

University of Georgia 2025 Strategic Plan

2023 Report of the University Council Strategic Planning Committee

I. Introduction

During the 2022-2023 academic year, the Strategic Planning Committee reviewed available data to provide a mid-point evaluation of the University of Georgia's progress toward its 2025 Strategic Plan goals. The Committee aimed to evaluate progress toward strategic goals and identify areas in which increased attention or efforts may be needed. This report provides an overview of the evaluative process undertaken by the Strategic Planning Committee, followed by a summary of the progress made by the University toward achieving its 2025 Strategic Plan goals. The purpose of this report is to provide the University administration with actionable insights that will help the University achieve its strategic goals and further the mission of the University. Under the Bylaws, the committee is “[t]o advise and consult with the President and the faculty in the establishment, monitoring, and revision of the Strategic Plan of the University” and “[t]o forward recommendations to the University Council concerning any Strategic Plan offered by the President.”

In 2020, the University launched a five-year strategic plan with clear objectives and key performance indicators (KPI) that set "a course to reach new heights of excellence through three broad and mission-centered strategic directions." The University Council Strategic Planning Committee, charged with monitoring the progress made towards these goals, finds that the University has made some progress toward achieving many of its strategic goals based on the data available for the committee's review. The University has continued to provide focused efforts and resource allocations to support the overarching themes of the Plan.

The Committee has identified several areas that warrant attention or additional information. These include issues related to data availability, declining metrics, and clarity and alignment of data provided. This report highlights these concerns and offers comments on how the University can address them. The Committee expects to work with the administration in the coming year to develop mechanisms for responding to the comments and recommendations of this report and to collect the additional data needed to provide a complete picture of the University's progress on the 2025 Strategic Plan.

II. Committee Process

The Committee met seven times throughout the 2022-2023 academic year (9/21/22, 10/12/22, 11/9/22, 12/7/22, 1/27/23, 2/17/23, and 3/17/23). The Committee started the year discussing the evaluation process and homed in on an iterative, consensus-building process in the fall semester. The Committee worked asynchronously between meetings to review, summarize, evaluate, and comment on the available strategic plan data, leading to productive and in-depth in-person discussions.

The Committee evaluated each KPI individually and as it relates to the Strategic Goal it supports. Following its iterative and evaluative process, the Committee identified five themes or areas in need of consideration across Goals and KPIs of the current 2025 Strategic Plan:

1. Additional context and information from the data sources is needed to evaluate the outcomes/trends and reasons behind changes.
2. Some KPIs, as written, do not have available data sources. There needs to be a determination of whether the data provided is sufficient to address the spirit of the KPI.
3. More robust and clear data definitions are needed to better understand the data provided.
4. Clear rationale for KPI relevance for the Strategic Goal – If there is not close alignment, provide rationale for inclusion as a measure of progress or remove KPI as a measure.
5. No data was provided and/or additional data is needed for some KPIs.

In addition to the evaluation of the current 2025 Strategic Plan, the Committee also identified two key concepts or processes that should be considered when developing the next University Strategic Plan and the subsequent reporting process:

1. The Committee recommends that units responsible for providing the data for the University's Strategic Goals and KPIs, provide a brief summary of the data they submit annually, what it means, and any additional context that will aid the Committee in its evaluation (e.g., identifying significant changes in the data, and factors that impacted the data). Often the context for data trends was unavailable in the data presented in the dashboard, making it difficult for the Committee to make determinations of progress.
2. Acknowledging an improvement from the prior 2020 Strategic Plan, the Committee strongly feels that additional efforts must be made to ensure that data defined in the Plan as a key metric be available for reporting. Missing, late, or tangentially related data limited the Committee's early efforts to begin the evaluation process. In short, there must not be a disconnect between a KPI and the data gathered and supplied by the relevant unit on campus.

Finally, the Committee acknowledges that the Plan was developed in 2019 and launched in early 2020, preceding the global pandemic. This disruption created unique challenges for all facets of the University, including many units tasked with providing data for the Strategic Plan, as well as the efforts toward fulfilling specific Goals. As such, the Committee is unable to determine the extent to which the pandemic might have affected the progress of KPIs and Goals without additional insight from the units. Additional information from data sources regarding Covid-related impact would be helpful in better understanding the progress for many KPIs.

III.Strategic Directions

In the following section, we summarize key strengths and areas of concern for each Strategic Goal. More detailed data summaries and specific comments for each Strategic Goal and KPI can be found in the Appendix.

Strategic Direction I: Promoting Excellence in Teaching and Learning

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

The overall increase in the number of EL opportunities available (both course and non-course) is seen as notable by the Committee. However, compared to the number of opportunities completed by students over that same period, there were declines across many of those same opportunity types.

The Committee would like additional information or context from the Office of Experiential Learning regarding the possible reason(s) for completion rates decreasing. The Committee was also struck by the relatively low number of Leadership EL opportunities compared to the other opportunity types. Finally, the Committee commends the significant increase in scholarships (both number and dollar amount) available to support students' participation in EL opportunities. The Committee believes having information regarding the unmet need for these scholarships is important to gauge the success of the University in meeting this Goal.

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

The Committee notes relatively small but consistent increases in instruction-related awards available for faculty and applauds the establishment of the UGA Award for Excellence in Teaching in 2021. The number of TT and NTT recipients for teaching improvement grants increased; however, the number of graduate assistants receiving grants has remained at five for 2021 and 2022. The Committee suggests consideration to include part-time instructors as recipients of teaching awards and felt that the presentation of data should be clarified that these awards are at the University-level. Data on unit-level awards could also be added as supplemental information. Consideration should also be given to distinguishing between faculty with research responsibilities that total a significant part of their EFT and those whose entire or predominantly EFT is for teaching.

Overall, both the number of available teaching grant opportunities and the number of recipients of those grants have decreased since 2020. For specific populations of instructors, however, there have been increases, most notably among Non-Tenure-Track grant recipients. No graduate assistant grant opportunities were awarded for the last three years, despite as a group, graduate students having increasingly taken advantage of available teaching development opportunities such as the Future Faculty Fellows (3FP) program and TA orientations. Other forms of support, namely mid-semester formative evaluations and teaching observations dropped, and the Committee recommends further exploration of the possible reasons for the decline. The number of instructors participating in active learning instructional development opportunities, including Active Learning Summer Institute (ALSI) and consultations, increased, while participation in workshops decreased across all three instructor categories (graduate students, NTT and TT faculty). The Committee recommends, for the next Strategic Planning cycle, including a KPI that tracks the impact of these workshops on the participants' teaching rather than merely the number the instructors participating in opportunities.

