Georgia State University
2011-16/21 Strategic Plan
Update
Fall Semester 2019
Table of Contents

Goal 1 — *Become a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success at high rates.*

<table>
<thead>
<tr>
<th>INITIATIVE 1: Increase the level of scholarship support for undergraduate students. (2016, 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping to Students to Close Financial Gaps and Manage Finances</td>
</tr>
<tr>
<td>Retention &amp; Academic Support</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>INITIATIVE 2: Reduce the time to earn a Georgia State Undergraduate degree. (2016)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>INITIATIVE 3: Establish new pathways that facilitate seamless college to career transitions. (2016)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>INITIATIVE 4: Find the balance between technology and human interaction in instruction so that education and student success outcomes are greatly enhanced. (2016)</td>
</tr>
</tbody>
</table>

Goal 2 — *Significantly strengthen and grow the base of distinctive graduate and professional programs that assure development of the next generation of researchers and societal leaders.*

<table>
<thead>
<tr>
<th>INITIATIVE 1: Grow and enhance graduate programs to the level where they are commensurate with top tier research universities (2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Graduate School</td>
</tr>
<tr>
<td>Graduate Enrollments</td>
</tr>
<tr>
<td>Enhancing Doctoral Student Quality</td>
</tr>
<tr>
<td>Improving Graduate Programs</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>INITIATIVE 2: Create innovative and flexible graduate and professional programs that respond to evolving market and society needs. (2016)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>INITIATIVE 3: Become a national model for creating a pipeline into graduate school and professional programs to increase the diversity of strong leaders in academic and professional careers. (2016)</td>
</tr>
</tbody>
</table>
Goal 3 — *Become a leading public research university addressing the most challenging issues of the 21st century.*

INITIATIVE 1: *Enhance a research culture.*

INITIATIVE 2: *Establish University-Level Research Centers.*

INITIATIVE 3: *Create a Georgia State Faculty Fellowship Program.*

INITIATIVE 4: *Enhance supporting infrastructure for the conduct of research.*
   - Administrative Improvements
   - Technology Improvements
   - Facilities Improvements

INITIATIVE 5: *Enhance Georgia State’s contributions to the sciences, and health and medical research and education.*
   - Educational Programs and Facilities
   - Work with Community Partners
   - Promotion of STEM Fields

Goal 4 — *Be a leader in understanding the complex challenges of cities and developing effective solutions.*

INITIATIVE 1: *Establish an institute that will be the nexus for research and degree programs focused on the complex challenges of cities. (2016)*

INITIATIVE 2: *Highlight the arts and media. (2016)*
   - The Creative Media Industries Institute (CMII)
   - GSU-TV
   - The College of the Arts

INITIATIVE 3: *Be a nationally recognized model for leadership in inclusion (2016)*
Goal 5 — Achieve distinction in globalizing the university.

INITIATIVE 1: Build the Global Partnership for Better Cities to become a unique joint venture of international universities providing perspectives from cities around the world. (2016)

INITIATIVE 2: Enhance and promote research and scholarships on the challenges facing the global community.

INITIATIVE 3: Establish a Georgia State University International Center. (2011/16)

INITIATIVE 4: Leverage Atlanta’s global footprint to further the global perspective of students, faculty, and staff through experiential learning, research, and community engagement. (2016)
Goal 1

Become a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success at high rates.

Georgia State University graduates today 55 percent of its bachelor’s degree-seeking students, surpassing its strategic benchmark goal of 52 percent by 2016. This graduation rate is up from 48 percent in 2010. The number of undergraduates successfully completing degrees has soared from 4,222 in 2010-11 to 6,964 in 2017-18, a 65 percent increase. Following the consolidation with Perimeter College in 2016, the university awards 2,825 more degrees annually than it did at the start of the Strategic Plan in 2011.

In addition, Georgia State has become the only public university in the United States at which there are no achievement gaps based on race, ethnicity, or income level. Our African American, Latino, and Pell students now graduate at rates at or above the rate of the student body overall.

INITIATIVE 1: Increase the level of scholarship support for undergraduate students. (2016, 2011)

Georgia State University has maintained and increased the student success outcomes among students of all backgrounds at every level.

With 59 percent of Georgia State students coming from Pell-eligible households, one way the university has helped students to achieve their success is by offering increased financial aid support. The chart below shows the growth trends in the average aid awarded to undergraduate students and in the total aid awarded:

<table>
<thead>
<tr>
<th>Undergraduate Average Aid Awarded*</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate’s**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$7,538</td>
<td></td>
<td></td>
<td>$7,222</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>$12,540</td>
<td>$12,879</td>
<td>$13,223</td>
<td>$13,611</td>
<td>$13,208</td>
</tr>
</tbody>
</table>

* Average aid awarded is based on annual aid awarded to students enrolled at fall census.
** Associate’s programs reflect the 2016 merger of Georgia Perimeter College with Georgia State University.

<table>
<thead>
<tr>
<th>Total Undergraduate Aid Awarded</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate’s</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$81,058,297</td>
<td></td>
<td></td>
<td>$80,493,291</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>$262,118,507</td>
<td>$277,336,337</td>
<td>$277,028,145</td>
<td>$287,059,841</td>
<td>$286,299,025</td>
</tr>
</tbody>
</table>

1 Note: The focus of this Update is on accomplishments regarding the initiatives adopted during the mid-cycle revision of the University Strategic Plan in 2016.
2 Annual household income of less than $30,000.
Specific scholarship and grant programs target different student populations or parts of the student career. In 2012, the University introduced Panther Retention Grants, a micro-grant program that helps cover modest financial shortfalls affecting the students’ ability to pay tuition and fees and prevents them from stopping their studies or dropping out. For as little as $300—and an average of $900—Panther Retention Grants provide the emergency funding to allow students who want to get their degrees the opportunity to stay enrolled. Last year, nearly 2,000 Georgia State students were brought back to the classroom—and kept on the path to attaining a college degree—through the program. For example, 78 percent of the seniors who received Panther Retention Grant support in the 2015-2016 academic year graduated within one year of receiving the grant and 89 percent either had graduated or were still enrolled one year after receiving the grant. With more than 11,000 grants awarded since the program’s inception, the Panther Retention Grant program has prevented thousands of students from dropping out of Georgia State.

The Keep Hope Alive program provides a $500 stipend for two semesters to students who have lost HOPE. It is an incentive for them to follow a rigorous academic restoration plan that includes meeting with advisers, attending workshops and participating in financial literacy training—all to help students improve their grade point averages and to regain the scholarship. Since 2008, the program has helped to almost double the graduation rates of Georgia State students who lose the HOPE scholarship.

Another new initiative that is helping in this area is the SunTrust Student Financial Management Center (SFMC), which is using millions of bits of historical student financial data to identify early warning signs of financial risk and to reach out proactively to students to mitigate the problems—before they lead to the students dropping out for financial reasons. In the first 18 months of the Center’s operation, its staff had 173,000 interactions with Georgia State students over financial matters.

In 2018, Georgia State began offering video presentations on a variety of financial aid and financial literacy topics through Financial Aid TV. The Student Financial Management Center has also participated in a variety of financial aid and financial literacy presentations, including the GSU 1010 course. In the Fall of 2016, 2,567 incoming freshman participated in the course. In the Spring of 2018, the SFMC presented a workshop on credit using the new Financial LEAPs format. This format focuses on the behaviors that lead to financial health.

With 93 percent of Georgia State undergraduates receiving federal aid, a major challenge for the university is getting students to take the steps to resolve outstanding financial-aid obligations and to resolve their balances. For the Fall 2017 semester, students who visited the SFMC were
6 percentage points more likely to complete all financial-aid requirements and bring their balances down to zero. With a campus of 52,000 students, this translates into more than 3,000 students being financially able and ready to start the semester than would have without the assistance of the SFMC.

