



UNIVERSITY OF GEORGIA

2025 STRATEGIC PLAN

2025 UNIT PLANNING TEMPLATE

Unit Name: Office of Instruction

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Introduction/Unit Narrative

2025 Unit Planning Template

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Mission: The University of Georgia, a land-grant and sea-grant university with statewide commitments and responsibilities, is the state's oldest, most comprehensive, and most diversified institution of higher education. Its motto, "to teach, to serve, and to inquire into the nature of things," reflects the University's integral and unique role in the conservation and enhancement of the state's and nation's intellectual, cultural, and environmental heritage. The Office of Instruction provides critical student academic services, from recruitment through graduation as well as faculty support related to teaching and curricular matters. It is charged with empowering instructors and students to enhance the teaching and learning environment across campus, to champion new ideas and methods for teaching and learning, and to prepare students to understand and navigate the global world in which they live, work, and learn. The Office of Instruction is responsible for a wide range of initiatives that advance the University of Georgia as a national leader and as a preeminent, global university.

Values: In pursuit of this mission, the Office of Instruction values academic success, embraces innovation and entrepreneurship in teaching and learning, strives to enhance learning through curricular and co-curricular efforts, promotes an inclusive and equitable environment for teaching and learning, and makes data-informed decisions.

Vision: The vision of the Office of Instruction is to provide a holistic student success program for all students, to be a recognized leader in the science and practice of experiential learning, to promote evidence-based pedagogies as widely as possible across campus, and to be a catalyst for innovation and entrepreneurship in teaching and learning.

The mission, values, and vision statements are the foundations for the Office of Instruction's 2025 Strategic Plan which seeks to enhance teaching and learning across campus in order to equip a well-prepared and diverse student body for academic success and lifelong learning. Our strategic plan comprises eight unit-level goals—six aligned with the University's Strategic Direction I and two with Strategic Direction II. The intent behind all these goals is to challenge, engage, and support our high performing, academically strong student body to achieve their highest aspirations. These goals also aim to foster a diverse, inclusive and equitable learning environment across the University by delivering holistic resources to the entire community and targeted resources to support students from underserved and underrepresented populations.

The Office of Instruction is uniquely positioned to support the University's Strategic Direction I: Promoting Excellence in Teaching & Learning. Indeed, six of our eight goals fall under this direction. Unit Goal I.1 directly supports the University's goal to expand opportunities for Experiential Learning (EL) for all students at UGA. Our plan's expansive efforts to increase the footprint of EL at UGA will ensure that we maintain our leadership position for EL in the U.S. Not only do we want to increase the overall number of opportunities available at UGA, we also want to raise funds to ensure that EL is equitably available to all students.

We are similarly committed to being a national leader in promoting success among rural students (Goal I.5). Given that approximately 380,000 Georgia students attend rural public schools, we owe it to the citizens of our state to provide support and programming to ensure that rural students at UGA have the same opportunities and graduate at the same rate as all other students. The fact that so many

of our rural students are also students of color and/or first-generation students makes it that much more important that we improve their metrics.

UGA is fortunate to have excellent retention and completion rates. Our aspirant institutions, however, outperform UGA, especially in terms of their 4-year graduation rates. Goal I.6 focuses on improving our graduation rate by equipping all undergraduate students to graduate faster and more efficiently (i.e., with fewer extraneous credit hours and less debt). Closing the equity gap among rural students will help with this goal as well.

Improving retention and graduation rates and closing equity gaps goes hand in hand with strengthening instruction across campus. Goals I.2, I.3 and I.4 all focus on the teaching side of the equation: I.2 by enhancing training for instructors in evidence-based pedagogies; I.3 by recognizing excellence in their teaching; and I.4 by improving the physical environments in which instructors teach and students learn.

The remaining unit goals for the OI align with the University's Strategic Direction III: Strengthening Partnerships with Communities across Georgia & around the World. The Office of Service-Learning within OI is perfectly positioned to contribute to this direction. We include two goals focused on partnerships with our local community. Goal III.1 enhances service-learning and other ways for students and instructors to engage with the community and III.2 strengthens the preparation of students, instructors, and partners for community-engaged learning opportunities.

