2025 Unit Planning Template

Unit Name: Grady College of Journalism & Mass Communication

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Introduction/Unit Narrative

In the following pages, The Grady College of Journalism and Mass Communication presents its 2025 Strategic Plan. The plan should be understood in the current context. As with all units at the University of Georgia, the College has been subject to budget cuts, which has left staff and faculty positions unfilled. We were already lean with regard to staff levels in the business office and alumni and development. Our faculty have extended themselves to learn to pivot online. They have also taken on the additional duties required to teach during a pandemic. Keeping all of this context in mind, a level of understaffing as well as being extended with workload, we present a plan that centers itself on using existing resources coupled with a research-based approach to bring our goals to fruition. Many of the strategic directions do not have existing baseline data sources and will require a year's time to collect baseline data. Also, for context, it is important to know the plan was constructed by three faculty groups within the College assigned to develop the goals for one of each of the three strategic directions. The committees also examined and incorporated feedback from a College-wide survey of faculty and staff. In addition, the College held two faculty-staff town halls led by personnel in the J.W. Fanning Institute for Leadership Development (Lori Tiller and Emily Boness) to gauge faculty and staff input. The Fanning Institute personnel provided the College with reports from the town halls that were shared with the College's Strategic Planning Committee. These town halls were conducted on Nov. 6, 2019 and Jan. 10, 2020. In addition, the College received feedback during its 2019-20 program review and we have taken that feedback and incorporated it into the plan— particularly its emphasis on diversity and inclusion.

Strategic Direction I. Promoting Excellence in Teaching and Learning. In the College, every student must take a course that qualifies as experiential learning as part of their major requirements. Thus, our students have no problem meeting this requirement. However, since we're a professional college, engaging in additional experiential learning opportunities are requisite for our students' later job opportunities. During the pandemic, those experiential opportunities, many in the form of internships, have been limited. Our goals focus on understanding the current landscape for experiential learning opportunities and how we can expand them for our students in the current environment, as well as also preparing and gauging the number of opportunities our students engage in. Thus as we aim to ***broaden and diversify our experiential learning opportunities across the College and***

departments, we must first identify the current landscape. Secondly, as a professional school engaged in journalism and media, part of teaching excellence is keeping current on the evolution of journalistic, public relations, advertising and entertainment industry practices. The need to stay current is due to our field's technological advancements and innovations. Another goal is to ***provide our faculty and staff opportunities to enhance their professional knowledge as well as enhance their technical, digital and media skills related to industry innovation***. While improving professional knowledge in itself will not necessarily improve instruction techniques, it will better inform instruction of students to ensure that they have current knowledge related to the field. Our accrediting body is the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), which requires that we demonstrate that our students can "apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world." (ACEJMC, n.d., Standard 2 Curriculum and Instruction)

During our town halls we also talked about how stellar our faculty are and that we do not feel they are recognized for their teaching/mentorship talent as widely as they could be. Therefore one goal is to ***provide all faculty and staff opportunities for recognition***. We do not have a full-time person who can be dedicated to nominate faculty and staff for awards, so we will need to rely on the help of a student worker to update and create and database for awards and ensure that faculty and staff get nominated for the awards with help from the Dean's office. Lastly, the faculty identified opportunities for continued evidence based instruction on a variety of topics as an important need. So we are proposing the goal to ***enhance infrastructure for support for alternative forms of instruction, including evidence-based instruction across the curriculum.*** As conceived by our planning committee, this would require buy-in from CTL, or other outside advisers, and College faculty who would work together to move this idea forward and develop several curricula. Following focus on instruction, the next two goals address ***increasing the diversity of students in our program*** and also ***strengthening the placement of our graduate students*** upon graduation.

