



**UNIVERSITY OF
GEORGIA**

2025 STRATEGIC PLAN

Unit Name: Institute of Higher Education
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Presented by the faculty of the Institute of Higher Education

Introduction

Our History and Purpose

The Institute of Higher Education (IHE) is a leading center for scholarship, research, graduate education, and public service and outreach in higher education.

The Institute's original charge in July 1964 was focused primarily on public service and research. Formal degree programs of study came a few years later when the Ed.D. program was established, and the Ph.D. was added in 1992. The graduate programs expanded in 2010 to include an executive Ed.D. held in Atlanta, followed by a master's program two years later. The Institute also collaborates with UGA's School of Public and International Affairs offering an M.P.A. degree with a concentration in higher education.

IHE graduate programs consistently rank in the top 10 nationally and attract exceptional students in the region and beyond. Many IHE graduates have significant careers in higher education leadership, policy and research, and scholarship and teaching.

The earliest outreach initiative of the IHE was the Faculty Development in Georgia (FDIG) program. This primary commitment to Georgia has been continued through the 1995 creation of the Governor's Teaching Fellows program (GTF) and the launching of the Georgia College Advising Corps (GCAC) in 2009. IHE also has collaborated with an array of international partners to develop and improve higher education programs and research.

To develop and implement these initiatives, the IHE faculty has grown in both size and stature. Faculty members bring expertise in multiple disciplines and are recognized nationally and internationally for their research, publications, and leadership in higher education.

Throughout its 56-year history, IHE has fulfilled its original mission while extending its reach and impact far beyond what its founders could have envisioned.

Our Planning Process

The faculty of the Institute worked with a facilitation team from the J.W. Fanning Institute of Leadership Development to launch the process to revise the Institute's mission and value statements and to develop a process for generating ideas and direction for our 2025 Strategic Plan.

The team, led by Sayge Medlin, assisted with the compilation and distribution of survey instruments in February 2020 to three vital IHE groups (current faculty and staff, current students, and program graduates). At a meeting in late April, Ms. Medlin presented the aggregate response data and her analyses to the faculty and staff.

Though May, the faculty participated at weekly sessions coordinated by Suzanne R. Graham, administrative manager, and facilitated by IHE director Dr. Libby V. Morris.

As unit goals took shape, faculty members participated in one of three teams, focused on each of our goals. These teams, led by Dr. Amy Stich, Dr. James Hearn, and Dr. Leslie Gordon, refined specific KPIs and presented them for critique in June.

Our Aspirations

Our Vision

The Institute of Higher Education seeks to advance effectiveness, equity, diversity, efficiency, and innovation in postsecondary education.

Our Mission

The Institute of Higher Education advances effectiveness, equity, diversity, efficiency, and innovation in colleges and universities by preparing graduate students, undertaking research, supporting outreach programs, and engaging with state, national, and global leaders in areas relating to postsecondary education.

Our Mission in Action

The Institute of Higher Education

- prepares informed, reflective leaders for colleges, universities, higher-education systems, governmental agencies, and other organizations relating to postsecondary education;
- undertakes research from multiple disciplinary perspectives and methodological traditions to build knowledge about postsecondary education;
- communicates that knowledge to institutional leaders, policymakers, researchers, the media, and other stakeholders;
- works with the community of policymakers, researchers, educational leaders, and others worldwide seeking to improve access and quality in postsecondary education;
- prepares researchers to contribute to foundational, theoretical, and practical knowledge about postsecondary education.

Our Core Values

In pursuing our vision and our mission, the Institute of Higher Education

- embraces and advances diversity through teaching, research, and service engagements contributing to equity in educational opportunities and outcomes;
- supports the use of evidence-based decisionmaking in all matters relating to postsecondary education
- endorses the belief that broad participation in postsecondary education improves individual lives and benefits society
- listens to the voices of all who aspire to and participate in postsecondary education
- encourages the development of a global community of postsecondary-education leaders and researchers.

These statements were drafted by Dr. James Hearn in consultation with the full faculty and adopted by the faculty on April 20, 2020.

Section I: UGA Strategic Directions and Institute of Higher Education Strategic Goals

The Institute faculty developed a total of 14 goals: 4 under strategic direction II, and 5 each under UGA Strategic Directions I and III. These goals emerged from data collected from surveys of students, alumni, staff and faculty, and faculty discussions in small committees and in meetings of the whole.

