technology Development Initiative" is being planned to encourage faculty to develop technology for Intellectual Property (IP) license and start-up companies.

In addition, Georgia State has contracted with an external IP marketing agent to assist in technology transfer to the private sector, and has entered a relationship with a Venture Capital (VC)-derivative firm that is working with Georgia State faculty in start-up companies from their discoveries.

3.2.5 Connection to the Greater Community

Technology Collaborations: Georgia State 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. Georgia State will continue to provide technology leadership for universities in the southeast through the Southeastern Universities Research Association (SURA) with the Southern Crossroads GigaPop and the SURAGrid and National Light Rail support through the Southern Light Rail initiative. By offering a High Performance Computing service to institutions in the University System of Georgia should help expand compute resources for Georgia State. Other information technology collaboration projects in this category include support for state-wide library initiatives such as GALILEO and GIL.

3.2.6 Infrastructure/Support Improvements

Customer Service: Building upon the strong example set by the Governor, University System of Georgia, and President, we will continue efforts to improve customer service, particularly in areas that have direct interaction with students such as enrollment services and the division of student affairs. Several innovations and initiatives, including the Enrollment Services Call Center, Instant Decision Day hosted by the Office of Undergraduate Admissions, the University Library's Transformation, and the Consortium on Negotiation and Conflict Resolution were nominated for the Chancellor's 2008 Customer Service Awards. Efforts at improvement of Customer Service will continue to be based upon areas identified through assessment processes (both Administrative and Support Unit Review (ASUR) and Academic Program Review (APR)). Assistance in this initiative will be provided by two Senior Faculty Associates for Process Improvement who are available to consult with units interested in engaging in Lean Six Sigma to improve service delivery.

Progress continues on Information Systems and Technology's (IS&T) adoption of the best practice service management framework called ITIL to accommodate structured processes for IT problem management, change management and configuration management. The goal of service management is increased responsiveness to customer needs, greater infrastructure stability, improved communications with customers and the delivery of higher quality services. Effort will continue on offering more self-service options for technology delivery and support, including web-based ticket submission and management and access to an on-line technical knowledge base.

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

Improve Communications: The university portal, PAWS (Panther Access to Web Services), was made available in December 2008 to current and accepted students, as well as to faculty and staff. The plan is to expand its use to high school guidance counselors. This system allows Georgia State to deliver highly personalized information, Web services and community interaction to every campus constituent. It is designed to enhance university services and facilitate communication and community among students, faculty, and staff. This portal was formerly known as Luminis. We will study the feasibility of providing a confirming email to students when they make a change in their courses.

Improve Campus Safety: 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 should continue to be improved through increasing deployment of swipe-card access. Visible security should be enhanced in key areas. Increased police presence has alleviated some concerns. The escort service should be advertised more widely.

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 and Piedmont Street improvement projects that include widening of sidewalks are scheduled for implementation in 2009.

Improve Environment: Aesthetics play a role in attracting and retaining students, faculty and staff. For example, 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 are underway by Central Atlanta Progress so that it provides a welcoming environment for all. Similarly, we need to consider programming for Hurt Park so that it also provides a welcoming environment for students.

Student Technology Support: We should continue to upgrade the number and quality of media-equipped and/or wireless classrooms and Library Commons computer workstations. Improvements should continue to the University's wireless network to provide high-capacity wireless connectivity in classrooms and other locations to meet student requirements.

Research Computing: We should expand the dedicated research network to include the existing high performance systems in order to segregate research data traffic from the academic and administrative network. Dedicated high-speed network ports should be activated in major research areas throughout the campus. To enhance and encourage use of the High Performance Computing resources, we should provide web-based information to researchers containing key data points: CPU hours available, wait queues, usage trends. This helps researchers understand the resources and how to use them. Trends can also help guide technology acquisition and refresh strategy. An ongoing interest has been visualization resources and we will work to determine the level of interest in this technology and ascertain the appropriate support required.

