

**University of Georgia
2020 Strategic Plan**

Building on Excellence



October 30, 2012

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Vision

The University of Georgia seeks to be one of the foremost public research universities in the world.

The Mission of the University of Georgia

The University of Georgia, a land-grant and sea-grant university with statewide commitments and responsibilities, is the state's oldest, most comprehensive, and most diversified institution of higher education. Its motto, "to teach, to serve, and to inquire into the nature of things," reflects the University's integral and unique role in the conservation and enhancement of the state's and nation's intellectual, cultural, and environmental heritage. [The entire mission statement may be found in Appendix G.]

Hallmarks of the 2020 Strategic Plan

Over the past quarter century, the University of Georgia has dramatically improved its reputation for undergraduate education and scholarship, as evidenced by its recent rise to 21st among national public universities in the 2013 *U.S. News & World Report* rankings. While other factors have contributed, the largest reputational gains are due principally to the steadily escalating credentials of each freshman class, improvements in the undergraduate experience, an outstanding honors program, the HOPE Scholarship, and the remarkable record of major national scholarships won by UGA undergraduates. Many of these gains are rooted in the 2010 Strategic Plan.

Now, the University is poised to take a similar leap with respect to its reputation for world-class research and graduate scholarship. To move into the ranks of the world's elite research universities, UGA must improve its research and graduate (particularly doctoral) programs to match the previous advances with undergraduate education. Although UGA has a number of highly ranked graduate and professional programs, the gap between undergraduate and graduate standings, as well as our relative research performance metrics, is what most differentiates us from America's top-tier state universities, including such aspirational institutions as the leading universities of California, Michigan, Wisconsin, Virginia and North Carolina. In addition, the output of UGA's research enterprise heavily influences our status in world rankings of research universities, and is likely to determine whether UGA is invited to join the prestigious Association of American Universities. Improving these metrics will not be easy; it will require a deliberate, sustained, and strategic effort.

Hence, a hallmark of the 2020 Strategic Plan is a multifaceted approach to accomplishing these overriding goals. Included are recommendations spanning several Strategic Directions, the most critical of which is to recruit aggressively world-class research faculty, particularly in strategic growth areas such as public health, human medicine, and engineering. Among these new recruits should be members of the National Academy of Sciences or other highly successful senior faculty who can help to either expand or create new centers of research excellence. These individuals incrementally elevate UGA's reputation by their decision to join the UGA faculty. But expanding the research faculty alone is not sufficient. Because quality research and quality graduate programs are virtually synonymous, it will also be necessary to expand graduate enrollments and to increase per capita support for graduate students in a number of disciplines. The international competition for talented graduate students is increasingly intense. To take the next leap in reputation, UGA must be prepared to invest appropriate funding and other resources to attract and retain the best faculty and graduate talent.

A supporting theme, also common to multiple Strategic Directions, reflects the urgent need to improve existing facilities and to create new quality space for research and scholarship in the Science, Technology,

Engineering, and Mathematics (STEM) disciplines. It will be difficult if not impossible to recruit the necessary research faculty without significant expansion and modernization of our research facilities. Among the most critical, UGA must commit to an onsite research facility at the new Health Sciences Campus in order to realize the full potential of that campus and the interdisciplinary studies it was designed to facilitate. Similarly, across campus there must also be increased investments in research infrastructure, including in core facilities, major equipment, and IT/computing resources. The Plan advocates for aggressive use of the Capital Campaign to raise funds for these space and infrastructure needs as well as others frequently identified by faculty as important: endowments for new faculty chairs and increased opportunities for faculty development (e.g., renewal and redirection of research interests).

The push to improve research and graduate education should not and must not equate to a de-emphasis on undergraduate education. UGA can advance as a leader among comprehensive national/world research universities only by continuing to improve the quality and scope of its undergraduate programs, which position the University to compete for the best and brightest students in Georgia and across the country. Thus, an appropriate hallmark of the 2020 Strategic Plan is a continued strong focus on undergraduates. Key objectives are to improve critical undergraduate metrics, including student retention and graduation rates, while simultaneously increasing the diversity of the student body. High priorities are to emphasize problem solving, collaboration, and critical thought in the curriculum—activities that are consistent with and supported by another priority: increasing opportunities for undergraduates to engage in faculty research. Expanding and improving UGA research programs will obviously help in meeting this priority and will provide our students with a richer palette of educational opportunities at the undergraduate level.

The 2020 Plan also reflects the consensus view that UGA must increase the level of interdisciplinary research, teaching, and service across campus. The Plan emphasizes the need to provide and promote interdisciplinary and joint degree experiences for graduate students, as well as the need to encourage strategic, interdisciplinary research across college boundaries. This need spans multiple Strategic Directions and is one of its hallmarks.

A focus on the 21st century land-grant and sea-grant missions is another hallmark of the 2020 Strategic Plan. A priority is to find new ways to carry the resources and expertise of the University into the state—and even internationally—and provide leadership and skills to help communities, the private sector, and governments thrive in the 21st century. UGA is poised to address Georgia’s most daunting issues: economic development and job creation, public health and obesity, and water resources and the environment. Connecting research done on campus to these key challenges will help address key quality of life issues in Georgia. Increasing participation by undergraduate and graduate students in community service learning exercises will help develop our students into collaborative problem solvers, entrepreneurs, and leaders in the state and the nation. Our students and faculty will be energized by deeper engagement around “grand challenge” themes, and the effort will encourage stronger links between UGA research and innovation and real-world problems while providing opportunities for the University to articulate and brand its strategic objectives.

Several Strategic Directions of the 2020 Plan highlight the importance of expanding and deepening UGA’s global connections. International education and service learning efforts will raise UGA’s profile around the globe while providing new opportunities for all three missions—instruction, research and service. In addition to maintaining study abroad enrollments, the University’s priorities are to increase engagement in global research and to collaborate with agencies within our state to help Georgia compete successfully in the global marketplace.

Two other themes emerge in the 2020 Plan—sustainability and diversity. First, a comprehensive set of recommendations will allow UGA, which was after all the home of the pioneering ecologist Gene Odum, to emerge as a model institution and national leader in research and implementation in this important area.

Second, the Plan addresses the need to diversify the UGA faculty, student body, and staff through a series of steps. Although much has been accomplished in this regard, the University does not yet adequately reflect the diversity of the state it serves.

These, then, are the hallmarks of the UGA 2020 Strategic Plan: a clarion call to improving research and graduate education, while preserving and enhancing recent gains in undergraduate education; increasing interdisciplinary efforts across campus as well as local-to-global education and outreach experiences as keys to expanding opportunities for both research and education; establishing a leadership position in sustainability as a major theme for research, education, and service; and ensuring the future relevance of our missions by diversifying the UGA community to better reflect the demographics of Georgia.

Strategic Directions

Seven Strategic Directions are outlined in the 2020 University of Georgia Strategic Plan. The first four are directly related to each of the University's primary missions of instruction, research, and public service. Strategic Directions I and II are related to the instructional mission, Strategic Direction III to the research mission, and Strategic Direction IV to the public service mission. As we must continue to emphasize, there is considerable interdependence among the priorities. For example, the research mission impacts instruction; and instruction—as manifested by courses including a service-learning component—may impact student involvement in outreach and public service activities. The remaining strategic directions (V, VI, and VII) encompass all three of the University's missions and relate to faculty recruitment, facilities, and stewardship of University resources. For each Strategic Direction, Strategic Priorities describe specific actions the University should take to move in the direction, along with Benchmarks and Goals to measure progress. In addition, the Strategic Plan Champions (Appendix D) have identified the Strategic Priorities that are most important to achieving progress in each Direction. These are indicated by boldface type.

Strategic Direction I

Building on Excellence in Undergraduate Education

Consistent with the *Essential Learning Outcomes* set forth by the Association of American Colleges and Universities and the *High Impact Practices* recommended to achieve these outcomes, the University of Georgia promotes a series of Strategic Priorities for undergraduate education that focuses on the personal, intellectual, and social development of its students. In order to effectively encourage life-long learning, an enhanced international consciousness, increased community and environmental stewardship, and an appreciation for and acceptance of diversity in all its forms, the Strategic Priorities for Building on Excellence in Undergraduate Education at the University of Georgia emphasize the following themes: knowledge of human cultures and the physical and natural world; intellectual and practical skills; personal and social responsibility; and integrative and applied learning.