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

The Committee recognizes the significant time and resources allocated to support and build the University's reputation for utilizing evidence-based teaching strategies. Progress on this Strategic Goal is challenging to evaluate given the in-progress nature of a number of the action-step KPIs related to instructional space identification and usage. Once these systems are functional, the Committee anticipates that some of its related questions will be answered; specifically, the definition/operationalization of what constitutes an "active learning" classroom and usage by AL instructors.

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

The Committee notes significant progress has been made on this Strategic Goal over the last three years. Four- and Six-year completion rates for first-generation, rural, and underrepresented minority students have increased over that period. There have been laudable efforts by units to assess and respond to the increased need among students for mental health programs and services. There has also been an increase in the number of need-based scholarships awarded and the number of zero and low-cost courses offered at the University. Additional context for each of these metrics that identify the target or the need/demand would help gauge the degree of success in achieving this Strategic Goal. One noticeable area of concern is with regard to Open Educational Resources. Both cost savings and the number of students impacted have decreased significantly since 2019 (-46.9% and -48.0%, respectively). The Committee recommends further exploration as to what caused these decreases and whether shifting this trend is a priority of the University.

Strategic Direction II: Growing Research, Innovation, and Entrepreneurship

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

The University appears to be making moderate strides toward this Strategic Goal. Both the number of new licensed technologies reaching the market as a result of UGA research and the total number of licensed technologies available have increased since the inception of the Plan. Total externally sponsored research expenditures increased by 22.4% from 2020 to 2022, and the total number of Prestigious and Highly Prestigious research awards held by UGA faculty increased slightly. The number of invention disclosures submitted by UGA researchers decreased by more than 25% from 2019 to 2022. The Committee believes this is an area in which increased efforts could be focused. At a minimum, additional information should be provided to the Committee to give context for such a drop in submissions. For a few KPIs in for this Strategic Goal, data-availability issues limited the Committee's ability to provide a meaningful evaluation. Externally sponsored research expenditures were provided by source, but disaggregation by tenure-track faculty was unavailable. In addition, external funding for startup company formation and information for the faculty startup project pipeline are not available.

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

Here again, the University is making uneven progress toward this Goal; total externally sponsored research expenditures consistently increased 2020 to 2022 as well as Federal, State, and local government expenditures and business/for-profit expenditures. Notably, non-profit expenditures decreased nearly 45% and annual licenses and options for commercial establishments also decreased over this period. However, new licensed technologies available to market increased. Progress toward this Strategic Goal is also evidenced by the increased number of active sponsored projects and proposals involving principal investigators from at least two different UGA departments. Publications authored by faculty from two or more UGA departments increased, as did collaborative publications between an author or authors from UGA and at least one other

research organization. Sponsored projects partnering UGA and at least one other research organization as well as UGA and a commercial entities all increased consistently and substantially. Sponsored research expenditures among interdisciplinary centers and institutes showed decreases in the number but increases in total expenditures. Degrees and certificates awarded among interdisciplinary graduate programs at UGA all show a relatively small and uneven increase. The Committee suggests exploring if this is a function of the amount for each project increasing substantially and if the decreased number is a cause for concern. Degrees and certificates awarded among interdisciplinary graduate programs at UGA overall show a relatively modest but uneven increase.

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.

With respect to human capital as measured by graduate degrees awarded, there was uneven progress with the overall number doctoral degrees decreasing across all racial/ethnic demographic categories except Black/African-American, which saw an increase of 6.5%. Masters/Specialist graduates increased across most categories. The total number of postdoctoral scholars has decreased by -2.3% from 2020 to 2022 with uneven progress across demographic groups. Externally sponsored project expenditures consistently increased from 2020 to 2022 from both the Federal and Business/for-profit sectors. However, there were substantial decreases at the State and local levels as well as for non-profit expenditures. The Committee suggests that the reasons behind the lack of consistent increases be explored and addressed. It was also noted that some of the data presented for several of the KPI's in this section are not in accordance with the KPIs' definitions.

At the undergraduate level, the number of students enrolled in R-suffix courses has consistently increased from 2020 to 2022, as has the number of total credit hours generated by this enrollment. However, the number of students presenting at the CURO Symposium has decreased and the number of students receiving CURO funding awards is relatively flat. The Committee recommends exploring the reasons why CURO participation has decreased even though R courses have increased be identified and addressed. For a few KPIs in this Strategic Goal, data-availability issues limited the Committee's ability to provide a comprehensive evaluation.

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.

Assessing progress for this Strategic Goal is limited by the fact that two of the three KPI's have only 6 months of data for the most recent fiscal year. Both of these show decreases in media exposure, which the Committee noted as a surprise given the achievement of the University's CFB championship likely would have impacted this in a positive way. UGA's international rankings showed uneven progress with the CWUR and Shanghia ARWU rankings falling and the London Times Higher Education World University Ranking rising. This strategic Goal must be reassessed once more data can be compiled and analyzed.

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

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

This Strategic Goal is one in which the majority of the specific disaggregated data identified in the Plan as KPIs was unavailable. The Committee was able to review and evaluate externally sponsored research expenditures, award funding, and proposals submitted on the aggregate and by project category (Research, Public Service and Other, Instruction, Cooperative Extension). However, information specific to community partnerships and the location of those partnerships was unavailable. The Committee feels that the data available does not meet the spirit of the Goal or KPIs, as written. Therefore, the Committee was unable to make a determination of the progress toward this Strategic Goal.

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

The University has continued to make significant contributions to the state economy since the inception of the 2025 Strategic Plan. The economic impact of UGA on the state of Georgia increased 13.8% from 2019 (\$6.5 billion) to 2021 (\$7.4 billion) and the number of new businesses started with the consultative support of UGA rose by 8.4% over that same time period. Unfortunately, due to the lack of disaggregated data by county, the Committee was unable to determine the impact on underserved communities, specifically.