Completion of the Free Application for Federal Student Aid (FAFSA) is key to keeping students on track with student aid, but 50 percent of students had previously missed the deadline for completing the FAFSA. Of the 13,428 students who visited the center over its initial semester, 12,326 completed the Free Application for Federal Student Aid (FAFSA), compared to 1,104 who did not complete the FAFSA. In addition, more than 2,500 first-year students received financial literacy training through their GSU 1010 new student orientation course, primarily offered through the Freshman Learning Community program.

This hour-long session provided information on maintaining financial-aid eligibility, FAFSA completion, Satisfactory Academic Progress, HOPE Scholarship eligibility, and student loan responsibilities. Students were also given information on managing credit and budgeting. These efforts had a significant positive impact on our students, as we found a more than 94 percent FAFSA completion rate for students re-enrolled in the spring semester compared to a general Georgia State student population FAFSA completion rate of 74 percent.

The SFMC has built on a similar system that Georgia State has already deployed for academic advising, which extends our predictive analytics to financial advisement and produces similarly striking results. In the first six months of 2017, the SFMC conducted 72,121 in-person, online and phone interactions. Sixty-two percent of the interactions focused on loans, FAFSA verification, status of aid, and HOPE Scholarship questions. Combining information currently in the Banner academic records system and experiences observed during the past year, the SFMC has identified 16 risk triggers that are aligned with the data. A new financial alert system, created in part through our engagement with the Educational Advisory Board (EAB), is accessible by campus advisors, college academic assistance staff, and student retention staff. A major analysis of student financial data identified a number of financial barriers that can affect student progression. These barriers have become the foundation for the alerts triggered through the system.

As will be described with respect to Initiative 2 below, the reduction in bachelor students’ time-to-degree is another way the university is helping keep college affordable. Since 2012, the average credit hours to graduation per student has declined by over credit hours, generating a savings of millions of dollars in student tuition and fees.

**Retention & Academic Support**

In addition to providing increased scholarship support, the university has offered new initiatives to address the undergraduate student populations at highest risk of not being retained. With

3 https://success.gsu.edu/initiatives/summer-success-academy/
the introduction of the Student Success Academy (SSA) program, a three-semester extended learning community, the university began measuring retention and graduation rates for students who attended the SSA program and those who did not. The students who participate in the SSA program are academically at risk, with low incoming GPAs and low, or no, test scores. Many receive presidential waivers in order to be accepted at Georgia State.

The number of academically at-risk students that the University invests in through the SSA program tripled in the first three years and has remained steady since.

The success of the SSA program is measured by retention and progress towards graduation rates. The one-year retention rate is close for SSA students to that of the non-SSA students (82.1 vs. 83 in 2017).

The one-year retention and sophomore rates, an indication of progression towards graduation, shows that the SSA and non-SSA students' rates are also close to each other, even though the SSA students entered at a disadvantage, in terms of academic preparation.

Through GPS Advising, Georgia State uses predictive analytics and a system of more than 800 alerts to track all undergraduates daily, identify at-risk behaviors and have advisers respond to alerts by intervening in a timely manner to get students back on track. The GPS system went live at Georgia State in August 2012, and has now been fully implemented at Perimeter College to increase graduation rates for the 20,000 students seeking associate degrees.

The Learning, Income and Family Transformation program (LIFT), supported by State Farm, is another retention initiative for associate students. By combining data-driven academic advisement with scholarships, employment opportunities, leadership training and more, LIFT helps students from every background stay on track for graduation. Two of Georgia State LIFT’s highlighted programs include: 1) State Farm Scholars – A scholarship, leadership and job mentoring experience for qualified Perimeter applicants; and 2) Perimeter Academy – A three-semester, invitation-only extended learning community in which new Perimeter students learn to make the most of their college education. In the first entering cohort of LIFT students, the cohort was 100 percent Pell eligible and 100 percent underrepresented minorities. 85 percent competed their associate degrees in two years (with all but three already admitted into bachelors’ programs) and another 8 percent are still enrolled.

At a large public university such as Georgia State, freshmen can feel overwhelmed by the size and scope of the campus and choices they face. Freshman Learning Communities (FLC) organize the freshman class into cohorts of 25 students arranged by common academic interests, otherwise known as “meta majors:” STEM (science, technology, engineering and math), business, arts and humanities, policy, health, education and social sciences. Students travel
through their classes together, building friendships, study partners and support along the way. Research shows students in learning communities not only are retained but graduate at rates four points above those of non-FLC students. Almost 80 percent of this fall’s freshman class are in FLCs. Requiring all students to choose a meta-major places students on a path to degree that allows for flexibility in future specialization while ensuring their early course credits will count towards their final majors – avoiding the need to take additional courses adding to tuition and fee expenses. Meta majors provide clarity and direction in what would otherwise be a confusing and unstructured registration process.

The FLC concept has been extended to Perimeter College campuses, through the three-semester, invitation-only Perimeter Academy. The academy gives associate-level students the opportunity to start in the summer before the first year, offering personalized support in study skills and learning-style assessments, peer mentoring, academic coaching, introduction to key faculty and staff, and individual guidance from the Financial Aid Office, the University Advisement Center, and the Scholarship Resource Center, as well as social and networking events, service opportunities, and a leadership retreat.

**INITIATIVE 2: Reduce the time to earn a Georgia State Undergraduate degree. (2016)**

In addition to eliminating achievement gaps, and making strides in increasing graduation rates, Georgia State has been reducing the undergraduate credits required to complete a bachelor’s degree. This reduction in credits saves students over $18 million a year. This reduction has been achieved through a series of enhanced services in areas of financial education, advising and student support. The institution’s target is for students to graduate with 132 credits by 2022-23, as reported on the university’s Student Achievement website (https://oie.gsu.edu/institutional-research/student-achievement-georgia-state-university/). Georgia State is on its way to meet this target. The average in 2012-13 was 140.4 credits. In 2017-18 the average credits at graduation was 134 credits.

*Figure 1 - Average Credit Hours at Graduation*

**INITIATIVE 3: Establish new pathways that facilitate seamless college to career transitions. (2016)**

In November 2017, Georgia State chose the QEP proposal, *College to Career: Career Readiness through Everyday Competencies*, as the basis of Georgia State University’s next Quality Enhancement Plan (QEP). The topic of *College to Career* was identified through Georgia State’s ongoing, comprehensive planning and evaluation processes. It grows out of Georgia State’s mission which states that the university “strengthens the workforce of the future and ‘readies students for professional pursuits.’” It became the new Initiative in Goal One of the University Strategic Plan: “Become a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success.”

*College to Career* is intended to aid students to become of the eight career readiness competencies identified by the National Association of Colleges and Employers (NACE). The QEP has three learning outcomes: awareness, connection, and demonstration.

1. **Awareness:** Within the first year, students articulate awareness of the career-readiness competencies that are valued by employers.
2. **Connection:** Throughout their undergraduate experience, students articulate the connections between specific curricular, co-curricular, and extra-curricular activities and the career-readiness competencies they acquire.
3. **Demonstration:** Throughout their undergraduate experience, students demonstrate their career-readiness competencies in a variety of interpersonal and digital-media frameworks.