Our graduates will find themselves living and working in other countries and with citizens of other nations who have vastly different world views. Many national leaders have recognized the importance of international education for the economic prosperity and national security of the United States as well as for environmental sustainability. For the United States to continue to be an educational and economic leader globally, U.S. university students will need exposure not only to the subject matter of their disciplines, but also to the world. Specifically, in order to succeed our undergraduates must become effective international citizens. They must understand different cultures, appreciate different viewpoints, and be able to communicate in different languages. We should educate our students to be involved and engaged with the international community.

An educated person will not simply be one with a capacious thirst for knowledge, but also someone who can locate information and understand, evaluate, and use it. Our students need to learn how to discover new information, assess its validity, and creatively synthesize and apply it in a rapidly changing world. Our students should be critical thinkers, problem solvers, effective

communicators (Task Force on General Education and Student Learning, 2005), and good collaborators who recognize the value of the opinions, ideas, and experiences of their colleagues.

Undergraduate opportunities at the University of Georgia should enhance student awareness of ethics and their responsibilities as citizens of their communities. Because the state supports higher education, the University will always be engaged in solving the problems of the local community, the state, and the nation. The University can help the community, and engagement within the community can also help the University attain myriad educational goals. Further, students must be encouraged to expand their understanding of diversity to include differences in race, gender, nationality, religion, socioeconomic and cultural background, sexual orientation, and experience. Our students must learn to interact with those different from themselves and recognize and appreciate the contributions of all peoples to our global community.

Critical to the processes involved in learning is the ability to integrate new information with that which is already known from across the curriculum and beyond the boundaries of the traditional classroom. Undergraduate education at UGA should enhance the educational experience for students by providing and valuing an array of curricular and co-curricular opportunities designed to encourage students to discover connections among disciplines, to connect their knowledge with choices and actions, to generate questions and solutions regarding real life challenges, and to demonstrate a deeper understanding of complex problems and problem-solving through reflection and research.

What follows is a list of the Strategic Priorities, benchmarks for their measurement, and the goals set forth to ensure the continued growth and development of excellence in undergraduate education at the University of Georgia.

- a. **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.**

Pre-benchmark Activity: Develop and implement systematic processes, instruments, and methodologies for collecting and triangulating quantitative and qualitative data on student perceptions, knowledge, and skills; this development will include—but not be limited to—the existing efforts of evaluation, including the National Survey of Student Engagement (NSSE), the Beginning College Survey of Student Engagement (BCSSE), the Collegiate Learning Assessment (CLA), and the College Basic Academic Subjects Exam (C-BASE).

Benchmark 1: The change in triangulated pre-test data (gathered during the freshman year in 2013) and triangulated post-test data (gathered during the senior year in 2017) measuring the development of problem-solving, collaboration, analytical, communication, and critical thinking skills among undergraduate students during the first cycle of data collection and analysis.

Goal 1: An increasing rate of change in pre-test and post-test data informed by faculty and student feedback on the development of problem-solving, collaboration, analytical,

communication, and critical thinking skills with a statistically significant difference between the benchmark cohort of 2017 and subsequent cohorts.

Benchmark 2: The number of students receiving prestigious national fellowships, especially the Fulbright, Marshall, Goldwater, Udall, and Rhodes Scholar designations, in 2010-2011.

Goal 2: Maintain the numbers of students receiving prestigious national fellowships by 2020.

- b. Strategic Priority:** Provide a first-year experience for all incoming UGA first-year students by means of the Quality Enhancement Plan (QEP), which is designed to introduce students to scholarly habits of mind and engage them in the academic culture of the University.

Pre-benchmark Activity: Develop and implement systematic processes, instruments, and methodologies for collecting and triangulating quantitative and qualitative data on the effectiveness of the QEP.

Benchmark: The change in pre-test data and post-test data measuring the development of scholarly habits of mind and engagement in the academic culture informed by faculty and student feedback on the effectiveness of the QEP during the first year of analysis.

Goal 1: An increasing rate of change in pre-test and post-test data informed by faculty and student feedback on the effectiveness of the QEP longitudinally, with a statistically significant difference between the benchmark data and the data collected in the year 2016, to positively impact the SACS 2017 five year report.

Goal 2: An increasing rate of change in pre-test and post-test data informed by faculty and student feedback on the effectiveness of the QEP longitudinally, with a statistically significant difference between the benchmark data and the data collected in the year 2020.

- c. Strategic Priority:** Provide students with experiential research, service, international, and co-operative learning opportunities, integrated with their area of study.

1. Research Learning: Increase opportunities for undergraduates to engage with faculty in research and other creative work.

Pre-Benchmark Activity: Inventory all research courses and programs.

Benchmark 1: The number of students enrolled in research courses included in the research course inventory at the time of data collection.

Goal 1: Increase the number of students enrolled in courses included in the research course inventory by 2020.

Benchmark 2: The number of students participating in undergraduate research programs (Gateway seminar, directed projects, research symposia, theses, CURO, including participation from students outside the UGA Honors Program) in 2010-2011.

Goal 2: Increase the number of students participating in undergraduate research programs (Gateway seminar, directed projects, research symposia, theses, CURO, including participation from students outside the UGA Honors Program) by 2020.

2. Service Learning: Offer undergraduates opportunities to engage with the community through academic service learning.

Benchmark 1: The number of students enrolled in at least one service-learning course in 2010-2011.

Goal 1: Increase the number of students enrolled in at least one service-learning course from 21 percent (2011) to 30 percent by 2020.

Benchmark 2: The number of designated service-learning courses offered throughout UGA's schools and colleges in 2010-2011.

Goal 2: Increase the number of designated service-learning courses offered throughout UGA's schools and colleges from 50 (2011) to 100 by 2020.

3. International Learning: Maintain a national leadership role in education abroad and increase the international consciousness of the campus and curriculum by adding international components and programs to majors and engaging deeply with international communities in the U.S.

Benchmark 1: The percentage of undergraduates who enroll in study abroad or student exchange programs in 2010-2011 (29%).

Goal 1: Increase the number of undergraduates who participate in study abroad or student exchange programs to 35 percent by 2020.

Benchmark 2: UGA's national ranking in the percentage of its students studying abroad in 2010-2011.

Goal 2: Increase UGA's national ranking in the percentage of its students studying abroad by 2020.

Pre-Benchmark Activity: Inventory courses and programs with an international component.

Benchmark 3: The number of courses with an international component when inventory is complete.

Goal 3: Increase the number of courses with an international component by 2020.

4. Cooperative Learning: Increase the number of students who participate in experiential activities such as internships and co-operative education programs.

Benchmark: The percentage of students who participate in experiential activities such as internships and co-operative education programs in 2010-2011.

Goal: Increase the percentage of students who participate in experiential activities such as internships and co-operative education programs by 2020.

d. Strategic Priority: Increase matriculation, retention, and graduation rates among a diverse undergraduate student population.

1. Underrepresented Groups: Increase the recruitment, retention, and graduation rates of diverse students, with emphasis on those who are historically underrepresented.

Benchmark 1: The percentage of historically underrepresented groups in the undergraduate population in 2010-2011.

Goal 1: Increase the percentage of historically underrepresented groups in the undergraduate population by 2020.

Benchmark 2: The retention rates of students from historically underrepresented groups in 2010-2011.

Goal 2: Increase the retention rates of students from historically underrepresented groups by 2020.

Benchmark 3: The graduation rates of students from historically underrepresented groups in 2010-2011.

Goal 3: Increase the graduation rates of students from historically underrepresented groups by 2020.

2. First-time, Full-time Students: Increase the recruitment, retention, and graduation rates of first time, full-time students.

Benchmark 1: The retention rates of first-time, full-time students at the time of data collection.

Goal 1: Increase the retention rates of first-time, full-time students by 2020.

Benchmark 2: The graduation rates of first-time, full-time students at the time of data collection.

Goal 2: Increase the graduation rates of first-time, full-time students by 2020.

3. Transfer Students: Increase the retention and graduation rates of transfer students.

Benchmark 1: The retention rates of transfer students in 2010-2011.

Goal 1: Increase the retention rates of transfer students by 2020.

Benchmark 2: The graduation rates of transfer students in 2010-2011.

Goal 2: Increase the graduation rates of transfer students by 2020.

- e. **Strategic Priority:** Offer increased access to the University of Georgia through extended campus educational programs and online education.

1. Extended Campuses: Increase access to UGA by creating and delivering undergraduate programs and courses at extended campuses throughout the state.

Benchmark 1: Current undergraduate enrollment at all extended campuses in 2010-2011.

Goal 1: Increase extended campus undergraduate enrollment by 2020.

Benchmark 2: Current number of undergraduate programs offered at extended campuses in 2010-2011.

Goal 2: Increase the number of undergraduate programs offered at extended campuses by 2020.

