

2025

STRATEGIC PLAN

FULL REPORT



UNIVERSITY OF
GEORGIA

University of Georgia 2025 Strategic Plan

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Executive Summary

Introduction and Strategic Directions

The University of Georgia is in the midst of a remarkable period of growth and development. Over the past five years, the University has reached new heights of excellence across its tripartite mission of teaching, research, and service. The academic profile of entering students has never been stronger, and our students are succeeding at record levels across a range of success measures. The research and creative activities of our faculty have increased sharply over this period as well, resulting in all-time high research expenditures and the creation of new companies and products to improve our quality of life.

At the same time, the University's economic impact on our home state of Georgia has expanded and deepened, driven by a nexus of public service and outreach programs that continues to grow stronger. Philanthropic contributions from alumni and friends, too, have reached record levels, providing critical support for facilities improvements, need-based scholarships, and endowed faculty chairs and professorships, among other priorities. Because of these and many other achievements, UGA's reputation as a premier public research university has spread across the nation, while our position on a number of key rankings has climbed even higher.

Developing a new strategic plan is necessary at this juncture for several reasons. First, the University's current strategic plan concludes in January 2020, and a new plan is needed to set the course for future success and achievement. In addition, several academic and administrative units are already in the early stages of developing new strategic plans to set unit-level goals and priorities beyond 2020. These and other units will benefit from the direction offered by a university-level plan.

Furthermore, the Commit to Georgia Capital Campaign is scheduled to end in June 2020, and a new strategic plan will help shape the institution's fundraising priorities for the future. Finally, the institution's regional accrediting body, the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC), recently updated its standards to require universities to develop a comprehensive university-level plan that is integrated with corresponding unit-level plans. A new strategic plan will allow the University to fulfill this new requirement in advance of our reaffirmation process scheduled for 2021-2022.

Against this backdrop, in November 2018, President Jere W. Morehead assembled the 2025 Strategic Planning Committee and charged the group to develop a five-year strategic plan grounded in three broad, mission-centered strategic directions:

1. Promoting Excellence in Teaching and Learning
2. Growing Research, Innovation, and Entrepreneurship
3. Strengthening Partnerships with Communities across Georgia and around the World

University Goals

Based on themes emerging from an extensive data collection process that included benchmarking and input from campus, local, and state constituents, the 2025 Strategic Planning Committee identified specific goals under the umbrella of each strategic direction. These university-level goals define areas for focused effort and resource allocation by academic and administrative units over the next five years. By developing unit-level operational plans that align unit efforts and resources where appropriate with these University goals, the entire University community will work together to ensure UGA builds on its recent successes and continues its upward trajectory among leading public research universities.

Promoting Excellence in Teaching and Learning

- Expand experiential learning opportunities for all students.
- Enhance training, support, and recognition for all who provide instruction.
- Enhance infrastructure and support for evidence-based teaching methods across the curriculum.
- Promote academic access and success for all students, with particular consideration for underrepresented, rural, first-generation and other underserved students.

Growing Research, Innovation, and Entrepreneurship

- Provide resources, support, and incentives to nurture a diverse and inclusive culture of excellence in research, innovation, and entrepreneurship.
- Promote collaboration among academic units and between these units and external organizations to drive interdisciplinary research and commercial activity.
- Align the human and physical capital of the University to expand the research enterprise and fuel innovation and entrepreneurship at all levels of the organization.
- Enhance communications about the University's strengths in research, innovation, and entrepreneurship and the impact of those activities on local, state, national, and international communities.

Strengthening Partnerships with Communities across Georgia and around the World

- Increase collaborative, community-focused research, scholarship, technical assistance, and training in Georgia, across the nation, and world.
- Strengthen UGA's role in economic development across the State, with a particular emphasis on underserved communities.
- Broaden opportunities for students to engage with the diversity of communities in Georgia and across the nation and world on locally identified needs and issues.
- Develop high-impact global partnerships that engage and support UGA areas of research and service excellence.
- Strengthen communications regarding how UGA sustainably supports and benefits communities through research, teaching, and public service.

For each University goal, the committee also identified several *key performance indicators (KPIs)* to assess the University's progress in achieving its goals. KPIs are measures, quantitative or qualitative, direct or indirect, that will be monitored over the next five years to determine

progress toward achieving the 2025 Strategic Plan. Each year over the next five years, the University will produce an annual summary that documents progress on the plan and identifies areas where focused effort is needed for continued improvement.

Planning Process

University Council Standing Committee on Strategic Planning

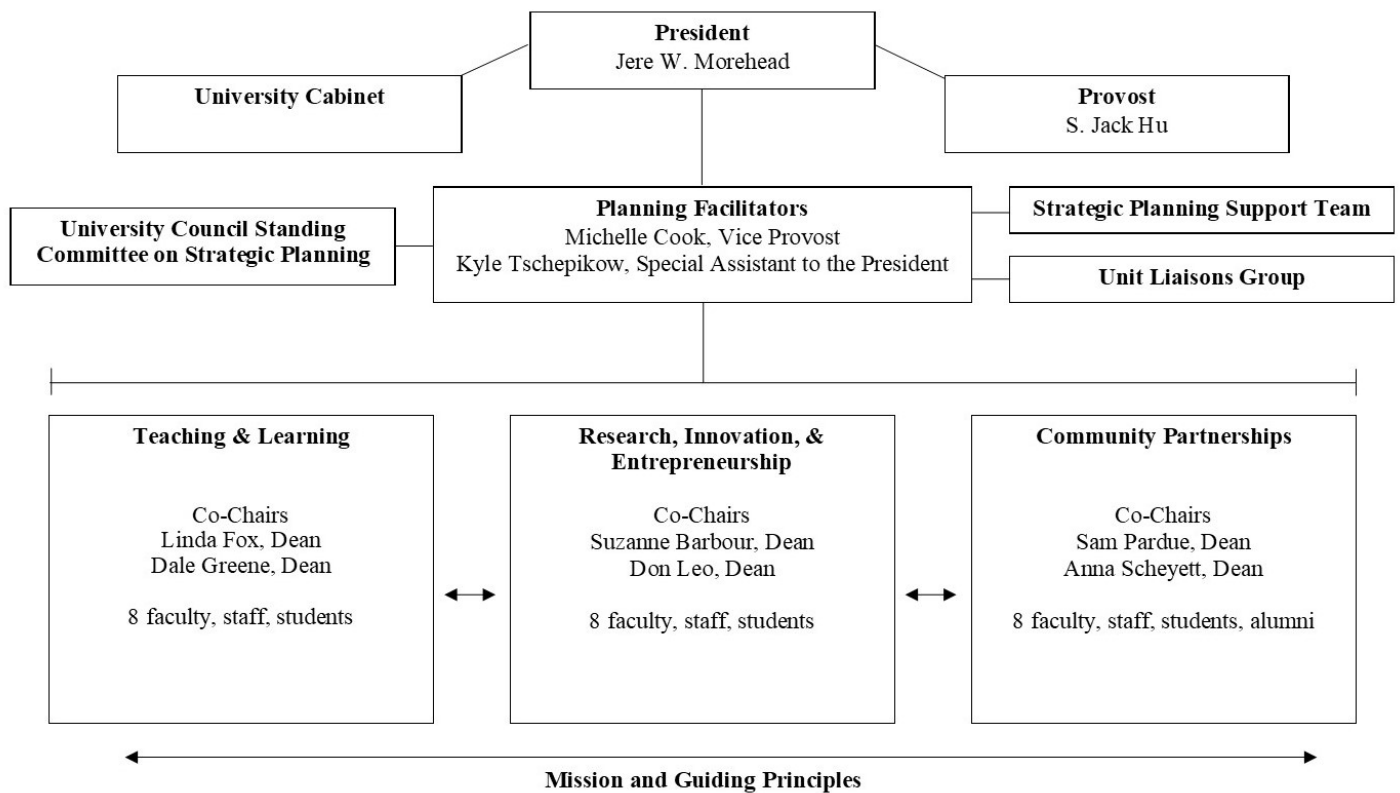
The process to craft the 2025 Strategic Plan began in July 2017 with a letter to President Morehead from the University Council Standing Committee on Strategic Planning (Appendix A). That letter followed the Standing Committee's midterm assessment of the University of Georgia 2020 Strategic Plan (Appendix B) as well as its study of strategic planning processes at peer institutions. The letter recommended significant changes to the institution's next strategic planning cycle, including a "shorter term for the strategic plan; performance indicators that are more easy to assess; and the development of operational plans to support the implementation of the strategic plan." The Standing Committee stated that, "we believe these changes would foster a strategic plan that is more relevant, responsive, and distinctive." President Morehead endorsed (Appendix C) the letter from the Standing Committee and, in turn, initiated a strategic planning process based on its recommendations. Appendix D outlines how the 2025 planning process and the plan itself align with the recommendations of the Standing Committee.

Many characteristics of the 2025 Strategic Plan are derived from the recommendations of the Standing Committee. For example, the term of the 2025 Strategic Plan is five years rather than ten years, which was the term of the previous two University strategic plans. The Standing Committee recommended a term of no more than six years. In addition, the 2025 Strategic Plan includes fewer strategic directions, goals, and key performance indicators compared with its predecessor. Moreover, the Planning Committee strove to define only key performance indicators with clearly defined data sources to ensure that progress on the plan could be easily monitored by the Standing Committee. The Planning Committee also created planning principles and guidelines to direct the development of unit-level operational plans that advance the strategic directions and goals of the 2025 Strategic Plan. This approach is designed to allow, as stated in the Standing Committee letter, "the University's academic and business units [to] develop unit-specific operational plans that would outline unit-specific strategies and programs instrumental to the University's strategic directions."

The Standing Committee has continued to participate throughout the planning process. As described below, committee members provided direct input to the 2025 Strategic Plan during the discovery phase of the planning process. At the conclusion of goal development, the Standing Committee played a critical role in finalizing the plan for distribution to campus units.

2025 Planning Committee Membership and Structure

The 2025 Planning Committee structure reflected the Standing Committee's recommendation that the planning process include individuals who could represent President Morehead's vision as well as individuals who would be responsible for assessing the new plan. The process was facilitated jointly by representatives from the Office of the President and the Office of the Provost and chaired jointly by six academic deans. The planning process was supported by a team of individuals from academic planning and accreditation, institutional research, finance and administration, and marketing and communications. Finally, a group of strategic planning liaisons representing every major academic and administrative unit of the University was organized to guide the creation of guidelines for the development of unit-level operational plans.