Strategic Direction I: Promoting Excellence in Teaching & Learning

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

Unit Goal 1: *Innovate and implement new practices in experiential learning for undergraduate students.*

Key Performance Indicator 1: Provide a Comprehensive Learner Record (CLR) to UGA undergraduate students by the end of FY2023

Data Source: Registrar's Office

Annual Targets:

FY2021	Procurement of software to produce a CLR
FY2022	Implementation and Pilot Completed
FY2023	CLR available to all undergraduate students
FY2024	CLR MVP After Action Review Published; >1,000 CLRs produced
FY2025	CLR "2.0" Fully Functional; >3,000 CLRs produced

Key Performance Indicator 2: Launch a digital credentialing infrastructure by FY2023 that indexes all approved experiential learning opportunities to competencies and enables stacking or pathway alignment of completed experiential learning opportunities for every undergraduate student

Data Source: Office of Experiential Learning

Annual Targets:

FY2021	Procurement of software/platform infrastructure
FY2022	Implementation and Pilot Completed
FY2023	Infrastructure Fully Operational
FY2024	>500 Credentials Issued
FY2025	>1,500 Credentials Issued

Key Performance Indicator 3: Increase the number of approved experiential learning opportunities available to students to >3000 by FY2025; enabling the increase of the percentage of undergraduate students completing two or more approved experiential learning opportunities from ~40% to >55%% by FY2025

Data Source: Office of Experiential Learning

Annual Targets:

FY2021	2250 Experiential Learning opportunities available
FY2022	2400 Experiential Learning opportunities available
FY2023	2550 Experiential Learning opportunities available
FY2024	2750 Experiential Learning opportunities available

FY2025	3000 Experiential Learning opportunities available
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Key Performance Indicator 4: Expand and accelerate the “EL@UGA brand/reputation” at the regional and national levels by FY2025

Data Source: Office of Experiential Learning

FY2021	Complete a minimum of 3 publications/presentations/instructor development events; lay foundation for EL leaderships to be part of regional/national board/committee appointments; Propose EL Institute Model & Business/Strategic Plan
FY2022	Increase number of publications/presentations/instructor development events by 5%; secure regional/national board/committee appointments; Implement EL Institute Model & Business/Strategic Plan
FY2023	Sustain publications/presentations and instructor development efforts at Fy22 levels; Sustain membership in regional/national board/committee appointments; Launch EL Institute
FY2024	Sustain publications/presentations and instructor development efforts; conduct an assessment of EL brand and national landscape and update goals if needed; sustain membership in regional/national boards/committees; Sustain (expand?) EL Institute.
FY2025	Sustain publications/presentations and instructor development efforts; conduct an assessment of EL Institute and develop plans to update/expand EL Institute.

Key Performance Indicator 5: Expand undergraduate equity and access to all approved experiential learning opportunities (including service-learning, internships, study away etc.) through the launch of a formal experiential learning “direct gift menu” by FY2021 resulting in annual gifts >\$500k by FY2023 and growing the EL Endowed Fund to >\$3MM by FY2025.

Data Source: Office of Experiential Learning

Annual Targets:

FY2021	Establish and Publish EL Direct Gift/Fund Plan and Strategy
FY2022	Annual gifts >\$250K
FY2023	Annual gifts > \$500k
FY2024	EL endowed funds > \$2MM
FY2025	EL endowed funds >\$3MM

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

Unit Goal 2: *Promote and assess excellence in teaching, service-learning, and internship supervision by enhancing training offered within the Office of Instruction*

for instructors in evidence-based pedagogies, including service-learning, and in best practices for creating and supervising internships

Key Performance Indicator 1: Increase in the number of instructors (both those who participate in various OI-sponsored Faculty Fellows programs and others) who receive training and support these learning pedagogies.

Data Source: OIR Strategic plan data dashboard for KPI 1.9, Office of Experiential Learning, Office of Service Learning

Annual Targets:

FY2021	Establish a baseline of number of instructors trained in evidence-based pedagogies
FY2022	2% increase in the number of instructors trained offerings
FY2023	2% increase in the number of instructors trained offerings
FY2024	2% increase in the number of instructors trained offerings
FY2025	2% increase in the number of instructors trained offerings

Key Performance Indicator 2: Assess the impact of the training and support provided within OI for active learning.