Benchmark 3: Current number undergraduate courses offered at extended campuses in 2010-2011.

Goal 3: Increase the number of undergraduate courses offered at extended campuses by 2020.

2. Online Education: Extend access to UGA by establishing and building an active online education presence in the undergraduate curriculum.

Benchmark 1: The number of undergraduate courses offered online in 2010-2011.

Goal 1: Increase the number of undergraduate courses offered online by 2020.

Benchmark 2: The number of undergraduate students enrolled in online courses in 2010-2011.

Goal 2: Increase the number of undergraduate students enrolled in online courses by 2020.

f. Strategic Priority: Provide for the success of all students through financial and academic support.

1. Scholarship Funding: Increase existing institutionally supported scholarship and funding opportunities.

Benchmark 1: The level of scholarship funding in 2010-2011.

Goal 1: Increase the level of scholarship funding by 2020.

2. Academic Support: Encourage student awareness of and participation in academic enrichment and intervention programs.

Benchmark: The number of students who participated in the services offered by the Academic Resource Center in 2010-2011.

Goal: Increase the number of students who participate in the services offered by the Academic Resource Center by 2020.

g. Strategic Priority: Support the academic success and enrichment of all students through special programs and initiatives.

Benchmark 1: The number of first-year students who attended the Freshman College Summer Experience in 2010-2011.

Goal 1: Increase the number of first-year students who attend the Freshman College Summer Experience by 2020.

Benchmark 2: The number of students participating in Learning Communities on the UGA campus in 2010-2011.

Goal 2: Increase the number of students who participate in Learning Communities on the UGA campus by 2020.

h. Strategic Priority: Provide and support professional development opportunities for undergraduate academic advisors.

Benchmark: The number of recipients of the Certificate in Academic Advising in 2010-2011.

Goal: Increase the number of recipients of the Certificate in Academic Advising by 2020.

Strategic Direction II

Enhancing Graduate and Professional Programs

Innovation and growth in all aspects of graduate and professional education must be central to the University's development over the next decade. Strong graduate and professional programs are essential to the University's future productivity and prominence as a national research university and keys to making the University of Georgia a recognized name abroad. Strong graduate and professional programs also define the climate of rigorous and critical thought that fosters vibrant undergraduate programs. Finally, strong graduate and professional programs are critical to deepening the University's service to the state of Georgia in the twenty-first century. As stressed by the Council of Graduate Schools (2006), "excellence in graduate and professional education is a critical component in America's global competitiveness, economic growth, and quality of life."

To grow leading graduate and professional programs in the next decade, the University must focus on recruiting the best graduate and professional students, both nationally and internationally, by offering increasingly competitive financial and benefit packages. In addition, while maintaining the core values of rigorous scholarship, the University's graduate and professional programs must evolve to meet increasingly complex societal needs with cutting-edge, interdisciplinary offerings, strong support systems, and new approaches to program delivery that extend beyond the boundaries of the Athens campus.

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

Benchmark: Compensation for teaching assistantships in 2010.

Goal: Increase compensation for teaching assistantships from 2010 levels by 50 percent by 2020.

Benchmark: UGA contribution to mandatory health insurance premiums for graduate students in 2010-2011.

Goal: Increase the UGA contribution to mandatory health insurance premiums for graduate students as resources allow to 80 percent by 2020.

Benchmark: The number of endowed graduate and professional scholarships and fellowships in 2010-2011.

Goal: Increase the number of endowed graduate and professional scholarships and fellowships by 75 percent by 2020.

- b. **Strategic Priority: 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.**

Benchmark: The percentages of enrolled graduate and professional students within total enrollment in 2010-2011.

Goal: Increase the percentage of enrolled graduate and professional students by 25 percent by 2020.

Benchmark: Percentage of underrepresented groups (racial, socio-economic, cultural) in graduate and professional populations in 2010-2011.

Goal: Increase the percentage of underrepresented groups in the graduate and professional populations by 20 percent by 2020.

c. 1. Strategic Priority: Provide and promote additional opportunities for interdisciplinary, dual, and joint degree experiences for graduate and professional students.

Benchmark: The number of interdisciplinary, dual, and joint degree graduate degrees offered in 2010-2011.

Goal: Increase interdisciplinary, dual, and joint degree graduate degrees offered from 2010 levels by 25 percent by 2020.

2. Strategic Priority: Establish an umbrella Interdisciplinary Studies graduate degree within the Graduate School to allow faculty via a competitive, grass-roots approach to identify and explore new interdisciplinary areas that may lead to new graduate programs.

Benchmark: Stages of approval for establishing an umbrella Interdisciplinary Studies graduate degree.

Goal: Approval for and enrollment in the umbrella Interdisciplinary Studies graduate degree by 2020.

3. Strategic Priority: Create a Graduate Life Commons, a physical space for graduate students, faculty, administrators, and alumni to collaborate across disciplines in formal and informal settings.

Benchmark: Stages of support, approval, and funding for a Graduate Life Commons.

Goal: Completion and utilization of a Graduate Life Commons by 2020.

d. Strategic Priority: 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.

Pre-benchmark activity: Establish a system for documenting and tracking doctoral student research productivity as outlined above and establish measure(s).

Benchmark: The number of nationally competitive fellowships (NSF, STAR, NIH, Fulbright) established when system is in place.

Goal: Increase the number of nationally competitive fellowships (NSF, STAR, NIH, Fulbright) from 2010-2011 levels by 25 percent by 2020.

e. Strategic Priority: Provide and promote additional opportunities for international experiences (educational, research, service learning) for graduate and professional students.

Benchmark: The number of UGA graduate and professional students participating in international experiences as part of their training and research in 2010-2011.

Goal: Increase the number of UGA graduate and professional students participating in international experiences as part of their training and research by 10 percent of the total graduate and professional student population by 2020.

Benchmark: The number of graduate and professional students from foreign universities and research institutions who matriculated at UGA in 2010-2011.

Goal: Increase the number of graduate and professional students from foreign universities and research institutions who matriculate at UGA from 2010 levels to 20 percent of the total graduate and professional student population by 2020.

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

Benchmark: The number of graduate degree programs available on the extended campuses in 2010-2011.

Goal: Increase the number of graduate degree programs available on the extended campuses by 25 percent by 2020.

Benchmark: The number of graduate degree programs offered online in 2010-2011.

Goal: Increase the number of graduate degree programs offered online by 50 percent by 2020.

Strategic Direction III

Investing in Research Excellence at UGA

Great universities are distinguished by world-class research that can inform and inspire exceptional teaching and service, encourage faculty and student entrepreneurship, promote economic development through creativity locally and beyond, and enrich our culture. There are increasing expectations that as a result of groundbreaking research and scholarship, world-class universities will also help to improve the lives of their constituencies by addressing both immediate issues as well as “grand challenge” problems that threaten our security and well-being long term. Among these issues are safe and sufficient supplies of food and water, poverty and social justice, education, global health, environmental degradation, world financial stability, national security, and sustainable energy. Providing solutions to such complex problems requires multi-disciplinary approaches and multi-level teams working and partnering within and beyond the University. Such approaches are atypical of academic practices, and hence require novel approaches and cultural shifts.

For UGA to be in the vanguard of world-class research universities by 2020, it must improve the quality of its research faculty and infrastructure, encourage interdisciplinary and entrepreneurial activities, and foster global as well as local agendas. It must also continue to build on strengths in the arts and humanities that enhance the creative and intellectual vitality of the University. Important synergies result from cross-pollination between arts and sciences as well as through integration across the three missions—research, teaching, and service. At the same time, UGA must not lose sight of the value of traditional basic research, often performed by individuals or small groups of scholars; this has been the bedrock of academia and has fueled innovation for decades, often in unexpected ways. Fostering traditional research while also encouraging problem-solving through new approaches will enable UGA to redefine and support its land- and sea-grant missions for the 21st century.

- a. **Strategic Priority: Hire, promote, and retain world-class research faculty as aggressively as resources allow.**

Benchmark: The number of research faculty in 2010-2011.

Goal: A 15 percent increase in the overall number of research faculty by 2020.

- b. **Strategic Priority: Use the Capital Campaign to increase funds for research faculty endowments and research facilities.**

Benchmark: The level of foundation funds earmarked for research faculty endowments in 2010-2011.

Goal: Increased level of foundation funds earmarked for research faculty endowments by 2020.

Benchmark: The level of foundation funds earmarked for research facilities in 2010-2011.

Goal: Increased level of foundation funds earmarked for research facilities by 2020.