2025 Strategic Planning Committee Members

Teaching and Learning	Research, Innovation, and Entrepreneurship	Community Partnerships
Linda Fox (co-chair) <i>Dean, College of Family and Consumer Sciences</i>	Suzanne Barbour (co-chair) <i>Dean, Graduate School</i>	Sam Pardue (co-chair) <i>Dean, College of Agricultural and Environmental Sciences</i>
Dale Greene (co-chair) <i>Dean, Warnell School of Forestry and Natural Resources</i>	Don Leo (co-chair) <i>Dean, College of Engineering</i>	Anna Scheyett, (co-chair) <i>Dean, School of Social Work</i>
Eric Atkinson <i>Assoc. Vice President, Division of Student Affairs</i>	Ian Biggs <i>Senior Assoc. Director, Innovation Gateway</i>	Allan Adams <i>Director, Small Business Development Center</i>
Chip Chambers <i>Undergraduate Student, Franklin College of Arts and Sciences</i>	Karen Burg <i>Professor, College of Veterinary Medicine</i>	Vanessa Ezenwa <i>Professor, Odum School of Ecology</i>
Markus Crepaz, <i>Professor, School of Public and International Affairs</i>	Roberto Docampo <i>Professor, Franklin College of Arts and Sciences</i>	Rob Gordon <i>Director, Archway Partnership</i>
Megan Mittelstadt <i>Director, Center for Teaching and Learning</i>	Jessica Kissinger <i>Professor, Franklin College of Arts and Sciences</i>	Mary Moore, <i>Research Analyst, Office of Institutional Research</i>
Annette Poulsen <i>Professor, Terry College of Business</i>	Charlie Li <i>Professor, College of Engineering</i>	Travis Onyima <i>Undergraduate Student, College of Engineering</i>
Cynthia Ward <i>Professor, College of Veterinary Medicine</i>	Samantha Edwards Spellicy <i>Graduate Student, Neuroscience</i>	Bonney Shuman <i>President, UGA Alumni Association</i>
Joseph Watson <i>Professor, Grady College of Journalism</i>	Michael Strand <i>Professor, College of Agricultural and Environmental Sciences</i>	Brian Watkins, <i>Director, International Partnerships</i>
David Williams <i>Assoc. Provost and Director, Honors Program</i>	Lance Wells <i>Professor, Franklin College of Arts and Sciences</i>	Chris Whalen <i>Professor, College of Public Health</i>

2025 Strategic Planning Committee Support Team Members

Allan Aycock, (lead) <i>Senior Director, Office of Accreditation Institutional Effectiveness</i>
Rebecca Beeler <i>Public Relations Manager, Marketing and Communications</i>
Paul Klute <i>Director, Office of Institutional Research</i>
Lara Mathes <i>Director of Campus Planning</i>
Nathan Moore <i>Doctoral Intern, Office of the President</i>
Maggie Parker <i>Associate Director for Accreditation</i>
Clayton Wilcox <i>Capital Budgets Director</i>

2025 Strategic Planning Unit Liaisons

Unit	Representative
Office of Academic Programs	Allan Aycock <i>Senior Director, Office of Accreditation and Institutional Effectiveness</i>
College of Pharmacy	Michael Bartlett <i>Associate Dean for Science Education, Research, and Technology, College of Pharmacy</i>
UGA Libraries	Jason Battles <i>Deputy University Librarian and Director of Library Technology</i>
College of Veterinary Medicine	Gary Baxter <i>Associate Dean of Clinical Services, College of Veterinary Medicine</i>
Office of Enterprise Information Technology Services	Stacy Boyles <i>IT Program Manager</i>
Warnell School of Forestry and Natural Resources	Robert Bringolf <i>Associate Dean for Academic Affairs, Warnell School of Forestry and Natural Resources</i>
Office of Finance and Administration	Krista Coleman-Silvers <i>Assistant to the Vice President for Finance and Administration</i>
Office of Faculty Affairs	Sarah Covert <i>Associate Provost for Faculty Affairs</i>
College of Public Health	Marsha Davis <i>Dean, College of Public Health</i>
Office of Public Service and Outreach	Steve Dempsey <i>Associate Vice President, Public Service and Outreach</i>
Odum School of Ecology	John Drake <i>Associate Dean for Academic Affairs, Odum School of Ecology</i>
College of Education	Ellen Evans <i>Associate Dean for Research and Graduate Education, College of Education</i>
Office of Global Engagement	Noel Fallows <i>Associate Provost for Global Engagement</i>
Division of Student Affairs	Kara Fresk <i>Director of Learning and Strategic Initiatives, Division of Student Affairs</i>
Athletics	Darrice Griffin <i>Deputy Athletic Director</i>
College of Environment and Design	Sonia Hirt <i>Dean, College of Environment and Design</i>
Office of Research	Shelley Hooks <i>Associate Vice President for Research and Associate Professor of Pharmaceutical and Biomedical Sciences</i>
Division of Marketing and Communications	Michele Horn <i>Director of Brand Strategy, Division of Marketing and Communications</i>

Unit	Representative
Office of Finance and Administration	Brett Jackson <i>Director of Auxiliary Services, Office of Finance and Administration</i>
AU/UGA Medical Partnership	Leslie Lee <i>Associate Dean for Campus Integration and Academic Enhancement, AU/UGA Medical Partnership</i>
Grady College of Journalism and Mass Communication	María Len-Ríos <i>Associate Dean for Academic Affairs and Professor of Public Relations, Grady College of Journalism and Mass Communication</i>
School of Public and International Affairs	John Maltese <i>Professor and Associate Dean, School of Public and International Affairs</i>
Office of Government Relations	Allison McCullick <i>Community Relations Coordinator, Office of Government Relations</i>
School of Social Work	Shari Miller <i>Associate Dean, School of Social Work</i>
Honors Program	Maria Navarro <i>Associate Director of Honors and Center for Undergraduate Research Opportunities</i>
Terry College of Business	Marisa Pagnattaro <i>Associate Dean for Research and Graduate Programs, Terry College of Business</i>
Office of Development and Alumni Relations	Andrea Parris <i>Senior Director of Talent Management, Office of Development and Alumni Relations</i>
School of Law	Laura Pulliam <i>Special Assistant to the Dean, School of Law</i>
Office of the Vice Provost for Diversity and Inclusion and Strategic University Initiatives	Dominique Quarles <i>Director of Diversity and Inclusion, Office of Institutional Diversity</i>
College of Engineering	Rama Ramasamy <i>Associate Dean for Academic Affairs and Assessment, College of Engineering</i>
College of Agricultural and Environmental Sciences	Rachel Santos <i>Director of Policy, Government, and Corporate Affairs, College of Agricultural and Environmental Sciences</i>
Franklin College of Arts and Sciences	Kecia Thomas <i>Senior Associate Dean and Professor of Psychology, Franklin College of Arts and Sciences</i>
Office of Instruction	Bill Vencill <i>Associate Vice President for Instruction</i>
Graduate School	Meredith Welch-Devine <i>Director of Interdisciplinary Graduate Studies, Graduate School</i>
College of Family and Consumer Sciences	Sheri Worthy <i>Department Head, Financial Planning, Housing, and Consumer Economics, College of Family and Consumer Sciences</i>

Planning Committee Charge

In November 2018, President Morehead charged the 2025 Strategic Planning Committee to develop a five-year strategic plan to provide a roadmap for the University from 2020, when the current plan expires, to 2025. The charge included two major components. First, President Morehead charged the Planning Committee to develop three to five university-level goals within the following mission-centered strategic directions:

1. Promoting Excellence in Teaching and Learning
2. Growing Research, Innovation, and Entrepreneurship
3. Strengthening Partnerships with Communities across Georgia and around the World

The charge stated that goals should be overarching to encompass the University's major academic and administrative units (defined in Appendix E) while, at the same time, being measurable and directly aligned with the strategic directions.

Second, President Morehead charged the committee to develop principles and guidelines for the creation and submission of unit-level operational plans and annual reports on those plans. The charge dictated that these guidelines for unit-level planning should be flexible to accommodate the diversity of academic and administrative units at UGA while producing information responsive to the goals of the strategic plan and relevant accreditation standards.

President Morehead also shared with the Planning Committee a set of guiding principles to be embedded across goals, key performance indicators, and unit operational planning documents. These principles, which are reflected throughout the 2025 Strategic Plan, are as follows:

- mission-centered
- dedicated to continuous quality improvement
- committed to supporting faculty, staff, students, and alumni
- diverse, inclusive, and welcoming to all
- innovative and ambitious
- flexible and responsive
- fiscally responsible and efficient

Process and Timeline

To fulfill the first part of its charge, the 2025 Strategic Planning Committee pursued a planning process that involved three phases: discovery, goal development, and completion. The discovery phase, which lasted from December 2018 to March 2019, was designed to assess the higher education landscape, develop an understanding of state and local needs, and ensure that every member of the campus community had an opportunity to provide input during the planning process. Campus-wide input was solicited through two simultaneous efforts. First, a feedback form was developed and hosted on the Office of the President website to collect feedback from faculty, staff, and students. President Morehead announced the strategic planning process in his January 2019 State of the University Address and encouraged the campus community to visit the website and provide input to the Planning Committee. The survey, open for a month, was also advertised in *Columns*.

In addition, the Planning Committee conducted numerous focus groups with faculty, staff, students, alumni, and local and state partners. For example, the Teaching and Learning Subcommittee met with Faculty Teaching Fellows and Meigs/Russell awardees, associate deans for academics from schools and colleges, academic advisors, and student leaders, among others. The Research, Innovation, and Entrepreneurship Subcommittee met with faculty graduate coordinators, faculty research award winners, center/institute directors, associate deans for research, graduate students, student entrepreneurs, and administrators from the Office of Research, among others.

The Strengthening Partnerships Subcommittee met with UGA Extension faculty; faculty with active international partnerships; Athens business, government, and non-profit leaders; state business and government groups; and UGA public service and outreach administrators, among others. Focus groups were also conducted with the University Council Executive Committee and the Standing Committee on Strategic Planning, UGA Staff Council, graduate and undergraduate student leaders, deans, vice presidents, associate provosts, and groups at UGA's extended campuses in Tifton and Griffin.

Through the discovery phase, the Planning Committee identified cross-cutting themes of strength and opportunity related to each strategic direction. These themes became the basis for the development of more refined goals and KPIs during the goal development phase, which lasted from April 2019 to June 2019. The Planning Committee met monthly to discuss emerging themes from focus groups and surveys; translate themes into goals and KPIs; and develop front matter to add context and meaning to the strategic directions, goals, and KPIs.

The completion phase will focus on building the approved plan into a fuller report that can be shared publically in digital and print form. The full report will add additional context, documentation, and information associated with the planning process and will provide a more aesthetically pleasing and accessible presentation. The plan will be formally unveiled to the campus community in January 2020 during the State of the University Address.

In March 2019, a unit liaisons group was established with representation from each major academic and administrative unit on campus. The purpose of this group was to provide a direct line of communication to each reporting unit and ensure that planning guidelines and resources met the needs of all units. The unit liaisons group met four times during spring and summer 2019. The meetings were organized by the co-facilitators and included the support team.