Faculty Support: To assist faculty in using the new Course tools in the PAWS portal system, we will be developing a training program and materials. The University System is upgrading uLearn to version 8 and we will be working diligently with faculty to prepare them and their courses for the new system and aiding in the migration process. We will continue to work with faculty on the development and deployment of course materials in Second Life as well as for Georgia State on iTunes U.

Institutional Information Infrastructure: The second phase of the server virtualization project will relocate thirty physical servers to four hosting servers to reduce power, HVAC and space within the Technology Operations Center. We should complete a university-wide study to determine the current and

future needs for data storage in all parts of the university. The information will be used to design a future architecture for an enterprise shared data storage capability, hence reducing or eliminating the need for individual departmental storage solutions. We should implement an externally hosted solution for the long-term storage of GroupWise email message for faculty and staff, freeing up existing space on network file servers. We should continue to evaluate externally hosted services that can replace the current GroupWise email system. Emphasis will be on increased storage capacity, flexibility for off-campus workers and enhanced features for communications and collaboration.

We should enhance the university's telephone system to provide retrieval of voice mail messages via the email system. We should also provide more redundancy in the system to increase the survivability of voice communications in selected university buildings. We will be evaluating options and providing recommendations of a solution for increasing the survivability and disaster recovery capabilities of existing infrastructure through the activation of a secondary Technology Operations Center. We should continue converting centrally managed systems to use the CampusID/password credentials for authentication purposes in order to minimize the number of userid password combinations required to access our systems.

We will complete the PeopleSoft Financials upgrade and the implementation of the new Grants Management system. We will be working with the University System of Georgia (USG) to move the HR business processes, including Benefits and Payroll, to Automatic Data Processing, INC (ADP). ADP's service-based solution will be instrumental in consolidating services across USG, providing a new model to handle the organization's crucial business operations. ADP will host and maintain the technology platform that supports the overall solution, as well as provide critical administrative and employee services that improve the HR experience for Georgia State practitioners and employees.

We will be implementing several new Blackbaud applications (DirectMarketing, NetCommunity and Business Intelligence for reporting) that are integrated with Raisers' Edge, the primary fundraising system used by the Office of Development. An electronic medical records system (EMRS) will be implemented in the student Health Clinic to improve services offered to students, track and fingerprint employee usage (thus increasing accountability), provide more efficient use of front office clerical staff which should allow additional clinical staff and/or resources, promote the development of student autonomy and responsibility by allowing them to schedule their own appointments, and finally, allow staff to check student eligibility. EMRS will meet industry and State of Georgia legal regulations by securing storage of the medical records.

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.

The University's research output should continue to be digitally stored in the IS&T/University Library managed Digital Archive @ GSU and made accessible worldwide to anyone with an Internet connection.

Improve Access to University Information An Enterprise Data Warehouse (EDW) project continues to be developed to implement an institutional data model, hosted by Georgia State, with capability to feed data to Office of Information and Instructional Technology (OIIT) for Board of Regents model. The EDW will be accessible through an Oracle portal, and at the outset will contain an improved version of Statware and College Data Mart. Faculty will be encouraged to submit faculty activities using an electronic template that should allow for easy access to faculty information for the production of Faculty Annual Reports and for tables required for Academic Program Review and specialized accreditation

reports. Integrated data marts for student, college, financial, HR/faculty, and facilities will be phased into the data warehouse.

Improve Access to Policy Information: The Administrative Council passed a University-wide Policy on Policies that specifies the approval process for University-wide Policies and calls for the creation of a Policy Library that should contain all existing university-level policies, with links to relevant procedures. The building of the policy library is being overseen by the Policy Advisory Group. The web site, with accompanying library, should be completed in fall 2008, and be available to the university community in January 2009.

