



University Strategic Planning Committee | Newsletter #1

Dr. Nancy Kropf, Sr.VP of Strategic Initiatives,
Dr. Nicole Parsons-Pollard, Honorary Chair

Dr. Jared Poley and Dr. Karen Wheel Carter, Co-Chairs

Phase two begins...

We are delighted to introduce to you our summer research team.

Dr. Janice B Fournillier is a Professor in the Research Measurement and Statistics unit of the Educational Policy Studies department in the College of Education and Human Development at Georgia State University where she has worked for the past 15 years. A major strand of her research program centers around leading externally funded interdisciplinary evaluation and research studies. Her research stretches across international borders impacting her academic peers as well as practitioners, graduate students, policymakers, and community members. As a researcher-professor who prepares future researchers, Dr. Fournillier's work challenges the many students, whose research work she leads and whom she mentors, to push their thinking in the way she actively models the type of criticality and creativity needed to design and conduct qualitative and quantitative educational research.

Dr. Fournillier received her Ph.D. at the University of Georgia and is a recent graduate of GSU's inaugural Leadership Academy for Women Faculty.

Ms. Shae Earls is a doctoral student from Southwest Atlanta studying Educational Policy at Georgia State University. She earned a Bachelor of Science in Early Childhood Education at the University of Georgia and taught elementary school in Atlanta. She also earned a Master of Education in Curriculum and Instruction from Valdosta State University and an Educational Leadership Certification from the University of West Georgia. As an Atlanta native, Shae is passionate about serving and uplifting voices in her community. She became interested in policy after noticing the negative impact of housing access and displacement on her students. As a member of a Participatory Action Research collective, she has researched gentrification and its effects on the students and families. Her research interests include first-generation college students, urban education, family and community engagement, curriculum and instruction, teaching for social justice, and policy and evaluation

During the next two months, they will focus on analyzing the feedback shared from the spring focus groups.

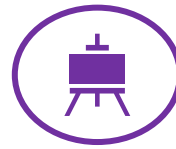




Summer Reading (homework)...

We promised we would not invade your summer with a lot of homework...but when you're sitting on the beach marveling at the cavorting dolphins, or enjoying the breezy mountain air (scented, we hope, with something more pleasing than bear musk), or simply contenting yourself to a sepia-toned afternoon of porch swings and lemonade: **Please think about strategic planning.**

To assist this gentle nudge, we beg you to open the attached file of resources compiled by our friends in the library (also added to the Teams site). Then indulge your wildest fantasies of ROIs and leveraged scaffolds! And don't forget to look occasionally at the industry rag, *The Chronicle of Higher Education*. In short, we ask that you do a little light background reading in these summer months. We want to return to campus this fall not only refreshed but also up to speed on major issues facing academia. This is not just a time to recharge, but also to think. **So consider this: What should GSU look like in 2032? And how do we get there?**



Fall Meetings

(the calendar)...

We have processed all of our schedules carefully, and it is clear that there is no perfect time to meet. That said, Nancy did find that one working hour in which we can plan altogether. Please block your calendars, beginning late August, on **Tuesday afternoons from 4:00-5:15 pm**. We will meet in the Centennial Hall boardroom (5th floor). We appreciate the fact that you may not be able to attend every single meeting, but we anticipate the need for regularly-scheduled get-togethers.

"Planning is bringing the future into the present so that you can do something about the now."

- Alan Lakein

The reading list...