During its March meeting, the group was oriented to the planning process and received a draft of planning principles and templates to discuss with their units. In April they brought feedback from their units to inform further development of these documents. In May the group finalized the full 2025 Guidelines for Unit Planning and Reporting for approval by the Planning Committee and discussed planning resources needed by their units. Finally, in June the unit liaisons helped to define a set of workshops and other resources for unit planning that will be developed for release in fall 2019, when the academic and administrative units will receive the 2025 goals and KPIs to begin developing aligned plans.

The 2025 UGA Strategic Plan and 2025 Guidelines for Unit Planning and Reporting are included in the following pages. As mentioned previously, the 2025 Strategic Plan is comprised of three strategic directions, which each entail four to five university-level goals. Each goal is

accompanied by KPIs selected by the committee to measure the University’s progress, as well as identified data sources. The 2025 Guidelines for Unit Planning and Reporting are intended to assist major academic and administrative units in developing strategic plans that directly support the goals of UGA’s 2025 Strategic Plan.



2025 Strategic Plan Goals and Key Performance Indicators

Strategic Direction I: Promoting Excellence in Teaching and Learning

The University of Georgia boasts a world-class educational environment designed to promote teaching and learning at the highest levels. Today, the University's student completion, retention, and career placement rates are among the strongest in American public higher education, and UGA perennially ranks as one of the nation's very best public universities on measures of educational quality, value, and affordability.

In recent years, the University has launched a number of strategic initiatives to build on its great strengths in teaching and learning. A new experiential learning initiative, for example, is giving students hands-on opportunities to connect their academic foundations to the world beyond the classroom. Hiring initiatives have created smaller class sizes and strengthened academic advising, and proposals are now moving forward to strengthen data literacy and writing across the curriculum. Programs such as ALL Georgia, Rise Scholars, and the Georgia Commitment Scholarship are delivering targeted resources and support to students from underserved and underrepresented populations to foster a diverse and inclusive learning environment. New facilities such as the Science Learning Center, Business Learning Community, and Delta Hall are providing space and technology to implement best practices in pedagogy.

Against this backdrop the Committee was compelled to ask: over the next five years, what measures can the University take to reach even greater heights of excellence in teaching and learning?

First and foremost, the University must provide sustained support to ensure the long-term success of recently adopted initiatives related to this strategic direction. Many of these initiatives (some noted in this preamble) were implemented in response to the 2017 Student Learning and Success Task Force Report. At the same time, program leaders of these initiatives must develop longitudinal assessment plans to systematically evaluate their impact on student learning and success at UGA. Assessment data from these efforts should be used to guide program development and resource allocation over the next five years.

Beyond this step, the Planning Committee posits four goals to promote excellence in teaching and learning over the next five years: a) expanding experiential learning for undergraduate and graduate students; b) enhancing support for all who provide instruction; c) investing in classroom instructional technology; and d) advancing student access and success, with continued focus on underrepresented and underserved populations.

In 2016, UGA became the largest public university in the nation to require all undergraduate students to complete an experiential learning requirement prior to graduation. This initiative affirmed the transformational power of "learning by doing." It also affirmed the value of essential learning outcomes such as collaboration, team work, problem solving, creative and entrepreneurial thinking, and global awareness. These outcomes will only grow in importance to the success of our graduates in the 21st century.

Therefore, the University must continue to develop its experiential learning initiative by increasing the number of high-quality experiential learning opportunities available to students

and by expanding the resources, mentorship, and support students need to engage in these opportunities effectively. The first strategic goal and its associated key performance indicators reflect a continued commitment to growing experiential learning within undergraduate and graduate education and across the University's schools and colleges.

At the heart of the University's superior educational environment is outstanding classroom instruction, and this instruction is delivered by a diverse array of talented individuals who occupy a range of position types—from professor to lecturer to graduate student, to name a few. Strategic goal 1.2 and its associated key performance indicators express a commitment to investing in the professional development and success of all who provide instruction at the University. This investment should take the form of training opportunities across academic units that promote evidence-based teaching and assessment methods—thinking beyond student evaluations to peer-based models that foster mentorship and collaboration throughout and across the career stages of our instructors. The investment should also support the creation of new awards and honors to incentivize and recognize excellence and innovation in teaching at all levels of the University and across the range of instructors.

To promote excellence in teaching and learning over the next five years, the University also must continue its focus on enhancing instructional space and technology. Strategic goal 1.3 and its associated key performance indicators represent this intention. This goal seeks to ensure a consistent, high-quality classroom and laboratory experience across the University that supports the scope of evidence-based teaching methods and optimizes learning for all students. It also imagines more active learning spaces across our campuses that promote interdisciplinary learning and foster the integration of curricular and co-curricular experiences. As part of this goal, the University must also identify a user-friendly technology solution that allows instructors to easily find and select classroom and laboratory spaces aligned with their specific teaching methods and learning outcomes.

The final goal under this strategic direction concerns student access and success, with particular focus on underrepresented, rural, first-generation, and other underserved populations. Affordability is an important component of this goal, and that is why the Planning Committee is urging the adoption of more open educational resources by instructors as well as a continued effort to increase need-based scholarship support. Well-being, too, plays a critical role in student success, and this goal encourages units to expand programs and resources that foster the holistic development of all students, including the domains of mental health, wellness and financial literacy. This goal also expects further investment from units in programs and initiatives that promote a diverse and inclusive educational environment for all members of the University community.

Strategic Goal 1.1: Expand experiential learning opportunities for all students.

- KPI 1.1: Transcript-eligible EL opportunities available of each type
Data Source: Office of Experiential Learning
- KPI 1.2: Transcript-eligible EL opportunities completed by UGA students
Data Source: Office of Experiential Learning
- KPI 1.3: Number and percentage of students completing two or more transcript-eligible EL opportunities
Data Source: Office of Experiential Learning
- KPI 1.4: Number and percentage of students utilizing an EL transcript
Data Source: Office of Experiential Learning
- KPI 1.5: Number and total dollar value of scholarships awarded to support student participation in EL opportunities
Data Source: UGA Foundation

Strategic Goal 1.2: Enhance training, support, and recognition for all who provide instruction.

- KPI 1.6: Teaching awards available for all instructional roles
Data Source: Office of Academic Programs, Center for Teaching and Learning, unit annual reports
- KPI 1.7: Teaching improvement grants available for all instructor types
Data Source: Center for Teaching and Learning, Office of Instruction, unit annual reports
- KPI 1.8: Graduate student teaching development opportunities
Data Source: Center for Teaching and Learning, Graduate School, unit annual reports
- KPI 1.9: Instructor development opportunities in active learning
Data Source: Center for Teaching and Learning, unit annual reports

Strategic Goal 1.3: Enhance infrastructure and support for evidence-based teaching methods across the curriculum.

- KPI 1.9: Instructor development opportunities in active learning
Data Source: Center for Teaching and Learning, unit annual reports
- KPI 1.10: Development and implementation of solution to assess quantity and quality of classroom and instructional space and technology
Data Source: Office of Instruction, Office of Finance and Administration
- KPI 1.11: Number of active learning classrooms
Data Source: Office of Instruction, Office of Finance and Administration
- KPI 1.12: Courses scheduled in active learning classrooms
Data Source: Office of Institutional Research
- KPI 1.13: Courses taught by faculty from at least two disciplines
Data Source: Office of Institutional Research

Strategic Goal 1.4: Promote academic access and success for all students, with particular consideration for underrepresented, rural, first-generation and other underserved students.

- KPI 1.5: Number and total dollar value of scholarships awarded to support student participation in EL opportunities
Data Source: UGA Foundation
- KPI 1.14: Number of need-based scholarships awarded
Data Source: UGA Foundation
- KPI 1.15: Number and percentage of zero and low-cost courses
Data Source: Curriculum Systems
- KPI 1.16: Savings to students through use of open educational resources
Data Source: Center for Teaching and Learning
- KPI 1.17: Mental health programs and services available to students
Data Source: Division of Student Affairs, unit annual reports
- KPI 1.18: Number of faculty, staff, and students participating in recruitment, engagement, and success programs for underrepresented, rural, first-generation, and other underserved students.
Data Source: Office of Institutional Diversity
- KPI 1.19: Four-year and six-year completion rates for underrepresented, rural, first-generation, and other underserved students
Data Source: Office of Institutional Research

Strategic Direction II: Growing Research, Innovation, and Entrepreneurship

World-renowned universities are innovative, entrepreneurial institutions that are internationally recognized for excellence in research, scholarship, and creative activities. The University aspires to become a world-renowned institution of higher education by solving the grand challenges of our time; becoming a more powerful driver of innovation, entrepreneurship, and economic development at home and abroad; and building its global reputation as a premier public research institution.

Over the past five years, the University of Georgia has significantly enhanced the research, innovation, and entrepreneurship ecosystem of the institution. Total research and development expenditures have grown by nearly 30 percent to over \$450 million; invention disclosures, technology transfer agreements, and the number of faculty startups are trending upward; and recently the University was ranked as number one in the nation for sending new products to market.

The Planning Committee recognizes these significant steps forward but affirms the urgent need to make substantive changes that will transform the research, innovation, and entrepreneurial ecosystem of the University into that of a world-renowned institution. First and foremost, the faculty, staff, and students of the University must nurture a diverse and inclusive culture of excellence in research, innovation, and entrepreneurship that demands the highest levels of commitment, accountability, productivity, and impact. A foundation of this cultural evolution is a process by which the University identifies its core strengths and future directions and devotes the resources necessary over the long term to achieve impact on a global scale. It also recognizes that a diverse and inclusive culture that supports the well-being of all faculty, staff, and students is required to achieve these goals. Strategic goal 2.1 establishes the critical importance of culture to growing research, innovation, entrepreneurship at UGA and outlines key performance indicators that can be tracked at the University level to observe our collective progress.

The University recognizes that solutions to the world's most complex problems require collaboration across traditional disciplines. Strategic goal 2.2 challenges the University to develop new strategies to empower faculty, staff, and students to collaborate across disciplinary and internal organizational boundaries. It also highlights the vital importance of developing more impactful collaborations with external entities that expand outreach and impact and accelerate our trajectory as a top-tier public research university.

The third foundational component is capital—human and physical. Strategic goal 2.3 reflects the vital need for the University to prioritize the development of a robust and sustainable infrastructure that will enable significant increases in research, innovation, and entrepreneurship. The goal also highlights the need for the University to invest in strategic initiatives, training and professional development, mentorship, wellness programs, and awards and recognition while paying attention to the demographics of the research workforce, given evidence that diverse teams are more creative and successful than are non-diverse ones. Growing and enhancing graduate education and postdoctoral training are recognized as top priorities and essential for the University to achieve new levels of productivity and impact in research, innovation, and entrepreneurship. In addition, the University must make the administrative structure that supports research, innovation, and entrepreneurship more proactive, efficient, responsive, and nimble.

