

Building on Excellence

University of Georgia 2020

Strategic Plan

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The University of Georgia – Institutional Context

In 1784 the General Assembly had set aside 40,000 acres of land to endow a college or seminary of learning. When the University of Georgia was incorporated by an act of the General Assembly on January 27, 1785, Georgia became the first state to charter a state-supported university. In 1801, a committee of the board of trustees selected a land site of 633 acres on the banks of the North Oconee River in the state's far northern frontier. John Milledge, later a governor of the state, purchased and gave to the board of trustees the chosen tract, and classes began that same year.

In 1931, the General Assembly of Georgia placed all state-supported institutions of higher education, including UGA, under the jurisdiction of a single board. This organization, known as the University System of Georgia, is governed by the Board of Regents. The Board of Regents' executive officer, the chancellor, exercises a general supervisory control over all institutions of the University System, with each institution having its own executive officers and faculty.

Today, the University of Georgia is the largest and most comprehensive university in the state of Georgia and is consistently ranked among the best public universities in the United States. The University consists of sixteen colleges and schools with auxiliary divisions, which carry on the university's programs of teaching, research, and service. These colleges and schools and the dates of their establishment as separate administrative units are: Franklin College of Arts and Sciences, 1801; College of Agricultural and Environmental Sciences, 1859; School of Law, 1859; College of Pharmacy, 1903; Daniel B. Warnell School of Forestry and Natural Resources, 1906; College of Education, 1908; Graduate School, 1910; C. Herman and Mary Virginia Terry College of Business, 1912; Henry W. Grady College of Journalism and Mass Communication, 1915; College of Family and Consumer Sciences, 1933; College of Veterinary Medicine, 1946; School of Social Work, 1964; College of Environment and Design, 1969; School of Public and International Affairs, 2001; the College of Public Health, 2005; and the Odum School of Ecology in 2007. The University of Georgia offers 22 bachelor's degrees in more than 140 major fields, 33 master's degrees in 123 major fields, the specialist in education degree in 19 major fields, 4 doctoral degrees in 89 major fields, and professional degrees in Law, Pharmacy, and Veterinary Medicine. Current enrollment (Fall 2009) includes 34,885 students (26,039 undergraduates; 7,136 graduate students; and 1,604 professional students). The university has more than 250,000 alumni.

As of January 2010, there are 1,725 tenured or tenure-track faculty within a total of 9,291 full-time employees (executive, faculty, professional, clerical, technical, skilled crafts, and service fields).

The university's annual expenditures of \$1.2 billion dollars include \$291 million dollars in research expenditures (FY2009). From 1998-99 to 2007-08, the operating budget grew from \$910 million dollars to \$1.2 billion dollars, an increase of 32 percent. For 2008-09, state funding accounted for 36.4 percent of the total budget.

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 state-wide commitments and responsibilities is the state's flagship institution of higher education. It is also 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.

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

1. a statewide responsibility and commitment to excellence and academic achievements having national and international recognition;
2. 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;
3. 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;
4. 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 people living and working in Georgia in life-long learning and professional education;
5. a wide range of academic and professional programming at the baccalaureate, master's and doctoral levels.

With its statewide mission and core characteristics, UGA endeavors to prepare the university community and the state for full participation in the global society of the 21st 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 understand the critical importance of a quality environment in an interdependent global society.

As a comprehensive land-grant and sea-grant institution, UGA offers baccalaureate, master's, doctoral and professional degrees in the arts, humanities, social sciences, biological sciences, physical sciences, agricultural and environmental sciences, business, environmental design, engineering, 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 people living and working in Georgia through their roles in economic, social, and community development.

As it has been historically, UGA 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.

STRATEGIC VISION FOR THE UNIVERSITY OF GEORGIA IN 2020

The students, faculty and staff of the University of Georgia will build and strengthen the university in the next decade to serve Georgia and Georgians in new, exciting and vitally important ways – while maintaining the traditional strengths and strong, student-centered values of the university.

The vision for UGA includes the following:

The university will seek excellence in all endeavors. This will require the university to make strategic investments to maintain established excellence in emerging areas of instruction, research, and service. Excellence in instruction, research, and service flow from investments in faculty conducting original research and scholarship. Faculty research and scholarship are the foundations of a public research university. Without this research and scholarship, excellence in instruction and public service cannot be maintained and the pressing, complex needs of the state of Georgia cannot be met.

