



**UNIVERSITY OF  
GEORGIA**

**2025 STRATEGIC PLAN**

## Introduction/Unit Narrative

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### Strategic Planning Process

In Fall 2019, CPH began a faculty-driven strategic planning process, including a brand-positioning process, to guide our work over the next five years, elevate CPH's standings, outcomes and contributions to the field of public health. We are working to realign our mission, vision, values, and goals to ensure we are truly meeting the public health needs of the communities we serve, not only in Georgia, but also nationally and globally.

Our first step was to conduct one-on-one in-depth interviews with current students, alumni, deans of aspirational schools/colleges of public health, and thought leaders in public health. The results of the interviews with thought leaders showed that the future of public health involves exploring the social determinants of health; requiring a better-prepared workforce; offering more application of skills in the field; and increasing the focus on human, data, technological, and practical job placement skills. Those thought leaders who had worked directly with CPH acknowledged our involvement in the community and dedication to serving the state of Georgia. However, most were too unfamiliar with UGA to comment on our strengths. The implications from these findings are that: (1) a well-designed service-based experience is the most meaningful educational experience colleges of public health can provide; (2) colleges that do not innovate their curriculum and teaching will fall quickly behind; and (3) there is uncertainty regarding what makes UGA CPH "unique" and how we differentiate ourselves from other schools and colleges of public health.

Interviews with current students and our alumni revealed that many chose CPH because of our location and cost. Lack of assistantships was a significant issue for them. They pointed to the inconsistency in guidance to progress through the program, particularly in the areas of finding internship opportunities; quality of faculty advisors; and support for career placement. Overall, they said they would have liked more application of knowledge and development of skillsets that needed working in the field of public health. The implications from interviews with current students and our alumni indicate there is a need to (1) increase investment in alumni; (2) provide a consistent student experience; and (3) elevate the focus on teaching, particularly hands-on learning.

In August 2019, we formed a Strategic Planning Committee and began a formal strategic planning process within CPH, facilitated by the J.W. Fanning Institute for Leadership. This committee included faculty at all academic ranks, Director of Communications, Director of Finance and Administration, and departmental staff. Data collection included "town hall" style meetings with faculty and staff, interviews with college administrators, focus group with the Strategic Planning Committee, and surveys and focus groups of alumni and students at all levels (undergraduate, MPH, DrPH, and PhD).

Data from the faculty and staff meetings indicated that the strengths of the College include: (1) value of the education (cost, class offerings, dual degree programs/certificates, and faculty); (2) statewide reach of CPH and opportunities for students to work on rural and urban public health issues; (3) new leadership with a new Dean and new Provost; (4) external funding; (5) productive working relationships with other academic departments, Public Service and Outreach, and Extension at UGA; and (6) strong collaborations with national, state, and local public health agencies.

Faculty and staff voiced the challenges of College to be: (1) the "silo effect" of departments functioning in their own research and areas, (2) conflicting values of teaching vs. research, and (3) no laboratory facilities on the Health Sciences campus and an older building for Environmental Health Science that are hindering the research and funding opportunities for faculty. The faculty thought that opportunities are available now to enhance and update the curriculum, including more opportunities for experiential learning, online classes for undergraduates, and different methods of delivering classes. In addition, faculty and staff expressed the need to brand the College and broaden the reputation of UGA CPH to increase recruitment of high-quality students and stellar faculty.

The Strategic Planning Committee reported a major strength of the College to be community engaged scholarship and research, building upon the land-grant mission of UGA. Faculty and students were viewed as diverse and motivated. Because of the lack of certainty of the value of teaching, there was a lack of creativity and effort in innovating the curriculum. They saw many opportunities for change including redesigning of the curriculum, training for leadership and professionalism, support for junior faculty, having standard operating policies and procedures, and intentional planning of budget, courses, and workload.

Doctoral students in the focus groups applauded the accessible and supportive faculty, but stated a desire to have more faculty, particularly to offer courses to fill gaps in the curriculum and more electives. Students would like an increase in opportunities for professional development, more unity across disciplines, and more experiential learning opportunities. The DrPH students felt that advisement and diversity were strengths of the program. These students called for a re-evaluation of the curriculum and stated a desire for more electives, hybrid classes, and certificate offerings.

There were similar patterns found in the surveys of students and alumni. There was high satisfaction for engagement of faculty. Students desired a greater variety of course offerings, more opportunities to network with potential employers and those working in public health, more opportunities to engage in research, and better career advising and placement.

Alumni stated the most pressing needs of the College were to have more faculty teach who have practical public health experience; offer more course work in data literacy, data management, health informatics, and technology; provide more skills development including those in leadership, scientific writing, communication, cultural competency; provide more hands-on learning opportunities in the community; and strengthen relationships with the CDC and other health organizations.

Interviews with CPH leadership highlighted the need to (1) examine the curriculum (its relevance, course offerings, gaps, ability to offer more hands-on experiences); (2) explore offering more courses at Gwinnett campus; (3) invest in students (increase enrollment, provide more assistantships, include in research projects); (4) invest in faculty and staff (increase faculty governance, develop mentoring plan, encourage professional development); (5) leverage and build partnerships across campus, with Public Service and Outreach, and with other schools/college of public health; (6) build research depth in areas of expertise; (7) increase national recognition of UGA CPH; and (8) increase revenue (external funding, philanthropy, credit hour production).

We are utilizing the data we obtained during the strategic planning process to inform our goals, strategies to meet those goals, and tasks over the next five years. The 2020-2025 Strategic Plan for the College of Public Health, including key performance indicators, is in the process of being finalized. In alignment with the UGA strategic plan, the CPH strategic plan focuses on

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

Because of the position the College is in with a new administration and upcoming reaccreditation in 2021 by the Council on Education in Public Health (CEPH), we have also included strategic directions for Organization and Human Capacity Building and Accreditation.

