Vision Statement for the Next 10 years/30 years

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College of Allied Health Sciences
Vision Statement for the Next 10 years/30 years

Through 2030, the expansion of existing programs will contribute to significant enrollment growth in the College of Allied Health Sciences (CAHS). Health occupations will remain “hot” areas of employment. The number of people living in Georgia is expected to reach 13.1 million by 2030. As the population of GA grows so will the need for health professionals to take care of these people. Dental hygiene, medical laboratory scientist, health service manager, physical therapist, physician assistant, radiologic scientists, and respiratory therapist jobs will have a faster than average job growth in the state. These occupations will have at least 100 openings annually (expectation through 2020) and will drive CAHS expansion of programs.

By 2023, the population of Georgia is projected to increase by at least 1.5 million people. CAHS will need to grow in enrollment and faculty to meet the demands of the state. In the next 10 years, CAHS will respond to this challenge by adding substantially to new and existing degrees and program offerings. Our hope is to have an enrollment of greater than 950 students by 2020. Some of the new degree offerings for this future are described below. Additionally, our plan is to continue developing new programs at a rate of one per year. Some of the new programs currently in development are described next.

The PhD in Applied Health Sciences (AHS) will provide graduate students with the opportunity to train as research scientists in all professions of health occupations from the clinical laboratory to occupational therapy. The core purpose of the degree is to provide doctorally prepared health science faculty for the state as well as the nation.

The Bachelor of Science in Health Sciences (BSHS) will provide a career path for students seeking health services management jobs, a “hot” jobs area through 2020. The BSHS will enroll students who have determined that they are a better fit for a career in health management, rather than other health occupations like physical therapy or nursing. Health service management will be a critical job area as the population of GA continues to expand and age through 2030.

The Master of Science in Allied Health Sciences in Clinical Nutrition will produce graduates to fill the expanding need for nutrition professionals in the state. Much of the success of the program will be due to the direct impact of the University Hospital Dietetic Internship which is currently in high demand and receives at least 100 applicants annually for 12 slots. The internship will be officially transferred to GRU by the end of 2014. GA needs 100 new nutrition professionals per year to meet projected job openings through 2020.

The Masters of Physician Assistant (PA) Bridge Program will meet the needs of many PA professionals who obtained their degrees at the bachelor level before the master’s degree became the entry-level practitioner degree. Other unique incentive programs like the Clinical Laboratory Science and Nuclear Medicine Technology Bridge Program will support access for soldiers who have received training in these professions while in the military.

Another area of CAHS expansion includes hiring funded research faculty that will bridge the gap between health science and basic science research. Within the next ten years, the CAHS expects to see a return on investment in these investigators (we have hired eight) that will be measured in funded research dollars.
College of Arts, Humanities, & Social Sciences

Art:

Communications:

What the Communications program may look like in 2024

Degree Programs. Our current B.A. Major in Communications and Minor in Theatre will have given way to a B.A. Major in Digital Mass Media and a B.A. in Communication and Performance Studies. Digital Mass Media, representing a significant update of the current curriculum, will feature areas of concentration on two distinct information “paths”: Journalism and Public Relations. Communication and Performance Studies will include a concentration in theater, but no minor. The current Minor in Theatre will have been reoriented to meet broader student needs and interests in performance and production. The current TV-Cinema “track” will have been integrated into the transdisciplinary study of digital media and performance studies. There will be stronger collaborations with the design programs in Art and the performance programs in Music. The modernization of the curriculum will require increased funding and space for digital equipment and labs and performance spaces. The long-discussed and equally long-deferred plans to provide adequate performance space on Summerville campus will have to have been implemented by 2018. Otherwise, GRU will need to consider eliminating all performance productions—and therefore, the study of performance. The loss of such a classical field of study—an essential part of the humanities—will harm the institution’s and program’s reputation considerably and must be avoided at all costs.

Certificates. Programs in Health Communication and Sports Communication—two fast-growing enrollment areas at institutions that have initiated these programs in the past decade—will have been launched. To achieve this, we will require additional tenured or tenurable faculty in these two fields. There will be transdisciplinary opportunities for enrollment growth with the health sciences campus and Confucius Institute in Health Communication and with kinesiology and the athletics department in Sports Communication.