Data Source: Center for Teaching and Learning, Office of Service Learning

Annual Targets:

FY2021	Development of assessment tools and procedures
FY2022	Implementation of assessment tools and procedures; set goals and procedures.
FY2023	Implementation of assessment tools and procedures; set goals and procedures
FY2024	Continued data collection using assessment tools and procedures; set goals and procedures.
FY2025	Redo survey to assess % increase

Key Performance Indicator 3: Deliver an online tool to evaluate teaching/supervision effectiveness for the entire campus

Data Source: Office of Instruction

Annual Targets:

FY2021	Research software solutions
FY2022	Procure and launch a campus-wide online course evaluation software
FY2023	Assess and update software solution implemented
FY2024	Assess and update software solution implemented
FY2025	Assess and update software solution implemented

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

Unit Goal 3: *Recognize excellence in teaching by promoting the teaching awards hosted by OI and by supporting instructors who apply for state, regional, and national teaching awards*

Key Performance Indicator 1: Improve campus awareness of the teaching awards given by OI. CTL will be responsible for Excellence in Teaching Award, Outstanding Teaching Assistant Award, USG Teaching Excellence Awards; Service Learning will be responsible for Service Learning Teacher Excellence Awards; and OI will be responsible for the Creative Teaching Awards and First Year Odyssey Awards; also collaborate with OVPR and other units to help promote campus awareness of other teaching awards

Data Source: Center for Teaching and Learning, Office of Instruction, Service Learning

Annual Targets:

FY2021	Number of submitted applications for each award increased over previous year (FY20+1 per award)
FY2022	Number of submitted applications for each award increased over previous year (FY21+1 per award)
FY2023	Number of submitted applications for each award increased over previous year (FY22+1 per award)
FY2024	Number of submitted applications for each award increased over previous year (FY23+1 per award)

Key Performance Indicator 2: Create and maintain a list of state, regional, and national teaching awards and support faculty applying for any of these awards

Data Source: Center for Teaching and Learning; Office of Research

Annual Targets:

FY2021	Create inventory of state, regional, and national teaching award to target with applications
FY2022	Submit at least one application to each open teaching award on target list for which we have qualified faculty
FY2023	Increase the number of teaching award applications submitted and/or supported (FY22 +1)
FY2024	Increase the number of teaching award applications submitted and/or supported (FY23 +1)
FY2025	Increase the number of teaching award applications submitted and/or supported (FY24 +1)

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

Unit Goal 4: *Enhance evidence-based teaching and learning across campus both by providing a holistic infrastructure that supports instructors and students and by improving the physical environments in which they teach and learn*

Key Performance Indicator 1: Develop and implement a plan to increase adoption of active learning on campus and to have the necessary physical and technology infrastructure to support active learning.

Data Source: Center for Teaching and Learning, Division of Academic Enhancement

Annual Targets:

FY2021	Develop a faculty development plan to increase adoption of active learning; Develop an infrastructure modification plan to support active learning; identify funding for a Teaching Studio lab.
FY2022	Complete development of Teaching Studio; begin implementation of the AL infrastructure and faculty development plans; implement an Active Learning Student Fellows program to support the Teaching Studio
FY2023	Expand the faculty development plan; continue implementation of the AL infrastructure plan
FY2024	Continue with the faculty development plan; continue implementation of the AL infrastructure plan
FY2025	Re-evaluate AL efforts including infrastructure plan; modify/eliminate plans that may no longer be necessary.

Key Performance Indicator 2: Perform an audit of all centrally scheduled classrooms to score technology and infrastructure conditions against the campus standards; use that audit to generate a list of classrooms that support evidence-based pedagogies and prioritized needs for classroom enhancement and refresh funds (via MRR classroom enhancement funds, STF funds, etc.)