In Fall 2019, Georgia State University launched its QEP: *College to Career: Career Readiness through Everyday Competencies*. The QEP team hosted a launch social at all six university campuses. Students participated in launch activities, including competency awareness quizzes, curriculum poster board sessions, alumni interview question and answer, Portfolium account sign-up, and table dialogues with Faculty Fellows and Departmental and Programmatic Incentive Grant recipients.
College to Career: The Quality Enhancement Plan

In November 2017, Georgia State chose the QEP proposal, College to Career: Career Readiness through Everyday Competencies, as the basis of Georgia State University's next Quality Enhancement Plan (QEP). The topic of College to Career was identified through Georgia State’s ongoing, comprehensive planning and evaluation processes. It grows out of Georgia State's mission which states that the university “strengthens the workforce of the future and ‘readies students for professional pursuits.’” It became the new Initiative in Goal One of the University Strategic Plan: “Become a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success.”

College to Career is intended to aid students to become of the eight career readiness competencies identified by the National Association of Colleges and Employers (NACE). The QEP has three learning outcomes: awareness, connection, and demonstration.

1. **Awareness**: Within the first year, students articulate awareness of the career-readiness competencies that are valued by employers.

2. **Connection**: Throughout their undergraduate experience, students articulate the connections between specific curricular, co-curricular, and extra-curricular activities and the career-readiness competencies that they acquire.

3. **Demonstration**: Throughout their undergraduate experience, students demonstrate their career-readiness competencies in a variety of interpersonal and digital-media frameworks.

In Fall 2019, Georgia State University launched it's QEP: College to Career: Career Readiness through Everyday Competencies. The QEP team hosted a launch social at all six university campuses. Students participated in launch activities, including competency awareness quizzes, curriculum poster board sessions, alumni interview question and answer, Portfolium account sign-up, and table dialogues with Faculty Fellows and Departmental and Programmatic Incentive Grant recipients.

The QEP team also launched its College to Career website, which houses interactive calendars, faculty tools, program information, and videos of alumni responses to student questions. The website also highlights the work colleges are doing to align with the QEP at https://collegetocareer.gsu.edu/.

In the Fall semester all incoming and first-year students were registered for the free online CTC course module. Students were alerted to the course in their iCollege space and completed the four modules as part of their work in the Freshman orientation course. Students who were not
registered for the orientation course had the option to complete the modules voluntarily or as part of a program or field of study that required its completion. The modules introduced the College to Career program, the Career Readiness Competencies, and the Portfolium platform. The modules stepped students through Portfolium registration and profile creation as well as constructing their first resume, which they posted to their Portfolium accounts.

Since 2018, the QEP has funded 27 Faculty Fellowship awards and 20 Departmental Incentive Grants. As a result, 20 majors now have College to Career curriculum as part of their course of study. These adjustments include co-curricular programming in addition to the changes made at the course level. The work of the Faculty Fellows has resulted in the creation of the CTC Learning Object Repository in iCollege, which provides all faculty with CTC-focuses assignments for each of the QEP learning outcomes for adoption into any course they teach.

During the 2020-2021 academic year, the QEP will fund an additional 10 Departmental Incentive Grants and 10 Faculty Fellows. The Faculty Fellows will work as College to Career Coordinators with one fellow representing each school/college and two fellows for Perimeter College.

The QEP team seated a 20-faculty assessment committee and are currently collecting data from the initiatives launched in Fall 2019. The QEP team continues to work to ensure we meet the 75% target threshold in each of the three outcomes.

**University Career Services: Exit survey of graduating students**

University Career Services is a key partner in the College to Career effort. When surveys showed that a majority of Georgia State bachelor’s students only accessed UCS for the first time in their senior year, UCS launched an exit survey for the 2017-2018 graduating class as a way to understand students’ readiness for the job market and to identify pathways to better prepare them for successful careers. This survey will be administered annually to the graduating class.

The first exit survey administered to the Spring 2018 undergraduate graduates, indicates that out of 3,861 who responded to the survey:

- 54 percent feel that their degree provided them with the knowledge needed to succeed in their chosen career
- 59 percent answered that their current position is related to the degree earned
- 56 percent are working in a different/better position
- 44 percent are working in the same position they had as a student

**Honors College**

Another measure of preparedness for career success is preparedness of undergraduate students
for continuing education, respectively preparedness for graduate studies. The university’s Honors College, established as part of the initial Strategic Plan, has helped the university move further in this direction by providing a base of rigorous undergraduate education for high-achieving students.

Over 50 percent of the Honors College students are pursuing graduate education. For the cohorts of 2011-12 and 2013-2013, between 42-40 percent of these students have already obtained a graduate degree. While we do not have data about how many students are still in graduate school, or pursuing additional graduate degrees, these numbers show that Georgia State Honors students are well prepared for graduate level education.

Data from 2006-07 onward shows interest in pursuing graduate studies among the general undergraduate student population, ranging between 31 percent and 38 percent. As this report will explain in Goal 2, the university is taking additional measures to expand opportunities and identify promising undergraduates from all backgrounds – academic, as well as socioeconomic and demographic – to pursue graduate and professional (i.e. law, medicine, etc.) education.

**INITIATIVE 4: Find the balance between technology and human interaction in instruction so that education and student success outcomes are greatly enhanced. (2016)**

As Georgia State offers an increasing number of online programs and courses, both at the Atlanta and Perimeter sites, it has provided resources to faculty and students interested in this mode of instruction. The Center for Excellence in Teaching and Learning (CETL) has emerged as a campus leader in providing pedagogical services to faculty.

In addition to offering Faculty Teaching Fellowships to faculty to conduct research in the area of teaching and learning, to demonstrate a commitment to excellence in college teaching, and to participate in a scholarship of teaching and learning conference, CETL helps faculty incorporate technology into their classrooms. CETL’s instructional designers work with faculty to identify or to develop ways to enhance their teaching from discrete concepts to entire courses, whether in preparing recorded lectures, developing e-textbooks, preparing interactive assignments and course blogs, or helping faculty make full use of the features of the learning management system and associated tools.

To support new teaching projects or allow faculty to expand on current projects, CETL is awarding mini-grants. It received 135 Faculty Mini-Grant applications and made 33 awards since the 2015 academic year (8 in 2015, 9 in 2016, 10 in 2017, and 8 in 2018). Two awards were made to projects with co-PIs. Fellows represented all colleges and schools across campus.

Another initiative to support and enhance instruction at Georgia State is the creation of Faculty Teaching & Learning Communities (Faculty-TaLCs). CETL has hosted 17 Faculty-TaLCs since 2016 (5 in 2016, 5 in 2017, and 7 in 2018). The Faculty TaLCs meet monthly and 119 faculty have participated.

---

4. [https://cetl.gsu.edu/programs-grants-awards/faculty-teaching-fellowships/](https://cetl.gsu.edu/programs-grants-awards/faculty-teaching-fellowships/)
5. [https://cetl.gsu.edu/programs-grants-awards/mini-grants/](https://cetl.gsu.edu/programs-grants-awards/mini-grants/)
The faculty interest in finding a balance between technology and human interaction in instruction is demonstrated by their attendance to CETL run workshops. Between Fall 2017 and Spring 2019 semesters, CETL ran 1443 sessions with 13,986 participants.

The results of these trainings led to an increased usage of the LMS. Between Spring 2017 and Fall 2018 semesters, we see:

- an increase of 304 courses in the LMS, for a total of 8,168 courses
- an increase of 533 courses using the LMS, for a total of 6,174 courses
- an increase of 66 unique instructors using the LMS, for a total of 2,856 courses
Goal 2

*Significantly strengthen and grow the base of distinctive graduate and professional programs that assure development of the next generation of researchers and societal leaders.*

Social, cultural and economic progress depends in part on the work and dedication of well-educated scholars, scientists and societal leaders. As a public research university, one of the primary functions of the Atlanta campus of Georgia State is to provide talented and motivated individuals with the knowledge and skills necessary to take on important roles. This is best done through high-quality graduate and professional programs that are well supported and target the areas of greatest projected need.