Our graduates will find themselves living and working in other countries and with citizens of other nations who have vastly different worldviews. To prepare them for this environment, we must ensure that internationalization is deeply woven into every aspect of the university's mission. This means:

- that international content should be integrated into the curriculum,
- all students must have an opportunity to gain overseas experience,
- the recruitment of top international students and faculty must become a priority, and
- the university must broaden and expand its international research partnerships and networks.

The university has made great strides in the past decade to provide an excellent undergraduate education. Improving and expanding this excellence will require continued investments in faculty and infrastructure. The Quality Enhancement Plan (<http://www.qep.uga.edu/index.html>) to enhance the first-year experience is an example of the investments that will be made to improve undergraduate education.

A great Research University will foster both basic and applied research. The University of Georgia is dedicated to “inquire into the nature of things”. Research expands the frontiers of human knowledge and adds to the knowledge base upon which civilizations are based. It is no coincidence that America's top public universities also have top-ranked research programs as measured by any criteria. At a research university such as the University of Georgia, instruction and public service and outreach are strengthened by research since these activities have their most profound impact when rooted in the new knowledge or new interpretation of knowledge that originate from research.

The growth of the quality and number of graduate students is important to the development of UGA as a research university of the first rank, and to its ability to contribute to the state's economic development. The University must continue to invest in graduate students.

The University of Georgia has established excellence in outreach and public service among other land-grant institutions. The land-grant mission provides the university a historical connection to the state. Outreach and public service at the university has a mission to conduct a dynamic program that assists individuals, organizations, and communities with solution-driven outcomes that improve the economic and social well-being of Georgians and to extend UGA's and Georgia's reach throughout the world. Outreach and service fully engage the other two main missions of the university by using original research conducted at the university to improve the lives of people living and working within the state, in the nation, and around the world. As a flagship public university, the University of Georgia has a responsibility to foster economic links between Georgia's communities and businesses and the rest of the world, and the instructional mission is strengthened by having students and faculty engaged in service-learning classes and initiatives.

Per the university's mission as a land-grant and sea-grant university to serve people living and working in Georgia and to fulfill our vision to be a leading university, it is incumbent to address global environmental challenges with innovation and foresight, to steward natural resources responsibly, and to manage financial resources efficiently. It is also incumbent on the university to use resources provided by people living and working in Georgia for maximum benefit to the state.

STRATEGIC DIRECTIONS

There are seven strategic directions outlined in the 2010 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 Direction 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. The remaining strategic directions (V, VI, VII) encompass all of the university's missions. These three strategic directions relate to faculty recruitment, facilities, and stewardship of university resources.

Strategic Direction I

Building On Excellence in Undergraduate Education

Our graduates will find themselves living and working in other countries and with citizens of other nations who have vastly different worldviews. Many national leaders have recognized the importance of international education for the U.S.'s economic prosperity and national security as well as for environmental sustainability. For the U.S. to continue to be an educational and economic leader globally, American university students will need exposure not only to the subject matter of their disciplines but to the world. Specifically, our undergraduates must become effective international citizens to succeed. 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.

Students should recognize their responsibilities as citizens to 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 a myriad of educational goals.

Our society will have to expand its understanding of diversity to embrace race, gender, nationality, religion, socioeconomic and cultural background, sexual orientation, and experience. Our students must learn to interact with those different from themselves.

Information technology permeates the modern world, and we can only expect this to increase in the future. An educated person will not simply be one with a capacious thirst for knowledge, but someone who can locate information, and also understand, evaluate, and use it. Our students need to learn how to discover new information, assess its validity, and creatively synthesize and apply it to a rapidly changing world. Our students should be critical thinkers, problem solvers, and good communicators (Task Force on General Education and Student Learning, 2005).

Strategic Priorities

- a) Offer an education that prepares graduates for life-long learning through collaborative learning, critical problem solving, and critical thinking

- b) Offer students a significant international experience integrated with their area of study -- this could be in the form of study abroad, global service-learning, overseas internships, participation in dual diploma programs, or through deep engagement with international communities in the U.S.
- c) Internationalize the Athens campus and curriculum by integrating UGA's international programs with the core academic mission of the university and develop international dual- and joint-diploma programs
- d) Recruit top international faculty and students in strategic disciplines and weave them into campus life
- e) Increase opportunities for undergraduate students to engage with internationally recognized faculty in research and other creative works
- f) Offer undergraduate students opportunities to engage with the community in service-learning
- g) Enhance the educational experience for students through co-curricular opportunities that intentionally support the academic mission of the university
- h) Ensure that the diversity in its many forms is reflected in the student body
- i) Provide a meaningful first-year experience for all incoming freshmen as noted in the Quality Enhancement Plan (QEP)
- j) Offer increased access to the University of Georgia through extended campus educational programs and online education