## **Summary**

At a time when we are facing a convergence of an infectious disease pandemic, heightened awareness of and need to eliminate racial injustice, increasing health inequity, and economic uncertainty, the College must be poised to lead in addressing these issues. Faculty are ready to innovate our curriculum so that students acquire the skills necessary to meet the challenges of the ever-changing work of public health. We have opportunities for enrollment growth and credit hour production – capitalizing on UGA’s undergraduate population with a public health major and department specific minors in CPH; boosting enrollment of undergraduate students in the Double Dawg program; enhancing recruitment to CPH for MPH students, our new MHA and doctoral programs, stackable certificates; and expanding educational opportunities on the Gwinnett campus. Through our research and engagement with communities, we are finding meaningful ways to improve the public's health. A greater emphasis on communicating the work of the College will lead to an increase in our reputation and recognition among our key constituents. We are committed to greatly improving development efforts to build financial stability and grow the endowments of the College.

Through all our efforts of self-study and strategic planning, the time is right for us to embrace new goals and aspirations.

# Strategic Direction I: Promoting Excellence in Teaching & Learning

## Strategic Goal 1.1: Expand experiential learning opportunities and increase competencies for all students.

**Unit Goal:** Provide students with opportunities to engage in activities beyond traditional classroom instruction, both in person and in online learning environments, and coursework to enhance relevant skills and subsequent employment opportunities.

**Key Performance Indicator:** Number of undergraduate and graduate students engaging in research opportunities across the University

**Data Source:** College of Public Health Office of Academic Affairs; Faculty Annual Reviews; Student annual surveys

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Identify existing undergraduate and graduate courses that qualify as research intensive courses</li> <li>• Determine the baseline number of undergraduate and graduate students participating in research intensive courses and activities, as well as total number of credit hours</li> <li>• Create an online portal for students interested in pursuing research opportunities with faculty at undergraduate and graduate levels so that they can easily match with faculty mentors who share their professional interests</li> <li>• Develop a plan to increase the number of undergraduate and graduate research-intensive credit hours</li> <li>• Develop a certificate in the Social Determinates of Health</li> <li>• Determine survey and baseline average self-rating on Council on Education in Public Health competencies prior to engaging in research</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Identify methods of research participation through online and hybrid classes.</li> <li>• Increase the number of undergraduate and graduate students in research intensive courses and programs by 5% from the previous year</li> <li>• Increase number of research credit hours by 5% each year</li> <li>• Assess students' scientific productivity made possible through research-intensive courses and programs (e.g., conference presentations, publications, etc.)</li> <li>• 75% of students will increase self-rating on CEPH competencies after engaging in research</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Increase the number of undergraduate and graduate students in research intensive courses and programs by 5% from the previous year</li> <li>• Increase number of research credit hours by 5% each year</li> <li>• Assess students' scientific productivity made possible through research-intensive courses and programs (e.g., conference presentation, publications, etc.)</li> <li>• 80% of students will increase self-rating on CEPH competencies after engaging in research</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Increase the number of undergraduate and graduate students in research intensive courses and programs by 5% from the previous year</li> <li>• Increase number of research credit hours by 5% each year</li> <li>• Assess students' scientific productivity made possible through research-intensive courses and programs (e.g., conference presentation, publications, etc.)</li> <li>• 85% of students will increase self-rating on CEPH competencies after engaging in research</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Increase the number of undergraduate and graduate students in research intensive courses and programs by 5% from the previous year</li> <li>• Increase number of research credit hours by 5% each year</li> <li>• Assess students' scientific productivity made possible through research-intensive courses and programs (e.g., conference presentation, publications, etc.)</li> <li>• 90% of students will increase self-rating on CEPH competencies after engaging in research</li> </ul>

**Key Performance Indicator:** Number of students participating in service-learning opportunities across the University

**Data Source:** Office of Experiential Learning; College of Public Health Office of Academic Affairs

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Identify existing undergraduate and graduate courses that include substantial service-learning components</li> <li>• Develop a certificate in the Social Determinates of Health</li> <li>• Create a college-wide portal providing information on service-learning opportunities in the College of Public Health</li> <li>• Determine the baseline number of public health students participating in service-learning programs across the University</li> <li>• Determine baseline average self-rating on CEPH competencies prior to engaging in service-learning</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Identify methods of service-learning participation through online and hybrid classes.</li> <li>• Develop a plan for creating courses that will fill needs in content of service learning</li> <li>• Evaluate and update portal</li> <li>• Increase the number of students in service-learning opportunities by 5% from the baseline</li> <li>• Determine the programming, projects, and work produced through participation in service-learning activities</li> <li>• 75 % of students will increase self-rating on CEPH competencies after engaging in service-learning</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Evaluate and update portal</li> <li>• Increase the number of students in service-learning opportunities by 5% from the previous year</li> <li>• Determine the programming, projects, and work produced through participation in service-learning activities</li> <li>• 80 % of students will increase self-rating on CEPH competencies after engaging in service-learning</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Evaluate and update portal</li> <li>• Increase the number of students in service-learning opportunities by 5% from the previous year</li> <li>• Determine the programming, projects, and work produced through participation in service-learning activities</li> <li>• 85 % of students will increase self-rating on CEPH competencies after engaging in service-learning</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Evaluate and update portal</li> <li>• Determine the programming, projects, and work produced through participation in service-learning activities</li> <li>• Determine the programming, projects, and work produced through participation in service-learning activities</li> <li>• 90 % of students will increase self-rating on CEPH competencies after engaging in service-learning</li> </ul>

**Key Performance Indicator:** Increase student self-rating in CEPH competencies related to internships

**Data Source:** Student survey

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"><li>• Develop and utilize online resources for internship opportunities and MOUs the college has received in the past 5 years</li><li>• Determine baseline average self-rating on CEPH competencies related to internships prior to placement.</li></ul>
<b>FY2022</b>	<ul style="list-style-type: none"><li>• Train faculty and students each semester to use the portal to help increase satisfaction with the internship experience and decrease anxiety in finding an internship</li><li>• 75% of students will increase self-rating on CEPH competencies after completing internships</li></ul>
<b>FY2023</b>	<ul style="list-style-type: none"><li>• 80% of students will increase self-rating on CEPH competencies after completing internships</li></ul>
<b>FY2024</b>	<ul style="list-style-type: none"><li>• 85 % of students will increase self-rating on CEPH competencies after completing internships</li></ul>
<b>FY2025</b>	<ul style="list-style-type: none"><li>• 90 % of students will increase self-rating on CEPH competencies after completing internships</li></ul>