Strategic Direction II. Growing Research, Innovation, & Entrepreneurship. The goals related to research for 2025 include enabling faculty with time for deep-thinking on their research by increasing the funding available to faculty to take a semester to focus on their research. With providing dedicated time through research fellowships, faculty can also ***write grants*** and engage in book work. Thus, one goal is to ***provide sustainable resources for annual faculty research fellowships.*** One reason there is a slow ramp up to increasing funding for this goal is that private funding takes time to cultivate. Securing funding for research that is not grant-based is different than identifying funds to help with student endeavors. It is easier to generate funding for students in need than it is for faculty research time. Another goal is to increase undergraduate student researchers in our work. This not only prepares undergraduate students for graduate work, but it also provides faculty with students to work with and guide. Due to the size of our current doctoral program, the research

faculty do not always have doctoral students to work with. By adding a goal to ***increase pre-doctoral student participation in communication research,*** the College aims to increase faculty/student research output. Furthermore, our goal is to extend our faculty's research impact by creating opportunities for their introduction to potential research collaborators and new research ideas through lunch and learns sessions. We use these sessions to increase our faculty's exposure to new people and novel ideas as well as engage our doctoral students to the professional dynamics of participating in these research sessions. We also expect to enhance our faculty's research profile and communicate about our faculty's research successes more strategically. To grow the prestige of our research faculty, another goal is to ***increase the number of interdisciplinary partners with whom our faculty collaborate***. With no baseline, we will need to start tracking these collaborations, incentivize faculty for engaging in these partnerships, and keep tracking these partnerships. Research in our field is often also closely aligned to the work that media and entertainment, PR and advertising professionals do, so lunch and learns, introduced in the previous section in relation to teaching, will be used to help our faculty keep abreast of topics that could relate to research. Please note that the term "Lunch and Learns" signifies the time of day of events, but is not meant to indicate that lunch will be provided. Events will be conducted virtually for the duration of the pandemic. Participants in "Lunch and Learns" will bring their own lunches, so caloric intake will not be in excess of their normal day.

The College aims to be intentional in promoting its research. Thus, one final goal is to increase the ***volume of earned media posts and mentions*** as well as ***increase the number of high impact research stories***. While it is of continued importance to produce quality research, it can help attract attention to the quality research our faculty do by ensuring it gets broader attention by the public via traditional and social media.

Strategic Direction III. Strengthening Partnerships with Communities across Georgia and Around the World. The final area of goals fits with growing our efforts in the College, to build opportunities to create community with employers, local/state organizations and building partnerships with organizations in our community, nationally and internationally. To be able to build these goals, we will be required to develop a baseline inventory of what programs we currently have in place college-wide. Many departments have built up tremendous partnerships, even so we have yet to inventory the current state of our partnerships. Hence, to measure our goals we will need to develop these inventories as a first step.

Because Grady College has myriad partnerships, inventorying these partnerships college-wide will be time consuming for several reasons:

- Appropriate time needs to be given to develop the mechanism to inventory all the data sets across all the goals within Strategic Direction III. A single point of collection will be more manageable for Grady College faculty and staff. However, this tool needs to be comprehensive and tested before deployment.

- Multiple partnerships are affiliated with each department, center, institute, student organization, and faculty member. Time will need to be given to each of these stakeholders to conduct internal inventories and gather all the requested data.

- In order to get a complete understanding of the more robust partnerships, time will need to be devoted to mapping partnerships that span multiple Grady College affiliates.

- Relationships within Grady College span from large corporations to small entrepreneurs. Time will be given to all partners big and small.

Additionally, the rollout pace for all goals in Strategic Direction III feels appropriate for the challenges COVID-19 will present in 2021 and potentially beyond that. Building and maintaining partnerships in the COVID and post-COVID era will present new challenges and opportunities that need strategic and tailored approaches.

Additional Goals: The Grady College's Standing Committee on Diversity has traditionally developed and kept its separate diversity plan. While the focus of the College's 5-year plan does include diversity components, the Standing Committee's plan is updated annually and the work on its plan is more nimble and fluid. For the last two years the Committee has reported its accomplishments to the faculty. Ensuring that the Diversity Plan is mentioned in the 2025 strategic plan enables it to be on the radar of all strategic groups within the College.

Strategic Direction I: Promoting Excellence in Teaching & Learning

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

Unit Goal 1.1.1: Broadening and diversifying experiential learning opportunities across college departments.

Key Performance Indicator: Measure experiential learning opportunities and student engagement.