- c. **Strategic Priority: Improve physical and intellectual research infrastructure by 1.) ensuring efficient use of existing space and create new research space for the arts, humanities, and the social as well as physical and life sciences; 2.) increasing support for major equipment and technology core facilities, including the cyber-infrastructure**

required for faculty research, collaboration, and global interactions; and 3.) adopting tools for data-informed decision-making that will increase the value of investments in the research enterprise.

Benchmarks: Stages of development of, support for, and approval of the adoption of an institutional space policy.

Goal: Adoption and implementation of policy by 2020.

Pre-benchmark Activity: Introduce tools for routinely assessing productive utilization of existing research space and implementation of research space management policies across unit lines.

Benchmark: The level of space utilization at policy implementation.

Goal: Improved level of space utilization by 2020.

Benchmark: The funding level of overall support for research, including the OVPR's research support budget, which funds basic infrastructure, in 2010-2011.

Goal: A 25 percent increase in overall support for research by 2020.

- d. Strategic Priority: Advance UGA's research enterprise to a new level. Significantly increase the total value of externally sponsored research expenditures and advance UGA's rankings and reputation based on research expenditures. Improve success with complex grant proposals, which increasingly dominate funding provided by the federal government.**

Benchmark: 2010-2011 National Science Foundation ranking of 97th among all colleges and universities based on federally supported expenditures for research and development.

Goal: Advance UGA's ranking above from 97th to 85th by 2020.

Benchmark: The number of multi-investigator and/or multi-institution grants in 2010-2011.

Goal: An increase in the number of multi-investigator and/or multi-institution grants by 2020.

- e. Strategic Priority: Expand research and scholarship in the humanities and arts; increase the capacity of the Willson Center for the Humanities and Arts to offer research grants and efforts to obtain external funding. Increase support to bring additional researchers and speakers to campus, including for the arts, via the Charter Lecture.**

Benchmark: The level of funding for arts and humanities research in 2010-2011.

Goal: A 50 percent increase in funding for arts and humanities research by 2020.

Benchmark: The level of external National Endowment for the Humanities and other UGA humanities grants in 2010-2011.

Goal: A 20 percent increase in external National Endowment for the Humanities and other grants to UGA by 2020.

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

Benchmark: The number of cross-college hires in 2010-2011.

Goal: An increase in the number of cross-college faculty hires supporting strategic research initiatives by 2020.

- g. Strategic Priority:** Recruit high-impact, “star” faculty to grow existing centers of excellence and create robust new ones, simultaneously enhancing UGA’s reputation for research and scholarship.

Benchmark: The total number of UGA faculty in one of the National Academies (Sciences, Engineering, Medicine), appointed to the Howard Hughes Medical Institute, or in receipt of a similar honor in 2010-2011.

Goal: An increase in the total number of UGA faculty in one of the National Academies (Sciences, Engineering, Medicine), appointed to the Howard Hughes Medical Institute, or in receipt of a similar honor by 2020.

- h. Strategic Priority:** Improve support for interdisciplinary research programs by establishing and investing in a few strategic “grand challenge” targets in order to nucleate research across the University and move our core research strengths to the level of international centers of excellence. Use these grand challenge targets as vehicles to promote engagement and entrepreneurship from undergraduates to faculty and to unite the three missions around common goals.

Benchmarks: The number of grand challenge projects supported by UGA in 2010-2011.

Goal: Increase the number of grand challenge projects supported by UGA by 2020.

- i. Strategic Priority:** Continue to develop a College of Engineering that is interdisciplinary in design, including across colleges; aggressively recruit faculty to meet engineering teaching and accreditation needs, while emphasizing research areas that both complement existing UGA strengths and create new funding opportunities.

Benchmark: The number of accredited undergraduate engineering programs in 2010-2011.

Goal: Accreditation of all new undergraduate engineering degree programs by 2020.

Benchmark: The level of research and development expenditures listed under “Engineering” in the National Science Foundation data tables in 2010-2011.

Goal: A 300 percent increase in research and development expenditures listed under “Engineering” in the National Science Foundation data tables by 2020.

- j. Strategic Priority:** Expand UGA research programs that advance human health, wellness, and medicine by including the Georgia Health Sciences University (GHSU)-UGA Medical Partnership, increasing collaboration with GHSU, and developing new clinical and translational research programs.

Benchmark: The level of NIH-funded research expenditures in 2010-2011.

Goal: A 30 percent increase in NIH-funded research expenditures by 2020.

Benchmark: The number of shared UGA-GHSU research grants (approximately 12 in 2012).

Goal: A 100 percent increase in the number of shared UGA-GHSU research grants by 2020.

Benchmarks: The number of clinical and translational research programs in 2010-2011.

Goal: Increased number of clinical and translational research programs by 2020.

- k. Strategic Priority:** Increase visibility to private philanthropies through partnerships with funded universities.

Benchmark: The number of partnerships with funded universities in 2010-2011.

Goal: An increased number of partnerships with funded universities by 2020.

- l. Strategic Priority:** Expand opportunities for Study in a Second Discipline in order to rejuvenate faculty research and scholarship and to stimulate interdisciplinary work.

Benchmark: The number of faculty participating in the Study in a Second Discipline program in 2010-2011.

Goal: A 10 percent increase in number of faculty participating in the Study in a Second Discipline program by 2020.

- m. Strategic Priority:** Strengthen the research agenda of colleges by increasing the number of research chairs.

Benchmark: The number of research chairs in 2010-2011.

Goal: A doubling of the number of research chairs by 2020.

- n. Strategic Priority:** Seek greater research synergy in the domain of public policy and international affairs by bringing the relevant campus units under the same roof.

Benchmark: The number of units pursuing common research objectives such as public policy, public administration, and international affairs that are co-located in 2010-2011.

Goal: Increased co-location of units pursuing common research objectives such as public policy, public administration, and international affairs by 2020.

- o. Strategic Priority:** Increase the number of partnerships with the private sector. Cultivate long term relationships with companies that share UGA's strategic goals.

Benchmark: Industry funded research and development expenditures in 2010-2011.

Goal: A tripling of industry funded research and development expenditures by 2020.

Benchmark: The number of long term relationships with companies that share UGA's strategic goals in 2010-2011.

Goal: An increase in the number of long term relationships with companies that share UGA's strategic goals by 2020.

- p. Strategic Priority:** Expand and promote UGA's engagement in global research, building strategic partnerships with host institutions and across UGA offices and missions.

Benchmark: The numbers of strategic partnerships and graduate exchange programs with foreign universities in 2010-2011.

Goal: An increased number of strategic partnerships and more graduate exchange programs with foreign universities by 2020.

- q. Strategic Priority:** Build on UGA's success in technology commercialization and new venture formation, including startups. Enhance opportunities for entrepreneurship across campus.

Benchmark: The income derived from intellectual property licenses and agreements in 2010-2011.

Goal: A 50 percent increase in income derived from intellectual property licenses and agreements by 2020.

Benchmarks: The stages of seeking and receiving support for development of a research park in the Riverbend sector of campus.

Goal: A viable plan to begin a research park in the Riverbend sector of campus by 2020.

Strategic Direction IV

Serving the Citizens of the State of Georgia and Beyond

Serving the people of Georgia is the University's longest tradition, established at UGA's founding as the country's first public university and later formalized by its land-grant and sea-grant status. Today, nationally recognized service programs extend UGA resources throughout the state and internationally to help solve problems, plan for the future, improve quality of life, and position Georgia's communities and businesses as economic players in the global economy.

In the next decade, UGA must be responsive to the state's most pressing issues. Spurring business innovation, developing the state's leaders, and ensuring community resiliency all help drive economic prosperity for Georgia. By strategically engaging faculty from all areas of the University, outreach programs will bring the most effective resources to bear on pressing issues, including economic development, the environment, and health. At the same time, expanding programs in service-learning will help prepare students to be engaged citizens and leaders in the state, the nation, and the world. Through building on established state and international partnerships and promoting those activities, public service can open doors for research, education, and other opportunities that benefit both the University and the state.

- a. **Strategic Priority: Document educational and outreach programs that enhance the social, economic, and environmental well-being and health of individuals and communities; make businesses more successful; and make government more efficient and responsive. Promote those activities through a systematic, professional public relations campaign.**

Pre-benchmark Activity: Develop and implement systematic processes for collecting data on community activities in colleges, schools, and units.

Benchmark: The number of community engagement activities of colleges, schools, and units, including the number, location, and types of external partners and including the issues being addressed and the impact of activities on the external partner and UGA (students, faculty, and institution) when process for collecting data is implemented.