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

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**Unit Goal:** Enhance the college’s commitment to teaching excellence

**Key Performance Indicator:** Establish and use an effective course evaluation process to improve CPH courses

**Data Source:** Faculty course evaluations; Peer course evaluations

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"><li>• Create a faculty workgroup to identify metrics of effective teaching in the field of public health</li><li>• Develop and implement a rigorous course evaluation process that utilizes both student and peer evaluations at mid-course and course completion to augment new University-wide efforts for centralized student evaluations and best practices for peer evaluation</li><li>• Incorporate results of teaching evaluations into annual performance reviews and promotion and tenure (P&amp;T) guidelines, including documentation of how comments from previous evaluations were addressed in subsequent teaching.</li><li>• Develop criteria for prioritizing courses that will be flagged for enhancement based on student evaluations</li><li>• Determine unit average response rate for course evaluations</li></ul>
<b>FY2022</b>	<ul style="list-style-type: none"><li>• Develop plan for addressing opportunities for teaching improvement as part of performance review</li><li>• Establish peer evaluation periods at 3<sup>rd</sup> year review, at tenure and promotion, and every three years following promotion to associate professor</li><li>• Determine response rate of course evaluations</li></ul>
<b>FY2023</b>	<ul style="list-style-type: none"><li>• Increase student response rate to course evaluations by 10% from baseline</li><li>• Prioritize and develop plans to enhance courses with particularly low evaluations</li><li>• Revise teaching evaluation plan as needed</li></ul>
<b>FY2024</b>	<ul style="list-style-type: none"><li>• Increase student response rates to course evaluations by 5% from the previous year</li><li>• Revise teaching evaluation plan as needed</li></ul>
<b>FY2025</b>	<ul style="list-style-type: none"><li>• Increase student response rates to course evaluations by 5% from the previous year</li><li>• Revise teaching evaluation plan as needed</li></ul>



**Key Performance Indicator:** Increase the visibility of excellent teaching in the College by increasing the number of faculty being nominated for recognition for excellence in teaching

**Data Source:** Awards committee; Faculty annual reviews, Office of Academic Programming, Center for Teaching and Learning

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• CPH Awards Committee will nominate and recognizes outstanding teaching in public health</li> <li>• Create database of teaching awards and nominations</li> <li>• Nominate individuals annually for UGA, national, and international teaching awards</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Identify, recognize, and reward faculty in excellence in teaching</li> <li>• Update database of teaching awards and nominations</li> <li>• Identify professional organizations that recognize outstanding teachers</li> <li>• Nominate individuals annually for UGA, national, and international teaching awards</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Identify, recognize, and reward excellence in teaching</li> <li>• Update database of teaching awards and nominations</li> <li>• Nominate individuals annually for UGA, national, and international teaching awards</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Identify, recognize, and reward excellence in teaching</li> <li>• Update database of teaching awards and nominations</li> <li>• Nominate individuals annually for UGA, national, and international teaching awards</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Identify, recognize, and reward excellence in teaching</li> <li>• Update database of teaching awards and nominations</li> <li>• Nominate individuals annually for UGA, national, and international teaching awards</li> </ul>

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

**Unit Goal:** Expand the breadth, depth, and flexibility of learning opportunities within the College of Public Health

**Key Performance Indicator:** Increase resilience of all learning systems within the College of Public Health

**Data Source:** College of Public Health Office of Academic Affairs

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Establish a sub-committee of the contingency planning committee (goal 4.1) to specifically address flexibility for instruction. Include online teaching, outreach, and outreach of the best available evidence for public health decisions</li> <li>• Incorporate recommendations of the teaching sub-committee into the College-wide contingency plan</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Evaluate and update the contingency plan for teaching needs</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Evaluate and update the contingency plan for teaching needs</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Evaluate and update the contingency plan for teaching needs</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Evaluate and update the contingency plan for teaching needs</li> </ul>

**Key Performance Indicator:** Changes in curriculum by degree program that reflects the current emphasis in public health teaching methods

**Data Source:** Curriculum assessment; Program handbooks; Student evaluations

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Establish a Curriculum Review Committee in each department and institute to identify potential curricula changes. This includes determining how to maximize credit hour production, increase faculty efficiency, and provide more electives.</li> <li>• Evaluate the feasibility of course offerings (MPH, MHA) at the Gwinnett Campus--by department</li> <li>• Examine the requirements of the DrPH program to include a non-dissertation format and/or develop an executive DrPH program</li> <li>• Make faculty across units aware that they can mentor DrPH dissertation students</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Identify courses to add, eliminate, or modify</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Implement course offerings (the Gwinnett Campus--by department)</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Develop new competencies by degree program to reflect curricula changes</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Evaluate student confidence in competencies related to degree program</li> </ul>

**Key Performance Indicator:** Increase online learning opportunities in the College

**Data Source:** Curriculum assessment; Faculty annual review, CPH Office of Online Learning

**Annual Targets:**

<p><b>FY2021</b></p>	<ul style="list-style-type: none"> <li>• Formalize the Online Learning committee by incorporating as standing committee within the CPH by-laws</li> <li>• Conduct a needs assessment of online readiness for current CPH faculty, including common barriers to online course creation, such as voice-to-text transcription</li> <li>• Compile best practices from rapid transition to online education from faculty who made the transition effectively</li> <li>• Begin cataloging online educational resources from each CPH academic unit that can be used to facilitate courses transitioning to an online offering to create an online teaching knowledgebase</li> <li>• Determine the total in the number of online learning courses that have been:               <ul style="list-style-type: none"> <li>(1) translated to an online format from existing classes, or</li> <li>(2) online classes that were newly created, or</li> <li>(3) were already in existence</li> </ul> </li> <li>• Promote courses for all new online certificates (e.g., Public Health, Gerontology)</li> <li>• Develop online certificate in Data Analytics and Health Informatics</li> </ul>
<p><b>FY2022</b></p>	<ul style="list-style-type: none"> <li>• Create and maintain a college-wide website that provides information on online learning opportunities on the College of Public Health</li> </ul>
<p><b>FY2023</b></p>	<ul style="list-style-type: none"> <li>• Examine feasibility of offering specific MPH concentrations as on-line optional (e.g., Gerontology)</li> <li>• Implement certificates in Data Analysis and Health Informatics</li> </ul>
<p><b>FY2024</b></p>	<ul style="list-style-type: none"> <li>• Provide additional online learning opportunities for existing and new courses, particularly for undergraduates and dual degree students</li> </ul>
<p><b>FY2025</b></p>	<ul style="list-style-type: none"> <li>• Evaluate online course offerings to determine opportunities for expansion and streamlining.</li> </ul>

**Strategic Goal 1.4:** Promote academic access and success for all students, with particular effort dedicated towards optimizing success levels for under-represented, rural, first-generation, older and non-traditional and other underserved students.