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.

Availability of and student involvement in service and global Experiential Learning opportunities provided the majority of the data used to evaluate progress on this Strategic Goal. Like the trends seen in EL opportunities across the board, the number of service and global EL opportunities offered increased from 2019-2022 (61% and over 200%, respectively). However, the participation/completion of service and global opportunities decreased slightly over that same time period.

Similar trends can be seen in service-learning courses. The Committee observes an increase in the number of service learning courses and course sections offered and a decrease in the number of overall enrollments and unique student enrollments in the s-suffix courses and opportunities. Given the above trends in student participation, the Committee believes the University should explore reasons for this shift in behavior and whether or not it is significant enough to warrant intervention or action.

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

The Committee found that despite the number of sponsor proposals submitted for global collaboration projects having decreased between 2020-2022, the dollar amount of sponsored expenditures and sponsored award funding have increased during that same time period (56.1% and 6.8 % respectively). The number of publications co-authored with colleagues at international institutions also increased 15.6 from 1,497(2019) to 1,731(2022). Despite the increased financial

metrics, the number of faculty traveling internationally to engage global partners has decreased by 25% since 2019 and the number of mutual academic agreements for global partnerships also decreased by 13.6%. The Committee recognizes that much University work with global partnerships may have been impacted by the pandemic and believes data in the coming years will better tell how the University is performing on this Goal.

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

Decreases across multiple KPIs that measure communications regarding UGA's mission-driven support for communities was concerning to the Committee. The number of stories produced about UGA's community engagement decreased from 106 to 82 (-22.6%) from 2020 to 2021*. The number of earned media stories focused on UGA's community engagement also decreased by 56%*. Only six months of data for FY22 is available at the time of this report.

**NOTE: Data definition for these KPI: stories tagged on UGA Today, Columns or It Starts With #communityconnections, #ruralGeorgia, #publicserviceandoutreach.*

IV. Appendix: Committee Notes & Recommendations for Strategic Goals and KPIs

The following provides a comprehensive summary of all available KPI data from the Strategic Planning Dashboard, followed by specific comments from the Committee.

In crafting the KPI summaries (Appendix A), the Committee used standardized language and conventions we used to structure our summaries. For example, all percentages refer to a percentage increase (if positive) or decrease (if negative) from the baseline. When the word "consistently" is used, it means the positive or negative trend held for the entire time period reported. Peaks and lows were mentioned if the number was noticeably different from the rest of the data points reported. Totals were reported when relevant. Unless otherwise specified, the time periods for all data points within a KPI are identical and represent fiscal years (which begin July 1 of the previous year and end June 30 of the year named).

Strategic Direction I: Promoting Excellence in Teaching and Learning

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

KPI 1.1: Transcript-eligible EL opportunities available of each type

Total course experiential learning opportunities increased from 858 to 1380 (60.8%) from 2019 to 2022. Creative opportunities consistently increased from 110 to 132 (20.0%). Global opportunities increased from 66 to 206 (212.1%). Internship opportunities increased from 228 to 243 (6.6%). Leadership opportunities increased from 2 to 4 (100.0%). Research opportunities increased from 266 to 496 (86.5%) and peaked at 843 in 2021. Service opportunities increased from 186 to 299 (60.8%) and peaked at 378 in 2021.

Non-course opportunities increased from 194 to 315 (62.4%). Creative opportunities consistently increased from 7 to 13 (85.7%). Global opportunities remained at four each year. Internship opportunities consistently increased from 116 to 188 (62.1%). Leadership opportunities consistently increased from 49 to 79 (61.2%). Research opportunities consistently increased from 10 to 15 (50.0%). Service opportunities consistently increased from 8 to 16 (100.0%).

SPC Comments: Explore why the number of EL course opportunities in Leadership is relatively low compared to the number of non-course leadership opportunities. Consider whether increasing the number of any EL opportunities should necessarily be the Goal as compared to addressing the quality of the experiences being primary.

KPI 1.2: Transcript-eligible EL opportunities completed by UGA students

The number of total course experiential learning opportunities completed by UGA students has decreased from 23,426 to 14,888 (-36.4%) from 2019 to 2022. Creative opportunities have decreased from 5,060 to 2,935 (-42.0%). Global opportunities have decreased from 5,467 to 819 (-85.0%). Internship opportunities have decreased from 5,793 to 4,381 (-24.4%). Leadership opportunities have increased from 51 to 66 (29.4%). Research opportunities have increased from 2,491 to 2,505 (0.6%). Service opportunities have decreased from 4,564 to 4,182 (-8.4%).

The number of total non-course opportunities completed has decreased from 5,266 to 4,312 (-18.1%) from 2019 to 2022. Creative opportunities have decreased from 129 to 111 (-14.0%). Global opportunities have decreased from 649 to 139 (-78.6%). Internship opportunities increased from 853 to 1,168 (36.9%). Leadership opportunities have decreased from 2,352 to 1,597 (-32.1%). Research opportunities have decreased from 845 to 624 (-26.2%). Service opportunities have increased from 438 to 673 (53.7%).

SPC Comments: Explore the possible reason for EL opportunity completion rates decreasing.

KPI 1.3: Number and percentage of students completing two or more transcript-eligible EL opportunities

The number of students completing two or more transcript-eligible experiential learning opportunities has increased from 4,360 to 4,999 (14.7%) from 2019 to 2022, peaking at 5,124 in 2020 and dipping to 3,481 in 2021.

SPC Comments: It is unclear how this KPI contributes to a better measure of Strategic Goal 1.1. Consider why 'two or more' is the target.

KPI 1.4: Number and percentage of students utilizing an EL transcript

SPC Comments: It is unclear how this KPI contributes to a better measure of Strategic Goal 1.1. Consider the inherent value to a student in utilizing an EL transcript. NOTE - Data unavailable as of 2/23.

KPI 1.5: Number and total dollar value of scholarships awarded to support student participation in EL opportunities

The total number of scholarships awarded to students participating in experiential learning activities has increased from 105 to 179 (70.5%) from 2019 to 2022. The total dollar amount of these scholarships has increased from \$242,000 to \$435,500 (80.0%).