Enrollment. The modernization of the mass media curriculum should attract more students, who increasingly find themselves insufficiently trained for the workplace on internships and in job searches. Likewise, a reorientation away from standard text-tool technologies and toward multimedia storytelling will better serve students and graduates. Additionally, offering certifications in Health Communication and Sports Communication should appeal to students who may not seek graduate degrees in those fields but who already seek specialized education in them. If GRU begins immediately to provide training, adequate technology, and faculty support services for shifting some coursework (large lecture classes) online, we might anticipate a tenfold increase in enrollment in hybrid classes by 2018 and another doubling in enrollment in hybrid classes by 2023, so that nearly a quarter of all enrollment in COM will be in hybrid courses. Although COM offers many computer lab-based writing-intensive courses that must remain small and face-to-face, we would be able to offer more theory/conceptual courses, such as Media Law and Communications Theory as hybrid. We will not offer any courses fully online.
EFL:
First, let me say that the calculations for both the ENGL major and especially for the FL major do not capture (which is true of all majors) dual degrees. Often a language or English (such as Professional Writing and Rhetoric) is listed as the second degree rather than the primary degree. There are many sociological and psychological reasons for this, but this is not the place to elaborate on those. For example, in the date figures for Foreign Languages in Fall 13, only 36 majors are listed, while we have on our books, 50 majors. We are wondering if the “count” for Fall 12 was done a different way, which captured more of our majors, and, therefore, instead of a drop of 37.9% we only actually have a drop of 13.8%. The same is true of English, though less dramatic. The current enrollment shows 141, and we have 145 majors (instead of 10.8% drop we had an 8.2% drop).

Second, I think we are back on track in numbers of students in English after the initial drop last year after consolidation. We have garnered new students through our reworked Professional Writing and Rhetoric courses. Further, students continue to flock to, what one recent new frosh from ATHENS said was, the “best creative writing program in the state from what I hear!” She was so excited to be joining GRU. Although the regular (Literature) track/concentration has fallen in terms of numbers of students, the English department faculty have worked diligently this year to revamp the “tracks” and the overall major to make progression smoother and less cumbersome.

The FL major is another story. With the reduction in the numbers of departments requiring majors, there has been a slight dip in student enrollments. We expect this to turn around with the addition of Chinese (in coordination with the Confucius Institute) and a concerted effort to advertise the language programs.

In all programs we are working to improve student internships.

Please see the attached chart with our enrollment projections.

b. Currently we have two courses that are hybrid. I expect that number to grow (hybrid) to approximately 12-15% of English courses in the next 10 years. I also predict, based on faculty interest, that there will be a few courses offered online (especially in professional and creative writing).

c. Given the new courses and programs we are dreaming about, we will need to think about new faculty. Since most new faculty will be given lower teaching loads in favor of more research, we would need the following.

In FL:

- Two specialists in Chinese.
- Two specialists in Arabic.

In English, to bolster the growing (and important program with jobs waiting) program of Professional Writing and Rhetoric:

- We plan to hire an English Language Improvement specialist.
- We need a technical writer and a grant writer.
HAP:

ANTH:
The estimated increase from through fall 2018 is based on two things. First, these were the estimates given to the USG Board of Regents as part of the proposal for establishing the major and HA&P does not feel comfortable deviating from those estimates. Second, reaching the 2018 figure should not be difficult because our actual enrollment is well above the figures shown for actual enrollment. Currently the number of majors is 16. We did not include that number in the projections because we are waiting to see if this is sustainable or whether it resulted from the first rush of enthusiasm when the new major was announced.

HIST:
The number of history majors declined precipitously in the wake of consolidation, possibly because many majors rushed to complete their programs (our number of graduates was above the norm). Nevertheless, HA&P preferred to make a conservative calculation which allows for a return to the previous level in three years and the all-time high in six (from Fall 2012). The remaining growth combines the anticipated growth rate of the university with probable growth generated by the addition of a new position (effective AY14-15).

Music:
With the recent approval of the music theater track in the BA Music degree, we should expect modest growth each year beginning in the fall of 2016. The BA degree has become more popular for music students who in the past would have opted for the BM in music education degree.

Projections for the BM in music education are flat, and I expect that they will remain there, given the constant changes coming from the state and the increase in requirements for students in the program. Most of our current students choose to complete the BA in music and then return to pursue the MAT with an emphasis in music if they have an interest in public school teaching.

With the addition of Wycliffe Gordon to our faculty in the fall of 2014 and the approval of the jazz studies track to the BM – Performance degree, we are expecting some significant growth in the number of music performance majors.

Recruiting in the high schools will remain a high priority in the music department. Faculty will continue to be evaluated annually on their recruiting activities. With the addition of more dorms on campus, we will be able to be more competitive among the Atlanta area high schools.