Finally, the Planning Committee believes that enhanced communications to our stakeholders are needed to reinforce the University as a place of excellence in research, innovation, and entrepreneurship. This effort will also help to shift internal and external perceptions of the University's strengths in this area. Strategic goal 2.4 and its key performance indicators call on the University to enhance internal and external communications around research, innovation, and entrepreneurship to illustrate how the impact of these activities is changing lives in Georgia, across our nation, and around the world.

It is clear that the University of Georgia is climbing in the ranks of America's best public research universities. The key to accelerating this upward trajectory is to coalesce around this strategic direction and make growing research, innovation, and entrepreneurship a central focus of the institution over the next five years. The four goals outlined in this section focus our efforts on fundamental changes that will enhance the research, innovation, and entrepreneurship ecosystem of the University. By nurturing a diverse and inclusive culture of excellence, improving collaboration, investing in human and physical capital, and enhancing communications, the University of Georgia will continue to positively impact our state, the nation, and world and set a course toward the ranks of world-renowned institutions of higher education.

Strategic Goal 2.1: Provide resources, support, and incentives to nurture a diverse and inclusive culture of excellence in research, innovation, and entrepreneurship.

- KPI 2.1: Externally sponsored research expenditures (federal, private sector, public sector) generally and by tenure-track faculty members
Data Source: Office of Research
- KPI 2.2: Invention disclosures generally and by demographic
Data Source: Office of Research
- KPI 2.3: Technology transfer licenses executed to commercial establishments
Data Source: Office of Research
- KPI 2.4: External funding for startup company formation
Data Source: Office of Research
- KPI 2.5: Faculty startup project pipeline, generally and by demographic
Data Source: Office of Research
- KPI 2.6: Research-based products to market
Data Source: Office of Research
- KPI 2.7: Graduate degrees awarded generally and by demographic
Data Source: Office of Institutional Research
- KPI 2.8: Postdoctoral scholars in training generally and by demographic
Data Source: Office of Research

- KPI 2.9: National and international research awards granted to faculty
Data Source: Office of Research
- KPI 2.10: International rankings
Data Sources: Shanghai ARWU, CWUR Top Universities in the World, (London) Times Higher Education Ranking

Strategic Goal 2.2: Promote collaboration among academic units and between these units and external organizations to drive interdisciplinary research and commercial activity.

- KPI 2.1: Externally-sponsored research expenditures (federal, private sector, public sector) generally and by tenure track faculty member
Data Source: Office of Research
- KPI 2.3: Technology transfer licenses executed to commercial establishments
Data Source: Office of Research
- KPI 2.5: Faculty startup project pipeline, generally and by demographic
Data Source: Office of Research
- KPI 2.6: Research-based products to market
Data Source: Office of Research
- KPI 2.11: Sponsored projects involving principal investigators from at least two disciplines
Data Source: Office of Research
- KPI 2.12: Publications involving authors from at least two disciplines
Data Source: Office of Institutional Research
- KPI 2.13: Publications involving authors from UGA and at least one other research organization
Data Source: Office of Institutional Research
- KPI 2.14: Sponsored projects partnering UGA and at least one other research organization
Data Source: Office of Research
- KPI 2.15: Sponsored projects partnering UGA with commercial entities
Data Source: Office of Research
- KPI 2.16: Externally-sponsored research expenditures among interdisciplinary centers and institutes
Data Source: Office of Research
- KPI 2.17: Degrees and certificates awarded among interdisciplinary graduate programs
Data Source: Office of Institutional Research

Strategic Goal 2.3: Align the human and physical capital of the University to expand the research enterprise and fuel innovation and entrepreneurship at all levels of the organization.

- KPI 2.7: Graduate degrees awarded generally and by demographic
Data Source: Office of Institutional Research
- KPI 2.8: Postdoctoral scholars in training generally and by demographic
Data Source: Office of Research
- KPI 2.18: Externally sponsored project expenditures from underrepresented funding sources (federal agencies, philanthropic individuals/foundations, and venture capital)
Data Source: Office of Research
- KPI 2.19: Students conducting research through the Center for Undergraduate Research Opportunities
Data Source: Honors Program
- KPI 2.20: External doctoral fellowships
Data Source: Office of Research
- KPI 2.21: Development and implementation of solution to assess quality of the physical spaces where research, innovation, and entrepreneurship occur
Data Source: Office of Research, Office of Finance and Administration

Strategic Goal 2.4: Enhance communications about the University's strengths in research, innovation, and entrepreneurship and the impact of those activities on local, state, national, and international communities.

- KPI 2.10: International rankings
Data Sources: Shanghai ARWU, CWUR Top Universities in the World, (London) Times Higher Education Ranking
- KPI 2.22: Earned media about UGA research, innovation, and entrepreneurship
Data Sources: Division of Marketing and Communications
- KPI 2.23: Stories produced about high impact research, innovation, and entrepreneurship
Data Sources: Division of Marketing and Communications

Strategic Direction III: Strengthening Partnerships with Communities across Georgia and around the World

The University of Georgia is incredibly proud of its mission as a land-grant and sea-grant institution, committed to the people of the state of Georgia and to addressing the grand challenges of our time on a national and global scale. This commitment is evident in the numerous partnerships and collaborations in which UGA faculty, students, and staff engage on a daily basis with communities near and far. These engagements have a tangible and positive effect, with an estimated \$6.3 billion economic impact on the state of Georgia alone.

The impact of the University of Georgia's schools, colleges, and administrative units reaches every corner of the state. UGA Extension, for example, serves 2.5 million people annually, with a presence in every county in Georgia. With programs such as 4-H, soil and water testing services, and pesticide safety education, Extension professionals provide education, expertise, and support for Georgia's citizens. In 2018, the Warnell School of Forestry and Natural Resources, in collaboration with the Odum School of Ecology and the College of Engineering, as well as several environmental federal agencies, was named a Georgia Clean Water Hero for its work on a dam removal project that opened up the Middle Oconee River for fish and boaters.

Public Service and Outreach units play a leading role serving the state as well. Model programs such as the Archway Partnership connect the University of Georgia with communities to address critical, locally identified needs and opportunities. The University has articulated Great Commitments to changing lives in broad areas of engagement that support "Healthier People, A More Secure Future, and Stronger Communities." These impactful partnerships and collaborations are not isolated in specific units but are found across the institution in every school, college, and administrative unit.

With this deep commitment to outreach and service, the Planning Committee seeks to build on the many accomplishments in this area by asking how the University can strengthen partnerships with communities in Georgia and around the world over the next five years.

Community partnerships are a core attribute of the University of Georgia. These partnerships are reciprocal relationships between UGA and entities such as local governments, agencies, school districts, businesses, and other geographic or functional groups, with close cooperation among all parties in working to meet an identified goal. The interface between the University and its community partners creates opportunities for impactful research, education, programing, and other initiatives. As the state land-grant, flagship institution, UGA exists in part to foster healthy, prosperous, and stable communities.

To expand effective community partnerships, certain principles must underpin the work. Partnerships should be purposeful and intentional, tackling challenges with relevance to Georgia and the world. Partnership relationships should be inclusive, grounded in mutual respect and benefit to all parties, and should be sustainable so that the benefit continues even if UGA is no longer an active participant in the community. Finally, it is important that there is strong communication and ease of access so that communities understand and can access partnership opportunities within UGA and the University truly hears and understands the needs and interests of our community partners.

From these principles, five goals emerged to strengthen community partnerships over the next five years: a) increase collaborative, focused research and scholarship in Georgia, across the nation, and around the world; b) strengthen UGA's role in economic development across the state, with a particular emphasis on underserved communities; c) broaden opportunities for students to engage with the diversity of communities in Georgia and across the nation and the world on locally identified needs and issues; d) develop high-impact global partnerships that engage and support UGA areas of research and service excellence; and e) strengthen communications regarding how UGA sustainably supports and benefits communities through research, teaching, and public service.

The expertise of University of Georgia faculty, students, and staff is world-renowned, and opportunities to collaborate with communities both locally and around the world serve to strengthen research and scholarship. Goal 3.1 seeks to deepen these exchanges by encouraging more projects where communities are true partners in the intellectual enterprise and the needs of our community partners are met and fully incorporated into research and subsequent scholarship.

As noted earlier, with a \$6.3 billion impact on Georgia, UGA has a major role in economic development across the state. In order to strengthen this role, the KPIs associated with goal 3.2 disaggregate these data by county. Looking specifically at underserved communities throughout the state provides a clear sense of how economic development operates in those communities of highest need. Implicit in this approach is the understanding that the institution will identify gaps and opportunities that have not been explored, thereby strengthening its impact in these critical areas.

UGA students are valuable agents in the commitment to community partnerships. In the classroom and in the lab, through co-curricular and extra-curricular projects and organizations, as well as field study in Georgia and around the world, students are making a difference working with communities to find solutions to challenges large and small. Therefore, providing opportunities and support for students to engage in this space is vital. Goal 3.3 calls upon the University to broaden experiential learning opportunities while also providing financial resources that will enable students to explore study abroad, internships, and other experiences that have affiliated costs.

Service-learning is a great example of the breadth of experiential learning that occurs, as service-learning coursework is available in all 17 schools and colleges, some online courses, study abroad programs, and on the extended campuses. Units across the institution must be committed to growing these and other opportunities for students to serve communities in substantive and impactful ways.

As a world-class institution of higher education, the University of Georgia is deeply embedded in global partnerships. Goal 3.4 encourages UGA and its units to continue developing impactful relationships that align with research and service strengths. This is an area where the ability to address grand challenges is amplified as researchers work with communities to address global issues. This work is reflected in the sponsored support given to projects, mutual academic agreements, and faculty traveling to engage global partners, as well as subsequent co-authored publications. These engagements also elevate the international reputation of the institution, attracting some of the world's greatest talent to the University.

The final goal in the area of strengthening partnerships focuses on communications regarding the work that is being done to support communities through research, teaching, and public service. It is important that communities view the University as an open and accessible potential partner. In order to expand access and engagement, the institution must effectively communicate the success and value of community partnerships. This includes bringing traffic to existing online sources as well as building out stories and having those stories picked up by external media. KPIs measuring sponsored funding for community partnerships will allow the University to measure the effect of a strengthened communications and media presence as new partnerships are built.

Strategic Goal 3.1: Increase collaborative, community-focused research, scholarship, technical assistance, and training in Georgia, across the nation, and world.

- KPI 3.1: Sponsored expenditures for community partnerships generally, globally, nationally, and by regions in the state
Data Source: Office of Research
- KPI 3.2: Sponsored award funding for community partnerships generally, globally, nationally, and by regions in the state
Data Source: Office of Research
- KPI 3.3: Sponsored proposals submitted for community partnerships generally, globally, nationally, and by regions in the state
Data Source: Office of Research
- KPI 3.4: Publications with community partners as co-authors and/or major contributors
Data Source: Unit annual reports

Strategic Goal 3.2: Strengthen UGA's role in economic development across the state, with a particular emphasis on underserved communities.