Goal: Increase the number of community engagement activities of colleges, schools, and units, including the number, location, and types of external partners including the issues being addressed and the impact of activities on the external partner and UGA (students, faculty, and institution) by 2020.

Benchmark: Stages of developing and implementing a public relations campaign that documents and promotes UGA's service to the state.

Goal: An active public relations campaign promoting UGA's service to the state by 2020.

Benchmark: The number and reach of media stories featuring UGA's impact on the state in 2010-2011.

Goal: Increase the number and reach of media stories featuring UGA's impact on the state by 2020.

- b. **Strategic Priority: Link UGA research and innovation to real-world problems by supporting and encouraging faculty involvement in public service and outreach activities including, but not limited to, the sharing of research, support for applied**

research and actionable science, encouragement of community engagement in classes, and linking research and/or classroom findings to critical issues in Georgia including economic development, the environment, and public health.

Benchmark: The current level of sponsored funding for community-engaged research initiatives with external partners that address key quality-of-life indicators (economic growth, health, environment) in Georgia and internationally in 2010-2011.

Goal: Increase sponsored funding for community-engaged research initiatives with external partners that address key quality-of-life indicators (economic growth, health, and environment) in Georgia and internationally by 10 percent by 2020.

- c. **Strategic Priority: As the state's flagship, land- and sea-grant institution, UGA will collaborate with the state of Georgia to compete globally through expanded international programming and statewide collaborations and partnerships and an increased alignment of existing UGA programming with Georgia's state and global priorities.**

Benchmark: UGA's national ranking in the percentage of its students studying abroad in 2010-2011 (15).

Goal: Increase UGA's national ranking in the percentage of its students studying abroad by 2020.

Benchmark: The percentage of undergraduates who enroll in study abroad or student exchange programs in 2010-2011: 29%.

Goal: Increase the number of undergraduates who participate in study abroad or student exchange programs to 35 percent by 2020.

Benchmark: Number of matriculated undergraduate international students in 2010-2011.

Goal: Increase the number of matriculated undergraduate international students by 15 percent annually, from 185 to 740 by 2020.

Benchmark: The number of international students coming to UGA under other (non-matriculated) arrangements, exchange students, sponsored students, J-1 interns, and others in 2010-2011.

Goal: Increase the number of international students coming to UGA under other (non-matriculated) arrangements, exchange students, sponsored students, J-1 interns, and others from 70 to 200 by 2020.

Pre-benchmark Activity: Develop a method for measuring the degree of alignment of existing UGA programming to Georgia's state and global economic priorities.

Benchmark: The degree of alignment when measures are implemented.

Goal: Improve degree of alignment of existing UGA programming to Georgia's state and global economic priorities by 2020.

Benchmark: The number of relationships with Georgia's international economic development officers (Atlanta Consular Corps, Georgia Department of Economic Development, and Bi-National Chambers of Commerce) to promote UGA's outreach and research efforts in 2010-2011.

Goal: An increase in the above numbers by 2020.

- d. **Strategic Priority:** In collaboration with the Office of Service Learning (OSL), develop opportunities throughout UGA's schools and colleges for students to engage in service-learning courses and University outreach initiatives in order to enhance students' civic and academic learning.

Benchmark: The number of students participating in public service and outreach experiences connected to outreach activities in Georgia (e.g., internships, service-learning, and community-based research) in 2010-2011 (222).

Goal: Increase number of students participating public service and outreach experiences connected to outreach activities in Georgia (e.g., internships, service-learning, and community-based research) from 222 to 400 by 2020.

Benchmark: The number of all UGA students who enrolled in at least one service-learning course in 2010-2011.

Goal: Increase the number of all UGA students who enroll in at least one service-learning course from 21 percent (2011) to 30 percent by 2020.

Benchmark: The number of designated service-learning courses offered throughout UGA's schools and colleges in 2010-2011 (50).

Goal: Increase the number of designated service-learning courses offered throughout UGA's schools and colleges from 50 to 100 by 2020.

Benchmark: The number of internship opportunities for UGA students to work with outreach initiatives and PSO units in 2010-2011 (150).

Goal: Increase the number of internship opportunities for UGA students to work with outreach initiatives and PSO units from 150 to 225 by 2020.

Pre-benchmark Activity: Develop and implement measures to assess the impact on student learning and behavior from participation in experiences in service learning courses and outreach activities in the state of Georgia.

Benchmark: The impact on student learning and behavior from participation in experiences in service learning courses and outreach activities in the state of Georgia when measures are implemented.

Goal: Increase the impact on student learning and behavior from participation in experiences in service-learning courses and outreach activities in the state of Georgia by 2020.

- e. **Strategic Priority:** Support college readiness through partnerships with the K-12 community.

Pre-benchmark Activity: Establish a benchmark for supporting college readiness.

Benchmark:

Goal: Increase level of pre-college outreach with an emphasis on diverse populations and production of K-12 teachers, with an emphasis on preparing teachers in the STEM areas by 2020.

Strategic Directions V, VI, and VII cut across the University's mission of instruction, research, and public service. Without investments in faculty and infrastructure, the University of Georgia cannot achieve excellence in instruction, research, and public service. In addition, it is incumbent upon any public entity to use financial resources as efficiently as possible while being an example of using natural resources responsibly.

Strategic Direction V

Improving Faculty Recruitment, Retention, and Development

A high quality faculty is the foundation of a great public research university. It is vital that the University recruit and retain the highest quality faculty available. In light of the few increases in faculty salaries since the 2000-2010 Strategic Plan, the University of Georgia has fallen well behind aspirational institutions and many peer universities. In addition to intense competition in recruitment, the University faces challenges in retaining high quality faculty. Without such faculty, excellence in research and instruction cannot be maintained, and the complex, pressing needs of the state of Georgia will not be met.

Over the coming decade, the University must focus on building faculty capacity by increasing the resources available for recruitment and retention. In addition, UGA must enhance faculty development with ongoing support for scholarship, professional travel, and other opportunities that will increase the effectiveness and visibility of the faculty, and, by extension, the University. Finally, the University must take steps to ensure a growing diversity of the faculty to meet the increasingly diverse needs of the state in the 21st century.

a. Strategic Priority: Increase resources for faculty recruitment and retention.

Benchmarks: The levels of UGA faculty salaries and peer institution faculty salaries in 2010-2011.

Goal: Raise faculty salaries to the mean level of peer institutions by 2020.

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

Benchmark: The 2010-2011 level of travel funding available to improve faculty scholarship, collaboration, and visibility.

Goal: Increase travel funding available to improve faculty scholarship, collaboration, and visibility by 2020.

Benchmarks: The current scope of the provost's "State of the Art" Conference Program in 2010-2011.

Goal: Expand scope of provost's "State of the Art" Conference Program by 2020.

Benchmark: The level of competitiveness of new faculty start-up packages in 2010-2011.

Goal: Improve competitiveness of start-up packages for new faculty by 2020.

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

Benchmarks: The level or numbers of opportunities and incentives for summer teaching in 2010-2011.

Goal: Increase the opportunities and incentives for summer teaching by 2020.

Benchmark: The level/numbers of summer teaching and research grants in 2010-2011.

Goal: Enhance and expand summer teaching and research grants by 2020.

d. 1. Strategic Priority: Achieve faculty and staff diversity to serve the University and more richly educate UGA students.

Benchmark: The level of diversity among faculty from historically underrepresented groups in 2010.

Goal: Increase the level of diversity of the faculty in historically underrepresented groups levels by 2020.

2. Strategic Priority: Provide enhanced financial and other resources to recruit and retain diverse faculty and staff.

Benchmarks: The level of financial and other resources available to recruit and retain diverse faculty and staff in 2010-2011.

Goal: Increase allocation of financial and other resources to recruit and retain diverse faculty and staff by 2020.

e. 1. Strategic Priority: Improve the quality of life for faculty and staff to enhance recruitment, retention, and productivity.

Pre-benchmark Activities: Determine level of childcare and family benefits packages at aspirational institutions.

Benchmarks: The level of childcare and family benefits packages at UGA in 2010-2011.

Goal: Improve level of childcare and family benefits packages to that of our aspirational institutions by 2020.

2. Strategic Priority: Provide enhanced support for dual-career hires, with the establishment of an office for that purpose.

Benchmark: Stages of support for and approval of the establishment of an office charged with enhancing dual-career hires.

Goal: An established office by 2020.

3. Strategic Priority: Establish endowed professorships targeted toward underrepresented groups.

Benchmarks: The stages of seeking funding for these professorships.

Goal: The establishment of endowed professorships so targeted by 2020.