Data Source: Office of Instruction, Center for Teaching and Learning

Annual Targets:

FY2021	Form committee, create rubric for classroom conditions, Create agreement for campus-wide adoption of rubric ratings (re: prioritizing requests for funding from central funding sources, etc.)
FY2022	Beta test rating process to determine if rubric for classroom conditions is sufficient, accurate, and consistent between individual raters; update rubric as necessary
FY2023	Complete first round of layered rating schedule for classrooms
FY2024	Complete second round of layered rating schedule for classrooms
FY2025	Complete third round of layered rating schedule for classrooms

Key Performance Indicator 3: Deliver and maintain an online tool that will allow instructors to easily find classrooms and laboratory spaces aligned with their specific teaching methods and learning outcomes and create and maintain an incentive structure that will give instructors who are trained in evidence-based teaching priority to teach in those classrooms

Data Source: Registrar’s Office, Center for Teaching and Learning

Annual Targets:

FY2021	Use new central scheduling software to create inventory; share with appropriate groups
FY2022	Develop a rubric to ascertain what classrooms match certain instructional methods; beta test attribute assignments in inventory
FY2023	Assign attributes to classrooms as indicated by rubric
FY2024	Develop online tool available to faculty, Refine and develop incentives
FY2025	Assess process to ensure it is operating effectively (including feedback from faculty assigned to spaces via this process); Refine process as needed

Key Performance Indicator 4: Based on the recommendation of the Writing and Communication Committee (formed after the 2017 President’s Task Force on Student Learning and Success), create a holistic Communication Center that will provide support for all students in the core areas of communication—written, oral, visual, and digital—to improve their skills as communicators and to learn how to convey their ideas effectively in a variety of modes

Data Source: Office of Instruction

Annual Targets:

FY2021	Committee to design requirements and locations
FY2022	Secure location and funding
FY2023	Preparation/renovation of a physical space
FY2024	Make space and resources available to students and faculty and design an assessment tool
FY2025	Assess impact of the services offered

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

Unit Goal 5: *Innovate and implement new practices for supporting students from rural areas and for first generation students.*

Key Performance Indicator 1: Increase in the retention and graduation rates for rural students to decrease the gap between rural and non-rural students’ rates by 5% by 2025

Data Source: Office of Institutional Research

Annual Targets:

FY2021	Retention rate 89.1%
FY2022	Retention rate 90.5%
FY2023	Retention rate 92.0%
FY2024	Retention rate 93.5%
FY2025	Retention rate 94.0%

Key Performance Indicator 2: Expand and accelerate recognition of the ALL Georgia program at the regional and national levels by FY2025 through presentations, publications, conference hosting/sponsoring, and instructor development events

Data Source: Office of Institutional Research, Division of Academic Enhancement

Annual Targets:

FY2021	Organize a conference focused on supporting rural students and to highlight the ALL Georgia program
FY2022	Expand the annual conference on rural students (increase number of attendees by 10%) and present/publish success stories of ALL Georgia program to at least one external meeting/publication
FY2023	Expand the annual conference on rural students to include a regional focus (increase number of attendees by 10% and increase geographic diversity of attending institutions); present/publish success stories of ALL Georgia program to at least one external meeting/publication
FY2024	Expand the annual conference on rural students to include a regional focus (increase number of attendees by 10% and increase geographic diversity of attending institutions); present/publish success stories of ALL Georgia program to at least one external meeting/publication
FY2025	Expand the annual conference on rural students to include a national focus (increase geographic diversity of attending institutions to be representative of a national audience); present/publish success stories of ALL Georgia program to at least one external meeting/publication

Unit Goal 6: Equip all undergraduate students to graduate faster and more efficiently (i.e., with fewer extraneous credit hours and less debt)

Key Performance Indicator 1: Maintain overall first-year retention above 95% and improve retention for all subpopulations through specialized programs and services through the Division of Academic Enhancement and other units within the Office of Instruction

Data Source: Office of Institutional Research, Division of Academic Enhancement

Annual Targets:

FY2021	Maintain overall retention rate and identify specific target populations (e.g., rural, first-generation, low-income) as under-represented groups for focused intervention(s) for improved retention rates
FY2022	Maintain overall retention rate and improve retention for specified under-represented groups by 2%
FY2023	Maintain overall retention rate and improve retention for specified under-represented groups by 2%
FY2024	Maintain overall retention rate and improve retention for specified under-represented groups by 2%