SPC Comments: Is this KPI for understanding the unmet needs of students as compared to simply looking at the total number of scholarships.

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

KPI 1.6: Teaching awards available for all instructional roles

The number of instruction-related awards available for faculty has increased from 7 to 8 (14.3%) from 2020 to 2022, with the establishment of the UGA Award for Excellence in Teaching in 2021. The number of instruction-related awards available for graduate assistants has remained at 1. The number of faculty recipients of instruction-related awards consistently increased from 18 to 25 (38.9%). The number of graduate assistant recipients remained at 5 for both years reported (2021 and 2022).

SPC Comments: Consider including part-time instructors as possible recipients of teaching awards. Clarify that this KPI outlines awards at the University-level and not at the unit level. Consider including unit-level awards as supplemental information. Consider whether increasing the number should necessarily be the Goal. Consider distinguishing between faculty with research responsibilities that total a significant part of their EFT and those whose entire or predominant portion of EFT is for teaching.

KPI 1.7: Teaching improvement grants available for all instructor types

The number of total teaching improvement grants available for instructors (including graduate assistants) has decreased from 10 to 9 (-10.0%) from 2020 to 2022. The number of graduate assistant grants available decreased from 4 to 0. The number of non-tenure-track opportunities has decreased from 6 to 3 (-50.0%). The number of tenured and tenure-track opportunities has increased from 0 to 6. The number of total recipients has decreased from 134 to 81 (-39.6%) The number of graduate assistant recipients has remained at 0. The number of non-tenure-track recipients has increased from 16 to 25 (56.3%). The number of tenured and tenure-track recipients has increased from 51 to 56 (9.8%).

SPC Comments: Explore reasons behind the lack of graduate student recipients.

KPI 1.8: Graduate student teaching development opportunities

The total number of graduate students participating in teaching development opportunities has increased from 935 to 1,648 (76.3%) from 2020 to 2022. The number of participants in the Future Faculty Fellows ("3FP") program increased from 14 to 29 (107.1%). The number of participants in mid-semester formative evaluations and teaching observations (MSFEs and TOs) decreased from 36 to 24 (-33.3%). The number of participants in TA orientation consistently increased from 658 to 1,073 (63.1%). The number of participants in workshops and events has consistently increased from 227 to 522 (130.0%).

SPC Comments: Explore reasons for the decline in MSFEs and TOs.

KPI 1.9: Instructor development opportunities in active learning

The number of instructors (including graduate students) participating in active learning development opportunities has increased from 142 to 213 (50.0%). The number of participants in the Active Learning Summer Institute (ALSI) has remained at a capped 24 from 2020 to 2022. The number of participants in consultations increased from 21 to 99 (371.4%). Graduate student participation increased from 1 to 23. Non-tenure-track instructor participation increased from 13 to 32 (146.2%). Tenure and tenure-track participation increased from 7 to 41 (485.7%). Staff participation was only measured in 2022 at 3 participants. Participation in workshops has decreased from 97 to 90 (-7.22%). Graduate student participation decreased from 34 to 28 (-17.6%). Non-tenure-track participation decreased from 35 to 32 (-8.6%). Tenure and tenure-track participation decreased from 28 to 23 (-17.9%). Staff participation was only measured in 2022 at 7 participants.

SPC Comments: Explore reasons why these numbers are relatively low.

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

See Above

KPI 1.10: Development and implementation of solution to assess quantity and quality of classroom and instructional space and technology

Processes are underway to develop a system by which classroom and instructional spaces are inventoried, evaluated, and reported. Data collection is complete and integration into existing room scheduling systems and data sources is expected by fall 2023.

SPC Comments: Explore whether this KPI or an additional one, should be tracking the actual impact of this process on the improvement of instructional infrastructure.

KPI 1.11: Number of active learning classrooms

Processes are underway to develop a system by which classroom and instructional spaces are inventoried, evaluated, and reported. Data collection is complete and integration into existing room scheduling systems and data sources is expected by fall 2023.

SPC Comments: Provide a clearer definition/operationalization of what constitutes an "active learning" classroom.

KPI 1.12: Courses scheduled in active learning classrooms

Processes are underway to develop a system by which classroom and instructional spaces are inventoried, evaluated, and reported. Data collection is complete and integration into existing room scheduling systems and data sources is expected by fall 2023.

SPC Comments: Provide additional information regarding whether these classrooms are being used as intended or are instructors using them for traditional lectures.

KPI 1.13: Courses taught by faculty from at least two disciplines

The number of distinct course sections taught by faculty from two or more departments increased from 343 to 387 (12.8%) from 2019 to 2022 and peaked at 390 and 2021.

SPC Comments: Consider clarifying the definition of what a "discipline" is. Could two faculty within the same department be from different 'disciplines' (i.e., political science and public administration)?

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

See Above

KPI 1.14: Number of need-based scholarships awarded

The total number of need-based scholarships awarded consistently increased from 2,628 to 3,099 (17.9%) from 2019 to 2022. Most of this increase occurred between 2019 and 2020, when the number increased from 2,628 to 3,088 (17.5%).

SPC Comments: It is notable that the numbers have increased but this KPI could be more relevant if it gave more insight into the baseline need and the extent to which the need is being met. Provide context for numbers reported by identifying the total need/demand for these scholarships.

KPI 1.15: Number and percentage of zero and low-cost courses

The total number of zero- and low-cost courses consistently increased from 1,521 to 2,363 (55.4%) from 2020 to 2022. The percentage of zero- and low-cost courses when compared to all courses offered increased from 5.6% to 8.6% (53.6%).

SPC Comments: There has been a substantial and consistent increase, percentage-wise. Explore if there is a University target for this metric.

KPI 1.16: Savings to students through use of open educational resources

The number of students impacted by cost savings from the use of open educational resources has decreased from 20,377 to 10,594 (-48.0%) from 2020 to 2022. The total cost savings have decreased from about \$1.8 million to about \$0.9 million (-46.9%).

SPC Comments: Explore reasons for the decrease.

KPI 1.17: Mental health programs and services available to students

The number of mental health programs and services available to students has increased from 2021 to 2022. 47,513 web resources became available in 2022. Participation in University-led well-being certification programs decreased from 1,011 to 170 (-83.2%) because offerings were reduced to avoid duplication of the USG faculty and staff well-being initiative.