- KPI 3.5: Annual economic impact on the state of Georgia and on the counties of Georgia
Data Source: UGA annual economic impact report
- KPI 3.6: Sponsored expenditures for community partnerships by county
Data Source: Office of Research
- KPI 3.7: Sponsored award funding for community partnerships by county
Data Source: Office of Research
- KPI 3.8: Sponsored proposals submitted for community partnerships by county
Data Source: Office of Research
- KPI 3.9: New businesses started with support of UGA
Data Source: Office of Public Service and Outreach, Office of Research
- KPI 3.10: New jobs created with support of UGA
Data Source: Office of Public Service and Outreach, Office of Research

Strategic Goal 3.3: Broaden opportunities for students to engage with the diversity of communities in Georgia and across the nation and world on locally identified needs and issues.

- KPI 3.11: Transcript-eligible EL service opportunities
Data Source: Office of Instruction
- KPI 3.12: Transcript-eligible EL service opportunities completed by UGA students
Data Source: Office of Instruction, Office of Public Service and Outreach
- KPI 3.13: Number and total dollar value of scholarships awarded to support student participation in service EL opportunities
Data Source: Office of Instruction, Office of Public Service and Outreach
- KPI 3.14: Participation in service-learning courses and opportunities
Data Source: Office of Instruction, Division of Student Affairs, Office of Public Service and Outreach, unit annual reports
- KPI 3.15: Transcript-eligible international experiential learning opportunities completed by students
Data Source: Office of Instruction

Strategic Goal 3.4: Develop high-impact global partnerships that engage and support UGA areas of research and service excellence.

- KPI 3.15: Transcript-eligible international experiential learning opportunities completed by students
Data Source: Office of Instruction
- KPI 3.16: Sponsored expenditures for global collaboration projects
Data Source: Office of Research
- KPI 3.17: Sponsored award funding for global collaboration projects
Data Source: Office of Research
- KPI 3.18: Sponsored proposals submitted for global collaboration projects
Data Source: Office of Research
- KPI 3.19: Publications co-authored with colleagues at international institutions
Data Source: Office of Global Engagement
- KPI 3.20: International faculty travel to engage global partners
Data Source: Office of Global Engagement
- KPI 3.21: Mutual academic agreements for global partnerships
Data Source: Office of Global Engagement

Strategic Goal 3.5: Strengthen communications regarding how UGA sustainably supports and benefits communities through research, teaching, and public service.

- KPI 3.1: Sponsored expenditures for community partnerships generally, globally, nationally, and by regions in the state
Data Source: Office of Research
- KPI 3.2: Sponsored award funding for community partnerships generally, globally, nationally, and by regions in the state
Data Source: Office of Research
- KPI 3.3: Sponsored proposals submitted for community partnerships generally, globally, nationally, and by regions in the state
Data Source: Office of Research
- KPI 3.22: Page views on the University online news center (news.uga.edu)
Data Source: Division of Marketing and Communications
- KPI 3.23: Stories produced about UGA’s community engagement
Data Source: Division of Marketing and Communications
- KPI 3.24: Earned media focused on UGA’s community engagement
Data Source: Division of Marketing and Communications

2025 Guidelines for Unit Planning and Reporting

Responsive Units

Planning and reporting units include all major academic and administrative units. Major academic units include all of UGA's 17 colleges and schools and the AU/UGA Medical Partnership. Major administrative units include:

1. Office of Instruction
2. Office of Research
3. Office of Public Service and Outreach
4. Division of Student Affairs
5. Office of Enterprise Information Technology Services
6. Division of Marketing and Communications
7. Office of Finance and Administration
8. Office of Government Relations
9. Office of Development and Alumni Relations
10. Office of the Vice Provost for Diversity and Inclusion and Strategic Initiatives
11. Office of the Vice Provost for Academic Affairs
12. Office of Global Engagement
13. Honors Program
14. UGA Libraries
15. Office of Faculty Affairs
16. Office of Academic Programs
17. Athletics

Planning Principles

1. Units should develop five-year strategic plans with five-year goals (FY2021- FY2025) that align with the goals of the University's 2025 Strategic Plan.
 - Units may develop a strategic plan that includes goals in addition to those that align with specific University goals.
 - Units may use goals from a recently developed strategic plan if they are aligned with specific University goals and adhere to these planning principles.
2. Unit strategic plans can retain flexibility.
 - Units should be able to update their plans in response to changing circumstances.
3. Each unit's strategic plan should include a five-year goal(s) that clearly supports each University goal, where applicable.
 - Applicability is based on the mission, capacity, and strategy of the unit.
4. For each goal, the unit should define the Key Performance Indicator (KPI) by which it will measure progress toward the goal.
 - The unit should identify the data source for each KPI.
 - The unit should set annual KPI targets to indicate progress over five years.
5. KPIs and annual targets may be quantitative or qualitative data, direct or indirect measures, or key milestones in program or service development.
6. Units should report annually on progress toward KPI targets and goals.
 - The University will provide templates, instructions, and a mechanism for annual reporting.
7. Annual reporting on the unit strategic plan should replace or fulfill other University annual reporting needs to the extent possible.
8. Strategic plan annual reports should be included in existing unit evaluation procedures as appropriate.
9. Unit strategic plan annual reports should be the basis for a brief university-level summary that documents progress and identifies areas where focused effort is needed for continued improvement.

Instructions for Developing and Submitting Draft Unit Strategic Plan

1. Use the unit strategic planning template on the following pages to complete a draft strategic plan for the unit.
2. Under each University goal, the template has space for a supporting unit goal. Each unit goal has space for a Key Performance Indicator (KPI) and accompanying annual targets.
3. If the unit identifies more than one unit goal for a University goal or more than one KPI, copy and paste the fields to expand the plan template.
4. If the unit identifies no unit goal supporting a particular University goal, enter “not applicable” in the space for the goal.
5. If the unit identifies unit goals that are not meant to support a specific University goal, use the Additional Unit-Specific Goals section. Add or cut fields as needed.
6. Below is a brief explanation about the content expected for each field:

Goal: Specific results toward which the unit will focus effort, resources, or actions over the next five years. Each 5-year unit goal should be measurable and achievable by 2025.

Key Performance Indicator (KPI): The data or information that will be used to measure progress towards each unit goal. This may be quantitative or qualitative data, direct or indirect measures, or key milestones in program or service development.

Data Source: The source of the data or information described for each KPI.

Note: For questions about the availability or appropriateness of a data source, contact Paul Klute, Director of Institutional Research, at pklute@uga.edu.

Annual Targets: For each KPI, the unit’s expected annual progress toward the goal. Annual targets may be data points or steps in program or service development, as appropriate to the specific unit goal.

7. Submit the draft strategic plan as an email attachment to Maggie Parker, Associate Director, Office of Accreditation and Institutional Effectiveness, at mcparker@uga.edu.

Timeline and Deadlines for Unit Planning

April 1, 2020	Draft Unit Strategic Plan due Include: Goals, KPIs, Annual Targets
May 15, 2020	Receive feedback on Unit Strategic Plan
October 15, 2020	Final Unit Strategic Plan due
August 1, 2021	Report on first year of KPIs and reflection due

2025 Unit Planning Template

Unit Name: Please select your unit name from the drop down list.

Point of Contact for Plan Feedback (Name & Email):

Strategic Direction I: Promoting Excellence in Teaching and Learning

University T&L Goal #1: TBD

Unit Goal 1:

Key Performance Indicator 1:

Data Source:

Annual Targets:

FY2021	
FY2022	
FY2023	
FY2024	
FY2025	

University T&L Goal #2: TBD

Unit Goal 2:

Key Performance Indicator 1:

Data Source:

Annual Targets:

FY2021	
FY2022	
FY2023	
FY2024	
FY2025	

University T&L Goal #3: TBD

Unit Goal 3:

Key Performance Indicator 1:

Data Source:

Annual Targets:

FY2021	
FY2022	
FY2023	
FY2024	
FY2025	

Strategic Direction II: Growing Research, Innovation, and Entrepreneurship

University RI&E Goal #1: TBD

Unit Goal 1:

Key Performance Indicator 1:

Data Source:

Annual Targets:

FY2021	
FY2022	
FY2023	
FY2024	
FY2025	

University RI&E Goal #2: TBD

Unit Goal 2:

Key Performance Indicator 1:

Data Source:

Annual Targets:

FY2021	
FY2022	
FY2023	
FY2024	
FY2025	

University RI&E Goal #3: TBD

Unit Goal 3:

Key Performance Indicator 1:

Data Source:

Annual Targets:

FY2021	
FY2022	
FY2023	
FY2024	
FY2025	

Strategic Direction III: Strengthening Partnerships with Communities across Georgia and around the World

University Partnerships Goal #1: TBD

Unit Goal 1:

Key Performance Indicator 1:

Data Source:

Annual Targets:

FY2021	
FY2022	
FY2023	
FY2024	
FY2025	

University Partnerships Goal #2: TBD

Unit Goal 2:

Key Performance Indicator 1:

Data Source:

Annual Targets:

FY2021	
FY2022	
FY2023	
FY2024	
FY2025	

University Partnerships Goal #3: TBD

Unit Goal 3:

Key Performance Indicator 1:

Data Source:

Annual Targets:

FY2021	
FY2022	
FY2023	
FY2024	
FY2025	

Additional Unit-Specific Goals

Unit Goal 1:

Key Performance Indicator 1:

Data Source:

Annual Targets:

FY2021	
FY2022	
FY2023	
FY2024	
FY2025	

Unit Goal 2:

Key Performance Indicator 1:

Data Source:

Annual Targets:

FY2021	
FY2022	
FY2023	
FY2024	
FY2025	

Unit Goal 3:

Key Performance Indicator 1:

Data Source:

Annual Targets:

FY2021	
FY2022	
FY2023	
FY2024	
FY2025	

Appendix A: Letter to President Morehead from the University Council Standing Committee on Strategic Planning



Administration Building, 104
220 S. Jackson St.
Athens, Georgia 30602
TEL 706-542-9902

July 7, 2017

President Jere W. Morehead
Administration Building
220 South Jackson Street
University of Georgia
Athens, GA 30602

Dear President Morehead,

We are writing to you as members of the University's Strategic Planning Committee -- a subcommittee of University Council tasked with monitoring progress toward the goals outlined in the strategic plan. We hope this finds you enjoying summer in Athens.

After completing a midterm assessment of the University of Georgia 2020 Strategic Plan last year (please see the attached summary of our findings), the committee spent 2016-17 studying strategic plans at peer institutions and discussing best practices with planning experts. Our goal was to be able to inform the University's next strategic planning phase.

As we have detailed below, we recommend the University consider some significant changes, including but not limited to: a shorter term for the next strategic plan; performance indicators that are more easy to access; and the development of an operational plan concurrent with the strategic plan.

We believe these changes would foster a strategic plan that is more relevant, responsive and distinctive. Rather than being bound by the rigid, nonspecific underpinning inherent to a long-term plan, the University could frame its strategic direction around bold, institution-specific, aspirational goals such as the three priorities you outlined in your 2017 State of the University address.