Data Source: Samantha Meyer, Director of Experiential Learning (Tracking survey of student engagement in EL activities)

Annual Targets:

FY2021 Y1 (AY20-21)	Conduct an inventory of experiential learning opportunities in three focus areas (study abroad, internships and service learning) and identify in-person and virtual opportunities to establish a baseline.
FY2022 Y2 (AY21-22)	Work with individual departments to continue to identify new opportunities for virtual experiential learning (across three focus areas) and assess increase from baseline.
FY2023 Y3 (AY22-23)	Re-establish internship placement network in preparation for return to increased face-to-face experiential learning and strive to achieve or exceed baseline.
FY2024 Y4 (AY23-24)	Expand outreach to identify greater numbers of experiential opportunities in underrepresented and underserved workplaces where the college may have little presence, including those that serve cross-cultural markets.
FY2025 Y4 (AY24-25)	Investigate ways to better link experiential learning to career services and placement.

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

Unit Goal 1.2.1: Provide all faculty and staff with meaningful opportunities to enhance their professional knowledge as well as develop their technical, digital and media skills related to industry innovation.

Key Performance Indicators: Number of "Lunch and Learn" opportunities held for faculty and staff. Attendance. Survey feedback on usefulness and learning from these brown bag sessions.

Data Source: Grady College Dean's Office; faculty and staff survey feedback; attendance feedback.

Annual Targets:

FY2021	Collect faculty and staff feedback on the number of opportunities offered on topics, speakers and priorities for faculty and staff professional development to initiate sessions in the Spring.
FY2022	Assess feedback from number of initial sessions and formally launch "Lunch and Learn" sessions program in the Fall of 2021.
FY2023	Assess feedback from 2022 sessions and identify the number and type of needed "Lunch and Learn" sessions to program for 2023.

FY2024	Offer the appropriate number of "Lunch and Learn" sessions; collect data about how faculty and/or staff have implemented skills and training into classes and programs to determine future areas for growth and improvement.
FY2025	Assess feedback from 2024 sessions on the number of and usefulness of the training and determine whether the series should continue as a "Lunch and Learn" series for 2025.

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

Unit Goal 1.2.2: Support all faculty and staff in generating opportunities for recognition of their teaching and service-learning excellence.

> **Key Performance Indicator**: Y1 – Development of award database and one submission per department.; Y2 – Y5 Number of submissions; number of awards won.
>
> > **Data Source**: Dean's Office; number of awards identified for database, award submissions, and faculty awards received.
>
> > **Annual Targets:**

FY2021	Student employee in Dean's Office develops a shared database of faculty awards, each department submits a minimum of one faculty member for an award.
FY2022	Student employee updates shared database of faculty awards, application requirements and calendar of deadlines and encourages eligible faculty to apply by the deadline; submit a minimum of three faculty members for awards. Initiate and keep database of award winners.
FY2023	Student employee updates shared database of faculty awards, application requirements and calendar of deadlines and encourages eligible faculty to apply by the deadline; submit a minimum of three faculty members for awards. Keep award winner database updated.
FY2024	Student employee updates shared database of faculty awards, application requirements and calendar of deadlines and encourages eligible faculty to apply by the deadline; submit a minimum of three faculty members for awards. Assess success of program and review for necessary changes. Keep award winner database updated.
FY2025	Student employee updates shared database of faculty awards, application requirements and calendar of deadlines and encourages eligible faculty to apply by the deadline; submit a minimum of three faculty members for awards. Assess success of program and review for necessary changes. Keep award winner database updated.

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

Unit Goal 1.3.1: Enhance infrastructure for support for alternative forms of instruction, including evidence-based instruction across the curriculum, diversifying the curriculum, innovative teaching methods, and online practices.

> **Key Performance Indicators**: Program development, faculty participation and feedback, and connect to student evaluations of course content.
>
> > **Data Source**: College Dean's Office
>
> > **Annual Targets:**

FY2021	Work with CTL to develop training for faculty to implement relevant evidence-based teaching methods using multiple modalities as engaged in for mass communication and storytelling as well as for diversifying the curriculum.
FY2022	Identify a group of faculty interested in working together as a cohort for developing evidence-based teaching methods in instruction and diversifying the curriculum. Assess teaching methods used by cohort at baseline and implement first cohort training in Spring semester.
FY2023	Assess Spring semester feedback. Assess teaching methods used by cohort at baseline and implement second cohort training in Fall semester.
FY2024	Examine diversification efforts through analysis of data from both cohorts—baseline to outcomes after training. Assess training feedback. Adjust teaching methods if needed.
FY2025	Examine diversification efforts through analysis of data from third cohort—baseline to outcomes after training. Assess training feedback. Determine future training needs.

