Welcome our newest team members

We are delighted to welcome two new members to our team. **Dr. Kristie Seelman** (she/her) is an Associate Professor and Director of the Bachelor of Social Work Program in the School of Social Work in the Andrew Young School of Policy Studies. She has taught in both the undergraduate and graduate social work programs and was deeply involved in launching the School’s online BSW option. Kristie’s research focuses on LGBTQIA+ health disparities and social determinants of health, LGBTQIA-affirming and anti-racist policies and practices, and promoting resilience and resistance to oppression. In 2021-2022, Kristie was a member of the inaugural cohort of GSU’s Leadership Academy for Women Faculty. Kristie will serve as the Project Coordinator for Strategic Planning. In her role, she will provide infrastructure support for meetings, maintain a record of committee meetings, assist with logistics for strategic planning events, and assist with preparing reports and related materials.

**Dr. Robert (Rob) Williams**, is a Senior Fellow in the Center for Ethics and Leadership at the Robinson College of Business at Georgia State University in Atlanta. He is an organizational psychologist who has spent almost 30 years of experience working with organizations implementing change strategies. He currently teaches the executive leadership sequence in the Executive MBA program.

Previously, Rob was the associate director for the Pew Center for the Health Professions at Duke University and the University of California-San Francisco in the 1990s. He spent 15 years with a national consulting firm based in the Research Triangle Park, NC. Major clients included healthcare systems, foundations with healthcare programs, state and national licensure and credentialing bodies, national associations, and academic health centers. He also was the associate director of the J.W. Fanning Center for Leadership and associate director for The Georgia Center for Continuing Education at the University of Georgia. In these roles, he has vast experience in strategic planning, organizational change management, and leadership development. Rob will be working with the co-chairs to develop the framework and process for moving the strategic plan forward. These responsibilities will be helping interpret data from the spring focus groups and external stakeholders, and leading focused discussions about priority setting in the upcoming fall and spring semesters.

We look forward to working with Kristie and Rob!
**Summer Reading**

(homework)...

So...we thought we would share a few article summaries.

This article from the Chronicle explores the issue of what an urban university owes its host city. The schools described -- ranging from UCLA to UMass-Lowell -- tackle a range of programs that connect scholarship to the community in meaningful ways. These include programs aiming to "redress inequality," devoting resources to "local challenges," and forging partnerships with community colleges.

This essay describes using Learning Communities (or even practices such as co-teaching) as a tool in faculty retention, especially faculty of color. Recognizing the ways that service is asymmetrically experienced, the authors suggest that learning communities can be an important tool for mentoring, combating "feelings of isolation," and for overcoming barriers to retention. These inclusive practices are important because -- these researchers argue -- learning communities are good for students, but they are also good for faculty.

In an article on enrollment trends in higher education, the impact of student populations and credit hours is discussed. Important trends are decreases from the pandemic, the upcoming demographic cliff, and the changing population of students. The author describes ways to expand opportunities to admit and retain students, and provides examples of institutions that have changed practices to mitigate potential future student losses.

We hope these summaries will help as you consider this: What should GSU look like in 2032? And how do we get there?

---

**Fall Meetings**

(The calendar) ...

Save the Date for our committee kick-off meeting:

When: **Tuesday, August 16 at 11:30 am.**

Where: **College of Law, Room 304**

We are currently planning our kick-off meeting and are pleased that President Blake and Interim Provost Parsons-Pollard will be joining us as we begin our work.

As a friendly reminder, you should have received meeting invitations through the end of the calendar year for our regularly scheduled time: **Tuesday afternoons from 4:00-5:15 pm.** Currently, we are scheduled to meet in the Centennial Hall boardroom (5th floor). Please accept your invitations to help us plan and protect your time.

We understand you may not be able to attend every single meeting and appreciate you letting us know in advance when you will miss a meeting. As we get into the review of the research team’s analysis and our plan of work we anticipate the need for regularly-scheduled get-togethers.

---

“Our goals can only be reached through the vehicle of a plan. There is no other route to success”

- Pablo Picasso
The reading list...

Demographic trends that impact higher education

- Have We Gotten Student Success Completely Backward? [https://www.chronicle.com/article/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](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](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](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](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](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](https://files.eric.ed.gov/fulltext/ED615647.pdf)

Technology & Learning Trends in higher ed

- 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](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](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.
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/EJ11189280.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

Website: https://strategic.gsu.edu/pillars/

Email: Nancy Kropf, Sr. VP Strategic Initiatives nkropf@gsu.edu
Karen Wheel Carter Co-Chair kwheelcarter@gsu.edu
Jared Poley Co-chair jpoley@gsu.edu