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**Unit Goal:** Increase enrollment and diversity of the student body, and facilitate employment opportunities for graduating students.

**Key Performance Indicator:** Number of underrepresented students in undergraduate, MPH, MHA, MS, and doctoral programs

**Data Source:** College of Public Health Office of Academic Affairs

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Determine trends and baseline numbers of underrepresented students and in each degree program</li> <li>• Work with college office of communications to develop promotional materials that are specific to each unit but fall under the broader college marketing themes.</li> <li>• Conduct regular virtual open house zoom sessions and Q&amp;As as a way to promote the program and provide real time feedback to prospective applicants. Some can be targeted toward HBCUs and UGA feeder schools (for graduate programs)</li> <li>• Work across units toward a college-wide on-campus recruitment event for accepted students or highly recruited students (January or February, as pandemic conditions permit)</li> <li>• Develop a recruitment plan for Black and non-Black persons of color in our graduate programs</li> <li>• Evaluate admissions criteria for MPH to incorporate the elimination of the GRE requirement</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Increase number of underrepresented students across all degrees in CPH by 5% from baseline</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Increase number of underrepresented students across all degrees in CPH by 5% from the previous year</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Increase number of underrepresented students across all degrees in CPH by 5% from the previous year</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Increase number of underrepresented students across all degrees in CPH by 5% from the previous year</li> </ul>

**Key Performance Indicator:** Create a culture of inclusion and equity in the college.

**Data Source:** College of Public Health Office of Outreach, Engagement and Equity;  
College Climate Survey

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Construct annual college climate survey for students, staff, and faculty to establish a baseline metric of satisfaction with college culture related to diversity and inclusion.</li> <li>• Reexamine syllabi and curriculum in each department, consider how diversity and inclusion shape the learning objectives for students and curricula, make changes accordingly</li> <li>• Identify UGA-based resources and on-campus and off-campus professional organizations that offer support to under-represented students</li> <li>• Maintain the mini-grant program established by the CoDEI</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Quantify number and funding amounts for the CoDEI mini-grants</li> <li>• Create a summer scholarship initiative that will be given to students participating in research related to diversity, equity and inclusion.</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• College climate satisfaction increases by 5% from baseline</li> <li>• Increase number and funding amounts for the CoDEI mini-grants by 5% from baseline</li> <li>• Maintain summer scholarship initiative</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• College climate satisfaction increases by 5% from the previous year</li> <li>• Increase number and funding amounts for the CoDEI mini-grants by 5% from the previous year</li> <li>• Maintain summer scholarship initiative</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• College climate satisfaction increases by 5% from the previous year</li> <li>• Increase Quantify number and funding amounts for the CoDEI mini-grants by 5% from the previous year</li> <li>• Maintain summer scholarship initiative</li> </ul>

**Key Performance Indicator:** Increase number of students enrolled in Double Dawgs Program

**Data Source:** College of Public Health Office of Academic Affairs

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Identify strategies to increase recruitment into and maintain enrollment rates of Double Dawg programs</li> <li>• Conduct study of new Double Dawg pathways for approval</li> <li>• Determine baseline numbers for Double Dawg programs</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Increase Double Dawgs Pathways by <math>\geq 2</math> programs and enrollment by at least 5% from baseline</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Increase Double Dawgs Pathways by <math>\geq 2</math> programs and enrollment by at least 5% from the previous year</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Increase Double Dawgs Pathways by <math>\geq 1</math> program and enrollment by at least 5% from the previous year</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Increase Double Dawgs Pathways by <math>\geq 1</math> program and enrollment by at least 5% from the previous year</li> </ul>

**Key Performance Indicator:** Number of career counseling and employment opportunities facilitated

**Data Source:** Student graduation surveys, assessment of workshops

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Identify career counseling opportunities at UGA and in professional organizations that assist with helping guide students in public health</li> <li>• Develop yearlong workshop series (modules) to develop “soft skills” to help students cultivate professional networks</li> <li>• Develop and utilize online resources for career opportunities and alumni matches</li> <li>• Recruit alumni as career mentors and develop database based on career path and concentration and degree level</li> <li>• Enroll additional 3 alumni mentors (and established additional mentor-student pairs)</li> <li>• Create an online portal of doctoral students willing to co-mentor a master’s or undergraduate student with a faculty member.</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Offer a yearlong workshop series (modules) to develop “soft skills” to help students cultivate professional networks</li> <li>• Confirm presenters and develop assessment tools</li> <li>• Enroll an additional 3 alumni per concentration in mentor database</li> <li>• Assess satisfaction of professional development modules through surveys of students and internship preceptors</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Increase enrollment participation numbers in modules by 10% from the baseline year</li> <li>• Enroll an additional 3 alumni per concentration in mentor database</li> <li>• Assess satisfaction of professional development modules through surveys of students and internship preceptors</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Increase enrollment participation numbers in modules by 10% from the previous year</li> <li>• Enroll an additional 3 alumni per concentration in mentor database</li> <li>• Assess satisfaction of professional development modules through surveys of students and internship preceptors</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Increase enrollment participation numbers in modules by 10 from the previous year</li> <li>• Enroll an additional 3 alumni per concentration in mentor database</li> <li>• Assess satisfaction of professional development modules through surveys of students and internship preceptors</li> </ul>