A significant portion of this committee's responsibility, as specified in the University Council Bylaws, is "to advise and consult with the President and the faculty in the establishment, monitoring and revision of the Strategic Plan of the University." Based on our observations and discussions this academic year, we would like to submit to you the following recommendations as the University begins working on the next strategic plan.

Recommendation: Consider a plan with a shorter term, such as five or six years.

- We reviewed the strategic plans of 20 peer institutions and found that the majority carried five-year terms. We observed that plans with a shorter term can be more

reflective of a current administration's goals. They also can link specific actions to larger philosophies, resulting in identifiable "wins" throughout the term of the plan.

Recommendation: Ensure performance indicators are limited in number and also measurable, with data that is qualitatively or quantitatively accessible.

- Our midterm analysis of the 2020 Strategic Plan showed us how difficult it can be to assess progress toward strategic goals when the performance indicators are vague and/or the data associated with those indicators is either difficult to gather or unavailable. A shorter plan with fewer goals naturally would produce fewer indicators. We suggest a thorough vetting of all indicators to be certain relevant data, whether qualitative or quantitative, can be accessed.

Recommendation: Develop an operational plan at the same time as the next strategic plan.

- Even a five-year plan will be somewhat static. We believe an accompanying operational plan, with input and buy-in from stakeholders across campus, could serve as a living document, able to pivot to contemporary realities. The strategic plan would be a map of where the University wants to be. The operational plan, in concert with unit-specific plans developed by the academic and business units, would outline how to get there.

Recommendation: Launch the next strategic plan in Fall 2020.

- With the current capital campaign finishing in 2020, and the University undergoing reaffirmation in 2022, we see Fall 2020 as the ideal time to launch the next strategic plan. We recommend setting a schedule for the planning/writing phase that would accommodate this timing (see the following two recommendations).

Recommendation: Limit the planning/writing phase to one year.

- Especially for a shorter plan, the planning/writing phase cannot be a laborious one. We suggest a task force be appointed and begin working by Fall 2018. In our conversation about planning with Associate Vice President Steve Dempsey, he suggested that best practices for organizing such a task force would include someone who can represent your vision, a representative of those who will be assessing the plan, as well as representatives from groups across campus and from key external stakeholders (board of regents, state agencies, industry). We agree with that suggestion.

Recommendation: Allow up to one year for all units on campus to develop unit-specific operational plans to align with and complement the University's strategic and operational plans.

- The University's operational plan would address implementation at the institutional and operational levels in a broad sense. The University's academic and business units would

develop unit-specific operational plans that would outline unit-specific strategies and programs instrumental to the University's strategic directions.

Thank you for your attention to these recommendations. Please reach out if you have questions or would like a more detailed explanation of anything contained within this letter.

Respectfully,

Malcolm Adams, Franklin College of Arts & Sciences

Andrew Darley, College of Pharmacy

Carla Dennis, Division of Student Affairs

Anjali Dougherty, Staff Council Representative

C. Robert Dove, College of Agricultural & Environmental Sciences

Morgan Easley, Undergraduate Student Representative

Vicki Michaelis (Chair), Grady College of Journalism & Mass Communication

Russell Mumper (Ex-Officio), Vice Provost for Academic Affairs

Tom Reichert, Grady College of Journalism & Mass Communication

James Zhang, College of Education

University of Georgia 2020 Strategic Plan: 2016 Report of the University Council Strategic Planning Committee

August 24, 2016

During the 2015-2016 academic year, the Strategic Planning Committee reviewed data provided by the Office of Academic Planning on progress toward the benchmark goals in the University of Georgia 2020 Strategic Plan. The committee aimed to gain, at the midpoint of the plan's term, a broad view of the overall progress toward the goals of the seven strategic directions and to identify areas that might need additional attention or renewed efforts in the upcoming years.

The committee members recognized that the data were provided as a work in progress and should in no way be considered complete or final. As we present this report, we therefore want to note that some of our conclusions should be considered preliminary and fluid as other relevant information could re-frame them. However, we believe our review of the data provided gave us a good sense of the progress made toward the strategic goals and of the efforts of the university administration to document this progress. Areas recognized as needing additional data are noted in this report.

The intent of this report is not to provide detailed comments about specific benchmarks and the data provided in their regard, but instead to give a broad overview of the assessment process, to recognize areas where improvement in assessment or data collection might be needed, and to identify important areas where progress is either lacking or not yet documented.

The committee found the 2020 Strategic Plan to be a relevant and wide-reaching document while even in the past few years the changing landscape of higher education at research universities has perhaps adjusted and rebalanced priorities. Fiscal constraints continue to present challenges to universities across the nation, requiring a clear vision of goals and priorities so that scarce funds can be most advantageously allocated. The 2020 Strategic Plan provides a strong vision of the University of Georgia in 2020, but it is necessary to take a close look at progress toward that vision along the way, and to assess where efforts should be concentrated to make the best progress in the future. In addition, it is time to begin the process of forming the vision for 2030 and the next Strategic Plan.

The committee expects to work with the administration in the coming year to develop mechanisms for responding to the conclusions and recommendations of this report and to collect the additional data needed to provide a full picture of the University's progress on the plan. The committee also expects to begin preparing for the next cycle of strategic planning.

General Remarks about Assessment of Strategic Goals and Benchmarks

We begin with a few general remarks regarding the strategic goals and benchmarks.

- Many of the numerical benchmark goals in the 2020 Strategic Plan are non-specific, e.g. “Increase the number (or percentage) of ...”. The committee recommends that the administration work to develop specific, realistic numerical goals for these benchmarks. Overall goals might be developed in the context of data from peer and aspirational institutions while, as more local data are collected, realistic models for improvement should be developed.
- Several strategic goals or priorities seem to be unmeasurable (or at least not presently measured). If these goals are of high priority to the institution, the University community should seek to develop meaningful metrics or to redefine the goals so that metrics can be developed.
- Continuing the above point, it should be recognized that some strategic goals are not amenable to quantitative measure. In these instances, appropriate mechanisms to provide qualitative assessments and accounts of efforts and initiatives for achieving these goals should be outlined.
- Although the University has shown great progress on some of the specific goals, there are others in which little or no progress is apparent in the data that we reviewed. The University should identify these areas and their key stakeholders, provide additional data to document progress, and, where needed, develop and prioritize strategies for improving outcomes.

The Seven Strategic Directions

In the following brief remarks we point out key strengths or concerns for each of the seven strategic directions. We have endeavored to keep these brief so as not to dilute the important points.

1. Building on Excellence in Undergraduate Education

The University continues to be a leader in undergraduate education. Growth in Service Learning and the new initiative in Experiential Learning provide examples of this leadership while other initiatives in advising and class size reduction are improving the overall undergraduate educational experience. However, the committee found little quantitative or qualitative data on the first Strategic Priority: *Prepare graduates for life-long learning through problem-solving, collaboration, and critical thought; enhance engagement across the curriculum to promote development of analysis and communication skills in the student-centered classroom.* We recommend that appropriate tools or metrics are developed to demonstrate progress toward this goal.

A second area of concern for the committee was Strategic Priority d): *Increase matriculation, retention, and graduation rates among a diverse undergraduate student population.* The benchmarks for matriculation and retention of underrepresented groups present a case in which specific numerical goals should be discussed and an aggressive yet realistic plan should be outlined. The data evaluated through fall 2015 did not show convincing progress across all groups. Additional data should be provided and efforts for achieving these goals should be examined and fortified where effective.

II. Enhancing Graduate and Professional Programs

While the committee recognizes that the graduate program is presently evolving under new administration it found that there has been little or no progress by fall 2015 toward two of the most important goals:

Priority a) *Enhance competitiveness for graduate and professional student recruitment by increasing financial support (i.e., scholarships, fellowships, travel awards) and other benefits.*

It is recognized that graduate student compensation and its competitiveness are hard to measure because of variation across the disciplines, but this is important data for understanding the challenges of improving the graduate program. We recommend that the graduate school make a concerted effort to gather appropriate financial support data (at the discipline level if necessary), compare it to data from peer and aspirational institutions, and to develop a model of best practices for compensation, fees, and benefits.

Priority b) *Increase total graduate and professional student enrollment as a percentage of total enrollment and simultaneously increase the diversity of the graduate and professional student population.*

Specific goals have been stated for percentage of graduate and professional students and for percentages of underrepresented minority groups but the data reviewed so far shows that little progress has been made toward these goals. It seems unlikely that the stated goals can be achieved by 2020, but administration should develop a comprehensive plan for moving rapidly in this direction.

III. Investing in Research Excellence at UGA

This is another area in which data we evaluated showed limited progress on several of the specific benchmark goals (in particular, increases in both internal and external funding benchmarks defined in the plan). Again, a broader set of measures for the University's research investment and productivity should be provided, and a comprehensive plan for moving rapidly towards these goals is recommended. The committee also questioned whether the data being collected on internal research support was broad enough to show the whole picture. It is suggested that measures

might be broadened to recognize internal research support funding beyond OVPR, for example at the university (e.g., various hiring initiatives), college, or departmental level. Finally, if funding goals are not achievable, then realistic goals should be developed as a partial measure.

IV. Serving the Citizens of the State of Georgia and Beyond

Once again, the committee questioned whether the data being collected gave a broad enough picture of outreach activities across the university. Most of the measurements are based on activities of the Office of the Vice President for Public Service and Outreach. Efforts should be made to include education and outreach activities across the University, especially at the college, department, and student organization levels. As numerical measures are developed, if improvement is determined to be needed, specific goals should be set.

V. Improving Faculty Recruitment, Retention, and Development

Although the committee applauds recent efforts to obtain faculty raises, UGA is still far from reaching the goal of matching the mean levels of peer institutions. Other goals, such as *'Improve competitiveness of start-up packages'* are ill-defined and not presently measured, and yet others are non-specific: *'Increase travel funding ...'*. Specific, realistic goals should be developed and implementation plans should be outlined.

Finally, diversity goals are non-specific and show no progress in the data evaluated so far. Efforts to improve diversity should be documented and increased. In addition, we recommend that measures of gender diversity should be tracked. Promotion and salary equity should also be tracked for underrepresented groups.

VI. Improving and Maintaining Facilities and Infrastructure to Provide Excellence in Instruction, Research, and Service

The University has completed or made strong progress toward completing most of the specific building projects mentioned in the plan. In addition, great progress has been made in modernizing the computer systems infrastructure. Finally, while the formation of the Space Recommendation Committee represents progress towards developing a clear process for assessing space needs, the committee stresses that it is important that this process is perceived as open and uniform across the campus.