None of our music degrees can be taught on-line due to the nature of our program. Applied music instruction and participation in musical ensembles requires face to face instruction. Our music technology course is currently the only fully online course that we teach. The music faculty could opt to offer some hybrid courses in music history or literature, however, training would be needed to help them more their courses in this direction.

We are currently exploring the possibility of the Master of Music in music education. Given the lengthy approval process, enrollment projections could not begin before the fall of 2020. Projections have been made for modest growth within the first few years.
Political Science:
1. Department has added a new undergraduate minor in Nonprofit Management (collaborative effort with COBA) with the first class being taught in fall 2014. We hope to move paperwork forward to make that a certificate program.
2. Department will be adding a new Masters in Security Studies (fully online) sometime in the next two-three years. No enrollment data will be available until program is put in place. Our best estimates are that the first cohort may number about 10-12 students based on needs assessment done at Fort Gordon.
3. Department will be moving ahead with collaborative efforts with MPH program to offer classes. Our first cross-listed classes are in fall 2014. We hope to move ahead with a joint MPA/MPH after both programs successfully complete reaccreditation with our professional associations (spring 2016 will be the site visit by NASPAA). We will be requesting a budget for that site visit this coming year.

SOCRSSW:
Explaining the predictions for SOCI, CRJU, and SOWK
1. The Associates in CRJU is an extra degree that is not our focus, especially as our student population improves, so we predict no growth.
2. BA in CRJU has been experiencing reductions, so we predicted same reduction until student housing and then 10% bump and then 5% annual increase.
3. BA in SOCI has been experiencing reductions, so we predicted same reduction until student housing and then 10% bump and then 5% annual increase.
4. BSW experienced reductions and the BSW Committee is following entrance requirements more closely, so we predict the same rate of reduction until student housing is established and then 10% bump and then 10% annual increase as the MSW program is likely to bring more attention to undergraduate program.
5. We predict the addition of an MSW in fall 2017, or fall 2018 at the latest. However, we are aiming for fall 2017 with 12 students and then growth by CSWE accreditation standards for student-faculty ratio at a rate that may make sense for additional growth.
6. Master of Criminology would probably make the most sense for next Master program for our department as we now have track in MPA. However, we are still a small CRJU program and with the focus on adding MSW, I was cautious in predicting the program for 2020 and that may be optimistic. Then, again, it may make the most sense to develop a master in social science or applied social science. We will have to assess options and see what way to move.

ONLINE/HYBRID PREDICTIONS
- They total more than 100% at times as we have some courses such as 3001 and 3002 that is offered online and in person.
- I determined percent by whether a student could complete some percent online – truth is that it would vary by what they decided to have as their tracks and which courses they wanted when they have a choice and they have lots of choices.
- Note also that percent is based on major only; it does not include any of the Core.
Thirty year predictions:

No one can predict what technological innovations will do to the delivery of higher education, but we can foresee a few constants. While the need for classroom space will be dramatically reduced because of virtual classrooms and some version of on-line delivery, there still may be a place for smaller, more intimate classroom space for specialized face-to-face classes. That means the presence of some infrastructure to support those few buildings that will be necessary. Students may need to gather in campus housing on occasion, but the primary method of delivery would imply no need to change their location to receive content in the classes they will choose to take. There probably will be no need to consider completion and graduation rates as students will get what they need from a variety of sources and institutions that specialize in particular areas. There may still need to be a place, site, or some such configuration to certify content achievement. Therefore, residence halls, apartments, will need to match the general population’s desire for housing, and campuses will have structurally a very different atmosphere, if there is anything like a contemporary “campus” at all. New programs will require many different types of faculty, although no one can predict today, what those programs will be. Nevertheless, Arts, Humanities and Social Sciences remain vital components of educating citizens, although the “content” of those courses will dramatically change. With information at hand to virtually everyone, the purpose of those courses will be to teach one how to communicate, think critically, and become a citizen of the world. History, Anthropology, Music, etc., will still be an important component of a well-educated person, even if the delivery methods will not be the traditional face-to-face classroom environment for most of the students.
In 10 years (2024), the Hull College of Business will be recognized as a premier college of Business which offers a wide array of degree and certificate programs. We will be known for the didactic areas of Information Technology, Bio and Life Science business, and Energy. In addition, we will offer a wide array of executive courses for credit and non-credit. We will use technology to deliver our programs for both efficiency and effectiveness, but are not trying to compete for the strictly online markets in all the areas that we teach. We will use hybrid delivery models for many of our courses which will accommodate our student base and be able to grow in other markets outside the Augusta area.