## Strategic Direction II: Growing Research, Innovation, & Entrepreneurship

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

**Unit Goal:** Increase research productivity

**Key Performance Indicator:** Number of external research proposals submitted by CPH faculty members

**Data Source:** Office of the Vice President of Research; College of Public Health Office of Research & Faculty Affairs

### Annual Targets:

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Create guidelines describing expectation of number of external proposals submitted by CPH annually</li> <li>• Department Heads will develop specific and quantifiable plans to increase external funding at the departmental and individual faculty level, e.g., number of external applications submitted, number of external grants obtained, percentage of successful applications, level of collaboration (several faculty members much better than a single applicant), and sustainability of research topic</li> <li>• Annual review by Departments Heads will include all aspects of faculty productivity, including research productivity</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Incorporate proposal submission guidelines into faculty annual evaluations</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• 75% of faculty are achieving target number of grant submissions for external funding</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• 80% of faculty are achieving target number of grant submissions for external funding</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• 90% of faculty are achieving target number grant submissions for external funding</li> </ul>

**Key Performance Indicator:** Number of junior faculty being formally mentored in the College of Public Health

**Data Source:** College of Public Health Office of Research & Faculty Affairs; Faculty annual reviews

### Annual Targets:

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Implement a CPH Faculty Mentorship Program for junior and new faculty in the College</li> <li>• Establish written expectations for Mentors and Mentees</li> <li>• Organize training opportunities for faculty members interested in submitting proposals for funding.</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Create workshops and activities to increase productivity and satisfaction in mentoring relationships.</li> <li>• Include mentoring performance within faculty annual evaluations</li> <li>• Asses the number of training camps held and number of faculty participants</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Establish baseline numbers for participation rate in workshops</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Increase untenured faculty participation in the Mentorship Program to 100% and workshop participation to 75%</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Maintain untenured faculty participation in the Mentorship Program at 100% and increase workshop participation to 90%</li> </ul>

**Key Performance Indicator:** Annual external funding per tenured or tenure track faculty member

**Data Source:** Office of the Vice President of Research; College of Public Health Office of Research & Faculty Affairs

**Annual Targets:**

<b>FY2021</b>	• Survey faculty to understand what is limiting funding and work within each unit to develop specific plans to increase funding
<b>FY2022</b>	• Increase funding dollars per faculty member by 10% from baseline
<b>FY2023</b>	• Increase funding dollars per faculty member by 10% from the previous year
<b>FY2024</b>	• Increase funding dollars per faculty member by 10% from the previous year
<b>FY2025</b>	• Increase funding dollars per faculty member by 15% from the previous year



**Strategic Goal 2.2:** Promote collaboration among academic units within the college and between external organizations to stimulate interdisciplinary research.

**Unit Goal:** Develop new and strengthen existing inter-, multi-, and trans-disciplinary research collaborations within the College of Public Health and across UGA

**Key Performance Indicator:** Number faculty participating in working groups

**Data Source:** Annual faculty reviews, College of Public Health Office of Research & Faculty Affairs

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>Establish working groups around the college’s key areas of expertise (such as maternal and child health, disaster management, telemedicine and health informatics, data science, gerontology, and community-based evaluation)</li> <li>Create work group-specific public websites that describe project outputs (abstracts, manuscripts, awarded research projects)</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>Quantify the number of faculty involved in working groups</li> <li>Create a college-wide Seed Grant Program that funds interdisciplinary research</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>Increase workgroup enrollment to 50% of faculty</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>Increase workgroup enrollment to 75% of faculty</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>Quantify the number of external grant applications submitted as a direct result of the research workgroup program and update strategies to increase participation and funding success</li> </ul>

**Key Performance Indicator:** Publications involving authors from the College of Public Health from at least two disciplines

**Data Source:** College of Public Health Office of Research & Faculty Affairs; Annual faculty reviews, Office of Institutional Research; Elements

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>Determine the average annual number of publications in the past 3 years that have involved authors from at least two disciplines</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>Increase interdisciplinary publications by 5% from baseline</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>Increase interdisciplinary publications by 10% from the previous year</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>Increase interdisciplinary publications by 10% from the previous year</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>Increase interdisciplinary publications by 10% from the previous year</li> </ul>

**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.

**Unit Goal:** Create and maintain a physical work and lab environment that will allow for innovative and flourishing research and teaching, including mentoring of graduate students

**Key Performance Indicator:** Increase funding for students in graduate degrees

**Data Source:** College of Public Health Office of Academic Affairs;

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Conduct an initial assessment of the percentage of students who are fully funded in the college’s graduate programs</li> <li>• Develop a plan with Department Heads and Dean’s Office to assess salary savings and course/research buy-outs to be used to fund assistantships</li> <li>• Determine baseline level of federal grants that the College of Public Health receives that participate in UGA’s Tuition Incentive Program</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Implement a plan with Department Heads and Dean’s Office to assess salary savings and course/research buy-outs to be used to fund assistantships</li> <li>• Increase graduate assistantships across the college by 10% from baseline</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Increase graduate assistantships across the college by 5% from the previous year</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Increase graduate assistantships across the college by 5% from the previous year</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Increase graduate assistantships across the college by 5% from the previous year</li> </ul>

**Key Performance Indicator:** Invest in and enhance infrastructure and physical resources

**Data Source:** Office of Research, Office of Finance and Administration, College of Public Health Dean's Office

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Conduct an initial space assessment for the College of public health</li> <li>• Create an Infrastructure and Physical Resources Committee</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Determine policies and procedures related to space acquisition and classroom entitlement</li> <li>• Determine which faculty have equipment and resources that can be shared at minimal cost (e.g., measurement equipment, monitors, phlebotomy space, etc.)</li> <li>• Update and share college-wide facilities statements for use in grant submissions, based on shared resources</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Propose space needs and requests for inclusion on major renovation and repair list for the University and on major building list for UGA</li> <li>• Fundraising efforts focused on space</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Meet with UGA administration on status of building and space for UGA</li> <li>• Build relationships with other colleges to leverage space needs</li> <li>• Fundraising efforts focused on space</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Fundraising efforts focused on space</li> </ul>

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

**Unit Goal:** Become an influential academic, community, and authority on issues affecting the public’s health.

**Key Performance Indicator:** Publications, citations, number of content produced (i.e. social media, interviews, and earned media) that show research impact

**Data Source:** College of Public Health Office of Research, UGA Office of Research, Faculty Annual Evaluations, Elements