Illustrative benchmarks:

- 1) Maintain SAT and ACT scores that are competitive with aspirational institutions, improve first-year retention from the current 93 percent, and increase six-year graduation rates to match median of aspirational institutions
- 2) Increase the Level of Academic Challenge as measured by NSSE (>55) and requirements for students to enhance their writing and oral communication abilities
- 3) Maintain leadership role in study abroad participation and increase internationalization of campus and curriculum by adding international components or tracks to majors
- 4) Increase participation in Experiential Activity (e.g., service-learning, internships, coops, community service through leadership programs)
- 5) Increase the percentage of undergraduate students involved in research such as the Center for Undergraduate Research Opportunities (CURO), etc.
- 6) Increase racial and cultural diversity of the student body at a percentage similar to the past decade
- 7) Increase percent need-based financial aid to match median of aspirational institutions (from 75 to 85 percent)
- 8) Lower student:faculty ratio to match median of aspirational institutions (from 18 to 15:1)
- 9) Increase recruitment, retention, and graduation of underrepresented groups at a percentage similar to the past decade

Strategic Direction II

Enhancing Graduate and Professional Programs

Innovation in all aspects of graduate and professional education is essential to the university's future productivity and prominence as a national research university. Additionally, our graduate and professional programs are key to making the University of Georgia a recognized name abroad. Graduate programs must evolve to meet the increasingly complex societal needs while maintaining the core values of rigorous scholarship. Excellence in graduate and professional education is a critical component to America's global competitiveness, economic growth, and quality of life (Council of Graduate Schools, 2006).

Strategic Priorities:

- a) Increase graduate student research productivity, in part through building research partnerships with prestigious universities abroad, thereby allowing our graduate students opportunities to work with the very best scholars in the world
- b) Maintain competitiveness for graduate and professional student recruitment by increasing financial support and other benefits
- c) Provide further opportunities for interdisciplinary and international doctoral education to integrate faculty, course work, research programs, and seminars to create a truly interdisciplinary experience for the student
- d) Develop collaborative international programs and agreements to create opportunities abroad for students
- e) Offer increased access to University of Georgia graduate education through extended campus educational programs and online education

Illustrative Benchmarks:

- 1) Increase percent of total graduate and professional student enrollment to median of aspirational institutions through increased enrollment
- 2) Increase doctorates awarded per year by 25 percent to match median of aspirational institutions
- 3) Increase the number of doctorates awarded in Science, Technology, Engineering, and Mathematics (STEM) disciplines by 25 percent
- 4) Maintain leadership in racial diversity of graduate and professional students (percentage of doctorates and professional degrees to diverse groups)
- 5) Increase the number of competitive financial packages for graduate students
- 6) Increase the number of nationally competitive fellowships by 25 percent
- 7) Increase interdisciplinary/dual-degree graduate degrees awarded from 2010 levels
- 8) Increase the number of professional degree graduates commensurate with increases in Georgia population
- 9) Increase the number of degree programs offered and graduate student enrollment at the extended campuses

Strategic Direction III

Investing in Proven and Emerging Areas of Research Excellence at UGA

A great Research University will foster both basic and applied research. The University of Georgia is dedicated to “inquire into the nature of things”. A distinguishing feature of great universities is very often the quality and breadth of their research programs. Moreover, an outstanding research environment is central to creating an outstanding learning environment. Research and innovation in the contemporary environment is increasingly structured around large, interdisciplinary and international clusters of scholars and institutions. Free and open information flows among scholars researching solutions in a similar field, which creates optimal conditions for innovation and discovery. Research informs and inspires great teaching and provides students with unique and invaluable opportunities to learn by direct experience. Reinforcing conventional pedagogy with experienced-based learning is uniquely powerful and an opportunity only available at a research university. Faculty members actively engaged in generating new knowledge and discoveries make the latest discoveries of their discipline available to their students. Research inspires global partnerships and outlook. Moreover, research inspires public service and outreach since these activities have their most profound impact when rooted in the new knowledge or new interpretations of knowledge that originate from research.