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

Unit Goal 1.4.1: Recruit and retain students from diverse backgrounds to ensure that our instruction and programs are inclusive of underrepresented groups and regions.

    Key Performance Indicators: Number of recruitment events identified. Number of faculty attendees at recruitment events, number of graduates and undergraduates who express interest in Grady College, applicants to Grady College from underrepresented student groups.

        Data Source: Director of Undergraduate Services, Grady Advisors, Associate Dean for Research: Attendance of student and faculty at events and expression of interest in program via information requests and/or through sign-ups.

    Annual Targets:

FY2021	Identify recruitment events for graduate student opportunities and undergraduate student opportunities. Have initial cohort of faculty attend events. Establish baseline of students who express interest.
FY2022	Faculty attend recruitment events. Assess attendance, interest expressed, and number of applicants increased from baseline. Make adjustments accordingly.
FY2023	Reassess and explore potential expansion of the program. Faculty attend recruitment events. Assess attendance, interest expressed, and number of applicants increased from baseline and prior year. Make adjustments accordingly.
FY2024	Faculty attend recruitment events. Assess attendance, interest expressed and number of applicants from baseline and previous years. Make adjustments accordingly
FY2025	Faculty attend recruitment events and assess graduates and undergraduates who have expressed interest from previous years and who have applied to our programs. Make adjustments accordingly

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

Unit Goal 1.4.2: Strengthen support and placement of students who graduate from our graduate programs through professional education.

    Key Performance Indicator: Graduate students attend 3 "Lunch and Learn" sessions to enhance professionalization.

        Data Source: Grady College Graduate Research Committee; attendance

Annual Targets:

FY2021	Grady College Graduate Committee determines method for tracking grad student attendance at "Lunch and Learn/ Brown Bag" sessions.
FY2022	100% of grad students attend at least 3 lunch and learn sessions.
FY2023	100% of grad students attend at least 3 lunch and learn sessions.
FY2024	100% of grad students attend at least 3 lunch and learn sessions.
FY2025	100% of grad students attend at least 3 lunch and learn sessions.

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 2.1.1: Provide sustainable resources for annual faculty research fellowships.

Key Performance Indicators: Monies secured for faculty fellowships; Number of fellowships supported per year, including the current Grady Faculty Fellowship.

Data Source: Dean's Office, Department Heads; Business Office

Annual Targets:

	Grady Faculty Fellowships
FY2021	Initiate discussion with Director of Development and plan for funding initially of 1-2 faculty fellow awards for a focused research semester.
FY2022	Secure funding and award 1-2 per year; assess potential for other funding sources.
FY2023	Secure funding and award 1-2 per year; assess potential for other funding sources.
FY2024	Secure funding and award 2-3 per year; assess potential for other funding sources.
FY2025	Sustain 2-3 per year; assess sustainability of funding sources and success of program.

Unit Goal 2.1.2: Increase incentives to support grant, contract, and reputation-enhancing activities related to research excellence.

Key Performance Indicators:
Grant applications submitted; Grants generated; Contracts generated; Reputation-enhancing activities generated; Faculty incentives; Building a plan to incentivize faculty active in research.

Data Sources: SPA (Sponsored Projects Administration), OIR (Office of Institutional Research), Associate Dean for Research and Graduate Studies, Dean's Office and Grady Graduate office; Business Office

	Incentives and processes to incentivize faculty engaged in grants and contracts.
FY2021	Information gathering from other programs at the university and other comparable colleges for developing plan.
FY2022	Develop the plan.
FY2023	Roll out the incentive program.
FY2024	Assess the incentive program.
FY2025	Optimize the incentive program.

Unit Goal 2.1.3: Provide competitive and sustainable annual doctoral fellowships and grants.