Group counseling appointments available to students increased from 290 to 437 (50.7%). Individual counseling appointments available to students increased from 15,222 to 17,313 (13.7%). Mental health programs available to students have decreased from 456 to 255 (-44.1%). Referrals of

students to campus well-being resources increased from 3,222 to 5,443 (68.9%). The number of students trained as peer educators decreased from 61 to 47 (-23.0%). The efforts made to assess and respond to increased need among students is laudable.

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.

The number of faculty, staff, and students participating in recruitment, engagement, and success programs for underrepresented, rural, first-generation, and other underserved students has been reported only for calendar year 2022. The numbers of faculty participating in recruitment, engagement, and success programs in 2022 were 7, 34, and 124, respectively, for a total of 165. The numbers of staff participating in recruitment, engagement, and success programs in 2022 were 26, 152, and 116, respectively, for a total of 294. The numbers of students participating in recruitment, engagement, and success programs in 2022 were 26, 235, and 116, respectively, for a total of 377.

SPC Comments: A KPI to measure the impact/benefit of these programs regarding recruitment, retention, and quality of experience for targeted students should be considered.

KPI 1.19: Four-year and six-year completion rates for underrepresented, rural, first-generation, and other underserved students

Four-year graduation rates for first-generation, rural, and underrepresented minority students (defined as Hispanic or Latino, Black or African American, American Indian or Alaskan Native, and Hawaiian or Other Pacific Islander) have each consistently increased from 2019 to 2021. Four-year graduation rates increased from 57.9% to 64.1% for first-generation students, from 59.0% to 65.9% for rural students, and from 59.1% to 68.2% for underrepresented minority students. Six-year graduation rates for first-generation students consistently increased from 76.7% to 81.7%. They also increased for rural students from 84.4% to 84.7%. Underrepresented minority student six-year graduation rates decreased from 86.1% to 84.4%.

SPC Comments: Present the graduation rates for the general student body as a reference for this KPI.

Strategic Direction II: Growing Research, Innovation, and Entrepreneurship

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

Total externally sponsored research expenditures increased from \$209.1 million to \$255.9 million (22.4%) from 2020 to 2022. Federal expenditures increased from \$171.3 million to \$219.4 million

(28.1%). State and local government expenditures increased from \$6.6 million to \$7.3 million (10.4%). Business/for-profit expenditures increased from \$9.5 million to \$14.5 million (52.6%). Non-profit expenditures decreased from \$17.5 million to \$9.6 million (-44.9%). Other expenditures increased from \$4.3 million to \$5.1 million (20.6%).

SPC Comments: The Office of Sponsored Projects Administration did not/does not have data organized and defined in the way that the KPI was defined. Instead, the data presented represents externally sponsored research expenditures by source. Explore the availability of data as defined in the KPI. If unavailable, provide a rationale or justification for missing data, and/or a plan for future collection of this data. Consider updating the KPI to match the data available.

KPI 2.2: Invention disclosures generally and by demographic

The data presents total invention disclosures only. The number of invention disclosures submitted by UGA researchers has decreased from 202 to 146 (-27.7%) from 2019 to 2022. The data is not broken down by demographic.

SPC Comments: Explore the reasons for the decrease. Consider, for the next Strategic Plan, to have this KPI measure patents granted to UGA researchers by the U.S. Patent Office.

KPI 2.3: Technology transfer licenses executed to commercial establishments

The number of annual licenses and options available for commercial establishments has decreased from 182 to 146 (-19.8%) from 2019 to 2022. The total number of active licenses and options has increased from 1,335 to 1,461 (9.4%).

KPI 2.4: External funding for startup company formation

Data unavailable as of 2/23

SPC Comments: The Committee believes that data should be available. Explore the availability of data. If unavailable, provide a rationale or justification for missing data, and/or a plan for future collection of this data.

KPI 2.5: Faculty startup project pipeline, generally and by demographic

Data unavailable as of 2/23

SPC Comments: The Committee believes that data should be available. Explore the availability of data. If unavailable, provide a rationale or justification for missing data, and/or a plan for future collection of this data.

KPI 2.6: Research-based products to market

The total number of licensed technologies available increased from 778 to 1,083 (39.2%). The number of new licensed technologies reaching the market (by fiscal year) as a result of UGA research increased from 53 to 60 (13.2%) from 2019 to 2022.

KPI 2.7: Graduate degrees awarded generally and by demographic

The total number of doctoral degrees awarded has decreased from 488 to 469 (-3.9%) from 2019 to 2021. The number of Asian doctoral graduates decreased from 21 to 18 (-14.3%). The number of Black or African-American doctoral graduates increased from 46 to 49 (6.5%). The number of Hispanic or Latino doctoral graduates decreased from 11 to 2 (-81.8%). The number of White doctoral graduates decreased from 249 to 239 (-4.0%). The number of all other non-Hispanic doctoral graduates decreased from 15 to 11 (-26.7%). The number of doctoral graduates who did not report their race increased from 146 to 150 (2.7%).

The number of total masters/specialist graduates has increased from 1,949 to 2,016 (3.4%). The number of Asian masters/specialist graduates increased from 111 to 138 (24.3%). The number of Black masters/specialist graduates increased from 215 to 233 (8.4%). The number of Hispanic or Latino masters/specialist graduates increased from 55 to 64 (16.4%). The number of White masters/specialist graduates increased from 1,236 to 1,322 (7.0%). The number of all other non-Hispanic masters/specialist graduates decreased from 69 to 60 (-13.0%). The number of masters/specialist graduates who did not report their race decreased from 263 to 199 (-24.3%).

SPC Comments: Explore reasons behind some of the decreases.

KPI 2.8: Postdoctoral scholars in training generally and by demographic

The total number of postdoctoral scholars has decreased from 344 to 336 (-2.3%) from 2020 to 2022. The number of American Indian or Alaskan Native postdoctoral scholars remained at 0. The number of Asian postdoctoral scholars has decreased from 108 to 82 (-24.1%). The number of Black or African-American postdoctoral scholars has increased from 10 to 20 (100.0%). The number of Hawaiian or other Pacific Islander postdoctoral scholars has decreased from 2 to 0. The number of Hispanic or Latino postdoctoral scholars has increased from 24 to 28 (16.7%). The number of postdoctoral scholars who have not reported their race increased from 73 to 109 (49.3%). The number of multiracial postdoctoral scholars remained at 0. The number of White postdoctoral scholars increased from 127 to 135 (6.3%).