The exceptions to this strategy will lie in specific areas including Accounting and Information Systems/Computer Sciences. We will create an online Masters of Accountancy and online Masters of Computer Information systems. Our Accounting program will provide the necessary skills to meet the high demands of the Accounting profession and prepare the student for the CPA exam. The Masters of Computer Information Systems will concentrate on Cyber Security in order to capitalize on the recent growth of military computing infrastructure at Fort Gordon.

Our core strength lies in the small classes that we offer. This allows for close interaction between faculty and students in addition to student to student interaction. This enables active learning and skill development that is highly sought after by employers. The majority of our growth will be seen in the increasing of the quality of the students who can successfully complete the rigorous programs that we offer and thus be highly desirable to employers nationwide.

In 30 years (2044), the Hull College of Business will continue to build on the reputation of a premier business program which has developed a world class and highly recognizable faculty known for their research and contributions to their respective fields. The degrees that we offer will not look fundamentally different from which we offer today. However, courses and certificates will be more modularized which allow for the customization by the individual student. We will still offer many forms of education in a face to face environment which is augmented by online and other modes of instruction. There will be specific and targeted degrees and certificates which are offered in a completely online format. We will partner with other institutions to create unique degree offerings that could not be offered by each institution alone.
The GRU College of Dental Medicine (CDM) is the only dental school in the State of Georgia. The CDM took occupancy of a new state-of-the-art 269,000 square foot clinical facility in the summer of 2011. Although the new CDM houses a clinical research area, the basic science faculty were moved to renovated space in January 2014. Two of the three classrooms needed for the CDM will be housed in the Education Commons due to open in Fall 2014. The third classroom used by the CDM is located in the Hamilton Building. The Education Commons will also include a lounge for dental students, conference rooms to be shared with medicine, and a simulation center to allow for Interprofessional Education (IPE) among medical, dental, nursing, pharmacy and allied health sciences students and could also include students from the Summerville campus majoring in art, music, social work and other areas. In addition, dentistry has a gross anatomy laboratory located in the CJ building. As long as these facilities remain available to the CDM, the need for additional facilities is minimal.

At the time the CDM took occupancy of the new building the dental student class size was increased to 80 students/class and is projected to increase to 100 dental students/class based upon projections on the attached document. A similar increase in residents for the various residency programs is projected as well. However, it is necessary to increase the number of faculty as well to maintain current student:faculty ratios. Although GRU has committed to funding the increases in faculty, the CDM has been provided funding only through FY’15. Therefore, increases in dental students and residents requires funding for increases in faculty. In addition, increases in residents will require approval from the Commission on Dental Accreditation (highlighted text indicates CODA approval required). Once the dental class size reaches 400 students and the planned residency increases occur, there are no further planned increases in students for the CDM.

At any one time, 20 percent of the senior dental class rotates through various public health sites throughout the state to provide dental treatment to the underserved. Currently, there are 26 sites. These programs are currently supported by HRSA funding. It is necessary for the CDM to identify additional funding sources as well as develop rotation sites closer to Augusta to minimize the expenses for travel and lodging.

The CEM is embarking on significant curriculum revision. Exactly the type of curriculum that will developed is unknown at this time. The new CDM is technology infused. However, due to the increasing cost of dental education, dental students may not initially have access to the latest technology in the dental practices they purchase or become associates in after graduation. Thus, in developing the revised curriculum, balancing the needs of our graduates in terms of technology is challenging as we must attempt to keep current with the evidence-based trends as well as continue to teach conventional techniques. Although we may provide courses in a hybrid manner, where pre-clinical and clinical experiences are supplemented with online offerings, due to the need to provide clinical experiences, the need for face-to-face education in dentistry will continue to be significant.

In summary, the goals for the CDM are:

- To educate and develop capable, compassionate, critical thinking and entrepreneurial dentists to care for the oral health needs of the citizens of Georgia.
- To perform collaborative research that positively impacts the evidence-based clinical care of our patients.
- To provide cutting edge, skillful, and patient-centered oral health care.
College of Education
Vision Statement

Ten (10) Year Vision (2024)

The College of Education will:

- Be attracting students from outside the CSRA region in both undergraduate and graduate programs—moving from a commuter-based campus to a more residential population. This increased enrollment will require more office space, learner-centered classrooms (flexible stations, movable tables, etc.), and a more technology rich environment.
- Have two approved doctoral programs—EdD and PhD. Therefore a need for more small seminar rooms that are technology rich (for doctoral defenses, meeting spaces for research committees, etc.) and more offices for PhD GAs. There will also be an increased need for married students/adult student housing.
- Focus efforts on externally funded research. Therefore a need for two research/service centers—one for educator prep and one for kinesiology.
- Have a more global reach in recruitment and exchanges. This will increase the need for adult housing with faculty/student recruitment and exchanges from China (Confucius Institute) and globally.
- Have increased ‘service contracts’ with area schools, systems, and training programs at Fort Gordon. This will require increased and cutting edge instructional technology, materials used in schools and fort Gordon, and other instructional resources. This will likely increase the need for improved/increased sized of Instructional Resources Center.
- Have multiple Professional Development Schools in which students completing initial preparation programs will complete full-year internships. This will reduce the demand for ‘traditional’ classrooms for TE seniors.
- Have increased online options. This will increased the need for the most up-to-date online instructional resources (some not yet know to us).

Thirty (30) Year Vision (2044)

The College of Education will:

- Be attracting students and faculty globally. This will increase the need for international housing facilities. There will also be a need for online student and faculty International Learning/Research Communities with monthly (minimally) meetings.
- Have four approved doctoral programs—EdD and PhD. Therefore a need for more small seminar rooms that are technology rich (for doctoral defenses, meeting spaces for research committees, etc.) and more offices for PhD GAs. There will also be an increased need for married students/adult student housing.
- Thirty-40% of all faculty will have externally funded research grants and/or service contracts. Therefore a need for three research/service centers—one for each of the three departments.
- Have at least 15 fully online degrees. This will increased the need for the most up-to-date online instructional resources (some not yet know to us).
As part of an academic medical center, the Medical College of Georgia’s (MCG) mission and vision statements provide guidance for MCG future planning. MCG Mission:  
To lead Georgia and the nation to better health through excellence in biomedical education, discovery, patient care, and service.  
MCG Vision: MCG will be a nationally recognized leader in medicine, delivering patient-centered and technologically advanced medical education, transformative research, and exceptional clinical and preventive care, leading to healthier communities. We will advance the health and health care needs of our communities by synergizing our education, research and clinical strengths.

As the state’s only public medical school, MCG continues to provide exceptional and future-oriented learning experiences for medical students and other health sciences professionals using enhanced instructional technology on all campuses. MCG continues to expand enrollment and delivers innovative educational programs on the continuum from medical student and health sciences professionals education, graduate medical education and continuing education. MCG continues to enhance instruction areas such as population/public health, inter-professional education, health advocacy, quality, safety, and global health care while engaging in appropriate collaboration throughout the state. MCG expanded academic offerings include double degree graduate programs, innovative areas of concentration/graduate certificates, and enhanced physician-scientist training.

MCG’s research faculty are highly productive and MCG continues to generate outstanding transdisciplinary, translational, basic, clinical, population, community-based and educational research. MCG supports collaborative research relationships on and between each medical school regional campus and with related affiliates. MCG excels in interdisciplinary research and through partnerships with institutions and industry statewide. MCG is recognized as a top 50 medical school in national rankings.

As part of an academic medical center, MCG continues to develop an efficient health care system of quality and value with enhanced access to complex care including the implementation of an integrated and efficient Electronic Medical Records that advances all of the missions. The reporting systems on quality, efficiency and productivity are understandable, easily accessible and transparent.
Overview:

The College of Nursing (CON) has a long, steadfast history that represents progressive and stellar nursing education. In the past decade, the CON Nursing has been an innovator for new program development with the Clinical Nurse Leader and Doctor of Nursing Practice programs. Most recently, the CON strategically developed and initiated the nurse practitioner concentrations within the Doctor of Nursing Practice program to transform and address the increasing complexity of the health care system, expansion of scientific knowledge, and quality of patient care delivery and outcomes. The CON seeks new opportunities and advances to provide a bold, new future in nursing education in order to prepare the nurse for the future patient, health care demands, and health care advances.

10-year vision statement:

In the next decade, the College of Nursing will educate individuals to become nurse leaders in the discovery, delivery and transformation of health care.

Nurse-led teams will be accountable for improving health and cost outcomes through technological and educational support of patients/people and families providing direct care. Caregiving support in homes (of various kinds) will be delivered by community health workers whose knowledge and skill base will be supported through telenursing. The actual (and simulated for education) person will be monitored much more closely through emerging wireless devices that can visualize or measure changing medication levels, functioning of body parts/systems and their shapes/sizes and transmit to the healthcare provider. Nurses will identify need for change in therapeutics and will use BIG data-driven technology such as IBM Watson to help with decision making. When necessary, the team will access providers with advanced levels of expertise. GRU CON will offer increasing numbers of educational programs to students from around the world. MOOCs and SOOCs will provide platforms for teaching and learning. The boomer GREAT RETIREMENT will take place during this decade and the younger generation will be in place as executives. Nurses will seldom be relegated to lesser roles in health systems and health policy based solely on profession and gender but will seek and accept advanced opportunities to lead change and advancement in health care. Racial and ethnic tensions will come to the fore and will subside as the nursing workforce become more diverse and inclusive. College of Nursing research will focus on healthcare discovery (foundation), interventions, and service delivery and on decreasing health disparities. In research and practice, our CON faculty and students with other health professionals will unbundle continuity of care (to include transitional care, home care, long term care, observational care) and repackage based on data and BIG data to achieve better health and cost outcomes for vulnerable people.