Strategic Priorities:

- a) Hire and retain research faculty with a significant focus on areas of established or emerging excellence
- b) Provide physical and technological infrastructure to conduct cutting-edge research
- c) Increase research productivity
- d) Focus on interdisciplinary research such as environmental programs
- e) Establish a stand-alone school of engineering to support the research mission of the university and create a unique school of engineering that integrates the many different disciplines of a comprehensive research university
- f) Develop research programs with the Medical College of Georgia--University of Georgia Medical School partnership through translational research programs such as the Clinical Studies Center
- g) Build and promote international research partnerships with prestigious academic partners who reinforce and complement UGA’s strengths
- h) Create a Center for Diversity Research
- i) Position UGA at the hub of international networks of innovation and entrepreneurship in key fields
- j) Work with Georgia’s business, industry, and government to create a knowledge hub in the Athens-Atlanta region

Illustrative Benchmarks:

- 1) Increase Federal R&D Expenditure by 30 percent

- 2) Increase extramural (e.g., NIH-sponsored) research funding for the MCG-UGA partnership
- 3) Increase research support for faculty including pre-award support from 2010 levels
- 4) Increase UGA's participation in international consortia from 2010 levels
- 5) Increase funding and productivity of humanities research to match median levels established by American Academy of Arts & Sciences Humanities Indicators Project from 2010 levels

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Strategic Direction IV

Serving the Citizens of the State of Georgia and Beyond

The University of Georgia has established excellence in outreach and public service among other land-grant institutions. Outreach and public service, as well as those units outside of public service at the University of Georgia, have a mission to conduct a dynamic program that assists individuals, organizations, and communities with solution-driven outcomes that improve the economic and social well-being of Georgia citizens and to extend UGA's and Georgia's reach throughout the world. As a public university, the University of Georgia has a responsibility to play an important role in linking Georgia's communities to the world. This has many benefits including improving the competitiveness of Georgia businesses. Outreach and service fully engage the other two main missions of the university by using original research conducted at the University of Georgia to improve the lives of Georgia citizens and to extend the reach and impact of this research beyond the state's and the country's borders. Having students and faculty engaged in service-learning classes and initiatives strengthens the instructional mission.

Strategic Priorities:

- a) Continue programs that utilize faculty research and expertise to improve the lives of citizens of the state of Georgia and others in the nation and world, especially in the areas of public policy, health, food production and safety, K-12 education, and the humanities.
- b) Pursue expanded nondegree educational programs for professionals and others who are seeking lifelong learning opportunities and acquisition of new skills for professional advancement.
- c) Provide outreach programs that focus on the application and provision of institutional resources for community use with benefits to both campus and community. Partnerships that focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (e.g., research, capacity building, economic development, etc.).
- d) Provide a comprehensive approach to challenges and opportunities to an increasingly diverse state with a growing global economy by more broadly using the expertise of faculty, marshaling the resources of the university, the University System, and outreach partners.
- e) Provide teaching, learning and scholarship that engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

Illustrative Benchmarks:

- 1) Increase the number of partnerships with community, governments, K-12, and USG institutions in Georgia; increase private sector partnerships from 2010 levels.
- 2) Increase the number of international outreach programs that bring direct and measurable benefit to the state, students, and faculty from 2010 levels.

- 3) Increase the number of students participating in outreach activities in the state of Georgia (e.g., internships, service-learning, volunteering) from 2010 levels.
- 4) Increase formal service-learning courses offered (percent depts., faculty involved, students, internships, senior projects, total EFT involved, percent students in service-learning (S-courses), student organizations from 2010 levels.
- 5) Increase collaborations with communities in Georgia (e.g., Archway projects).
- 6) Increase sponsored outreach expenditures from 2010 levels.

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The strategic directions below cut across the universities 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 on any public entity to use financial resources as efficiently as possible while being an example of using natural resources as responsibly as possible.

Strategic Direction V

Improving Faculty Recruitment, Retention, and Development

Faculty research and scholarship are the foundations of a public research university. The University of Georgia has become increasingly dependent on part-time faculty to meet the instructional demands of its students. The number of full-time professorial faculty has decreased from 1,801 in 2002 to 1,725 in 2010 with a 65 percent increase in part-time faculty to accommodate an enrollment increase of 2,000 students since 2002. Without faculty research and scholarship, excellence in instruction cannot be maintained and the pressing, complex needs of the state of Georgia cannot be met through service.