**INITIATIVE 1: Grow and enhance graduate programs to the level where they are commensurate with top tier research universities (2016)**

*The Graduate School*

As part of the university’s efforts to expand and strengthen graduate and professional programs, the Office of the Associate Provost for Graduate Programs (OAGP) was established in 2014. In 2019, the OAGP became the Graduate School, solidifying Georgia State’s support for and commitment to graduate and professional education with an inaugural dean named during the fall.

The school coordinates university-level policies related to graduate education. It works to increase the number and quality of graduate students, enhance professional development opportunities for graduate students, boost financial support for graduate education and collaborate with the university’s colleges and schools to strengthen interdisciplinary academic programs.

*Graduate Enrollments*

Before the creation of the OAGP, Georgia State’s graduate enrollments had been declining from a peak in 2009 to a 10-year low in 2015. Declines were primarily occurring at the master’s level. Many factors contributed to the decline, including increased regional competition for graduate students, declines in employer financed education, and the elimination of financial incentives for teachers obtaining advanced degrees.

To maximize efficiencies and consolidate expertise, the OAGP developed the Office of Graduate Admissions in collaboration with graduate admissions staff across the university. Under the Graduate School, the Office of Graduate Admissions continues to provide marketing resources and is responsible for application processing for most programs. Program faculty and Deans of the academic colleges and schools continue to make admissions decisions.
After determining that the existing application and customer relationship management (CRM) tool was inadequate, Georgia State identified a new product better suited to the university’s aims. Slate, implemented for the Spring 2018 admissions cycle and beyond, allows tailoring of applications to programs, a personalized applicant portal, targeted communications, and online review of applicants, among other features. Notably, it provided nearly 50 percent cost savings over the prior product.

Efforts to better market the university’s graduate programs include:

- Collaboration with the university’s Department of Public Relations and Marketing Communications to build a compelling admissions website.
- The hire of a Director of Marketing and Communications for Admissions in collaboration with Undergraduate Admissions.
- Use of data-driven communications, lead generation, and targeted multi-channel marketing strategies for graduate admissions marketing communications through a centrally supported contract with the Educational Advisory Board (EAB).

Through EAB, over 50 of our graduate programs have benefitted from data-driven lead generation and multi-channel marketing targeting these leads. Ads drive potential applicants to newly developed program landing pages and, ultimately, to enroll at Georgia State. This contract represents a significant new and necessary investment in improved graduate recruitment. For the 18-19 academic year, the campaign generated 127 applications, and 47 of those applicants enrolled in a graduate program. It is important to note that only 7 new enrollments were necessary to capture the return on investment for the campaign. For 2019-20, this program will market all graduate programs.

The Director of Marketing and Communications for Admissions and consultation with EAB have contributed to an enhanced communication strategy (Comm Flow) which offers compelling email communications to individuals in the admissions funnel, including those that have submitted standardized scores, initiated an inquiry form, begun but not submitted an application, or offered, but not yet accepted admission, to a graduate program.

Overall enrollments have grown modestly each fall since 2015:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 2</td>
<td>Graduate Enrollment Growth, 2015-2018</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6,921</td>
<td>7,009</td>
<td>7,060</td>
<td>7,094</td>
</tr>
</tbody>
</table>

We expect this upward trend to persist with the application processing, communication strategy, and marketing efforts currently in place.
Enhancing Doctoral Student Quality

Second Century Initiative (2CI) Fellowships are intended to attract high quality Ph.D. applicants to GSU. On the whole, these students have added to both the quality and the quantity of our doctoral programs. In the Ph.D. programs benefitting from 2CI Fellows, enrollment has risen from 791 doctoral students in fall of 2010 to 986 students in fall of 2018, an increase of 195 students. 2CI Fellows have a slightly shorter time to degree (slightly less than one year), with students from each unit completing their degree more quickly than the departmental average. A further mark of distinction is that nine 2CI fellows have received prestigious fellowships from the NIH, the NSF, and private foundations.

Improving Graduate Programs

A primary focus of the office of the Associate Provost for Graduate Programs has been to increase professional development opportunities for our graduate students. Believing that increasing professional development opportunities would not only benefit current students but also positively impact student recruitment, several steps were undertaken:

1. A **university-wide graduate student orientation**, started in 2015, welcomes students to GSU and provides them with information and opportunities to connect with graduate faculty and staff, hosting more than 600 new students each year.

2. Twenty-six **professional development workshops** are now offered to students annually, growing from six in 2015. Topics focus on areas such as careers, research and scholarship, leadership, fellowships, grant proposals, dissertations, scholarly communication, and more. To accommodate student schedules, several workshops are offered as on-demand webinars.

3. Since 2015, a **Fellowship Advisor** to support students’ efforts to secure prestigious national fellowships. The Advisor offers information sessions on fellowship availability and preparation, meets individually to guide students through the fellowship selection and application processes, and supports the Provost Dissertation Fellowship program (see below). In 2018-19, Georgia State graduate students received a university record of 15 prestigious fellowships from federal agencies (e.g., NIH, NSF) and private foundations (e.g., Fulbright, Doris Duke).

4. In 2017, the OAGP and the Library offered the inaugural **Three Minute Thesis Contest (3MT™)**. 3MT™ is a research communication competition supporting the development of students’ ability to explain their research in language appropriate to a non-specialist audience. Winners also deliver presentations at the Georgia Council of Graduate Schools Spring Conference. In 2019, winners of Georgia State’s 3MT™ contest won top prizes at national competitions, including doctoral student Mary Fernandes, who won first place at that year’s national meeting of the American Psychological Association in Chicago.
The Dean of the Graduate School has made a particular effort to specifically target timely progression to degree completion, through writing support, financial support, goal setting and accountability. Such support includes writing workshops for thesis or dissertation completion, which have supported more than 550 students. A variety of fellowships and awards provide financial support, with accountability, to help students focus on completing their degrees, including the Provost’s Dissertation Fellowship Program, Dissertation Awards, and the Library Dissertation Travel Awards. Together, these efforts have allowed awarded students to complete their degrees years ahead of their peers.

**INITIATIVE 2: Create innovative and flexible graduate and professional programs that respond to evolving market and society needs. (2016)**

The university is engaged in developing programs that meet the needs of employers in the Atlanta region. These programs are geared to enable graduate and professional students to receive a world-class education, using modern technology and pedagogy, whether they seek to enhance their skills through noncredit executive education programs and certificates or to earn full degrees. Entrepreneurship is emphasized where appropriate. Programs are evaluated on an on-going basis for responsiveness to student needs and market demands.

Two new interdisciplinary programs, each with multiple concentrations, have so far been developed in response to this initiative. These programs include:

1. The Master of Science in Interdisciplinary Studies, with concentrations in
   a. Biomedical Enterprise
   b. Criminal Justice Administration
   c. Urban Studies
   d. Health Information Technology (forthcoming)

2. Master Science in Data Science and Analytics (originally the Master of Science in Analytics), with concentrations in
   a. Big Data and Machine Learning
   b. Health (under development)
   c. Ethics of Data Science (under development)

**INITIATIVE 3: Become a national model for creating a pipeline into graduate school and professional programs to increase the diversity of strong leaders in academic and professional careers. (2016)**

Georgia State’s accomplishments in undergraduate student success gives us the responsibility to carry these achievements forward into providing our graduates with significant advisement towards academic and professional post-graduate programs and careers. By creating and strengthening pathways to recruit and support graduate students, we will bolster the pipeline
of highly qualified students from underrepresented groups and diverse backgrounds into the academic, business, creative, nonprofit and government sectors.

This new initiative has led to the creation of the Center for the Advancement of Students and Alumni (CASA). CASA was established to encourage and support students from underrepresented populations to enter advanced degree programs that can lead to academic and professional careers.