Program Development and Other Changes:

- **RN-to-BSN**: a degree bridge program that provides a targeted educational opportunity for registered nurses with associate degrees. The RN-to-BSN program is one solution to the growing demand for baccalaureate-prepared nurses in health care facilities across Georgia.

- **RN-to-CNL and BSN-to-CNL**: programs that provide a targeted educational opportunity for registered nurses with an associate or baccalaureate degree to obtain a masters degree. These programs are a solution to increase the number of masters prepared nurses to be leaders in healthcare delivery systems that coordinate patient care and provide accountability for healthcare outcomes.

- **DNP concentrations in Nursing Anesthesia, Psychiatric Mental Health, Executive and Public Health**: developing and initiating these new concentrations will continue the transformation of the advanced practice registered nurse (APRN) and other advanced nursing programs to the doctoral level.

- **Integration of Interprofessional Education into all CON programs** to best prepare nursing graduates for the demands they will encounter.

- **Greater incorporation of technology into all programs** to include current trends and futuristic visions.
• Continue building a collaborative partner model throughout the University System of Georgia (USG) to provide advanced and accelerated programs. In addition, continue to expand articulation models with other USG nursing programs to serve as a pipeline into the Doctor of Nursing Practice program.
• Explore successful DNP outreach models for PhD program enrollment growth.
• Expand our international footprint to include student and faculty exchanges.
• Develop research tracks/concentrations that include practice and research doctoral students’ learning together.
• Explore, develop, and implement new models of doctoral education to attract more students.
• Develop interprofessional specialty research programs to advance and increase research in such arenas as trauma care, population health, and quality health system care.
• Growth will occur in graduate programs as complexity of acute care and home care for individuals with serious health conditions increases.
• Competition for the student (applicant, enrollee) will decrease as scorecards are developed for quality educational programs.

30-year vision statement:

The College of Nursing will transform the lives of our students, communities of interest, and the healthcare of Georgians by education excellence through the use of state-of-the-art technology while providing holistic, high-touch, high-tech complex patient care. Nursing education will be transformed to encompass the complexities of the human body, advancement in genetics, influences of the environment and advances in pharmaceuticals and treatments.

The role of the nurse within drastically changed health care systems and health needs will reflect much higher levels of critical thinking within an adaptive work world. High touch/caring with high tech health care will continue to be nursing’s signature contribution. The Baby Boomers will continue to consume high levels of resources with many nearing 100 years of age and the U.S. will no longer be predominantly of European origin. If there are not careful monitoring and training systems in place by this time, we can expect a crisis in caring for these aging populations. The College will have as customers, individuals, and classes of learners throughout the world, and we will offer international products, which are designed by interprofessional teams and marketed by experts within the university and delivered by multinational interprofessional teams at GRU and numerous global sites, often in partnership with other nursing programs. The struggle with diversity and inclusion issues will have begun to fade and people will be valued more for their contributions than their backgrounds.

Program Development:

• CON will continue to build on the reputation of program excellence and programs offered will meet the needs and demands of society.
• Continue to incorporate technology into all programs to include current trends and futuristic visions.
• As more specialty and doctoral programs continue to evolve at GRU, the CON will fully exploit the potential to have joint degree programs.
• Learning labs will include high tech monitoring and integration with patients and families in their “homes” of all kinds.
• Simulation will evolve to mostly digital means and all nursing programs will have substantial learning of information systems from programming to translation to practice.
• Graduate programs will predominate professional nursing education and BSNs will need to commit to higher degrees to remain in acute care settings.
• Programs will include management of robotic devices in all health care settings.
• Nurses will be leaders as well as contributors to the healthcare team.
• Doctoral nursing programs will mostly be configured in interprofessional education (IPE) models and nurses will share leadership and teaching roles with other professions’ clinicians, researchers, and teachers.
I. Ten Year Plan  
   a. Program Development:
      