Overall, the process led to a consensus on the enhancement of current activities and the pursuit of new directions that will build excellence in teaching and learning, grow research and innovation, and strengthen and build partnerships.

UGA Strategic Direction I: Promoting Excellence in Teaching & Learning

IHE Goal 1.1: Expand collaboration across curricular and co-curricular programs to enhance student learning and promote excellence in instruction.

IHE Goal 1.2: Strengthen commitment to research training across multiple methods and traditions.

IHE Goal 1.3: Reimagine the curricula across all programs to meet the highest standards in teaching and learning.

IHE Goal 1.4: Demonstrate commitment to diversity, inclusion, and equity across teaching and learning.

IHE Goal 1.5: Integrate technology across all graduate programs and outreach programs to enhance quality, improve communication, and achieve instructional flexibility.

In *Strategic Direction I: Promoting Excellence in Teaching and Learning*, the University states four goals. Two goals are focused on students (i.e., experiential learning and academic access and success); one goal is focused on instructional space and active learning; and one goal speaks to training, support and recognition for teaching.

While the Institute supports these University goals and seeks to address them annually, the faculty believes the unit specific goals for an instructional unit, which offers both graduate programs and service-based programs, should focus on synergy between curricular and co-curricular programs, the reimagining of content and methods, and the potential for high impact by integrating technology across programs and communities. The goals above reflect these additions to our unit specific plan. Throughout all activities, we remain committed to diversity, inclusion, and equity.

Strategic Direction II: Growing Research, Innovation, & Entrepreneurship

IHE Goal 2.1: Provide resources, support, and incentives to nurture a diverse and inclusive culture of research excellence.

IHE Goal 2.2: Promote collaboration between IHE and other academic units and external organizations to drive interdisciplinary research.

IHE Goal 2.3: Align the Institute's human and physical capital to expand the research enterprise.

IHE Goal 2.4: Enhance communication about the Institute's strengths in research and its impact on state, national, and international communities.

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

IHE Goal 3.1: Increase collaborative research and scholarship into public service programs and activities.

IHE Goal 3.2: Strengthen IHE's service to underserved schools and colleges through outreach programs (e.g. Georgia College Advising Corps and Faculty Development in Georgia program), technical assistance, and consultations.

IHE Goal 3.3: Broaden opportunities for engagement with diverse communities in Georgia and across the nation and world on locally identified needs and issues.

IHE Goal 3.4: Expand opportunities for high-impact engagement with international partners in instruction, co-curricular programs, and outreach.

IHE Goal 3.5: Strengthen communication regarding how IHE supports and benefits communities through research, training, and public service.

Section II: Institute of Higher Education Goals, Key Performance Indicators, and Metrics

The Institute faculty framed the 14 unit goals as aspirational statements, the KPIs as activities that would enable goal attainment, and metrics as sources for appraisal (shown in parentheses).

Strategic Direction I: Promoting Excellence in Teaching and Learning (14 KPIs)

IHE Goal 1.1: Expand collaboration across curricular and co-curricular programs to enhance student learning and promote excellence in instruction.

KPI 1.1 - Provide service learning opportunities for IHE students in Georgia College Advising Corps, Governor's Teaching Fellows program, or other programs (#SL student participants, #programs).

KPI 1.2 - Leverage Educational Policy Series (and other speaker series) to supplement curricular offerings (# speakers aligned with #courses, event attendance-in-person and remote).

KPI 1.3 - Identify curricular topics and materials that can serve multiple audiences and can achieve synergy through shared instructional expertise and resources, e.g., establish formal connections between Governor's Teaching Fellows and IHE degree programs (#overlapping topics, #resources, #topical modules created and shared).

IHE Goal 1.2: Strengthen commitment to research training across multiple methods and traditions.

KPI 1.4 - Grow opportunities for graduate student involvement in funded and unfunded research (#students, # and type of research projects, amount of funding, #publications, #presentations).

KPI 1.5 - Review required research methods courses and co-curricular research activities to determine and ensure alignment with program purposes (#research courses, #research credit hours by FY, #research-oriented co-curricular activities).