CASA has accomplished several goals:

1. A Director and three Faculty Associates have created programming with the aim of more GSU students matriculating into law (J.D.), medicine (M.D.), and Ph.D. programs nationwide. Programs include standardized testing preparation, support for graduate school applications, graduate student panels, funded research opportunities, and many others.

2. The CASA has received extensive external funding for their efforts, including two grants from the Andrew Mellon Foundation ($150,000 and $1,250,000), the Sloan Foundation ($125,000) and a pending NIH Maximizing Access to Research Careers award.

3. With support from the Mellon and Sloan Foundations, the CASA developed an Early Identification System and Faculty Nomination Platform to bring students into CASA services.
Goal 3

Become a leading public research university addressing the most challenging issues of the 21st century.

Georgia State is one of the nation’s premier urban public research universities. The university ranks among the top 115 public and private universities in the Carnegie Foundation’s elite category of R1: Highest Research Activity. This category represents the highest level of research activity for doctorate-granting universities in the U.S.

Since the implementation of the strategic plan in 2011, Georgia State has been distinguished by the tremendous expansion of its research program. The university’s total research expenditures rose from $81 million in fiscal year 2010 to $201.2 million in fiscal year 2018, the highest amount in the institution’s history. This increase of nearly 150 percent makes Georgia State one of the nation’s fastest-growing research universities.

In FY18, the university ranked 114th out of 646 for research expenditures in the National Science Foundation’s Higher Education Research and Development (HERD) Survey, a nationally recognized barometer of university research activity. (At the start of the strategic plan in 2011, Georgia State ranked 157th.) For the past three years, Georgia State has been the highest-ranked institution without an engineering or medical school in the HERD Survey.

Georgia State has also significantly increased its research award funding since 2011. Total annual research awards of $128.1 million were received in FY19, the fifth year in a row the university has earned more than $100 million in external investment. Federal sponsorship accounted for 68 percent of the total award volume in FY18, with more than 31 percent of awards coming from the National Institutes of Health (NIH).

The number of principal investigators with more than $1 million in external funding has increased from nine in FY10 to 27 in FY18, 11 of whom have portfolios of more than $2 million.

In FY18, faculty received $9.9 million in awards for interdisciplinary research — projects conducted by two or more faculty in multiple academic departments or colleges. Collaborations on journal articles and grants have increased every year since 2016.

INITIATIVE 1: Enhance a research culture.

From 2011 to 2015, 86 faculty scholars and researchers were hired through the Second
Century Initiative (2CI). The primary goal was to build nationally and internationally recognized strength and critical mass using cluster hiring around common scholarly themes. This hiring initiative was intended to enhance Georgia State’s overall faculty quality, interdisciplinary richness, competitiveness and recognition for excellence in research. The 2CI and related strategic hiring were transformative in enhancing the quantity and quality of scholarship and research at Georgia State.

The Next Generation Program succeeded the 2CI program and has aimed to build strength around core and innovative research and scholarly themes that have strategic importance to the university. Over four rounds of the Next Generation Program, 20 proposals for interdisciplinary research and scholarship themes were selected, in areas ranging from artificial intelligence, imaging, and integrative health, to cybersecurity, legal analytics, and transcultural violence and extremism. Faculty hiring continues under the Next Generation Program, and as of fall 2019, there were 25 top researchers and scholars hired under the program.

Georgia Research Alliance (GRA) Eminent Scholars are among the nation’s top researchers and brightest minds in their fields. Since the strategic plan began, GRA Eminent Scholars at Georgia State increased from three in 2011 to eight in 2017. In 2018, the university announced that Vince Calhoun, a renowned expert in brain imagining and analysis, would join the university as its ninth GRA Eminent Scholar, and the first eminent scholar to hold appointments at three institutions: Georgia State, the Georgia Institute of Technology, and Emory University.

The Provost's Visiting Scholars Program brings to Georgia State University promising and leading faculty from underrepresented minority groups for short-term (1-2 week) visits. The program serves a two-fold purpose: these visitors enrich the intellectual life of the campus at the department level and above, and they are be positioned to communicate Georgia State University’s strengths to potential future faculty members, graduate students and postdoctoral fellows. Through these goals, the program enhances ongoing faculty recruitment efforts.

A Distinguished University Professorship also was established to recognize a sustained and outstanding record in scholarship and instruction, and to provide the impetus for continuing high achievement. As of fall 2019, there have been 39 Distinguished University Professors appointed since 2013; appointments are held for five years and no more than 5 percent of the university's tenured faculty may hold this title at any time. Regents' Professorships, appointed by the Board of Regents of the University System of Georgia on the recommendation of the Georgia State University President per BOR Policy Manual 8.3.2, are bestowed on distinguished faculty whose scholarly achievements are recognized nationally and internationally as innovative and renowned. There are currently 29 Georgia State Regents' Professors — 16 of whom have been added since 2010.

Beginning in 2016, the university partnered with the firm Academic Analytics to use its platform that provides analytics on different aspects of faculty research and scholarly productivity. The university uses Academic Analytics data in its Academic Program Review process. Another Academic Analytics platform, called Faculty Insight (FI), enables faculty at the university to see their own productivity at a glance. FI integrates with the university’s self-reported faculty activity
platform, Digital Measures, and the research summaries and profiles on it went live on a public-facing website (Georgia State Scholars) in 2019.

**INITIATIVE 2: Establish University-Level Research Centers.**

University-level research centers bring together investigators from across disciplines to address critical quality of life issues, such as cancer, obesity, cardiovascular disease, infectious diseases, and child and family well-being.

Georgia State currently has eight university-level research centers and institutes. Collectively, they secured more than $33 million in funding in FY18.

**The Center for Molecular and Translational Medicine** was established in 2015 to convert significant research findings into diagnostic tools and medicines that will improve health and help millions of people suffering from heart disease, diabetes and other illnesses.

**The Center for Diagnostics and Therapeutics** was established in 2011 to develop highly sought and clinically useful diagnostic and therapeutic tools and agents.

**The Center for Behavioral Neuroscience** was established in 1999 as a National Science Foundation Science and Technology Center. Its faculty are working to elucidate the basic neurobiology of social behavior, memory, cognition, reward functions and positive emotional states. Through innovative, interdisciplinary programs (see Initiative 5), the center has also created a unique pipeline approach to educating and training the next generation of neuroscientists.

**The Center for Nano-Optics** was established in 2014 to advance the university’s strengths in nanoplasmonics, the optics of small metallic particles, and ultrafast nano-optics. Its faculty are developing systems on the nano scale for new and better biomedical diagnostics and treatment, enhanced photovoltaics and production of solar fuels, ultrafast information processing and the development of nano sensors for detection of various chemical and biological agents.

**The Center for Neuroinflammation and Cardiometabolic Diseases** was created in 2018 to promote interdisciplinary research in the area of neuroinflammation, with a strong translational emphasis and clinical implication for cardiometabolic diseases including hypertension, stress, obesity and neuropsychiatric disorders.

**The Mark Chaffin Center for Healthy Development** was established in 2015 and brings scientific innovation into the everyday lives of people and their communities through translational and implementation research. Its research demonstrates the value of home-based family support, positive behavior support, and mobile support interventions that improve child outcomes. The Mark Chaffin Center for Healthy Development houses:
• The National SafeCare® Training and Research Center, which supports the SafeCare® program, demonstrated to reduce recidivism of child maltreatment by 26 percent.
• The Center for Leadership in Disability, recognized by the U.S. Department of Health and Human Services as a University Center for Excellence in Developmental Disabilities, which trains representatives from disability serving programs across the country.
• Prevent Child Abuse Georgia, the state chapter of Prevent Child Abuse America, which provides statewide direction to preventing child abuse and neglect and supports 22 local child abuse prevention councils throughout Georgia.