KPI 2.9: National and international research awards granted to faculty

The total number of Prestigious and Highly Prestigious research awards held by UGA faculty increased from 345 to 368 (6.7%) from 2020 to 2022. The number of Prestigious awards held increased from 307 to 322 (4.9%). The number of Highly Prestigious awards held increased from 38 to 46 (21.1%). The number of new Prestigious awards granted to UGA faculty has decreased from 21 to 3 (-85.7%). The number of new Highly Prestigious awards has increased from 2 to 3, peaking at 5 in 2021.

SPC Comments: Clarify data definition. Provide additional information regarding what "prestigious" and "highly prestigious" awards are as defined by The National Academies.

KPI 2.10: International rankings

UGA's CWUR international ranking fell from 201 to 210 from 2020 to 2022. In the London Times Higher Education World University Ranking, UGA rose from the 401-500 bracket to the 351-400 bracket. In the Shanghai ARWU ranking, UGA fell from the 201-300 bracket to the 301-400 bracket.

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 members

See Above

KPI 2.3: Technology transfer licenses executed to commercial establishments

See Above

KPI 2.5: Faculty startup project pipeline, generally and by demographic

See Above

KPI 2.6: Research-based products to market

See Above

KPI 2.11: Sponsored projects involving principal investigators from at least two disciplines

The number of active sponsored projects involving principal investigators from at least two different UGA departments increased from 188 to 201 (6.9%) from 2019 to 2022. The number of proposals submitted by principal investigators from two or more UGA departments increased from 485 to 496 (2.3%) and peaked at 564 in 2020. The total proposed dollar amount of these projects increased from \$548.2 million to \$693.3 million (26.5%).

KPI 2.12: Publications involving authors from at least two disciplines

The number of publications authored by faculty from two or more UGA departments increased from 1,299 to 1,438 (10.7%) from 2019 to 2021.

SPC Comments: Data provided only measures collaborations within UGA. Is the intent for this KPI to measure only within UGA? Explore options for collecting this data for external collaborations as well.

KPI 2.13: Publications involving authors from UGA and at least one other research organization

The number of unique collaborative publications between an author or authors from UGA and at least one other research organization increased from 2,529 to 4,936 (95.2%) from 2019 to 2021.

KPI 2.14: Sponsored projects partnering UGA and at least one other research organization

The total number of active sponsored projects with at least one other University, university foundation, or research institute increased from 296 to 387 (30.7%) from 2020 to 2022. The total amount of awards for these projects increased from \$29.0 million to \$51.2 million (76.5%). Expenditures for these projects increased from \$24.9 million to \$38.1 million (53.1%).

KPI 2.15: Sponsored projects partnering UGA with commercial entities

The total number of sponsored projects with a commercial entity remained at 209 in 2020 and 2022 and peaked at 232 in 2021. The total amount of awards for these projects increased from \$16.0 million to \$28.5 million (77.8%). The expenditures for these projects increased from \$16.1 million to \$16.7 million (3.7%). The number of proposals for projects increased from 198 to 231 (16.7%).

KPI 2.16: Externally-sponsored research expenditures among interdisciplinary centers and institutes

The total number of sponsored projects involving a UGA center or institute decreased from 473 to 430 (-9.1%) from 2020 to 2022. The total amount of awards for these projects increased from \$123.1 million to \$154.6 million (25.6%). The expenditures for these projects consistently increased from \$91.0 million to \$117.5 million (29.1%). The total number of proposals decreased from 704 to 561 (-20.3%).

SPC Comments: Clarify if the amount for each project increased substantially since the number decreased.

KPI 2.17: Degrees and certificates awarded among interdisciplinary graduate programs

The number of total interdisciplinary graduate degrees has increased from 29 to 31 (6.9%) from 2019 to 2022. The number of interdisciplinary doctoral degrees awarded decreased from 24 to 23 (-4.2%). The number of interdisciplinary master's degrees awarded increased from 5 to 8 (60.0%)

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

See Above

KPI 2.8: Postdoctoral scholars in training generally and by demographic

See Above

KPI 2.18: Externally sponsored project expenditures from underrepresented funding sources (federal agencies, philanthropic individuals/foundations, and venture capital)

The total amount of externally sponsored project expenditures increased from \$288.2 million to \$362.8 million (25.9%) from 2020 to 2022. Federal expenditures increased from \$224.0 million to \$308.5 million (37.7%). State and local government expenditures decreased from \$25.7 million to \$18.3 million (-28.6%). Business/for-profit expenditures increased from \$12.6 million to \$15.3 million (21.1%). Non-profit expenditures decreased from \$19.5 million to \$14.1 million (-28.0%). All other expenditures increased from \$6.4 million to \$6.6 million (3.2%).

SPC Comments: The Office of Sponsored Projects Administration did not/does not have data organized and defined in the way that the KPI was defined. Instead, the data presented represents externally sponsored activity expenditures by sponsor type. Information regarding underrepresented funding sources is necessary. Explore the availability of data as defined in the KPI. If unavailable, provide a rationale or justification for missing data, and/or a plan for future collection of this data. Consider updating the KPI to match the data available.

KPI 2.19: Students conducting research through the Center for Undergraduate Research Opportunities

The number of students enrolled in R-suffix courses has increased from 1,165 to 1,554 (33.4%) from 2020 to 2022. The number of total credit hours generated by this enrollment has increased from 3,772 to 4,625 (22.6%). However, the number of students presenting at the CURO Symposium has decreased from 633 to 501 (-20.9%). Except for a dip in 2021 for CURO participation grants and summer fellows, the number of students receiving CURO funding awards is approximately unchanged.

SPC Comments: Explore why CURO participation has decreased even though R courses have increased.

KPI 2.20: External doctoral fellowships

Data unavailable as of 2/23.

SPC Comments: The Committee feels strongly that this data should be available. If unavailable, provide a rationale or justification for missing data, and/or a plan for future collection of this data.