FY2025	Maintain overall retention rate and improve retention for specified under-represented groups by 2%
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Key Performance Indicator 2: Improve average undergraduate 4-year graduation rate to 75% and 6-year graduation rate to 90%

Data Source: Office of Institutional Research

Annual Targets:

FY2021	4-year graduation rate = 69%; 6-year graduation rate = 88%
FY2022	4-year graduation rate = 70%; 6-year graduation rate = 89%
FY2023	4-year graduation rate = 72%; 6-year graduation rate = 89%
FY2024	4-year graduation rate = 74%; 6-year graduation rate = 89%
FY2025	4-year graduation rate = 75%; 6-year graduation rate = 90%

Key Performance Indicator 3: Decrease average number of terms to degree for undergraduate transfer students from 5 to 4

Data Source: Office of Institutional Research

Annual Targets:

FY2021	Average term to degree 5.0
FY2022	Average term to degree reduced to 4.75
FY2023	Average term to degree reduced to 4.5
FY2024	Average term to degree reduced to 4.25
FY2025	Average term to degree reduced to 4.0

Key Performance Indicator 4: Enhance the “Know More, Borrow Less” (KMBL) campaign and review process to help lower the net cost of attendance for students, particularly for those from low income families. For the purpose of this goal, we define low income students as those who are in the lower half of the reported income distribution for UGA’s undergraduate student body.

Data Source: Office of Student Financial Aid

Annual Targets:

FY2021	Implement KMBL debt letter and develop ways to encourage its use. Analyze student data to identify 3-5 factors that may be adding costs for students from low income backgrounds. Develop initial strategy to address these challenges.
FY2022	Develop and implement 2 interventions/programs to address the factors identified in FY2021.
FY2023	Develop and implement 2 additional interventions/programs to address the factors identified in FY2021. Expand programs implemented in FY2022.

FY2024	Assess impact of interventions/programs launched in FY2022. Expand programs launched in FY2023.
FY2025	Assess impact all programs; revise, expand or eliminate if necessary. Reassess student needs, definition of low-income and overall goals (repeat FY2021 exercise).

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

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.

Unit Goal 1: *Enhance service-learning and other ways for students and instructors to engage with the community*

Key Performance Indicator 1: In collaboration with campus partners, increase in the number of service-learning courses, both the # of total course sections of service-learning courses (S-designated and others) offered and the unique # of students enrolled in these course sections.

Data Source: Office of Service-Learning

Annual Targets:

FY2021	+10 course sections offered vs. previous year; +200 students enrolled in SL vs. previous year
FY2022	+10 course sections offered vs. previous year; +200 students enrolled in SL vs. previous year
FY2023	+10 course sections offered vs. previous year; +200 students enrolled in SL vs. previous year
FY2024	+10 course sections offered vs. previous year; +200 students enrolled in SL vs. previous year
FY2025	+10 course sections offered vs. previous year; +200 students enrolled in SL vs. previous year

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.

Unit Goal 2: *Enhance preparation of students, instructors, and partners for community-engaged learning opportunities*

Key Performance Indicator 1: Develop evidence-based modules and training to prepare UGA students for community-based placements, to inform faculty of best practices in creating effective, sustainable, and mutually-beneficial partnerships with the community, and to prepare community partners interested in hosting students for service-learning and community-based learning experiences

Data Source: Office of Service-Learning

Annual Targets:

FY2021	With FY2021 as a baseline, +1 new training session/materials for faculty; +1 new training session/materials for students; +1 new training sessions/materials for community partners
FY2022	Since prior year, +1 new training session/materials for faculty; +1 new training session/materials for students; +1 new training sessions/materials for community partners
FY2023	Review the impact of the training programs (effectiveness); identify new priorities and opportunities for training. Develop new programs based on the outcomes of the assessment
FY2024	Implement 1 new training session/materials for faculty; +1 new training session/materials for students; +1 new training sessions/materials for community partners
FY2025	Since prior year, +1 new training session/materials for faculty; +1 new training session/materials for students; +1 new training sessions/materials for community partners