      **Undergraduate Program in Biomedical Engineering:** Interdisciplinary program involving Departments of Chemistry and Physics and Biological Sciences as well as other units on the Health Sciences Campus. Modes of instruction: lecture and laboratory. Initial degree: BS. Targeted average number of students enrolled: 50-75. Number of Faculty involved: 10-15, number of new faculty positions: 4-6. Future Research Space Needs: 400 sg. ft. wet lab, with 2, 6 ft. fume-hoods, 800 sq. ft. dry lab

      **Graduate Program in Medicinal Sciences:** Interdisciplinary program involving Departments of Chemistry and Physics and Biological Sciences, as well as other units on the Health Sciences Campus (Cancer Center, Department of Pharmacology and Toxicology etc). Modes of instruction: 18-21 credit hours of course work, 15-20 credit hours of research. Initial degree: MS. Targeted average number of graduate students enrolled: 20-25. Number of Faculty involved: 12-18, number of new faculty positions: 10-14 (including replacements of faculty who retire within next 10 years). Future Research Space Needs: 2,400 sg. ft. wet lab, with 12, 8 ft. fume-hoods, 1,600 sq. ft. dry lab

      **Graduate Program in Nuclear Energy:** Interdisciplinary program involving Departments of Chemistry and Physics and Biological Sciences, as well as other units on the Health Sciences Campus (Radiology, etc). Modes of instruction: 18-21 credit hours of course work, 15-20 credit hours of research. Initial degree: MS. Targeted average number of graduate students enrolled: 15-20. Number of Faculty involved: 8-10, number of new faculty positions: 6 (including replacements of faculty who retire within next 10 years). This program instead of being a traditional research degree it could be developed as a Professional Master’s Degree, which would change the mode of instruction to 24-27 hours of course work and 9-12 hours of internships or practical training. This program may also offer two MS degrees, 1) a Professional MS and 2) a research MS. Future Research Space Needs: 400 sg. ft. wet lab, with 2, 6 ft. fume-hoods, 1,600 sq. ft. dry lab

      **Graduate Program in Environmental Sciences:** Interdisciplinary program involving Departments of Chemistry and Physics and Biological Sciences. Modes of instruction: 18-21 credit hours of course work, 15-20 credit hours of research. Initial degree: MS. Targeted average number of graduate students enrolled: 20-25. Number of Faculty involved: 8-10, number of new faculty positions: 6 (including replacements of faculty who retire with next 10 years). This program instead of being a traditional research degree it could be developed as a Professional Master’s Degree, which would change the mode of instruction to 24-27 hours of course work and 9-12 hours of internships or practical training. This program may also offer two MS degrees, 1) a Professional MS and 2) a research MS. Future Research Space Needs: 1,200 sg. ft. wet lab, with 4, 6 ft. fume or biological hoods, 800 sq. ft. dry lab.

      **Graduate Program in Medical Psychology:** Interdisciplinary program involving Departments of Psychology as well as other units on the Health Sciences Campus. Modes of instruction: 18-21 credit hours of course work, 30-45 credit hours of research. Initial degree: Ph.D. Targeted average number of graduate students enrolled: 20-25. Number of Faculty involved: 8-10, number of new faculty positions:
6 (including replacements of faculty who retire with next 10 years). Research Space Needs: animal facility, 1,200 sq. ft. dry lab.

b. **Core Facilities:** Nuclear Magnetic Resonance Laboratory, Nuclear Energy Laboratory, Microbiology Laboratory, Tissue/Cell Culture Laboratory, Core Instrument Laboratory. Cold room. Future Research Space Needs: 1,600 sq. ft. wet lab, with 8, 6 ft. biological hoods, 2,400 sq. ft. dry lab (special electrical, pumping and compressed gas requirements). 500 sq. ft. cold room.

c. **Undergraduate Instructional Needs:** State of the Art lecture rooms with technology support for teleconference instruction, “flipped classroom”, etc. Open study spaces and group project space for students.

d. **Project External Funding:** Within 10 years we are projecting and average of $800,000 per year in external research funding per graduate program.