4. Strategic Priority: Provide funding for one-year and other temporary positions to hire distinguished minority professors from other institutions.

Benchmarks: The stages of seeking this funding.

Goal: The allocation of such funding by 2020.

- f. Strategic Priority:** Enhance opportunities for faculty to teach and conduct research abroad. As stated in Strategic Priorities I and IV, maintain UGAs strong involvement in study abroad and other international programs.

Benchmark: The number of faculty participating in international faculty exchanges in 2010-2011.

Goal: Increase the number of faculty participating in international faculty exchanges by 2020.

Strategic Direction VI

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

To achieve excellence in instruction, research, and service requires an investment in the underlying infrastructure of the campus that allows faculty, staff, and students to perform their functions with the greatest efficiency.

In the coming decade, UGA must focus on increasing capacity for teaching and research in the STEM disciplines, renovating outdated facilities and building new ones that will address growing student interest, expanding initiatives in engineering and public health, and changing needs of the research enterprise. Libraries are the laboratories of the humanities, and access to these holdings should also be a priority. In addition, resources must be directed to continue building the University's technological infrastructure and data systems to meet increasing demands for efficiency, reliability, and accountability.

- a. **Strategic Priority: Increase the capacity for STEM disciplines by 1) constructing a Science Learning Center; 2) building a Veterinary Learning Medical Center that will include a teaching hospital equal in size to the median of aspirational institutions, which should allow a 50 percent increase in enrollment; 3) renovating the medical school campus infrastructure to provide state-of-the-art learning and research facilities for the faculty, staff, and students of the GHSC-UGA Medical Partnership, and 4) providing adequate facilities for new College of Engineering.**

Benchmark: Stages of securing support for, planning, and building the Science Learning Center.

Goals: The construction of the Science Learning Center by 2020.

Benchmark: Stages of securing support for, planning, and building the Veterinary Learning Medical Center.

Goals: The construction of the Veterinary Learning Medical Center with its capacity for an enrollment increase of 50 percent by 2020.

Benchmark: Stages of securing support for, planning, and renovating the medical school campus infrastructure.

Goal: The renovation of the medical school campus infrastructure by 2020.

Benchmark: Stages of securing support for, planning, renovating/building space for the College of Engineering.

Goal: Adequate facilities to support the College of Engineering by 2020.

- b. **Strategic Priority: Provide improved quality space for faculty to conduct research.**

Benchmarks: Stages of securing support for, planning, and renovating labs on South Campus.

Goals: Significant renovation of labs on South Campus by 2020.

- c. **Strategic Priority: Provide for technology infrastructure to meet the increased needs of instruction, research, service, and administration by replacing the legacy computing systems with modern systems having an emphasis on information systems that will improve the above functions.**

Benchmark: Stages of completion of the new system(s).

Goal: A suite of modern computing systems that will meet the increased needs of instruction, research, service, and administration by 2020.

- d. **Strategic Priority: Provide library services for instructional, research, service, and student-programming needs.**

Benchmark: The Library Investment Index as measured by the Associated Research Libraries (ARL) to the median of aspirational institutions in 2010-2011.

Goal: Improve the Library Investment Index as measured by the Associated Research Libraries (ARL) to the median of aspirational institutions by 2020.

- e. **Strategic Priority: Construct the Business Learning Community on the northwest sector of the Athens campus.**

Benchmark: Stages of securing support for and planning the Business Learning Community.

Goal: The construction of the Business Learning Community by 2020.

Strategic Direction VII

Improving Stewardship of Natural Resources and Advancing Campus Sustainability

Because the University of Georgia is committed by its land- and sea-grant mission to serve people living and working in Georgia along with our vision to be a leading university internationally, it is incumbent upon the University to provide leadership concerning unprecedented environmental challenges. It is equally important for the University to manage financial and human resources with the greatest of care and respect and to the maximum benefit of the state. A sustainable university is one that meets the needs of the present without compromising the ability of future generations to meet their needs. It also creates opportunities for students, faculty, and staff to enhance the quality of life throughout their communities (Working Group on Sustainability, 2009; World Commission on Environment and Development). A sustainable university acts as a living laboratory where sustainability is researched, taught, tested, and constantly refined. UGA must demonstrate and promote leadership in sustainable living and learning, contextualizing the local as part of the global in sustainability.

Over the next decade, the University's campuses should be examples to others in reducing their environmental footprints to the greatest extent possible. This includes efforts to reduce energy use significantly, and intelligently, and carefully use and reuse scarce water resources, improve air and water quality, provide sustainable food and transportation options, purchase environmentally responsible products and equipment, increase recycling, and drastically reduce waste. Second, in the effort to prepare students for effective leadership on campus and beyond, sustainability should be infused into formal and informal educational opportunities throughout the University. Campus buildings and landscapes should be incorporated as teaching opportunities, which through design and functional interpretation will reveal innovative practices with the potential to enlighten and inform students and citizens about sound approaches to sustainable living. Third, research generated by UGA faculty and students as well as advances from the global community will be used to reduce dependency on fossil fuels, increase the reuse of materials, and continue the search for other methods that will reduce human impacts on the environment. A priority for the University at large is to design and construct buildings, plaza spaces, hardscapes, and other landscapes that embody the latest in environmental advances and to incorporate the increasing social nature of learning today by creating ample spaces for people to interact. To accomplish these goals, the University should establish a formal coordinating body to work with the UGA Office of Sustainability to develop and implement a comprehensive sustainability plan for the University.

- a. Strategic Priority: Annually evaluate and update the University's sustainability performance in instruction, research, public service, campus development, and operations activities.**

Benchmark: Stages for developing a systematic evaluation of the University's sustainability performance in instruction, research, public service, campus development, and operations activities.

Goal: An annual report on the status of and progress in sustainability performance in instruction, research, public service, campus development, and operations activities by 2020.

- b. Strategic Priority: Demonstrate a commitment to reducing fossil fuel use, thereby reducing the University's carbon emissions.**

Pre-benchmark Activity: Calculate the University's carbon footprint.

Benchmark: The University's carbon footprint when calculated.

Goals: By 2020:

Reduce carbon emissions by 20 percent.

Reduce University consumption of energy by 25 percent.

Increase purchase of energy from renewable sources by 10 percent.

Increase generation of energy from renewable sources by 10 percent.

- c. Strategic Priority: Update UGA Guidelines for Design and Construction to incorporate, implement, and monitor current sustainable design strategies, including Leadership in Energy and Environmental Design (LEED) and Sustainable Sites Initiative standards when appropriate.**

Benchmark: Stages of completion of drafting, gaining support for, and implementing the guidelines.

Goal: Updated Guidelines for Design and Construction by 2020.

- d. Strategic Priority: Integrate sustainability into the student experience through curricular and co-curricular activities both in the classroom and beyond.**

Pre-benchmark Activity: Develop a system for identifying and designating courses with a curricular sustainability component.

Benchmark: The number of courses with curricular sustainability component when system is implemented.

Goal: Increase number of courses with curricular sustainability component by 10 percent by 2020.

Pre-benchmark Activity: Develop a system for identifying and designating co-curricular experiences with a sustainability component.

Benchmark: The number of available co-curricular experiences with sustainability components when system is implemented.

Goal: Increase number of available co-curricular experiences with sustainability components by 10 percent by 2020.

- e. Strategic Priority: 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.**

Benchmark: Stages for establishing and charging a coordinating body to oversee sustainability efforts.

Goal: A functioning coordinating body to oversee sustainability efforts by 2020.

Benchmark: The level of endowment funds for sustainable activities in 2010-2011.

Goal: Increase the endowment for sustainable activities by 25 percent by 2020.

Benchmark: Stages of action to identify, develop, fund, and install interpretive signs for key campus sustainability efforts.

Goal: Interpretive signs installed by 2020.

- f. **Strategic Priority:** Encourage the further development and use of mass transportation to and on campus.

Benchmark: The number of campus bus passengers in 2010-2011.

Goal: Increase the number of campus bus passengers by 2020.

Benchmark: The number of faculty, staff, and students who commute to campus who use alternate modes of transportation such as mass transit, bicycles, or walking in 2010-2011.

Goal: Increase by 20 percent the number of faculty, staff, and students who commute to campus using alternate modes of transportation such as mass transit, bicycles, or walking by 2020.

Benchmark: The number of Alternative Transportation Permits in 2010-2011(2,100).

Goal: Increase the number of Alternative Transportation Permits to 2,500 by 2020.

Benchmark: The steps to develop and implement a carpool membership program.

Goal: A carpool membership program with 1,000 users by 2020.