The Center for Translational Research in Neuroimaging and Data Science (TReNDS) is the newest university-level research center. Created in 2018, (TReNDS) launched in 2019 as a tri-institutional effort supported by Georgia State, the Georgia Institute of Technology and Emory University. The center is focused on making better use of complex brain imaging data through improved analysis, with a goal of identifying biomarkers that can help address brain health and disease.

In 2014, Georgia State’s first university-level research and education institute was established — the Institute for Biomedical Science (IBMS). The institute is focused on advancing innovative research that improves human health as well as educating and training future generations of biomedical scientists and health professionals. Housed within IBMS are:

• The Center for Inflammation, Immunity and Infection, established in January 2011 to better understand the molecular basis of inflammatory diseases and further develop novel therapeutic strategies, such as a one-time influenza vaccine that would eliminate the need to get an updated vaccination every year.
• The Center for Microbial Pathogenesis, established in 2016 to better understand viruses, their mechanism, immune system mechanisms, and develop new vaccines and treatments for diseases such as Ebola and Marburg virus.
• The Center for Translational Immunology, established in 2019 to investigate the cellular and molecular components of the immune system, working towards innovative vaccines to treat bacterial infections that are becoming resistant to antibiotics.

INITIATIVE 3: Create a Georgia State Faculty Fellowship Program.

A Georgia State Faculty Fellowship Program was developed in 2011 to allow faculty to have time to facilitate completion of applications for preeminent international and national fellowships or awards. This includes the Provost’s Faculty Research Fellowship, and the Study in a Second Discipline Fellowship. Since the program was developed, there have been more than 30 fellows in both fellowship tracks.
INITIATIVE 4: Enhance supporting infrastructure for the conduct of research.

Administrative Improvements

Research administration support services have been strengthened by expanding central research administration management, adding online administrative systems and adding distributed research administration staff in colleges and departments to provide more local services.

Technology Improvements

A new Chief Innovation Officer was hired in 2014 to direct the university’s Information Systems and Technology Department and to help define and implement innovative strategies and technology solutions to advance the university.

Research Solutions has improved support operations by digitizing all research, grants and compliance management functions.

The Collaborative University Research and Visualization Environment (CURVE), opened in the University Library in 2014. CURVE is a technology-rich discovery space supporting research and digital scholarship.

Facilities Improvements

Since the implementation of the 2011 strategic plan, Georgia State has greatly enlarged its research facilities footprint. The total square footage for organized research space was 239,226 in FY18, up from 178,293 square feet in FY13.

Georgia State’s Science Park will be completed in four phases per the university’s Master Plan. Two phases have been constructed so far:

- Phase I: Petit Science Center (PSC), a 347,000 square foot science and research teaching laboratory tower was completed in 2010.

- Phase II: Research Science Center (RSC) a five-story, 68,000-square-foot facility that provides expansion space for biomedical research with state-of-the-art wet labs and related core facilities, opened in June 2016.

The Board of Regents of the University System of Georgia has also approved the construction of the third phase of the university’s Science Park. The building, which is in the design stage, is scheduled to be completed in 2021 or 2022. It will contain eight floors (84,000 square feet) of biosafety-commissioned labs, including a floor of BSL-3 and BSL-4 labs for infectious disease work.
In 2018, leaders from the eight universities in the Georgia Research Alliance signed a memorandum of understanding for the shared use of core research facilities at each of their institutions. The agreement aims to increase research support services for faculty at all Georgia research universities and expand collaborative research opportunities. The university’s core facilities include:

1. Cell, Protein and DNA Core Facilities
2. Center for Advanced Brain Imaging (CABI)
3. Center for High Angular Resolution Astronomy (CHARA)
4. Collaborative University Research & Visualization Environment (CURVE)
5. Transgenic and Gene Targeting (TGT) Core

INITIATIVE 5: Enhance Georgia State’s contributions to the sciences, and health and medical research and education.

Educational Programs and Facilities

Since 2016, the university has created several new educational programs in health and medicine. This includes major initiatives in the School of Public Health, the Institute for Biomedical Sciences, and the College of Law:

The School of Public Health (SPH), which was established in 2013, became accredited in June 2016, superseding its M.P.H. program-level accreditation. Since 2016, the SPH has created a B.S. in public health, a Ph.D. concentration in Environmental Health, an M.P.H./Ph.D. in Community Psychology with the College of Arts and Sciences, and a Dr.P.H. for public health professionals. Students enrolled in the school have increased from 227 in 2013 to 750 in 2019.

In addition to educating students, SPH faculty and staff are focused on interdisciplinary research, implementing solutions to societal problems, and partnering with community organizations to develop answers to the public health challenges. Since 2016, interdisciplinary research collaborations with SPH faculty have resulted in more than $10 million in funding and approximately 45 publications.

The Institute for Biomedical Sciences (IBMS) has created three unique, interdisciplinary degree programs in partnership with the College of Law and J. Mack Robinson College of Business: a Bachelor of Interdisciplinary Studies (B.I.S.) in Biomedical Science and Enterprise; a Master of Interdisciplinary Studies (M.I.S.) in Biomedical Enterprise; and Ph.D. in Translational Biomedical Sciences.

Within the College of Law, the Center for Law, Health & Society (CLHS) administers a health law program that is ranked #2 in the nation by U.S. News & World Report for 2020.
program is broad and encompasses the many and diverse fields that comprise health law, including six focus areas of health care regulation, bioethics, public health, social justice, global health and health technology. CLHS also administers the Health Law Certificate, which launched in 2012. The center oversees several dual degrees including:

- Juris Doctor/Master of Public Health (J.D./M.P.H.), launched in 2013 in collaboration with the School of Public Health
- Master of Laws (L.L.M.) with a Concentration in Health Law
- Master of Jurisprudence (M.J.) with a Concentration in Health Law

Other new degree and certificate programs include:

- M.S. in Applied Behavior Analysis in the College of Education and Human Development
- Ph.D. in Kinesiology and Health with a concentration in Rehabilitation Science in the College of Education and Human Development and the Byrdine F. Lewis College of Nursing and Health Professions
- M.S. in Biology with a concentration in Medical Science in the College of Arts and Sciences
- B.S./M.S. in Biology/Nutrition (dual degree) in the College of Arts and Sciences and the Byrdin F. Lewis College of Nursing and Health Professions
- Master of Science in Analytics (M.S.A.) with a concentration in Big Data and Machine Learning in the College of Arts and Sciences
- B.S. in Nutrition Science in the Byrdine F. Lewis College of Nursing and Health Professions
- B.I.S. in Health Sciences in the Byrdine F. Lewis College of Nursing and Health Professions
- Master of Public Policy (M.P.P.) with a concentration in Health Policy in the Andrew Young School of Policy Studies
- Graduate certificate in Health Informatics in the J. Mack Robinson College of Business and the Byrdine. F. Lewis College of Nursing
- Undergraduate certificate in Sustainability in the College of Arts and Sciences
- Undergraduate certificate in Water Sciences in the College Arts and Sciences

On the downtown campus, STEM teaching laboratories have been added in Classroom South and Sparks Hall. In 2018, Perimeter College opened a $6.3 million science wing with new biology and chemistry labs at the Alpharetta campus. Since the labs opened, enrollment in science courses on the Alpharetta campus has jumped more than 25 percent to 1,192 students.