KPI 2.21: Development and implementation of solution to assess quality of the physical spaces where research, innovation, and entrepreneurship occur

As a new (FY24) component of the annual budget planning cycle, units are encouraged to self-assess and analyze opportunities for increased/improved utilization in spaces assigned to or for which said unit has primary oversight/management responsibilities. These self-assessments may be

further supported by the Office of Space Planning and Management, the Office of the Vice President for Research and the Office of the Vice President for Instruction.

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

See Above

KPI 2.22: Earned media about UGA research, innovation, and entrepreneurship

The total audience size for media hits increased from 610.6 million to 722.0 million from 2020 to 2021 (18.2%). In the first half of 2022, the total audience size was 459.4 million. The number of earned media stories decreased from 10,096 to 9,053 (-10.3%) from 2020 to 2021. In the first half of 2022, 7,815 earned media stories were produced.

SPC Comments: Although only half a year of data is in for FY2022, explore reasons for the decrease.

KPI 2.23: Stories produced about high impact research, innovation, and entrepreneurship

The number of stories produced about high-impact research, innovation, and entrepreneurship at the University decreased from 191 to 166 (-13.7%) from 2020 to 2021. In the first half of 2022, 55 such stories were produced.

SPC Comments: Although only half a year of data is in for FY2022, explore reasons for the decrease.

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

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

Externally sponsored expenditures increased from \$288.2 million to \$362.8 million (25.8%) from 2020 to 2022. Public Service and Other expenditures increased from \$67.2 million to \$97.2 million (44.5%). Instruction expenditures decreased from \$7.1 million to \$6.4 million (-9.5%) and dipped to

\$5.7 million in 2021. Cooperative Extension expenditures decreased from \$4.8 million to \$3.2 million (-32.2%).

SPC Comments: The Office of Sponsored Projects Administration does not have data organized and defined in the way that the KPI was defined. Instead, the data presented represents externally sponsored expenditures by project category. Provide a rationale or justification for missing data, and/or a plan for future collection of this data. In the alternative, consider updating the KPI to match the data available.

KPI 3.2: Sponsored award funding for community partnerships generally, globally, nationally, and by regions in the state

Externally sponsored award funding increased from \$338.8 million to \$365.5 million (7.9%) from 2020 to 2022. It peaked at \$441.7 million in 2021. Public Service and Other funding decreased from \$66.3 million to \$48.7 million (-26.7%) and peaked at \$156.4 million in 2021. Instruction funding increased from \$6.0 million to \$8.6 million (43.0%). Cooperative Extension funding increased from \$3.1 million to \$4.5 million (43.5%) but dipped to \$2.0 million in 2021.

SPC Comments: The Office of Sponsored Projects Administration does not have data organized and defined in the way that the KPI was defined. Instead, the data presented represents externally sponsored award funding by project category. Explore the availability of data as defined in the KPI. If this data is unavailable, provide a rationale or justification for missing data, and/or a plan for future collection of this data. In the alternative, consider updating the KPI to match the data available.

KPI 3.3: Sponsored proposals submitted for community partnerships generally, globally, nationally, and by regions in the state

Externally sponsored proposals submitted decreased from 2,674 to 2,537 (-5.1%) from 2020 to 2022. Public Service and Other proposals increased from 284 to 360 (26.8%), while Instruction proposals decreased from 49 to 48. Cooperative Extension proposals decreased from 34 to 22 (35.3%).

SPC Comments: The Office of Sponsored Projects Administration does not have data organized and defined in the way that the KPI was defined. Instead, the data presented represents externally sponsored proposals submitted by project category. Explore the availability of data as defined in the KPI. If unavailable, provide a rationale or justification for missing data, and/or a plan for future collection of this data. In the alternative, consider updating the KPI to match the data available.

KPI 3.4: Publications with community partners as co-authors and/or major contributors

Data unavailable as of 2/23

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

The estimated economic impact of UGA on the state of Georgia increased from \$6.5 billion in 2019 to \$7.4 billion in 2021 (13.8%).

KPI 3.6: Sponsored expenditures for community partnerships by county

Externally sponsored expenditures for community partnerships increased from \$288.2 million to \$362.8 million (25.8%) from 2020 to 2022. Public Service and Other expenditures increased from \$67.2 million to \$97.2 million (44.5%). Instruction expenditures decreased from \$7.1 million to \$6.4 million (-9.5%) and dipped to \$5.7 million in 2021. Cooperative Extension expenditures decreased from \$4.8 million to \$3.2 million (-32.2%).

SPC Comments: The Office of Sponsored Projects Administration does not have data organized and defined in the way that the KPI was defined. Instead, the data presented represents externally sponsored research expenditures by project category. Explore the availability of data as defined in the KPI. If unavailable, provide a rationale or justification for missing data, and/or a plan for future collection of this data. In the alternative, consider updating the KPI to match the data available.

KPI 3.7: Sponsored award funding for community partnerships by county

Externally sponsored award funding increased from \$338.8 million to \$365.5 million (7.9%) from 2020 to 2022. It peaked at \$441.7 million in 2021. Public Service and Other funding decreased from \$66.3 million to \$48.7 million (-26.7%) and peaked at \$156.4 million in 2021. Instruction funding increased from \$6.0 million to \$8.6 million (43.0%). Cooperative Extension funding increased from \$3.1 million to \$4.5 million (43.5%) but dipped to \$2.0 million in 2021.

SPC Comments: The Office of Sponsored Projects Administration does not have data organized and defined in the way that the KPI was defined. Instead, the data presented represents externally sponsored award funding by project category. Explore of the availability of data as defined in the KPI. If unavailable, provide a rationale or justification for missing data, and/or a plan for future collection of this data. In the alternative, consider updating the KPI to match the data available.

KPI 3.8: Sponsored proposals submitted for community partnerships by county

Externally sponsored proposals submitted for community partnerships decreased from 2,674 to 2,537 (-5.1%) from 2020 to 2022. Public Service and Other proposals increased from 284 to 360 (26.8%), while Instruction proposals decreased from 49 to 48, dipping to 31 in 2021. Cooperative Extension proposals consistently decreased from 34 to 22 (35.3%).