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

Benchmark: The level of potable water usage in 2010-2011.

Goal: Reduce potable water use by 40 percent by 2020.

Benchmark: The level of waste stream to landfills in 2010-2011.

Goal: Decrease waste stream to landfills by 65 percent by 2020.

Benchmark: The level of sustainable and/or Georgia-grown foods in 2010-2011 (approximately 20 percent).

Goal: Increase the use of sustainable and Georgia-grown foods to 35 percent by 2020.

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

Benchmark: Stages of development and implementation of an evaluation process.

Goal: Documented evaluations of opportunities for on-site renewable energy for each capital improvement project on campus by 2020.

Appendix A. University of Georgia Strategic Planning Committee 2009

Name	Academic/Administrative Unit
William Vencill – Chair	College of Agricultural & Environmental Sciences
Robert Hoyt – Vice-Chair	Terry College of Business
Irwin Bernstein	Franklin College of Arts & Sciences; University Council Strategic Planning Committee (2008-2009)
Betty Jean Craige	Franklin College of Arts & Sciences
Sarah Spence	Franklin College of Arts & Sciences
James Prestegard	Franklin College of Arts & Sciences
Ronald Walcott	College of Agricultural & Environmental Sciences
Jorge Atiles	College of Family & Consumer Sciences
Alison Alexander	Grady College of Journalism and Mass Communication; University Council Strategic Planning Committee (2008-09)
Ronald Cervero	College of Education
Marsha Black	College of Public Health; University Council Strategic Planning Committee (2008-09)
Eric Mueller	College of Veterinary Medicine
Lonnie Brown	School of Law
William Turner	School of Law; Chair—University Council Strategic Planning Committee (2009-10)
Philip Greenspan	College of Pharmacy
Barbara White	Enterprise Information Technology Services
Steven Dempsey	Office of the Vice President for Public Service and Outreach
Florence King	University Libraries
Shannon Scott	Staff Council
Ann Crowther	Office of the Vice President for Instruction
Janice Barham	Office of the Vice President for Student Affairs
Jessica Seagraves	Undergraduate student representative
William Rooks	Graduate student representative
Donald Perry	Arch Foundation
Ryan Nesbit	Office of the Vice President for Finance & Administration
Holley Schramski	Accounting Division, Finance & Administration
Ralph Johnson	Physical Plant Division, Finance & Administration
Frank Crumley	Athletics Department
Thomas Paris	Alumni Association
Thomas Jackson	Office of the Vice President for External Affairs
Daniel Sniff	Campus Architect

Appendix B. Strategic Planning the Past Decade

To realize the vision of the University of Georgia to be one of the great public universities in the United States, a strategic planning exercise was employed throughout 1999 and the first half of 2000 to identify ways in which the University of Georgia could most effectively serve people living and working in Georgia in the first decade of the 21st century. The University sought to identify changes in the external environment that were likely to impact programs and services provided by the University and the expectations and needs of its manifold constituencies. The University also attempted to take an unvarnished look at its strengths, weaknesses, and opportunities to provide new levels of service to Georgia and to attract additional resources to support ongoing and proposed programs.

To supplement the current strategic planning effort, several task forces were convened to focus where the University needed to improve in specific areas. Below is a list of some of the task forces.

- Task Force on General Education and Student Learning (2004-05) that led to the adoption of a new general education curriculum in addition to other aspects of the academic environment
- Task Force on Writing (2007)
- Task Force on International Education (2007)
- Task Force on Enrollment Management (2006)
- Task Force on Water Resources (2007)
- Task Force on Graduate Education (2006)
- Task Force on Research (2008)
- Evaluation of Psychological Services Protocol (2008)
- Sustainability Working Group produced the Report of the Working Group on Sustainability (2009)

In 2004, each school and college was asked to develop five-year operational program plans for 2005-2010 that included a statement of vision and goals, specific program priorities enabling units to achieve these goals, and a description of how these goals would be measured over time. The University Council's Strategic Planning Committee reviewed and approved these plans.

Appendix C. Institutional Metrics for 1999-2012

Students

	Fall 1999/FY00	Fall 2008/FY09	Fall 2009/FY10	Fall 2010/FY11	Fall 2011/FY12
Total Enrollment	30,912	34,180	34,885	34,677	34,816
<i>Enrollment Level</i>					
Undergraduate	24,040	25,467	26,142	25,974	26,373
Graduate	5,540	7,160	7,136	7,077	6,766
Professional	1,332	1,553	1,607	1,653	1,677
<i>Gender</i>					
Male	13,768	14,345	15,436	14,570	14,690
Female	16,803	19,607	19,318	19,984	20,076
<i>Ethnicity</i>					
Caucasian	25,655	26,194	26,764	25,772	25,431
African-American	1,815	2,496	2,681	2,681	2,767
Asian/Pac. Islander	1,135	2,141	2,825	2,899	2,930
Hispanic	412	786	1,027	1,142	1,341
<i>International Students</i>					
Undergraduate	722	938	963	1,012	1,078
Graduate	1,015	1,243	1,240	1,308	1,355
<i>Degrees Awarded</i>					
Bachelors	4,926	6,299	6,490	6,845	6,791
Masters	1,186	1,781	1,697	1,868	1,778
Ph.D.	352	459	417	443	453
Professional	373	453	437	446	441
<i>Retention</i>					
Freshman Cohort 1st Year	89.6%	94.5%	94.4%	94.3%	*
Freshmen Cohort 6-Year Graduation	74.0%	80.1%	80.8%	81.6%	83.3%
SAT	1,195	1,237	1,242	1,239	1,226
# Applicants	13,402	17,326	17,886	17,730	17,823
# Admits	8,466	9,625	9,584	10,331	11,170
# Enrolled	4,285	4,799	4,686	4,690	5,517
Student: Faculty Ratio	18:1 (Fall 2003)	18:1	18:1	19:1	18:1
# Study Abroad (FY)	1,081	1,969	2,005	2,082	*

*Data for FY12 not yet available

Full-Time Faculty and Staff

	Fall 1999/FY00	Fall 2008/FY09	Fall 2009/FY10	Fall 2010/FY11	Fall 2011/FY12
Employees	8,860	9,329	9,921	9,171	9,255
<i>Professional Faculty</i>	1,780	1,751	1,725	1,715	1,731
Female	463	557	560	571	588
Male	1,313	1,194	1,165	1,144	1,143
% non-Caucasian	11.0%	16.2%	17.4%	19.0%	20%
Academic Rank Faculty					
Professor	837	782	772	763	781
Associate Professor	500	521	491	492	508
Assistant Professor	405	418	422	411	391
Instructor	38	30	40	49	51
Lecturer	30	94	110	107	135
Salary					
Professor	\$83,353	\$107,000	\$107,511	\$107,100	*
Associate Professor	\$58,254	\$77,900	\$78,483	\$78,100	*
Assistant Professor	\$50,792	\$71,300	\$71,928	\$74,300	*
Non-Academic Rank Faculty	952	1,081	1,033	990	1,010

Note:

--Professorial includes Professor through Instructor.

--Non-Academic Rank Faculty includes lecturer, academic professional, administrative A, clinical, librarian, research professional, post-doctoral associate.

*Data for FY12 not yet available

Budget

	Fall 1999/FY00	Fall 2008/FY09	Fall 2009/FY10	Fall 2010/FY11	Fall 2011/FY12
Total Operating Budget (millions)	\$968.90	\$1,226.70	\$1,258.10	\$1,290.30	*
% State Appropriation	43.4%	36.4%	29.7%	29.7	*
% Tuition and Fees	13.0%	23.8%	25.5%	27.6	*
% Gifts, Grants, Research Contracts	28.8%	20.1%	20.2%	21.1%	*
Endowment (billions)	\$1.32	\$1.03	\$1.3	\$1.5	*
Gifts, Grants, Research Contracts (millions)	\$278.9	\$247.5	\$254.4	\$271.7	*
FT Undergraduate Resident Cost of Attendance (annual)	\$10,648	\$16,758	\$18,000	\$19,736	\$20,820
Undergraduate Tuition and Fees only	\$3,276	\$7,530	\$7,530	\$8,736	\$9,472

*Data for FY12 not yet available

Appendix D. UGA Strategic Plan Champions 2012

Building on Excellence in Undergraduate Education

Laura Jolly*	Vice President for Instruction
David Williams	Honors and Religion
Marcus Fechheimer	Cellular Biology
Frances Teague	English

Enhancing Graduate and Professional Programs

Maureen Grasso*	Graduate School
Paige Carmichael	College of Veterinary Medicine
David Shipley	School of Law
Russell Malmberg	Plant Biology