Work with Community Partners

University faculty and staff also work in collaboration with external partners, such as government agencies, nonprofits, and community leaders, to promote research- and science-based policy. Examples include:
The **Georgia Health Policy Center** (GHPC), housed within the Andrew Young School of Policy Studies, provides evidence-based research, policy analysis, and translational services for communities and decision-makers. Its partners include the Atlanta Regional Collaborative for Health Improvement, the Georgia Department of Community Health and Healthcare Georgia Foundation.

Also housed within the Andrew Young School, the **Georgia Policy Labs** (GPL) were created in 2017 with a $4 million grant. GPL is a collaboration between Georgia State and a variety of government agencies to promote evidence-based policy development. GPL works with government to identify successful programs and policies, create and test innovative policy solutions and help scale up innovations with the greatest potential to improve the lives of children and their families. The labs include:

- **Metro Atlanta Policy Lab for Education (MAPLE)**, which partners with five of the six largest school districts in the Atlanta metro area.
- **Child & Family Policy Lab**, which works to increase the safety, education and economic stability of Georgia’s at-risk children and families.
- **Career and Technical Education Policy Exchange (CTEx)**, a multi-state policy lab dedicated to improving the quality of high school Career and Technical Education programs in the U.S.

Within the College of Law, the **Health Law Partnership (HeLP)** was established in 2004 as a partnership between Georgia State, Children’s Healthcare of Atlanta (CHOA) and the Atlanta Legal Aid Society. HeLP’s clients are low-income families whose children are receiving care at CHOA. Health care professionals and lawyers work together to improve the health and well-being of children and their families by addressing the multiple determinants affecting children’s health.

In 2019, the university launched a **Prevention Research Center (PRC)** at Perimeter College’s Clarkston campus. Funded by a $3.75 million grant from the Centers for Disease Control (CDC) and led by faculty in the School of Public Health, the center will be focused on the health and health disparities of migrants and refugees. Its work will be guided by a community advisory board consisting of a dozen community groups, agencies, non-governmental organizations and new citizens.

**Promotion of STEM Fields**

Georgia State also offers summer science programs to train the next generation of young scientists. These programs include:

- **The Neuroscience School**. Created by Georgia State’s Center for Behavioral Neuroscience and now in its third year, the Neuroscience School offers one-week summer courses for high school students on the university’s Atlanta Campus. Students age 15 and up
can register online and pay tuition for the one-week course of their choice, with a sliding scale tuition based on family income.

- **The Institute on Neuroscience (ION).** Also sponsored by the Center for Behavioral Neuroscience, ION is an eight-week, paid research internship for high school students that enables them to work in research labs at Georgia State, Emory University, Yerkes National Primate Research Center and the Marcus Autism Center. The program receives more than 100 applications each year from across the country for 10 positions.

- **Catch Them Young.** Funded by Georgia State’s Molecular Basis of Disease Program, this initiative debuted in 2017. The free, eight-week program allows high school students to work one-one-one with a mentor in a faculty member’s research lab. Students can choose from six research areas: biology, chemistry, computer science, mathematics/statistics, physics/astronomy and neuroscience.

- **Atlanta Science Festival.** Georgia State is a gold-level sponsor of the Atlanta Science Festival, an annual two-week event founded in 2014 to celebrate local science and technology. Faculty and staff lead several programs each year ranging from hands-on lab experiments, to geoscientist-guided hikes, to 3D printing at the Georgia State EXLAB, to a telescopic tour of the night sky at the university’s Hard Labor Creek Observatory.
Goal 4

Be a leader in understanding the complex challenges of cities and developing effective solutions.

INITIATIVE 1: Establish an institute that will be the nexus for research and degree programs focused on the complex challenges of cities. (2016)

Building on the foundation laid by the Council for the Progress of Cities, the institute will provide a research infrastructure for faculty, students and staff to aid research, educational experiences and grant writing. This work will be global in scope, necessarily span numerous disciplines, and add value to the local Atlanta community. The CPC will work in conjunction with the institute and will participate in the International Consortium of City-based Universities identified in Goal 5 to engage in joint comparative research with international partners focused on shared city-based problems.

The Urban Studies Institute (USI), created in 2014, increased its work in support of this initiative. The Institute’s interdisciplinary research and teaching is focused on a better understanding and effective management of the complex challenges facing cities and urbanizing regions.

Since the hiring of the USI director in 2015, USI expanded to having 6-8 faculty and to house three academic programs: Minor in Urban Studies, MIS Urban Studies and a PhD in Urban Studies. So far it developed interdisciplinary research and grant writing collaborations with ASU, SRN (sustainability research network), with Geosciences, ARCHI and School of Public Health.

Its newest success (October 2017) is a $1 million grant from a $12 million National Science Foundation grant for a project to help cities prepare for climate change by developing the knowledge needed to promote resilient cities in a future that will look very different from today. The grant brings Georgia State into the National Science Foundation’s UREx Sustainability Research Network (UREx SRN), a five-year project joining social scientists, planners, engineers, ecologists, climate scientists, policymakers and the public with team members from 25 institutions. Their research focuses on building resilience to climate-driven extreme events in nine Latin and North American cities.

---

7 Source: https://urbaninstitute.gsu.edu/
8 Source: https://news.gsu.edu/2017/10/26/urban-studies-institute-receives-grant/
The Creative Media Industries Institute (CMII)

The Creative Media Industries Institute (CMII) was established in 2014 to expand the quality and quantity of workforce training, expand research capacity, increase entrepreneurship opportunities and develop curriculum in the creative media industries. A Woodruff Foundation grant for $22.8 million supports the Institute’s new facility. CMII was officially opened on October 19, 2017, unveiling an ultramodern facility dedicated to digital media, film and other innovative programs.

The Creative Media Industries Institute builds connections between creative students and the entertainment and information industries. Its focus is on advanced technology workforce training, building a national model for media entrepreneurship and collaborating with media and arts industry partners. CMII programs focus in the areas of communication/media, entrepreneurship, game and production specializations, interactive media, data visualization, media analytics, arts management and new media studies. With one of the rarest and most advanced virtual production tools in the world, the CMII is at the forefront of computer-generated visual effects.

GSU-TV

In June 2015, Georgia State entered into a partnership with Georgia Public Broadcasting (GPB) to introduce GSU-TV, a digital sub-channel with student-produced original series and a growing library of repurposed content. GSU-TV offers students the opportunity to participate in a practicum where they are responsible for developing and producing broadcast programming for the channel. GSU-TV programming is available statewide via GPB affiliates through over-the-air broadcast television and on cable TV systems throughout Georgia.

The College of the Arts

The arts and media are vital to the quality of major cities. To further increase our impact in the city and beyond, Georgia State formed a new college to highlight our considerable strengths.

The College of the Arts was established in 2016. It includes the Ernest G. Welch School of Art & Design; School of Film, Media & Theatre; School of Music and its Center for Educational Partnerships; Center for Collaborative & International Arts (CENCIA); and in-part with CMII.

This college creates opportunities for creative excellence and student entrepreneurship, develops a model for 21st century arts and related media education, expands the possibilities

---

9 https://thearts.gsu.edu/college-of-the-arts/about/
for student engagement with the professional arts and media industries, and extends our community partnerships. The college is, in conjunction with other units of the university, educating and training a diverse new generation of artists, scholars, and industrial professionals.

**INITIATIVE 3: Be a nationally recognized model for leadership in inclusion (2016)**

Georgia State is one of the most diverse universities in the nation, a community of faculty, staff and students from varied racial, ethnic, socio-economic and lifestyle backgrounds. Its campus is a laboratory that includes everyone in building understanding, tolerance and concern for others, qualities that are central to human progress. In the heart of one of the world’s global centers, the university has an opportunity to demonstrate to the world how diversity can be a catalyst for change and inclusive growth.