> **Key Performance Indicators:** Graduate student fellowships, assistantships, and grants (UGA KPI 2.20), Total dollar amount awarded.
>
> > **Data Sources:** Associate Dean for Research and Graduate Studies, Dean's Office and Grady Graduate office; Business Office.
> >
> > **Annual Targets:**

FY2021	Initiate discussion with Director of Development, Business Office and Deans, and plan for additional funding of 2-3 doctoral students funded through development funding opportunities.
FY2022	5% increase in funding (from 2020 baseline); assess potential to increase funding sources and benchmark plan.
FY2023	5% increase (from previous year); assess potential to increase funding sources and benchmark plan.
FY2024	5% increase (from previous year); assess potential to increase funding sources and benchmark plan.
FY2025	5% increase (from previous year); assess success of plan and revisit plan for next years.

Unit Goal 2.1.4: Develop a program to increase pre-doctoral student participation in communication research, with an emphasis on promoting a diverse and inclusive culture of excellence in research.

> **Key Performance Indicators:**
> Effective (from 2023) and sustainable (from 2025) program
>
> > **Data Source:** Associate Dean for Research and Graduate Studies, Dean's Office and Grady Graduate office.
> >
> > **Annual Targets:**

FY2021	Information gathering to establish the baseline.
FY2022	Develop the plan and prepare to roll out program.
FY2023	Roll out the program and identify the number of participants.
FY2024	Assess the program and recalibrate the program and identify increase in number of participants.
FY2025	Optimize the program and compare number of participants from previous years. Determine the program's success and its sustainability.

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

Unit Goal 2.2.1: Increase publications involving authors from at least one other discipline beyond Communication.

> **Key Performance Indicators:** Quantity of publications involving authors from at least two disciplines (UGA KPI 2.12).
>
> > **Data Source:** UGA Elements, Grady Grants Coordinator, Self-report.

Annual Targets:

FY2021	2020 level (= benchmark) by identifying all the co-authored publications in Grady.
FY2022	10% increase (from previous year)
FY2023	15% increase (from previous year)
FY2024	20% increase (from previous year)
FY2025	20% increase (from previous year)

Unit Goal 2.2.2: Increase submissions of sponsored projects partnering UGA and at least one other research organization.

Key Performance Indicators: Number of submissions (UGA KPI 2.14)

Data Source: UGA Elements, Grady Grants Coordinator, Self-report

Annual Targets:

FY2021	2020 level (= benchmark), number of submissions in Grady. Encourage faculty to increase partnered submissions.
FY2022	5% increase (from previous year)
FY2023	5% increase (from previous year)
FY2024	5% increase (from previous year)
FY2025	5% increase (from previous year)

Unit Goal 2.2.3: Provide all faculty opportunities to enhance their professional research knowledge as well as enhance their technical, digital and media skills related to industry innovation through the "Lunch and Learn" sessions.

Key Performance Indicators: Number of "Lunch and Learn" training sessions held for faculty, attendance, survey feedback on usefulness and learning from these brown bag sessions.

Data Source: Grady College Dean's Office

Annual Targets:

FY2021	Number of "Lunch and Learns" held. Collect faculty and staff feedback on topics, speakers and priorities for faculty and staff professional development and initiate sessions in the Fall.
FY2022	Assess feedback from initial sessions and formally launch "Lunch and Learn" sessions program for 2023.
FY2023	Assess feedback from 2023 sessions and develop "Lunch and Learn" sessions program for 2024.
FY2024	Offer "Lunch and Learn" sessions; collect data about how faculty and/or staff have implemented skills and training into classes to determine future areas for growth and improvement.
FY2025	Assess feedback from 2024 sessions on the usefulness of the training and determine whether the series should continue as a "Lunch and Learn" series for 2025.

Strategic Goal 2.3: Enhance communications about the College's strengths in research, innovation, and entrepreneurship and the impact of those activities on local, state, national, and international communities.

Unit Goal 2.3.1: Increase stories produced about high impact research, innovation, and entrepreneurship by Grady faculty and students.