Strategic Priorities:

- a) Increase opportunities for faculty and staff retention such as endowed chairs and professorships.
- b) Concentrate on resources in proven and emerging areas of research-and scholarship.
- c) Balance research, instructional, and service loads to enhance faculty productivity.
- d) Improve faculty and staff recruitment and retention through addressing quality of life issues.
- e) Provide opportunities for staff enrichment and salary and benefits packages.
- f) Ensure that diversity in its many forms is reflected in the faculty.
- g) Recruit top-notch international faculty and scholars.

Illustrative Benchmarks:

- 1) Increase the number of tenure-track faculty by 10 percent.
- 2) Raise faculty salaries to match median of aspirational institutions to increase competitiveness for faculty hires.
- 3) Improve faculty diversity in historically underrepresented groups from 2010 levels.
- 4) Increase the number of endowed chairs and professorships by 20 percent (from 151 to 181).
- 5) Establish competitive childcare and also study leave and benefits packages.

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. Libraries are the laboratories of the humanities, and access to these holdings should be a priority.

Strategic Priorities:

- a) Provide library services for instructional, research, service and student-programming needs.
- b) Maintain and create institutional facilities as required to satisfy the UGA mission.
- c) Provide quality space for faculty to conduct research.
- d) Provide for technology infrastructure to meet the increased needs of instruction, research, service, and administrative services.
- e) Enhance classroom and instructional laboratory space needed to meet future growth with an emphasis in the STEM disciplines.
- f) Provide infrastructure that allows for instruction in “global classrooms,” viz. learning environments that link students and faculty in different countries synchronously.

Illustrative Benchmarks:

- 1) Improve the Library Investment Index as measured by the Associated Research Libraries (ARL) to the median of aspirational institutions.
- 2) Increase capacity for STEM disciplines by construction of a Science Learning Center and other facilities that enhance the university’s mission
- 3) Build a Veterinary Medical Learning Center that will include a teaching hospital equal in size to the median of aspirational institutions, which should allow for a 50 percent increase in enrollment.
- 4) Construct the Business Learning Community on the northwest sector of the Athens campus
- 5) Replace and/or upgrade the legacy computing systems with a modern system that has an emphasis on Student Information System to meet the needs of student administrative computing.
- 6) Renovate the medical school campus infrastructure to provide state-of-the-art learning and research facilities for the faculty, staff, and students of the MCG-UGA Medical partnership.

Strategic Direction VII

Improving Stewardship of Natural Resources and Advancing Campus Sustainability

Per the university's mission as a land-grant university to serve people living and working in Georgia and our vision to be a leading university, it is incumbent on the university to provide leadership concerning environmental challenges. First, the university campus should be an example to others in reducing its environmental footprint to the greatest extent possible. This includes efforts to significantly reduce energy and water use, improve air and water quality, provide sustainable food and transportation options, purchase environmentally responsible products and equipment, minimize waste and increase recycling. Secondly, research generated can be used to reduce dependency on fossil fuels, to increase the reuse of materials, and to continue the search for other methods that will reduce human impacts on the environment. 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. In addition to stewardship of natural resources, the university should strive for managing financial resources efficiently as possible. 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, both physically and scholarly (Working Group on Sustainability, 2009; World Commission on Environment and Development (<http://www.worldbalance.net/agreements/1987-brundtland.php>)). A sustainable university acts as a living laboratory where sustainability is researched, taught, tested, and constantly refined.

It is incumbent on the university to use resources provided by the people living and working in Georgia and other revenue sources to the maximum benefit.

Strategic Priorities:

- a) Demonstrate and promote leadership in sustainable living and learning--contextualizing the local as part of the global in sustainability.
- b) Use natural resources as efficiently as possible.
- c) Provide examples to other organizations and communities on how to integrate sustainability into existing and new operations.
- d) Integrate sustainability into the student experience through curricular and co-curricular means both in the classroom and beyond.
- e) Establish a coordinating body to oversee sustainability efforts and maximize awareness of the university's activities to both external and internal audiences.
- f) Maximize the use of state resources by increasing nonstate funding revenue sources and leveraging state resources to the fullest extent possible.
- g) Encourage the further development and use of mass transportation to and on campus.