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Determine the 3-year average number publications and citations by each faculty member and unit</li> <li>• Ensure all faculty members have Google Scholar profiles</li> <li>• Establish department criteria for publication productivity and citations and develop a plan for increasing publications and citations</li> <li>• Determine baseline faculty publications and citations</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Increase publications and citations by 5% from baseline</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Incorporate unit criteria into faculty annual evaluations</li> <li>• Increase publications and citations by 5% from the previous year</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Increase publications and citations by 5% from the previous year</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Increase publications and citations by 5% from the previous year</li> </ul>

**Key Performance Indicator:** Content produced about high impact research, innovation, and entrepreneurship

**Data Source:** College of Public Health Communications Office

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Determine the number of stories and other content produced about high impact research, innovation, and entrepreneurship</li> <li>• Develop expertise database for communications office</li> <li>• Develop website pages specifically aimed at sharing of new publications, grants, awards, etc. for faculty to provide source to communications office</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Increase stories by 5% from baseline</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Increase stories by 5% from the previous year</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Increase stories by 5% from the previous year</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Increase stories by 5% from the previous year</li> </ul>

**Key Performance Indicator:** Content produced delivered over social media

**Data Source:** College of Public Health Communications Office

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Determine the number of stories and other content produced over social media</li> <li>• Social media training for faculty (and grad students) – how to share content and increase visibility</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Increase posts by 5% from baseline</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Increase stories by 5% from the previous year</li> <li>• Increase professional social media accounts held by faculty and grad students by 10%</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Increase stories by 5% from the previous year</li> <li>• Increase professional social media accounts held by faculty and grad students by 10% and increase followers by 5%</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Increase stories by 5% from the previous year</li> <li>• Increase professional social media accounts held by faculty and grad students by 10% and increase followers by 5%</li> </ul>

**Key Performance Indicator:** Earned media about the College of Public Health research, innovation, and entrepreneurship

**Data Source:** College of Public Health Communications Office

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Determine the number of earned media about the College of Public Health research, innovation, and entrepreneurship</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Increase earned media by 5% from baseline</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Increase earned media by 5% from the previous year</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Increase earned media by 5% from the previous year</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Increase earned media by 5% from the previous year</li> </ul>

## Strategic Direction III: Strengthening Partnerships with Communities across Georgia and Internationally

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

**Unit Goal:** Enhance the impact of the College of Public Health through community partnerships in research, training, and leadership.

**Key Performance Indicator:** Number of collaborative partnerships with community-serving agencies and the College of Public Health

**Data Source:** Faculty annual reviews; College of Public Health Office of Research & Faculty Affairs; College of Public Health Office of Outreach, Engagement, and Equity

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Create a Committee on Service and Community Engagement</li> <li>• Assess current and historical college partnerships to quantify the college’s reach and impact, creating a Partnership Database from these data</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Enhance the scope and capabilities of the Partnership Database</li> <li>• Assess the total number of research, service, and teaching projects that have been achieved by working with community partnerships</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Conduct a needs assessment of faculty who want to externally engage with community partners, with specific focus on identifying barriers to entry and understanding the current culture of engagement in the college</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Develop a shared, evidence-based vocabulary in experiential learning, service learning, and hands-on activities that is disseminated to all faculty, staff, and students</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• 50% of faculty are working with members of the community through community focused research, scholarship, or training</li> </ul>

**Key Performance Indicator:** Increase the reach of the State of the Public's Health conference to serve the training needs of Georgia's public health workforce and collaborators.

**Data Source:** Office of Outreach, Engagement, & Equity

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Establish an advisory committee of CPH and external members to support programming development for the State of the Public's Health Conference</li> <li>• Identify existing and new strategic partners to help deliver the content and programming required to meet the needs of the public health workforce.</li> <li>• Assess the feasibility of continuing education courses for the public health workforce of the State of Georgia.</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Invite at least one new strategic partner to present at the conference.</li> <li>• Increase participation among UGA collaborators in health.</li> <li>• Determine number of conference attendees from the state public health workforce</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Invite at least two new strategic partners to present at the conference.</li> <li>• Increase the number of conference attendees from the state public health workforce by 10% of the baseline number</li> <li>• Increase the diversity of sectors participating in the conference by 20%</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Invite at least two new strategic partners to present at the conference.</li> <li>• Increase the number of conference attendees from the state public health workforce by 10% from the previous year</li> <li>• Increase the diversity of sectors participating in the conference by 5% from the previous year</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Invite at least two new strategic partners to present at the conference.</li> <li>• Increase the number of conference attendees from the state public health workforce by 10% from the previous year</li> <li>• Increase the diversity of sectors participating in the conference by an additional 5% from the previous year</li> </ul>

**Strategic Goal 3.2:** Strengthen UGA’s role in improving health across the state, with a particular emphasis on underserved communities.

**Unit Goal:** Strengthen CPH's role in improving the state’s health education, with a particular emphasis on underserved communities.

**Key Performance Indicator:** Number of communities, particularly rural and low-access communities, served by CPH educational initiatives

**Data Source:** CPH Office of Research and Faculty Affairs, CPH Office of Outreach and Engagement, CPH Communications Office, annual faculty evaluations

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Mine 2018-2019; 2019-2020 faculty annual evaluations, doctoral student annual evaluations and MPH capstones to establish a baseline of outreach, educational and service events conducted across the state of Georgia by CPH faculty</li> <li>• Identify the number of faculty and students engaged in research on health disparities, rural health, and minority health, particularly in rural and low-access areas.</li> <li>• Determine baseline educational events across the state, particularly in underserved areas.</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Based on outreach and engagement landscaping exercise, identify other UGA entities with which CPH faculty collaborate in outreach and engagement (e.g. Cooperative Extension Program, School of Social Work, College of Education)</li> <li>• Increase educational events across the state by 5%, particularly in underserved areas.</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Increase number of faculty and students engaged in research, education and service events on health disparities, rural health and minority health, particularly in rural and low-access areas by 5% of baseline.</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Increase educational events across the state and in underserved areas by an additional 5% of baseline.</li> <li>• Increase faculty and student participation in in research, education and service events on health disparities, rural health and minority health, particularly in rural and low-access areas by an additional 5% of baseline.</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Evaluate educational, research and service initiatives.</li> <li>• Conduct needs assessment in communities served by educational, service and research events in anticipation of future planning.</li> </ul>

**Strategic Goal 3.3:** Broaden opportunities for students to engage with the diversity of communities in Georgia and across the nation and world on high-priority public health issues.