Demographic trends that impact higher education

- How to Survive the Enrollment Bust: Colleges face looming demographic challenges. The pandemic offers clues for overcoming them. <https://www.chronicle.com/article/how-to-navigate-the-demographic-cliff>
- Have We Gotten Student Success Completely Backward? <https://www.chronicle.com/article/have-we-gotten-student-success-completely-backward> Between 2003 and 2014, in collaboration with the consulting firm EAB, Georgia State University led a revolution in student success. Through a series of pilot programs that grew into a sweeping campus-culture shift, Georgia State raised its six-year graduation rate to 54 percent from 32 percent while simultaneously nearly doubling its percentage of Pell-eligible students.
- A 'Stunning' Level of Student Disconnection. Professors are reporting record numbers of students checked out, stressed out, and unsure of their future. <https://www.chronicle.com/article/a-stunning-level-of-student-disconnection>
- Visualizing queer spaces: LGBTQ students and the traditionally heterogendered institution. This study explored how LGBTQ college students experienced campus climate at a Midwest Urban Public (MUP) institution through a framework of the traditionally heterogendered institution. <https://www.tandfonline.com/doi/full/10.1080/19361653.2017.1395307>
- Race on Campus: Enrolling More Men of Color. Last spring, men made up just over 40 percent of the nation's undergraduate students — an all-time low. The enrollment declines were especially pronounced among Black and Latino men at community colleges. <https://www.chronicle.com/newsletter/race-on-campus/2022-01-04>
- Addressing Inequities in Higher Education. Policy Guide. This guide focuses specifically on racial and ethnic student populations — Black, Latinx and American Indian — that continue to experience exclusion from American higher education. <https://files.eric.ed.gov/fulltext/ED613902.pdf>
- Learning Communities: Opportunities for the Retention of Faculty of Color. Through their shared lens as tenure-track faculty of color at an urban community college, the authors identify common barriers for retention of faculty of color, and types of learning community models. <https://files.eric.ed.gov/fulltext/EJ1182326.pdf>
- Patterns of Community College Use among Working Adults. Research Brief. As American workers continue to face the proliferation of new technologies and worsening earning inequality, as well as dislocation driven by the COVID-19 pandemic, there is an increasingly urgent need to assist people in transitioning to new, and hopefully better, jobs. Community colleges are central to this issue both because of their scope and the positive returns to those who obtain degrees or certificates from these institutions. <https://files.eric.ed.gov/fulltext/ED615647.pdf>
- A Guide for Leaders in Higher Education. Chapter 14, Strategic Planning. EBook available through GSU library. [https://galileo-gsu.primo.exlibrisgroup.com/permalink/01GALI_GSU/goifvo/alma9934803484402952] Discusses the role of strategic planning within a university setting. Highlights the phases, and methods to yield success in planning and implementation.
- Instructor Presence and Student Satisfaction Across Modalities: Survey Data on Student Preferences in Online and On-Campus Courses. <https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=eric&AN=EJ1313443&site=ehost-live&scope=site&custid=gsu1> Students need online and on-campus courses that are well designed and facilitated, but even well-designed classes can be ineffective if students feel lost in the course or disengaged from the instructor.
- 2021 EDUCAUSE Horizon Report Teaching and Learning Edition. This report summarizes discussions and nominations on trends, technologies, and practices shaping the future of teaching and learning and serves as one vantage point on where our post-pandemic future may be headed. <https://www.learntechlib.org/d/219489>
- Pandemic-To-Permanent: 11 Lasting Changes to Higher Education. Some say higher education will largely return to pre-pandemic normal in the coming academic year or two. Others predict a mass extinction of colleges and universities. Both are extreme ends (and highly unlikely scenarios) of the spectrum of what might happen to higher education. Somewhere in between those extremes, though, are eleven clear and

lasting changes to higher education as a result of the pandemic.

<https://www.forbes.com/sites/brandonbusteed/2021/05/02/pandemic-to-permanent-11-lasting-changes-to-higher-education>

- IDEAS for Transforming Higher Education: An Overview of Ongoing Trends and Challenges. The recent unexpected impact of the global pandemic on higher education has caused universities, governments, students, and teachers to reexamine all components of existing systems, including how to become more effective and efficient in using technologies for education. We have seen that moving classes online—either blended or fully online—can be done rapidly, but early reports show huge variations in quality, acceptance, completion, and learning. <https://files.eric.ed.gov/fulltext/EJ1297806.pdf>
- People, Practices, and Patterns: Transforming into a Learning Institution. Within this article, the authors will discuss the evolution of an academic-administrative unit at Michigan State University (MSU), and how this organization, the Hub for Innovation in Learning and Technology (the Hub) seeks to reinvent MSU as a learning institution. <https://files.eric.ed.gov/fulltext/EJ1189280.pdf>
- The Neighborhood University: Five scholars on what their universities owe their local communities. Five scholars on urban campuses discuss what responsibility their universities have to the cities in which they reside. <https://www.chronicle.com/article/the-neighborhood-university/>
- The Role of Public Urban Research Universities in Making Education Work for All. Recent data from the Federal Reserve substantiates ongoing reports that the COVID-19 pandemic has exacerbated long-standing structural inequities, placing the underserved, vulnerable, and those without college degrees at even greater risk. In a time of changing demographics and increasing income inequality, we need to rethink how to create affordable access to great education. <https://www.chronicle.com/paid-content/university-of-colorado-denver/the-role-of-public-urban-research-universities-in-making-education-work-for-all>
- Defining University Anchor Institution Strategies: Comparing Theory to Practice. The study finds that the universities tend to prioritize place-based initiatives, while contemporary frameworks are more normative and highlight socioeconomic practices. Based on reported strategies, the author proposes an alternate typology that accounts for the ways universities most commonly describe anchor approaches, complementing contemporary theory. <https://www.tandfonline.com/doi/full/10.1080/14649357.2017.1406980>
- Higher Education's Role in the Support of Diverse and Ever-Changing New American Cities: Exploring Buffalo. Urban institutions are typically located in diverse and vibrant cities. This diversity has changed over the decades, thus requiring campuses to address the complexity that is seen as these new American cities evolve. In this article the city of Buffalo is discussed as a city that manifests a continuous change in population diversity with a significant increase in the immigrant and refugee populations. <https://eric.ed.gov/?id=EJ1237791>

Student Success for All: Support for Low-Income Students at an Urban Public University. Low-income students share patterns and traits that put them at greater risk of dropping out of college. In response, the Lumina Foundation published the report Beyond Financial Aid, which identifies six strategies for supporting low-income students, offers examples of how those strategies may be implemented, and provides an institutional self-assessment tool.

<http://files.eric.ed.gov/fulltext/EJ1143014.pdf>

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