SPC Comments: The Office of Sponsored Projects Administration does not have data organized and defined in the way that the KPI was defined. Instead, the data presented represents externally sponsored proposals by project category. Explore of the availability of data as defined in the KPI. If

unavailable, provide a rationale or justification for missing data, and/or a plan for future collection of this data. In the alternative, consider updating the KPI to match the data available.

KPI 3.9: New businesses started with support of UGA

The number of new businesses started with the support of UGA increased from 419 to 454 (8.4%) from 2019 to 2022. This increase was steady except for a dip to 397 new businesses in 2020.

SPC Comments: Consider a slight change in KPI title to clarify that "support" is defined as assistance from consultants in starting the business but not financial support.

KPI 3.10: New jobs created with support of UGA

The number of new jobs created with the support of UGA decreased from 2,984 to 2,779 (-6.9%) from 2019 to 2022. It dipped to 2,781 in 2020 before partially recovering in 2021, then decreased again.

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

The number of transcript-eligible Experiential Learning service course opportunities increased from 186 to 299 (60.8%) from 2019 to 2022. It peaked at 378 in 2021. Non-course opportunities doubled from 8 to 16 from 2019 to 2022. Total opportunities therefore increased from 194 to 315 (62.4%).

KPI 3.12: Transcript-eligible EL service opportunities completed by UGA students

The number of transcript-eligible Experiential Learning service course opportunities completed by students decreased from 4,564 to 4,182 (-8.4%) from 2019 to 2022. It peaked in 2020 at 5,242 and decreased to 5,032 in 2021. Non-course opportunity completions increased from 438 to 673 (53.7%) from 2019 to 2022. Total completions decreased from 5,002 to 4,855 (-2.9%).

KPI 3.13: Number and total dollar value of scholarships awarded to support student participation in service EL opportunities

The number of scholarships awarded to support student participation in Experiential Learning service opportunities decreased from 9 to 8 from 2019 to 2022 and dipped to 2 in 2021. The total dollar value of these scholarships decreased from \$21,500 to \$20,000 (-7.0%) from 2019 to 2022 and dipped to \$5,000 in 2021.

SPC Comments: Explore reasons for the relatively low number of scholarships awarded.

KPI 3.14: Participation in service-learning courses and opportunities

The number of unique students enrolled in a service-learning opportunity decreased from 7,191 to 6,666 (-7.3%) from 2019 to 2022 and dipped to 6,597 in 2021. Total student enrollment in service-learning opportunities decreased from 9,898 to 9,056 (-8.5%) and dipped to 8,704 in 2021. The total number of course sections offered increased from 457 to 482 (5.5%). The number of unique service-learning courses increased from 247 to 248. The total number of course sections increased. All other measures decreased in 2020 and were at their lowest in 2021.

SPC Comments: Explore why opportunities are going up but participation is going down.

KPI 3.15: Transcript-eligible international experiential learning opportunities completed by students

The total number of transcript-eligible international Experiential Learning opportunities completed by students decreased from 488 to 473 (-3.1%) from 2019 to 2020. Creative opportunities increased from 6 to 11. Global opportunities decreased from 250 to 171 (-31.6%). Internship opportunities increased from 84 to 98 (16.7%). Leadership opportunities remained at 0. Research opportunities increased from 14 to 16. Service opportunities increased from 134 to 177 (32.1%).

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

See Above

KPI 3.16: Sponsored expenditures for global collaboration projects

Sponsored expenditures for global collaboration projects increased from \$68.1 million to \$106.3 million (56.1%) from 2020 to 2022.

KPI 3.17: Sponsored award funding for global collaboration projects

Sponsored award funding for global collaboration projects increased from \$114.8 million to \$122.6 million (6.8%) from 2020 to 2022.

KPI 3.18: Sponsored proposals submitted for global collaboration projects

The number of sponsored proposals submitted for global collaboration projects decreased from 528 to 452 (-14.4%) from 2020 to 2022. It peaked at 570 in 2021.

KPI 3.19: Publications co-authored with colleagues at international institutions

The number of publications co-authored with colleagues at international institutions increased from 1,497 to 1,731 (15.6%) from 2019 to 2022 and peaked at 1,768 in 2021.

KPI 3.20: International faculty travel to engage global partners

The number of faculty traveling internationally to engage global partners decreased from 421 to 104 (-24.7%) from 2019 to 2022.

KPI 3.21: Mutual academic agreements for global partnerships

The number of mutual academic agreements for global partnerships decreased from 236 to 204 (-13.6%) from 2019 to 2022.

SPC Comments: Explore reasons for decrease and strategies to turn this around.

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

See Above

KPI 3.2: Sponsored award funding for community partnerships generally, globally, nationally, and by regions in the state

See Above

KPI 3.3: Sponsored proposals submitted for community partnerships generally, globally, nationally, and by regions in the state

See Above

KPI 3.22: Pageviews on the University online news center (news.uga.edu)

The number of pageviews on the University online news center decreased from approximately 1.52 million to approximately 1.2 million (-17.0%) from 2020 to 2021. Six months of data for FY22 is available at the time of this report. Assessing progress for this KPI is limited by the fact that there is only six months of data for FY2022. However, each one shows a decrease in media exposure, which the Committee noted as a surprise given the achievement of the University's CFB championship likely would have impacted this in a positive way.

KPI 3.23: Stories produced about UGA's community engagement

The number of stories produced about UGA's community engagement decreased from 106 to 82 (-22.6%) from 2020 to 2021. Six months of data for FY22 is available at the time of this report, with 22 stories produced. Assessing progress for this KPI is limited by the fact that there is only six months of data for FY2022. However, each one shows a decrease in media exposure, which the Committee noted as a surprise given the achievement of the University's CFB championship likely would have impacted this in a positive way.

KPI 3.24: Earned media focused on UGA's community engagement

The number of earned media stories focused on UGA's community engagement decreased from 3,394 to 1,487 (-56.2%) from 2020 to 2021. The audience size for media hits also decreased from 106.2 million to 36 million (-66.0%). Six months of data for FY22 is available at the time of this report. Assessing progress for this KPI is limited by the fact that there is only six months of data for FY2022. However, each one shows a decrease in media exposure, which the Committee noted as a surprise given the achievement of the University's CFB championship likely would have impacted this in a positive way.