Illustrative Benchmarks:

- 1) Reduce university consumption of energy by 20 percent, potable water by 40 percent, and divert waste stream from landfills by 65 percent.
- 2) Establish a coordinating body to oversee sustainability efforts and maximize awareness of the university's activities to both external and internal efforts.
- 3) Reduce the number of automobiles on campus by 20 percent, and increase by 20 percent the number of faculty, staff, and students who will ride mass transit into campus from remote areas.
- 4) Calculate the university's carbon footprint, develop attainable goals for improvement, and implement strategies to significantly reduce carbon emissions.
- 5) Annually evaluate and update the university's sustainability performance in instruction, research, public service, campus development, and operations activities.
- 6) Increase the endowment through a more proactive interaction with alumni and other constituencies.

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Appendix A. University of Georgia Strategic Planning Committee 2010-2020

Name	School/College
William Vencill – Chair	Agricultural & Environmental Sciences
Robert Hoyt – Vice-Chair	Terry College of Business
Irwin Bernstein	Franklin Arts & Sciences; SP Committee UC (2008-09)
Betty Jean Craige	Franklin Arts & Sciences
Sarah Spence	Franklin Arts & Sciences
Jim Prestegard	Franklin Arts & Sciences
Ron Walcott	Agricultural & Environmental Sciences
Jorge Atilas	Family & Consumer Sciences
Alison Alexander	Grady College of Journalism; SP Committee UC (2008-09)
Ron Cervero	College of Education
Marsha Black	College of Public Health; SP Committee UC (2008-09)
Eric Mueller	Veterinary Medicine
Lonnie Brown	Law School
William Turner	Law School; Chair – UC Strategic Planning (2009-10)
Philip Greenspan	Pharmacy
Barbara White	EITS
Steve Dempsey	Office of the Vice President for Public Service and Outreach
Florence King	Libraries
Shannon Scott	Staff Council
Ann Crowther	Office of the Vice President for Instruction
Jan 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 and Administration
Holley Schramski	Accounting Division, Finance & Administration
Ralph Johnson	Physical Plant Division, Finance & Administration
Frank Crumley	Athletics Department
Trey Paris	Alumni Association
Tom Jackson	Office of the Vice President for External Affairs
Danny 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 1999-2008

UGA		
	Fall 1999/FY99	Fall 2008/ FY08
Total Enrollment	30,192	34,180
<i>Enrollment level</i>		
Undergraduate	24,040	25,467
Graduate	5,540	7,160
Professional	1,332	1,553
<i>Gender</i>		
Male	17,144	14,345
Female	13,768	19,607
<i>Ethnicity</i>		
Caucasian	26,255	26,194
African American	1,815	2,496
Asian	1,135	2,141
Hispanic	412	786
<i>Degrees Awarded</i>		
Bachelors	5,225	6,414
Masters	1,318	1,674
Ph.D.	365	391
Professional	356	441
<i>Retention</i>		
% 1st Year (All students)	89.9	93.4 (2007)
6 Year Graduation (All students) %	72 (2004)	79.7 (2007)
6 Year Graduation (minority students) %	66 (2004)	73 (2007)
SAT	1195	1237
# Applicants		17,326
# Admits		9,625
# Enrolled		4,799
Student:Faculty Ratio	17:1	18:1
# Study Abroad	1,641 (FY04)	2089 (2007)

Faculty

UGA		
	Fall 1999/ FY99	Fall 2008/FY08
Employee	8,860	9,329
Faculty FTE	1,780	1,751
Academic Rank Faculty		
Professor	837	782
Assoc. Professor	500	521
Asst. Professor	405	418
Instructor	38	30
Lecturer	30	94
Non-Academic Rank Faculty FTE (academic professional, administrative A, clinical, librarian, research professional, research professional, post doctoral associate)	952	1,081
Female	463	557
Male	1,313	1,194
Minority	195	284
Salary		
Professor (2008-09)	83,353	107,000
Associate Professor (2008-09)	58,254	77,900
Assistant Professor (2008-09)	50,792	71,300

Budget

UGA		
	Fall 1999/ FY99	Fall 2008/FY09
Total Operating Budget (millions)	910	1,207.5
% State Appropriation	44.2	39.0
% Tuition and Fees	12.6	22.8
% Federal Support, Grants, etc.	28.2	19.3
Endowment (billions)	0.948	1.13
Total Extramural Awards (millions)	14.8	137.3
FT Undergraduate Resident Cost of Attendance (AY 98-99, 0708)	9,990	16,054
Tuition and Fees only	2,930	5,285