Information Security Awareness: Emphasis will be placed on developing a robust and effective “Data Loss Prevention” initiative to discover sensitive and confidential data at rest and in transit, and work with the departments and academic units to ensure adequate protection and safe handling methods. We should continue adding departments to become compliant with and certifiable under the ISO 27001 standard for information security management systems. We should expand security awareness training offerings to include “in person” seminars for university administrative and academic departments, podcasts, presentations to students in academic classes, and “lunch and learn” seminars.

Campus Sustainability: University offices and groups across campus will continue to work to expand the use of sustainable business practices and to provide the university community with information on conservation efforts. Efforts should include additional water conservation efforts.

Emergency Management: The Office of Emergency Management will lead the coordination and drafting of a University Business Continuity Plan (BCP) and assist in the development of an IS&T Disaster Recovery (DR) Plan. Phase II of the PantherAlert Implementation (student sign up process for receiving text messaging and the ability for individuals to update/ maintain contact information in the database) should be completed and an additional speaker array near University Commons and Citizens Trust Building once Special Interest Housing construction is complete, should be installed. Also, the EOC-FIRSTResponder System should be implemented throughout the University with tie-in through each building’s Emergency Coordinator, vice president or Dean and designated contact departmental personnel. On-line (optional) emergency preparedness training for university personnel should be created and quarterly (advanced/optional training) for appointed Building Emergency Coordinators will be coordinated and conducted.

Staff Support & Development: The Senate Executive Committee's Staff Retention Task Force conducted a staff climate survey in summer 2008 and will complete a summary report with recommendations in fall 2008. The Staff Council will complete a committee re-organization plan in fall 2008 that will go into effect for the 2009-10 year. Included among the new and revised council standing committees will be groups focusing on staff work-life, recognition, development and advancement, community relations, and campus sustainability. The council will continue to use its recently re-developed website and regular email updates to keep staff informed of current university issues and concerns. 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 strengthen the resources of Development. Once the necessary people and tools are in place, we can anticipate increased Georgia State University Foundation support for student scholarships and fellowships and for faculty and academic programs.

Facilities: Modifications to the sixth floor of Classroom South are being examined following the move of the Executive MBA program to Buckhead in spring semester 2009.

Plans are to complete the Sparks Hall classroom technology renovation project with the remaining fourteen classrooms and replace the out-of-warranty technology in Sparks Hall rooms 131, 133, 135 and 137 and CS 100. Special funding will be used to improve lighting, seating and general room conditions of Urban Life 220 and to remove the raised flooring in Classroom South classrooms.

Planning for office space to house new faculty and staff for fall 2009 is underway. In addition, we need to plan for withdrawal from leased space in 1 Park Place, 10 Park Place, and 34 Peachtree once the Sun Trust building is available for occupancy.

A preplanning phase for the second building at the Alpharetta Center is underway. The state has provided funding for joint use of the expanded Alpharetta Center with GPC.

A Humanities building to replace Sparks Hall is on the Regents' list for \$57.5 million state funding in 2011, although the Regents have revised their approach to funding facilities. We need to initiate planning for classroom space for the interim period between demolition of Sparks Hall and opening of the new Humanities Building.

The College of Law has entered the pre-design phase of its plan to build a new law building on that part of the Sun Trust site that includes the three-story bank building and the other vacant structures between the bank building and the parking structure. Collabtech, Georgia State's incubator, is currently occupying on a temporary basis, a portion of this Sun Trust space.

Construction of the Parker H. Petit Science Center in the University Science Park is underway with an anticipated completion date of April 2010. Plans for a second science building and supporting infrastructure for a science core facility are being developed.

Construction of additional student housing with 350-bed freshman residence hall, 150-bed interest housing for various student groups, and a dining hall commenced in October 2008 on a site at the northwest corner of Piedmont and Edgewood with anticipated occupancy in fall 2009.

The J. Mack Robinson College of Business is planning to deliver MBA courses in January 2009 at a newly leased facility at Peachtree-Dunwoody.