II. **Thirty Year Plan**

a. **Program Development:**

*Graduate Program in Biomedical Engineering:* Interdisciplinary program involving Departments of Chemistry and Physics and Biological Sciences other units on Health Sciences Campus. Modes of instruction: 18-21 credit hours of course work, 15-20 credit hours of research. Initial degree: MS. Targeted average number of graduate students enrolled: 15-25. Number of Faculty involved: 12-18. Research space would be same space listed under the undergraduate program

Ph.D. programs in the following areas: *Medicinal Sciences, Nuclear Energy, and Environmental Sciences*. Average number faculty per program: 15-20. Average number of graduate students enrolled in the programs: 40-60 (including Ph.D. and MS students). Research Space needs: The space listed above plus: 1,200 sq. ft. wet lab with 6, 8 ft. fume-hoods. 1,000 sq. ft. dry lab with 2 biological hoods. 1,600 sq. ft. dry lab.

b. **Project External Funding:** Within 30 years we are projecting and average of $3,000,000 per year in external research funding per graduate program.
The Graduate School

10 Years

- TGS as a whole will have many new programs, including many associated with a new School of Public Health
- The caliber of students will be significantly increased, and the instruction of these students will have to increase along with that increase in student quality. This will require a significant investment in new faculty, primarily on the Summerville campus, as there are currently limited numbers of qualified, full time faculty on that campus who can take on high level graduate students, particularly at the PhD level.
- Facilities on both campuses will need to be updated as well to be able to deal with the research we want these students and faculty to be carrying out. This is particularly true of the Science building, with its lack of hood space, research lab space, animal quarters, and state-of-the-art research equipment.
- This is also true on the Health Sciences campus, which needs additional core facilities, such as a transgenic mouse facility that can produce mice in a cost-effective and timely manner. A proteomics core would also be very helpful. Such cores are now necessary to recruit and retain top notch research faculty who serve as mentors to all levels of students interested in research, from summer high school students to undergraduates and graduate students at the Master’s and PhD level.
- We should have a technology-based biomedical sciences Master’s degree running that will require its own lab space and teaching research equipment.
- Clinical-based graduate programs will require the clinical resources and biostatistics expertise that are required to carry out clinical and translational studies. While some of these resources are currently available, opening of the School of Public Health and its associated degree programs, along with expansion of the graduate programs in Dentistry, Allied Health, and Nursing will overburden current resources.
- State-of-the-art lecture halls will be needed throughout both campuses to attract the best and brightest graduate students, who are used to such facilities at many of the undergraduate programs they are coming from.
- We will (and currently do) need a campus-wide internet/online delivery infrastructure to make creating online courses and supplemental materials easy and inviting for faculty.
- Graduate programs in the Colleges of Education and Business will increase requiring more faculty and possibly more teaching space.

30 Years

- The trend of increased quality students will continue, and the number of students will significantly increase in line with the reputation of GRU. This will exponentially increase the need for all infrastructure items, quality faculty, and equipment discussed above.
- New teaching technologies will be developed that GRU must quickly embrace and leverage. We have been way too slow at using online technology, lacking the required infrastructure to make it a campus-wide norm, and this CANNOT happen for new delivery methods developed over the next 30 years.
Para-Academic Programs: To Boldly Go: 10- and 30-Year Visions
Office of Academic and Faculty Affairs

Colleges and academic programs tend to think in disciplinary terms; however, career success no longer depends on the sole possession of disciplinary knowledge. Participation in and acquisition of skills gained from academic experiences outside a traditional program greatly enhance success in the global knowledge economy. We provide a vision for those GRU programs which augment all academic programs. We termed them “para-academic” because they surround, support, intertwine, and integrate with students’ academic careers. If executed successfully, they will become a critical component of our students’ academic experiences.

10 Year Vision

- Study Abroad – We envision that 5% of undergraduate and graduate students will participate in at least one study abroad experience during their academic career at GRU. To reach this number, we must increase the breadth and depth of study abroad and study away programs within each of the existing colleges, including semester long programs.
- Undergraduate Research – We envision at least 25% of our undergraduate will participate in a semester or longer research experience during their undergraduate academic career. In addition to our academic year undergraduate research programs, we will create a robust, self-sustaining summer scholars program that has participation from all undergraduate disciplines. To further enhance the development of future researchers, dedicated living/research space must be provided to promote the research experience.
- Honors Program – We envision 500 honors students in the Honors Program collaborating in dedicated honors living-learning spaces.
- Cerebros – We envision the creation of a student-participatory think-tank that develops innovative solutions to complex social problems using technologies such as geographic information systems, advanced quantitative and qualitative methods, computer modeling and simulation within a virtual collaboration space.

30 Year Vision

- Study Abroad – We envision university owned housing in China, Europe, and South America to house students in up to yearlong global experiences.
- Undergraduate Research – We envision research components embedded as a requirement in every major so that 100% of our undergraduate participate in at least a semester long research experience during their undergraduate academic career.
- Honors Program – We envision an endowed honors program with dedicated scholarships that allow student collaboration with eminent scholars and world-class researchers to discover fields not yet known.