VII. Improving Stewardship of Natural Resources and Advancing Campus Sustainability

Strong progress has been made toward specific goals of reducing carbon emissions, and energy and water consumption. In addition, goals have been met or exceeded in integrating sustainability into the student experience. A

few specific goals such as waste reduction and alternate transportation methods do not appear to be on track in the data evaluated. Some of this is likely due to market and economic forces, while other goals require shifts in social attitudes. In the latter cases, if goals are not being met, efforts to change social attitudes should be documented.

APPENDIX: Detailed Notes on Strategic Priorities

The following is compendium of detailed notes the committee compiled while studying the data provided.

Strategic Direction I: Building on Excellence in Undergraduate Education

Prepare graduates for life-long learning (Strategic priority a)

Assessment:

- The committee found no measures that have been developed for this priority beyond a few institution-level standardized tests and surveys (Collegiate Learning Assessment, College Basic Subjects Exam, and National Survey of Student Engagement).

Recommendations:

- Additional metrics for evaluating improvement of problem solving, critical thinking, and communication skills should be developed.

Quality Enhancement Plan (QEP): (Strategic Priority b)

Assessment:

- The First Year Odyssey Program was introduced in 2010 as the QEP for accreditation by the Southern Association for Colleges and Schools Commission on Colleges (SACSCOC).
- Assessment data available to the committee was primarily focused on student and faculty evaluations.

Recommendations:

- Efforts to ensure and document the success of this program will be important in future accreditation reviews.
- An interim report on the program is due in 2018.

Experiential Learning, Service Learning and Research Opportunities:

(Strategic Priority c)

Assessment:

- There has been rapid growth on campus in these areas.
- The new Experiential Learning requirement is a game changer in this area.

Recommendations:

- Clarify how these areas differ and how they work together as these initiatives evolve.

- Clarify the availability of support and resources for colleges to implement these initiatives.

Matriculation, Retention, and Graduation Rates for a Diverse Undergraduate Population: (Strategic Priority d)

Assessment:

- Two recent initiatives designed to improve retention and graduation rates are the increased number of advisors and the small class size initiative.
- The data evaluated for underrepresented groups show little progress towards increasing the numbers of these students matriculating but retention rates remain strong and 4-year and 6-year completion rates for some groups show strong growth.
- The Campus Climate Survey was a good beginning in determining the present atmosphere inclusiveness on campus.

Recommendations:

- Provide additional data related to these priorities.
- Provide information on what measures are being undertaken to ensure the success of the advising and small class initiatives and how they will be assessed.
- Set specific goals for the retention and completion rates for underrepresented groups.
- Examine and document efforts to improve the campus climate for underrepresented groups.
- Catalogue support mechanisms for at-risk students and evaluate their effectiveness.

Strategic Direction II: Enhancing Graduate and Professional Programs

Enhancing competitiveness for graduate and professional student recruitment: (Strategic Priority a)

Assessment:

- The increase in the number of endowed graduate and professional scholarships and fellowships has exceeded the goal of 75%.
- Recruitment funds have nearly tripled.
- We did not find any assessment of the competitiveness of the compensation for teaching assistantships.

Recommendations:

- Although actual stipends vary widely across the campus, the graduate school should track appropriate statistics and compare to peer and aspirational institutions. Fee structures and benefits should also be tracked and compared.

Increase total graduate and professional student enrollment and simultaneously increase the diversity of these groups. (Strategic Priority b)

Assessment:

- The data available to the committee indicated no progress in either increasing the percentage of graduate students or in increasing the percentages of underrepresented groups.
- Recently schools and colleges were charged to develop strategic plans for increasing the quality and quantity of graduate and professional students. The Provost and Graduate School are working with deans to provide financial incentives that support the school and college plans.

Recommendations:

- The new plan should specifically address efforts to recruit and retain underrepresented groups.
- Collect data to measure the impact of the new plans developed by schools and colleges.
- Catalogue support mechanisms for at-risk students and evaluate their effectiveness.

Provide and promote additional opportunities for interdisciplinary, dual, and joint degree experiences for graduate and professional students. (Strategic Priority c)

Assessment:

- The number of interdisciplinary and dual degrees offered has shown good growth, exceeding the benchmark goal.

Recommendations:

- The number of Interdisciplinary Certificates should also be monitored.

Document and track doctoral graduate student research productivity, including but not limited to, peer-reviewed publications, conference proceedings, books, chapters, grants, competitive fellowships, juried performances, and exhibitions. (Strategic Priority d)

Assessment:

- The only data available to the committee were the number of graduate students with NSF fellowships. Progress with this metric has exceeded the stated goal.
- It is expected that UGA Elements will eventually expand to include graduate students.

Recommendations:

- Expand UGA Elements to include graduate students.

Provide and promote additional opportunities for international experiences.

(Strategic Priority e)

Assessment:

- The percentage of international graduate and professional students has made good progress toward the goal of 20% of the graduate and professional student population.
- The data available to the committee indicated that the number of graduate and professional students participating in international training and experiences has remained relatively constant (there was some concern that data collection methods changed midstream so that conclusions may be inaccurate).

Recommendations:

- Improve data collection.
- Make faculty aware that increasing international experiences for our graduate and professional students is a goal of the University.

Offer increased access to University of Georgia graduate education through extended campus educational programs and online education degree programs. (Strategic Priority f)

Assessment:

- The number of graduate degree programs on extended campuses has held relatively constant, showing little progress towards the goal of a 25% increase.
- The number of online graduate degree programs has increased nearly four-fold.

Recommendations:

- The University should reconsider and redefine goals of extended campus graduate programs in light of the growth of online programs.

Strategic Direction III: Investing in Research Excellence

Hire, Promote and retain world-class research faculty. (Strategic Priority a)

Assessment:

- The number of tenured/tenure-track faculty has grown steadily but is falling short of the goal of 15% increase.
- Only tenure line faculty are being tracked while many peer and aspirational institutions are seeing a large growth in non-tenure line research faculty.

Recommendations:

- Track numbers of non-tenure line research faculty and compare to trends of peer and aspirational institutions.

Use the Capitol Campaign to increase funds for research faculty endowments and research facilities. (Strategic Priority b)

Assessment:

- The committee needs additional data to evaluate this benchmark.

Recommendations:

- Request the UGA Foundation to provide data on endowments for faculty and research facilities.

Improve physical and intellectual research infrastructure. (Strategic Priority c)**Assessment:**

- Progress is being made on the development of an institutional space policy. The Provost has recently created a new Space Recommendation Committee that manages and makes decisions on space requests and needs.
- UGA Research and Startup support as reported by the OVPR has seen modest gains in the available data but severely lags behind the goal of 25% increase.

Recommendations:

- The University should consider broadening the measures used for research support to include non-OVPR expenditures such as university-level hiring initiatives, college contributions to research and startup, and other overall institutional support of research.

Advance UGA's research enterprise to a new level. (Strategic Priority d)**Assessment:**

- UGA's NSF ranking has declined slightly since 2010.
- The average annual number of complex grants has increased only slightly in the data available to the committee.

Recommendations:

- Broaden measures used to track this priority to gain a more complete picture of progress in UGA's research enterprise.

Expand research and scholarship in the humanities and arts. (Strategic Priority e)**Assessment:**

- Institutional funding for arts and humanities research has risen only slightly and is not likely to reach the goal of a 50% increase.
- The average dollar value of grants to support scholarship in the humanities and arts has declined nearly 20%.

Encourage interdisciplinary hiring across college boundaries, especially in areas of strategic value. (Strategic Priority f)**Assessment:**

- UGA launched an interdisciplinary hiring initiative in 2013, targeting 16 new interdisciplinary faculty hires.
- No data on the number of interdisciplinary faculty were available to the committee.

Recommendations:

- Track the number of faculty holding appointments in two or more departments.

- Track the number of faculty affiliated with interdisciplinary centers and institutes.

Continue to develop a College of Engineering. (Strategic Priority i1)

Assessment:

- As of FY 2014 Engineering had 5 accredited undergraduate degree programs.
- NSF reported research and funding expenditures under Engineering has remained flat in the data evaluated up to FY 2013.

Recommendations:

- The benchmark goal of a 3-fold increase in research and development expenditures in Engineering seems unobtainable. Administration should reassess this goal to estimate what might be realistically achievable.

Strategic Direction IV: Serving the Citizens of the State of Georgia and Beyond

Overall Assessment and Recommendation: Many of the benchmarks for this Strategic Direction are qualitative and not easily tracked. Most of the information evaluated is specific to programs of the Office of Public Service and Outreach and so does not include the overall impact of the University. We recommend that the Vice President for Public Service and Outreach meet with other university stakeholders, such as the Vice Presidents for Instruction and Research and the Deans of the Schools and Colleges to develop broader measures of the full university impact. If qualitative benchmarks are important, then an effort should be made to chronicle and evaluate them. If additional measures, such as economic impact, are also determined to be appropriate measures for this strategic direction, then benchmarks and goals should be broadened to include them.

Document educational and outreach programs that enhance the social, economic, and environmental well-being and health of communities; make businesses more successful; and make government more efficient and responsive. (Strategic Priority a)

Assessment:

- Benchmarks used are specific to Public Service and Outreach programs. These benchmarks do show a positive trend overall.

Recommendations:

- Benchmarks should be broadened to include the impact of the entire University.

Link UGA research and innovation to real-world problems by supporting and encouraging faculty involvement in public service and outreach activities ... (Strategic Priority b)

Assessment:

- No data for this benchmark were available to the committee.

Recommendations:

- Provide data and/or qualitative narrative to describe and track these activities.

Collaborate with the state of Georgia to compete globally through expanded international programming and state collaborations and partnerships ...

(Strategic Priority c)

Assessment:

- The only data available to the committee were student involvement in study abroad. Although percentages of students in these programs has held steady over time, the national ranking of UGA in the percentage of students studying abroad has declined.

Recommendations:

- Develop better measures for tracking UGA's partnerships with the state to improve global competitiveness.

Develop opportunities throughout UGA's schools and college for students to engage in service-learning courses and University outreach initiatives...

(Strategic Priority d)

Assessment:

- The numbers of service learning courses and students participating in service learning has been growing at a strong pace.
- No data were available to the committee on internships and internship opportunities.

Recommendations:

- Develop better tools to track student internships.

Support College readiness through partnerships with the K-12 community

(Strategic Priority e)

Assessment:

- No data for this benchmark were available to the committee.

Recommendations:

- Track programs and grants that involve partnerships with the state's K-12 community.

Strategic Direction V: Improving Faculty Recruitment, Retention, and Development**Increase Resources for faculty recruitment and retention. (Strategic Priority a)****Assessment:**

- Faculty salaries for associate and full professors continue to lag behind those of peer institutions.

Recommendations:

- Administration should continue to seek to correct this problem.
- Recruitment benchmarks such as start-up funds could be tracked.

- The Office of Faculty Affairs could track success of recruitment efforts and compare to peer institutions.

Provide new resources for high impact and emerging areas of research and scholarship. (Strategic Priority b)

Assessment:

- Travel funding has been variable in the data evaluated by the committee.

Recommendations:

- Travel funds for peer institutions should be tracked and compared.