**Unit Goal:** Streamline existing opportunities for connection between students and faculty and create new opportunities for collaboration with community partners

**Key Performance Indicator:** Number of students participating in study abroad, community-based research, and community based experiential learning.

**Data Source:** Office of Instruction, College of Public Health Office of Academic Affairs

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>Determine the baseline number of public health students participating in state, national and internationally focused service learning, travel, and study abroad programs across the University</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>Increase the number of students in participating in these programs by 5% from baseline</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>Increase the number of students in participating in these programs by 5% from the previous year</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>Increase the number of students in participating in these programs by 5% from the previous year</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>Asses the change in number of public health students participating in service-learning programs across the University</li> </ul>

**Key Performance Indicator:** Number of scholarships awarded to support student participation in service experiential learning opportunities.

**Data Source:** Office of Instruction, Office of Public Service and Outreach

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>Determine the baseline number of scholarships for service experiential learning opportunities</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>Increase the number of scholarships for service experiential learning opportunities by 5% from baseline</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>Increase the number of scholarships for service experiential learning opportunities by 5% from the previous year</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>Increase the number of scholarships for service experiential learning opportunities by 5% from the previous year</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>Increase the number of scholarships for service experiential learning opportunities by 5% from the previous year</li> </ul>



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

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**Unit Goal:** Become an influential academic, community, and policy leader on issues affecting global public health

**Key Performance Indicator:** Sponsored award funding for global collaboration projects

**Data Source:** UGA Office of Research, College of Public Health Office of Research & Faculty Affairs

**Annual Targets:**

<b>FY2021</b>	• Determine baseline numbers of College of Public Health funding for global collaboration projects
<b>FY2022</b>	• Increase numbers for global collaboration by 5% from baseline
<b>FY2023</b>	• Increase numbers for global collaboration by 5% from the previous year
<b>FY2024</b>	• Increase number for global collaboration by 5% from the previous year
<b>FY2025</b>	• Increase number for global collaboration by 5% from the previous year

**Key Performance Indicator:** Transcript-eligible international experiential learning opportunities completed by students

**Data Source:** Office of Instruction

**Annual Targets:**

<b>FY2021</b>	• Determine baseline numbers of students who have transcript eligible international leaning opportunities
<b>FY2022</b>	• Increase the number of experiential learning opportunities completed by students by 5% from baseline
<b>FY2023</b>	• Increase the number of experiential learning opportunities completed by students by 5% from the previous year
<b>FY2024</b>	• Increase the number of experiential learning opportunities completed by students by 5% from the previous year
<b>FY2025</b>	• Increase the number of experiential learning opportunities completed by students by 5% from the previous year

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

**Unit Goal:** Increase College of Public Health visibility and engagement within local communities, the state, and beyond

**Key Performance Indicator:** Stories produced about UGA’s community engagement

**Data Source:** College of Public Health Communications Office

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>Require/request faculty who are engaged in outreach, educational, and service events to write an article about their work for ASPPH Friday newsletter and/or other external channels.</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>Increase earned media by 5% from baseline</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>Increase earned media by 5% from the previous year</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>Increase earned media by 5% from the previous year</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>Increase earned media by 5% from the previous year</li> </ul>

**Key Performance Indicator:** Earned media focused on UGA’s community engagement

**Data Source:** College of Public Health Communications Office

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>Determine the number of earned media focusing on community engagement</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>Increase earned media by 5% from baseline</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>Increase earned media by 5% from the previous year</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>Increase earned media by 5% from the previous year</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>Increase earned media by 5% from the previous year</li> </ul>

**Key Performance Indicator:** Reach of College of Public Health communications activities among key audiences.

**Data Source:** College of Public Health Communications Office

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>Assess current UGA CPH dissemination methods and platforms and identify key audiences</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>Develop strategy to reach key audiences through external platforms (social media, newsletters, media stories)</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>Determine baseline reach for communication activities (i.e. hits; comments; tags)</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>Increase reach by 5% from baseline</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>Increase reach by 5% from previous year</li> </ul>

## Strategic Direction IV: Organizational and Human Capacity Building

**Strategic Goal 4.1:** Enhance the organizational resilience and efficiency via improved processes, policies, procedures to support the mission of the College of Public Health

**Unit Goal:** Formalize and/or standardize various processes, procedures and policies in a manner that is transparent and helps with efficiency of day-to-day workload assessment reporting.

**Key Performance Indicator:** Improve the College-wide contingency plan to minimize disruptions to mission-critical work during emergencies.

**Data Source:** College of Public Health Associate Dean for Academic Affairs and Senior Associate Dean of Research

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Create Contingency Planning Committee</li> <li>• Enhance the College-wide contingency plan with feedback from student/faculty/staff input.</li> <li>• Ensure all students/faculty/staff are familiar with the plan</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Update College-wide contingency plan with input from faculty, staff and students.</li> <li>• Ensure all students/faculty/staff are familiar with the plan</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Review plan and obtain student/faculty/staff feedback</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Review plan and obtain student/faculty/staff feedback</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Review plan and obtain student/faculty/staff feedback</li> </ul>

**Key Performance Indicator:** Completed portal to allow for transparency and of College of Public Health policies and procedures

**Data Source:** College of Public Health Dean's Office

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Enhance feedback mechanisms</li> <li>• Review and amend College Bylaws to reflect current operations of the College</li> <li>• Update all the committees (their memberships and charge), bylaws, policies, and procedures that are used by the College of Public Health</li> <li>• Create a new Faculty Handbook that includes promotion and tenure guidelines, policies and procedures for course and research buyouts, etc.</li> <li>• Update the website on roles for each staff person in the college</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Develop a portal that will be a place for all bylaws, policies and procedures that are used at the College of Public Health</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Test and improve the portal based on feedback from faculty, staff, and students</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Finalize portal</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Conduct annual update to the college's policy and procedures portal</li> </ul>