Invest in Research Excellence at UGA

David Lee*	Vice President for Research
Daniel Colley	Center for Tropical and Emerging Diseases
Loch Johnson	SPIA
Jessica Kissinger	Genetics and Bioinformatics

Serving the Citizens of the State of Georgia and Beyond

Jennifer Frum*	Vice President for Public Service & Outreach
Kavita Pandit	International Education
Scott Shamp	Grady College and New Media Institute
Anne Sweaney	College of Family and Consumer Sciences

Improving Faculty Recruitment, Retention and Development

Hugh Ruppensburg*	Franklin College of Arts & Sciences
Michelle Cook	Office of Institutional Diversity
Josef Broder	College of Agricultural and Environmental Sciences

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

Robert Sumichrast*	Terry College of Business
Sheila Allen	College of Veterinary Medicine
Rodney Bennett	Vice President for Student Affairs

Improving Stewardship of Natural Resources and Advancing Campus Sustainability

John Gittleman*	Ecology
Jean Bertrand	Agriculture
Marguerite Brickman	Plant Biology
Daniel Nadenicek	College of Environment and Design

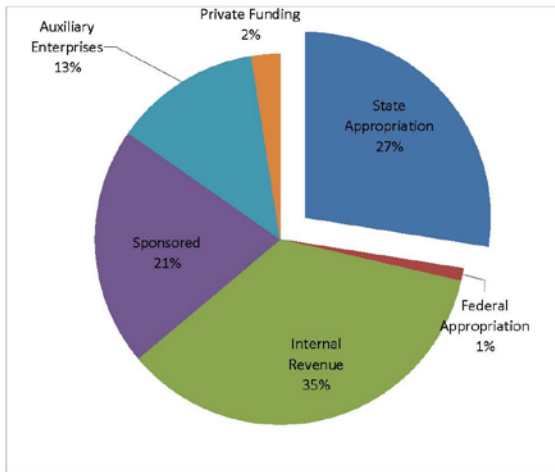
*Chair

Appendix E. University of Georgia Funding Source Trend Summary

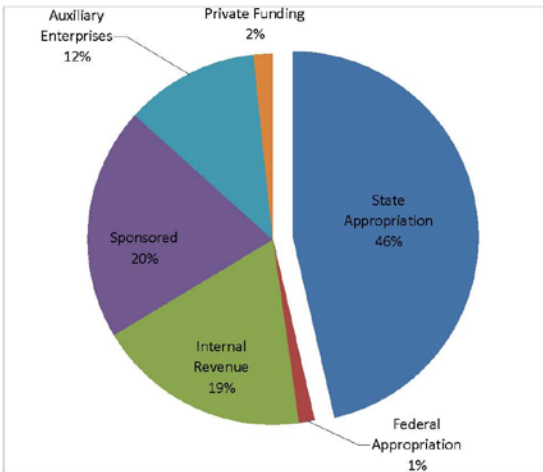
University of Georgia Funding Source Trend Summary

	FY 2013		Growth		FY 2002	
State Appropriation	\$389,181,216	27.6%	-12.0%		\$442,236,809	46.5%
Federal Appropriation	\$13,085,412	0.9%	0.1%		\$13,078,308	1.4%
Internal Revenue	\$498,795,851	35.4%	182.7%		\$176,436,614	18.5%
Sponsored	\$293,738,158	20.8%	52.5%		\$192,553,970	20.2%
Auxiliary Enterprises	\$180,643,916	12.6%	61.4%		\$111,938,091	11.8%
Private Funding	\$34,785,854	2.5%	133.5%		\$14,900,000	1.6%
TOTAL BUDGET	\$1,410,230,207		48.3%		\$951,143,792	

ENROLLMENT **34,867**



ENROLLMENT **32,317**



Appendix F: Description of Strategic Planning Process

As part of its decennial reaccreditation process, the University of Georgia embarked on a long-range planning exercise in spring 2009 to envision what it would look like in the year 2020. Then-provost Arnett C. Mace, Jr., appointed a 30-member strategic planning committee and named William Vencill, a professor in the College of Agricultural and Environmental Sciences, as chair and Robert Hoyt, in the Terry College of Business, as vice chair.

The committee sought input for the plan via a survey distributed to faculty in May 2009 and held a series of forums during fall semester 2009 and January 2010 to gather ideas from faculty, staff, and students at the main campus in Athens and at UGA's extended campuses. The committee chair also met with each school and college dean and administrative team, the associate provosts, and vice presidents. A strategic-planning web site offered additional opportunities for comments. The committee refined the strategic plan early in 2010 and submitted it to the University Council Strategic Planning Committee. After input from that committee, the plan was then submitted to the full University Council and was approved at the March 18, 2010 meeting.

In spring 2012, as the University began preparations for a new capital campaign, Provost Jere Morehead gave the Office of Academic Planning the responsibility of updating the strategic plan. Jerry Legge, Associate Provost for Academic Planning, formed seven teams of "champion" faculty and administrators, one team for each of the plan's strategic directions. The teams revised and refined their respective sections and reviewed the document as a whole. The resulting new draft was forwarded to the provost and deans for their review, and a final set of revisions was made. The Strategic Planning Committee of the University Council approved the plan on October 26, 2012.

UGA's previous strategic plan was adopted in 2000 and covered the first decade of the new century. Creation of an institutional strategic plan is part of the reaccreditation process for the Southern Association of Colleges and Schools. UGA's accreditation by SACSCOC was renewed in 2011.

[Note: The Strategic Plan 2020 as revised includes an update to the University's mission statement approved by the Board of Regents in August 2010, as well as some updated statistics where more recent data were available. Unless otherwise noted, data was provided by the Office of Institutional Research.]

Appendix G: The Mission of the University of Georgia

The University of Georgia, a land-grant and sea-grant university with statewide commitments and responsibilities, is the state's oldest, most comprehensive, and most diversified institution of higher education. Its motto, "to teach, to serve, and to inquire into the nature of things," reflects the University's integral and unique role in the conservation and enhancement of the state's and nation's intellectual, cultural, and environmental heritage.

The University of Georgia shares with the other research universities of the University System of Georgia the following core characteristics:

- a statewide responsibility and commitment to excellence and academic achievements having national and international recognition;
- a commitment to excellence in a teaching/learning environment dedicated to serve a diverse and well-prepared student body, to promote high levels of student achievement, and to provide appropriate academic support services;
- a commitment to excellence in research, scholarship, and creative endeavors that are focused on organized programs to create, maintain, and apply new knowledge and theories; that promote instructional quality and effectiveness; and that enhance institutionally relevant faculty qualifications;
- a commitment to excellence in public service, economic development, and technical assistance activities designed to address the strategic needs of the state of Georgia along with a comprehensive offering of continuing education designed to meet the needs of Georgia's citizens in life-long learning and professional education;
- a wide range of academic and professional programming at the baccalaureate, master's, and doctoral levels.

With its statewide mission and core characteristics, the University of Georgia endeavors to prepare the University community and the state for full participation in the global society of the twenty-first century. Through its programs and practices, it seeks to foster the understanding of and respect for cultural differences necessary for an enlightened and educated citizenry. It further provides for cultural, ethnic, gender, and racial diversity in the faculty, staff, and student body. The University is committed to preparing the University community to appreciate the critical importance of a quality environment to an interdependent global society.

As a comprehensive land-grant and sea-grant institution, the University of Georgia offers baccalaureate, master's, doctoral, and professional degrees in the arts, humanities, social sciences, biological sciences, physical sciences, agricultural and environmental sciences, business, ecology, environmental design, family and consumer sciences, forest resources, journalism and mass communication, education, law, pharmacy, public health, social work, and veterinary medicine.

The University attracts students nationally and internationally as well as from within Georgia. It offers the state's broadest array of possibilities in graduate and professional education, and thus a large minority of the student body is post-baccalaureate. The predominantly Georgian undergraduate student body is a mix of highly qualified students originally admitted as freshmen and selected transfer students principally from other University System institutions.

With original scholarship, basic and applied research, and creative activities constituting an essential core from which to draw, the impact of the land-grant and sea-grant mission is reflected throughout the state. Cooperative extension, continuing education, public service, experiment stations, and technology transfer are all designed to enhance the well-being of the citizens of Georgia through their roles in economic, social, and community development.

As it has been historically, the University of Georgia is responsive to the evolution of the state's educational, social, and economic needs. It aspires through its strategic planning to even closer contact and interaction with public and private institutions throughout the state as well as with the citizens it serves.

(Update approved by the Board of Regents in August 2010)