Enhance faculty development, creativity, and innovation through summer teaching and research opportunities. (Strategic Priority c)

Assessment:

- Provost and OVPI summer teaching and research faculty grant programs are on the decline.

Recommendations:

- Track other support of summer research, teaching, and course development at the college and center level.

Achieve faculty and staff diversity (Strategic Priority d)

Assessment:

- African American and Hispanic percentages were evaluated and remain essentially steady.
- No specific data on financial resources for diversity recruitment has been evaluated but some narrative information on efforts of schools and colleges is followed by the Office of Institutional Diversity.

Recommendations:

- Funds for diversity recruitment should be tracked both at the central level and at the level of schools and colleges.
- Track gender diversity and funds to assist recruitment in groups showing disparity.
- Consider developing models to bring UGA graduate students and postdocs from underrepresented groups into faculty positions.
- Track staff diversity and effort for recruitment of underrepresented groups.

Improve quality of life for faculty and staff to enhance recruitment, retention, and productivity. (Strategic Priority e)

Assessment:

- Human Resources conducted a survey of benefits for peer and aspirational institutions in FY 2012 but no comparison data have been evaluated presented.

Recommendations:

- Specific data comparing UGA benefits to peer and aspirational institutions should be tracked regularly.

Enhance opportunities for faculty to teach and conduct research abroad.

(Strategic Priority f)

Assessment:

- No data for this benchmark were available to the committee.

Strategic Direction VI: Improving and Maintaining Facilities and Infrastructure to Provide Excellence in Instruction, Research and Service

Increase the capacity for STEM disciplines by 1) constructing a Science Learning Center; 2) building a Veterinary Learning Medical Center; 3) renovating the medical school campus infrastructure, and 4) providing adequate facilities for the new College of Engineering. (Strategic Priority a)

Assessment:

- These projects are completed or on track for completion.

Provide improved quality space for faculty to conduct research (Strategic Priority b)

Assessment:

- No data for this benchmark were available to the committee.

Recommendation:

- Request report from the Facilities Task Force (chaired by Dean Nadenicek) and the office of University Architects for Facilities Planning.
- Provide additional narrative information on efforts in this area.

Provide for technology infrastructure to meet the increased needs of instruction, research, service, and administration ... (Strategic Priority c)

Assessment:

- Although no data were evaluated, the committee is aware that progress has been made in replacing legacy programs.

Recommendation:

- A narrative assessment should be provided listing the modernizations that have taken place and that are scheduled for the next several years.

Provide library services of instructional, research, service, and student-programming needs (Strategic Priority d)

Assessment:

- The benchmark given is to raise the Library Investment Index as provided by the Associated Research Libraries to the median of aspirational institutions. UGA has made only small progress towards this goal.

Recommendation:

- This goal seems unrealistic. The University Librarian should reconsider the goal and assess what realistic progress can be made. A report from the Librarian on strengths and weaknesses of the UGA library systems and an

assessment of where progress could be made would be more valuable than a gross investment index.

Construct the Business Learning Community on the northwest sector of the campus (Strategic Priority e)

Assessment:

- This project is on track for completion.

Strategic Direction VII: Improving Stewardship of Natural Resources and Advancing Campus Sustainability

Annually evaluate and update the University's performance in instruction, research, public service, campus development, and operations activities (Strategic Priority a)

Assessment:

- Office of Sustainability released the 2014 Campus Sustainability Report in 2014. This is a comprehensive report on these activities.

Recommendations:

- A brief annual update should be reported in benchmark format.

Demonstrate a commitment to reducing fossil fuel use, thereby reducing the University's carbon emissions (Strategic Priority b)

Assessment:

- Progress is being made on multiple benchmarks.

Update UGA guidelines for Design and Construction to incorporate, implement, and monitor current sustainable design strategies ... (Strategic Priority c)

Assessment:

- Standards have been updated.

Integrate sustainability into the student experience through curricular and co-curricular activities both in the classroom and beyond (Strategic Priority d)

Assessment:

- Goals are being met or exceeded.

Enhance the coordination, support, and awareness of the University's sustainability efforts by establishing a coordinating body to lead efforts, increasing endowments for sustainable activities and promoting campus sustainability efforts (Strategic Priority e)

Assessment:

- The recommendation for a coordinating body does not appear to be actively pursued at this time.

Recommendations:

- The Office of Sustainability Review Team Report notes that there are challenges to advancing sustainability efforts in research and instruction and recommends that further leadership support is needed in this direction.

Encourage the further development and use of mass transportation to and on campus (Strategic Priority f)**Assessment:**

- Bus ridership is increasing but data on alternative transportation to campus was not available to the committee.

Recommendations:

- Better methods for tracking alternative transportation use should be developed. Perhaps a campus survey would be appropriate.

Demonstrate a commitment to sustainability through reduced potable water usage, decreased waste, and increased use of sustainable and locally grown foods (Strategic Priority g)**Assessment:**

- Potable water usage has decreased significantly and appears to be on track to meeting goals.
- Wastes stream to landfills has decreased slightly but is not near reaching an aggressive goal set in benchmark 2.
- Use of locally grown foods has increased slightly but is not on track to meeting the goal.

Recommendations:

- Office of Sustainability should determine the challenges in meeting benchmarks 2 and 3 and make recommendations for action on these goals.

Develop and implement a process for evaluating opportunities for on-site renewable energy in capital projects (Strategic Priority h)**Assessment:**

- University Architects have developed a process with input from Facilities Management. This process is being implemented in current projects.

Appendix C: President Morehead's Response to University Council Standing Committee on Strategic Planning



UNIVERSITY OF
GEORGIA

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July 7, 2017

Professor Vicki Michaelis
John Huland Carmical Chair in
Sports Journalism and Society
234 Journalism Building
CAMPUS

Dear Vicki:

I received your letter regarding the strategic planning process at the University of Georgia. I want to thank you and the other members of the Strategic Planning Committee for carefully studying this important issue and for offering informed recommendations to improve practice at our University.

On the whole, I support the committee's recommendations. I, too, believe the University would benefit from a plan with a shorter term and with fewer goals whose indicators of success are clear and measurable. I also agree that unit-based operational plans would help to ensure that the next strategic plan is flexible to changing realities and supported campus-wide. In addition, the planning timeline recommended by the committee appears prudent and feasible at this point in time.

I have asked Dr. Kyle Tschepikow in the Office of the President to document the committee's recommendations for consideration in the next strategic planning cycle. Please do not hesitate to contact him with additional feedback as the work of the committee continues. He can be reached at 706-542-0054.

I am grateful for all that your colleagues and you are doing to advance the University of Georgia.

Sincerely,

Jere W. Morehead
President

cc: Dr. Malcom Adams
Dr. Andrew Darley
Dr. Carla Dennis
Ms. Anjali Dougherty
Dr. Robert Dove
Ms. Morgan Easley
Dr. Russell Mumper
Dr. Tom Reichert
Dr. Pam Whitten
Dr. James Zhang

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UC Strategic Planning Committee Recommendations

Recommendation 1: Consider a plan with a shorter term, such as five or six years.

- The 2025 Strategic Plan is being developed as a five-year plan with goals that can be executed over the next five years.
- Unit plans that align with the goals of the Strategic Plan will also include five-year goals with annual targets to demonstrate continued and measurable progress on the goals.

Recommendation 2: Ensure performance indicators are limited in number and also measurable, with data that is qualitatively or quantitatively accessible.

- Under each of the Strategic Plan's three strategic directions, there are no more than five goals, with supporting key performance indicators.
- Key performance indicators will measure progress towards each goal and may be quantitative or qualitative data, direct or indirect measures, or key milestones in program or service development.
- Each key performance indicator will be linked to a defined data source.
- The Office of Institutional Research, as well as other major units identified as data sources, have been consulted to ensure that they are able to provide relevant information.

Recommendation 3: Develop an operational plan at the same time as the next strategic plan.

- Each of the major reporting units will develop a five-year plan with five year goals that align with the University's Strategic Plan and goals. These unit plans will serve as operational plans and will allow the flexibility to respond to changing realities.
- SACSCOC Principles require a comprehensive "macro" university-level strategic planning effort integrated with "micro" unit-level planning. Employing unit level plans as operational strategies will support and progress the institution's comprehensive plan.
- Liaisons representing each of the reporting units were convened to ensure that unit reporting guidelines are responsive to the perspectives of UGA's varied units and that they are clear and well-understood by the people who will implement them. In addition, this provided a venue for training and norming regarding planning expectations and provides units time to prepare for the planning process.

Recommendation 4: Launch the next strategic plan in Fall 2020.

- The 2025 Strategic Plan will be unveiled to the campus community in January 2020 and it will be effective as of Fall 2020.
- Unit plans will be finalized and submitted in October 2020.
- The Strategic Plan timeline aligns with SACSCOC requirements to document the institution's integrated strategic planning process by September 2021 for its next reaffirmation of accreditation.

Recommendation 5: Limit the planning/ writing phase to one year.

- The 30-person 2025 Strategic Planning Committee began its work in December 2018 and will submit a final draft to the President in December 2019.

Recommendation 6: Allow up to one year for all units on campus to develop unit-specific operational plans to align with and complement the University's strategic and operational plans.

- President Morehead charged the Strategic Planning Committee to recommend reporting guidelines for the development and submission of annual unit-level operational plans.
- Liaisons representing major academic and administrative units approved and submitted unit reporting guidelines to the 2025 Strategic Planning Committee for its review and approval.
- The unit liaison group worked to develop a blueprint to assist and support individual units in developing their plans, with requisite goals, key performance indicators, data sources and annual targets.
- Unit plans will be developed between October 2019 and October 2020.

Strategic Directions

- Promoting Excellence in Teaching and Learning
- Growing Research, Innovation, and Entrepreneurship
- Strengthening Partnerships with Communities across Georgia and around the World

Guiding Principles

- Mission-centered
- Dedicated to continuous quality improvement
- Committed to supporting faculty, staff, students, and alumni
- Diverse, inclusive, and welcoming to all
- Innovative and ambitious
- Flexible and responsive
- Fiscally responsible and efficient

Charge

- To develop under each strategic direction three to five university goals that can be achieved over the next five years. These goals must:
 - be overarching to encompass the University's major academic and administrative units
 - be clear, measureable, and directly tied to the strategic directions
 - include associated key performance indicators with clear data sources
 - be developed with broad input from faculty, staff, and students
 - adhere to relevant SACSCOC standards and provide direction for the University's next Quality Enhancement Plan
 - align with the mission and guiding principles
 - reflect the budgetary realities of the institution
- To recommend guidelines for the development and submission of unit-level operational plans and annual reports on those plans. These guidelines must:
 - be flexible to accommodate the wide and diverse range of academic and administrative units at UGA
 - produce information, data, and evidence responsive to the goals of the strategic plan
 - produce evidence to demonstrate compliance with relevant SACSCOC standards