To reach its full potential in the area of diversity and inclusion, in academic year 2018-19, Georgia State formed the Commission on the Next Generation of Faculty. The Commission was tasked with proposing how the university might best approach strategies to build diversity and inclusion, thereby further enriching the academic environment and inspiring even more members of our diverse student body.

After a thorough analysis of data, a review of national best practices, a field visit, and qualitative, focus-group driven, study of faculty’s lived experience, in May 2019 the Commission offered five Transformative Recommendations, which are high priority actions that, in the Commission’s judgment, are designed to lead to greater success at recruiting, engaging, and retaining a diverse faculty. It also outlined three Best Practice Initiatives, which the Commission deems essential for Georgia State to become nationally recognized in diversity and inclusion.

During the fall of 2019, a Next Generation of Faculty implementation steering committee was formed from representatives across the colleges and schools of the university, which will advise and guide the university Provost in implementing the report’s recommendations and best practice initiatives, serve as a liaison between the Provost and the university community regarding implementation, and will assist in an annual report to the university community about action steps taken and progress.

Additionally, the university has joined the National Center for Faculty Development and Diversity, an independent professional development, training, and mentoring community for over 83,000 faculty, post-docs, and grad students, dedicated to supporting academics in making successful transitions throughout their careers. The organization offers workshops, professional development training, and intensive mentorship programs that provide concrete, empirically tested strategies for increasing productivity, and pays special attention to the challenges faced by
underrepresented faculty. Finally, the university took steps during the fall 2019 semester to begin in 2020 the three-year Collaborative on Academic Careers in Higher Education (COACHE) survey process to take baseline measurements towards improving outcomes in faculty recruitment, development, retention and engagement. Considered a “gold standard” in the field, the COACHE process will allow the university to understand current conditions, use these insights to put forth a plan of action, and to measure the effectiveness of the plan.
Goal 5
Achieve distinction in globalizing the university.

INITIATIVE 1: Build the Global Partnership for Better Cities to become a unique joint venture of international universities providing perspectives from cities around the world. (2016)

This initiative aims at emphasizing urban-themed research collaboration and output including joint conferences, externally funded research grants, and student engagement. As described in Goal 4, The Urban Studies Institute (USI), created in 2014, does interdisciplinary research and teaching focused on a better understanding and effective management of the complex challenges facing cities and urbanizing regions. USI is a contributor to the institution’s advances for this initiative too given its National Science Foundation grant for a project to help cities prepare for climate in nine Latin and North American cities (see Goal 4 for more details).

Since FY 2016, the Office of International Initiatives (OII) disbursed $150,402 for strategic partnerships with and to leverage external funding for initiatives in a multitude of countries: China, Brazil, Hungary, South Africa, Vietnam, Nigeria, South Korea, Australia, Turkey, Kenya.

INITIATIVE 2: Enhance and promote research and scholarships on the challenges facing the global community.

To continue to leverage the activities of the University’s many international centers and programs to expand the scope of research on global issues and increase awareness of Georgia State’s work around the globe, the Office of International Initiatives (OII) has developed a new strategic plan.

The recently approved and adopted plan outlines the following 2018 -2021 Strategic Priorities:

1. Enhance the global awareness and competence of the university community.

2. Expand GSU’s global reach by establishing new and strengthening existing strategic international collaborations regardless of geographic areas.

3. Communicate and increase the visibility of GSU’s global profile.

4. Become a national model within higher education for excellence in international program support, development, implementation, and delivery.

With this new strategic plan, Georgia State is changing its previous strategy of focusing its international work only in five strategic countries. Under the 2018-2021 OII strategic plan, GSU’s international outreach is being expanded to all countries, providing the university with the opportunity to adapt fast to changes in international education and to the needs of the international community.

---

10 Source: https://urbaninstitute.gsu.edu/
11 Source: https://news.gsu.edu/2017/10/26/urban-studies-institute-receives-grant/
INITIATIVE 3: Establish a Georgia State University International Center. (2011/16)

Georgia State established a new International Center, which opened in 2015 in Dahlberg Hall. Its location in the center of campus brings space, visibility and coordination to international programs, activities and services. It houses the Office of International Initiatives (OII), which is responsible for the strategic integration and coordination of the university’s international initiatives, partnerships, grants, program development and management, events and activities, study abroad programs and the Confucius Institute.

Between Fall 2015 and Spring 2018 semester over 30 events were organized by the office on topics such as NAFSA’s Global Learning in a Time of Increased Xenophobia and Extreme Nationalism, The World and the City in the 21st Century, The Geopolitics of Internet Governance, to name a few.

The largest numbers of Georgia State’s international students come from China, India, and Korea, mirroring national trends in international student enrollment.

INITIATIVE 4: Leverage Atlanta’s global footprint to further the global perspective of students, faculty, and staff through experiential learning, research, and community engagement. (2016)

Since the strategic plan was adopted in 2011 the number of students studying abroad has increased. It experienced a dip in AY 2016-17, but it recovered in AY 2017-18.

Since the 2016 revision of Georgia State’s strategic plan, Study Abroad has shown growth not only in the number of students going abroad, but also, to a lesser extent, in the number of faculty led programs that we are approving annually as well. Along with that growth also comes diversity in program offerings and locations. Total study abroad participation has gone from 866 in the 2016-17 academic year to 1,153 in 2018-19, and we expect to see this growth trend to
continue for 2019-20. OII currently has 769 accepted applications for the 2019-20 academic year, with applications continuing to be accepted for the Summer 2020 semester.

We are also seeing growth in the number of programs that run each year. In 2016-17, we had 60 faculty-led programs, followed by 61 programs that ran in 17-18 and 75 during 2018-19. For 2019-20, we have 77 programs scheduled. Currently, all Georgia State schools and colleges offer faculty-led study abroad programs, with the sole exception of the Institute for Biomedical Sciences whose students still have options to go on programs offered through the College of Arts and Sciences.

Breadth of course offerings is not the only way in which study abroad programming at Georgia State is robust and diverse. Study abroad is often initially associated with Europe, and we offer many of the typical destinations – France, Germany, UK, Italy, Ireland – but we also offer programs in less common European destinations such as Romania. Study Abroad outside of Europe is less common across the board, but GSU’s program offerings cover the globe more fully. Asia (China, S. Korea, Vietnam, Japan, India, the United Arab Emirates, and Singapore) and South America (Brazil, Argentina, Peru, Ecuador) are both represented in our offerings in addition to Central American and the Caribbean (Mexico, Guatemala, Nicaragua [historically], Costa Rica, Panama, Barbados, Trinidad & Tobago, Dominican Republic, Jamaica). We also have robust offerings in Africa, including in Uganda, Morocco, Botswana, Tanzania, and South Africa.

Thanks to Georgia State’s consolidation with Perimeter College, Perimeter College students have gained the benefit of more study abroad options. Programs have increased from a sole program with 16 Perimeter student participants in AY 16-17 to seven in AY 18-19, with 84 participants. These increases are likely due to the creation of a dedicated Perimeter College study abroad advisor position, outreach events at all Perimeter campuses, expansion of study abroad development grant eligibility to Perimeter faculty, and introduction of a Perimeter College international education fee.
In addition to OII’s international work, there is a strong movement in each college to increase students’ participation in the Global Scholar programs by increasing the number of courses and course sections that are designated as Global Scholar Distinction courses. The Global Scholars Distinction Program is an opportunity for students to participate in and to be recognized for international and intercultural learning. The Global Scholars Distinction Program offers official transcript recognition, a learning community, and faculty support for exceptional global studies and engagement.

Since AY 2014 to AY 2019 the number of distinct course offerings with this designation increased from 105 to 123. The numbers of course sections with this designation almost tripled, from 360 to 847.