KPI 1.6 - Review student research products (e.g., dissertations, conference papers) to align student learning needs with formal and informal program offerings (#dissertations x research methods, #conference presentations by type and program, #student awards, SLO Annual Review, student course/program evaluative tools).

IHE Goal 1.3: Reimagine the curricula across all programs to meet the highest standards in teaching and learning.

KPI 1.7 - Conduct periodic curricular mapping for IHE degree programs that includes all required courses and co-curricular opportunities (#baseline components, change over time).

KPI 1.8 - Review course and student learning outcomes and program productivity (SLO Annual Review, student time-to-degree, and course and program credit hours).

KPI 1.9 - Implement diversity of methods and opportunities to document and enhance instructional effectiveness (document # and type of current evaluation methods, alternative evaluations, and #faculty development activities).

IHE Goal 1.4: Demonstrate commitment to diversity, inclusion, and equity across teaching and learning.

KPI 1.10 - Partner with university offices (e.g., Office of Institutional Diversity; COE's Office of Diversity, Equity and Inclusion; Center for Teaching & Learning) and with a broad range of visiting and local scholars to better inform our pedagogical approaches to diversity, inclusion and equity, including training or consultation (#partners, # and type of engagements).

KPI 1.11 - Continue to recruit diverse student body and faculty (track student and faculty applications, campus visits, and matriculation/employment).

IHE Goal 1.5: Integrate technology across all graduate programs and outreach programs to enhance quality, improve communication, and achieve instructional flexibility.

KPI 1.12 - Utilize cutting edge technology to offer learning opportunities to alumni, current students, and other constituents, e.g., bringing speakers and scholars to curricular and co-curricular activities via online educational policy series (#online programs, #hybrid programs, #participants).

KPI 1.13 - Review and consider the use of technology to create and enhance programs of study (#hybrid classes, #blended courses, and track other uses of technology).

KPI 1.14 - Develop communications strategy, including website, printed materials, and social media, to share curated message of IHE activities to various audiences (#messages by platform, #engagements, yield for development and enrollment).

Strategic Direction II: Growing Research, Innovation, and Entrepreneurship (11 KPIs)

IHE Goal 2.1: Provide resources, support, and incentives to nurture a diverse and inclusive culture of research excellence.

KPI 2.1 - Develop further IHE's relationships with external funding sources, such as government agencies and private foundations, to increase IHE's research activity and contributions to policy, practice, and theory in higher education (#networks, #interactions, # and type of research activity, #other contributions).

KPI 2.2 - Facilitate relationships with state agencies, public-system boards, state executive-branch offices, research foundations, and other organizations to increase IHE's research contributions to higher-education policy and improvement in Georgia, nationally, and internationally (#state networks, # and type of research activity, #boards, #consultations, #invited speaking engagements).

KPI 2.3 - Create a seed-grant program to encourage faculty developing proposals for externally funded research, including such activities as pilot research data collection, analysis, and dissemination (#seed grants/proposals, \$amount, subsequent external grants/contracts).

KPI 2.4 - Raise the number of externally funded research proposals submitted and awarded funding (track #proposals, #awards, total funding, graduate student support).

KPI 2.5 - Maintain or increase the volume of publications by faculty in rigorous, scholarly journals highly visible in the field of higher-education studies and more broadly (#publications by faculty, annually and over time).

IHE Goal 2.2: Promote collaboration between IHE and other academic units and external organizations to drive interdisciplinary research.

KPI 2.6 - Maintain or increase faculty collaborations with researchers in other UGA units and at other institutions (#co-authored articles, #collaborations on grant proposals and projects).

KPI 2.7 - Develop interdisciplinary research initiatives and co-sponsored events focused on higher education, working in collaboration with other UGA institutes, centers, and administrative units (#ID research activities and outcomes, #co-sponsored events and outcomes).

IHE Goal 2.3: Align the Institute's human and physical capital to expand the research enterprise.

KPI 2.8 - Enhance infrastructure and staff support for IHE faculty's efforts to identify and secure External funding support (#staff by responsibility, #staff-supported successful grants, #staff training and development).

KPI 2.9 - Expand grant and fellowship opportunities for prospective and current IHE doctoral students (track # and type of grant opportunities, # and type of fellowship opportunities).

IHE Goal 2.4: Enhance communication about the Institute's strengths in research and its impact on state, national, and international communities.