**Key Performance Indicator:** Implementation of a College of Public Health Assessment Plan and to collect data needed for accreditation, strategic plan key performance indicators, and ongoing monitoring

**Data Source:** Office of the Assistant Dean for Strategic Planning and Assessment

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Identify assessments that are imperative to accreditation, management, and function, of the College of Public Health</li> <li>• Create an Evaluation Metrics Calendar</li> <li>• Create Qualtrics assessments that can be modified year to year</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Implement yearlong assessment protocols that includes faculty, staff, and students</li> <li>• Develop and sustain ongoing continuous quality improvement systems.</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Implement yearlong assessment protocols that includes faculty, staff, and students</li> <li>• Sustain ongoing continuous quality improvement systems</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Implement yearlong assessment protocols that includes faculty, staff, and students</li> <li>• Sustain ongoing continuous quality improvement systems</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Implement yearlong assessment protocols that includes faculty, staff, and students</li> <li>• Sustain ongoing continuous quality improvement systems</li> </ul>

**Key Performance Indicator:** Create onboard training sessions and manuals

**Data Source:** College of Public Health Dean's Office

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Identify through faculty and staff the training and manuals needed to transition to the College as a new faculty or staff member</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Create an Incoming Faculty and Staff handbook that addresses business issues of the college (e.g., travel, reimbursements)</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Develop a portal that will be a place for all policies and procedures that are used at the College of Public Health</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Test the portal with faculty, staff, and students</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Finalize and update the college’s portal that incorporates its main policies and procedures.</li> </ul>

**Strategic Goal 4.2: Nurture a supportive, diverse, inclusive, and collegial environment.**

**Unit Goal:** Create a culture that enhances resilience while instilling the importance of continued training and development as an indication of progress, transparency, and commitment to a positive environment.

**Key Performance Indicator:** Require college-wide participation in training related to diversity and inclusion

**Data Source:** College of Public Health Dean's Office, College of Public Health Office of Outreach, Engagement, and Equity

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Conduct a needs assessment that gives the College a baseline understanding of faculty and staff needs for diversity and inclusion professional development.</li> <li>• Share findings of assessment with faculty and staff in the college</li> <li>• Create and maintain a college-wide website providing information on support and resources for students and faculty</li> <li>• Ensure departmental commitment to a culture of diversity, equity, and inclusion by asking for department heads to submit unit- level plans for the academic year</li> <li>• Connect individuals in the college to training and professional development events for faculty, staff, and students to complete</li> <li>• Create a safe process for reporting potential EOO violations and grievances</li> <li>• Strongly encourage College Administrators, Department Heads, Institute Directors, Faculty, and Staff to earn their Certificate in Diversity and Inclusion in the coming academic year</li> <li>• Work directly with the Office of Institutional Diversity at UGA to take advantage of their new program <i>Pathways</i>, which provides units with a pathway to have their employees go through the Certificate in Diversity and Inclusion (CDI) curriculum</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• 100% Faculty and staff will complete 1 event per year</li> <li>• 90% of administrators will have completed the Certificate in Diversity and Inclusion</li> <li>• 50 % of faculty and staff will have completed the Certificate in Diversity and Inclusion</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• 100% Faculty and staff will complete 1 event per year</li> <li>• 95% of administrators will have completed the Certificate in Diversity and Inclusion</li> <li>• 60% of faculty and staff will have completed the Certificate in Diversity and Inclusion</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• 100% Faculty and staff will complete 1 event per year</li> <li>• 100% of administrators will have completed the Certificate in Diversity and Inclusion</li> <li>• 70% of faculty and staff will have completed the Certificate in Diversity and Inclusion</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• 100% Faculty and staff will complete 1 event per year</li> <li>• 100% of administrators will have completed the Certificate in Diversity and Inclusion</li> <li>• 80% of faculty and staff will have completed the Certificate in Diversity and Inclusion</li> </ul>

### Strategic Goal 4.3: Strengthen relationships with alumni active engagement and communication

**Unit Goal:** Create an active alumni network and engage with existing students with the network beginning with the declaration of a major within the College of Public Health

**Key Performance Indicator:** Increased alumni participation the College of Public Health

**Data Source:** College of Public Health Dean's Office

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Create an alumni board and hold inaugural meeting</li> <li>• Determine baseline participation of alumni in the College of Public Health activities</li> <li>• Develop a strategy for alumni to engage with current students in the classroom</li> <li>• Establish Alumni Engagement Awards</li> <li>• Recognize alumni in an annual meeting or at graduation ceremonies for their achievements</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Introduce an annual alumni event at the State of the Public's Health Conference.</li> <li>• Implement strategy for faculty to invite alumni back to campus for classroom visits, lectures, and major college events</li> <li>• Introduce Alumni Engagement Awards</li> <li>• Increase alumni participation by 5% from baseline</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Increase alumni participation by 5% from the previous year</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Increase alumni participation by 5% from the previous year</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Increase alumni participation by 5% from the previous year</li> </ul>

**Key Performance Indicator:** Increase alumni donations

**Data Source:** College of Public Health Dean's Office

**Annual Targets:**

<b>FY2021</b>	<ul style="list-style-type: none"> <li>• Determine baseline amount of donations given by alumni to the College of Public Health</li> <li>• Launch a peer mentorship program, pairing senior undergraduate students with students new to the program to enhance the student experience, foster goodwill toward the college, and model the act of giving back</li> </ul>
<b>FY2022</b>	<ul style="list-style-type: none"> <li>• Increase participation in the mentorship program by 5% from baseline</li> <li>• Increase alumni donations by 5% from baseline</li> </ul>
<b>FY2023</b>	<ul style="list-style-type: none"> <li>• Increase participation in the mentorship program by 5% from the previous year</li> <li>• Increase alumni donations by 5% from the previous year</li> </ul>
<b>FY2024</b>	<ul style="list-style-type: none"> <li>• Increase participation in the mentorship program by 5% from the previous year</li> <li>• Increase alumni donations by 5% from the previous year</li> </ul>
<b>FY2025</b>	<ul style="list-style-type: none"> <li>• Increase participation in the mentorship program by 5% from the previous year</li> <li>• Increase alumni donations by 5% from the previous year</li> </ul>