KPI 2.10 - Increase use of the IHE website, social media outlets, and recording and streaming capabilities for announcing and disseminating new studies by our faculty and colleagues (track presenters and presentation type by outlet, #social media engagements).

KPI 2.11 - Increase dissemination of IHE faculty research in multiple formats to help translate findings into knowledge that is helpful for practitioners, policymakers, and the general public (type, #, and frequency of documents for public consumption).

Strategic Direction III: Strengthening Partnerships with Communities across Georgia, the Nation, and the World (11 KPIs)

IHE Goal 3.1: Increase collaborative research and scholarship into public service programs and activities.

KPI 3.1 - Grow scholarship around and with participants in Governor's Teaching Fellows program (#studies on classroom research, #presentations, #collaborators).

KPI 3.2 - Increase scholarship awareness and longitudinal data use around and with participants in Georgia College Advising Corps program (#presentations, #studies, #collaborators).

IHE Goal 3.2: Strengthen IHE’s service to underserved schools and colleges through outreach programs (e.g. Georgia College Advising Corps and Faculty Development in Georgia program), technical assistance, and consultations.

KPI 3.3 - Strengthen scope and service to underserved high schools and populations (#participants, #schools, #served).

KPI 3.4 - Increase faculty and staff contributions to underserved populations, schools, and colleges through established programs and individual contributions (type and #activities, #participants).

IHE Goal 3.3: Broaden opportunities for engagement with diverse communities in Georgia and across the nation and world on locally identified needs and issues.

KPI 3.5 - Map existing opportunities for collaborative, applied, and engaged research in Georgia and beyond (types of opportunities, #potential networks, #engaged networks).

KPI 3.6 - Consult appropriate UGA units for opportunities for collaborative service support and engaged research projects in the state (type and #UGA contacts, focus and #projects, #participants).

KPI 3.7 - Invite local/state, regional or national leaders to co-curricular events to discuss potential service-learning and engaged research areas with the IHE community (potential collaborators, type of participation, #engagements).

IHE Goal 3.4: Expand opportunities for high-impact engagement with international partners in instruction, co-curricular programs, and outreach.

KPI 3.8 - Examine existing international collaborations and co-curricular opportunities (e.g. MARIHE-Austria) for potential engagement of the IHE community (type and #international partnerships, type and #engagements, faculty, student, and staff involvement).

KPI 3.9 - Review core courses to identify opportunities for engagement with international partners (e.g. UNIRI-Croatia), co-curricular programs, and ongoing research (identify core areas of expertise for engagement, map requests onto IHE expertise).

IHE Goal 3.5: Strengthen communication regarding how IHE supports and benefits communities through research, training, and public service.

KPI 3.10 - Highlight community-focused activity in regular IHE publications, such as the IHE Report (#stories, build PSO activities into existing communications).

KPI 3.11 - Network with communications personnel in offices of the president, provost, and vice-president for public service to feature community-focused projects in IHE and collaborative projects with other units (track number of stories, #features, #existing and new communication networks).

Section III: Data Sources and Time Framework

Overall, the Institute faculty identified 14 goals and 36 KPIs as part of our strategic plan 2025. Monitoring of the KPIs will be assigned to standing IHE committees on faculty affairs (i.e., research), instruction, and public service and outreach. In combination with IHE maintained records, the following authoritative data sources will be used for data collection and evaluation:

- UGA Data Warehouse (Office of Institutional Research)
- Office of the Vice President for Research
- UGA Elements
- Graduate School
- Office of the Registrar
- Division of Marketing & Communications
- University Human Resources
- Office of Global Engagement
- Unit-level data

Reports will be due annually in the fall to the faculty as a whole on progress toward goals and associated KPIs. Subcommittees may explore more granular objectives for each goal after completion of base-line year (FY21) data collection. Goals may change over time, as the Institute discontinues selected activities based on emerging data, engages with new and previously unidentified opportunities, and responds to growth and changes in the faculty and staff expertise.

Conclusion

The Institute of Higher Education is dedicated to continuous change and excellence as it enters its 57th year of service to the University of Georgia, the state of Georgia, the nation, and higher education communities and colleagues around the globe.

Submitted on behalf of the faculty of the Institute of Higher Education by the strategic planning coordinator, Suzanne R. Graham (srgraham@uga.edu)

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