> **Key Performance Indicators:** Number of stories produced on traditional news outlets and owned media including UGA and Grady websites and social media channels (UGA KPI 2.23).
>
> > **Data Source:** Grady Office of Communications, Dean's Office, and Clipping Service data.
>
> > **Annual Targets:**

FY2021	2020 level (= benchmark); count the numbers of stories produced and placed from baseline.
FY2022	5% increase in research and research-related stories (from previous year)
FY2023	5% increase in research and research-related stories (from previous year)
FY2024	5% increase in research and research-related stories (from previous year)
FY2025	5% increase in research and research-related stories (from previous year)

Unit Goal 2.3.2: Increase earned media about research, innovation, and entrepreneurship by Grady faculty and students.

> **Key Performance Indicators:** Volume of earned media posts and mentions on traditional news outlets and professional (LinkedIn) or personal (e.g. Facebook) social media (UGA KPI 2.22).
>
> > **Data Source:** SEE Suite
>
> > **Annual Targets:**

FY2021	2020 level (= benchmark); count the number of stories produced and mentions for baseline.
FY2022	5% increase in positive posts and mentions (from previous year)
FY2023	5% increase in positive posts and mentions (from previous year)
FY2024	5% increase in positive posts and mentions (from previous year)
FY2025	5% increase in positive posts and mentions (from previous year)

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

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

Unit Goal 3.1.1: Strengthen partnerships across the state of Georgia and beyond.

> **Key Performance Indicator:** Formalize Grady College Partnership Program, Increase Participation.
>
> > **Data Source:** Grady College Partnership Working Group
> > (Led by the Director of Experiential Learning and Key Stakeholders)
>
> > **Annual Targets:**

FY2021	Form Grady College Partnership Working Group. Conduct college-wide partnership inventory: Collect data from faculty and staff, academic and support departments, Grady-affiliated student organizations, and current partners. Benchmark with other colleges on campus for best practices.
FY2022	Conclude data collection and benchmarking. Evaluate and map data based on college strengths, geography, and other assets. Establish central college-wide entry point for potential partners, identify partnership opportunities and point of contact in each department, involve faculty in self-identifying interest areas, and implement procedure for matching inquiries to faculty.
FY2023	Identify areas for partnership growth and procedures for ongoing data collection and mapping. Establish a system for ongoing data tracking. Develop plan and present to faculty. Consider strategic goals for each department.
FY2024	Begin plan implementation. Build and launch marketing campaign that communicates Grady partnership opportunities and brings potential new partners into the central entry point. Track and report partnership growth.
FY2025	Explore ways to showcase partnerships. Track and report participation.

Unit Goal 3.1.2: Increase collaboration with economic partners.*

*economic partners broadly refers to any individual or organization that does business with Grady College. With a focus on mutual reciprocity, economic partner collaborate with the college to provide economic vitality to both Grady and the partner. Economic partners bring a variety of financial resources and opportunities, including but not limited to scholarships, sponsored projects, donations, etc.

> **Key Performance Indicator:** Formalize Grady College Economic Partnership Program, Increase Economic Support
>
> > **Data Source:** Grady College Partnership Working Group (led by the Director of Experiential Learning and Key Stakeholders)
>
> > **Annual Targets:**

FY2021	Within the college-wide partnership inventory, identify supported initiatives such as Grady-exclusive internships, fellowships, scholarships, projects, etc.

FY2022	Evaluate and map data and implement procedures for ongoing tracking and mapping. Identify untapped opportunities for funded collaboration.
FY2023	Develop plan and present to faculty. Consider strategic goals for each department regarding funded collaborations. Begin to close the identified gaps by matching economic partners to appropriate point of contact in each department to build relationships and further explore funded collaboration opportunities.
FY2024	Introduce development initiatives into relationships to identify opportunities for additional economic support (scholarships, sponsored projects, donations, etc.).
FY2025	Track and report increase in economic support and number of students and faculty impacted.

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

Unit Goal 3.2.1: Broadening and diversifying experiential learning opportunities across Grady departments to extend their impact across the state with college partners.

> **Key Performance Indicator:** Formalize Grady College Diversity in Media Partnership Program, Increase Opportunities in underrepresented and underserved workplaces and student populations.
>
> > **Data Source:** Grady College Partnership Working Group (led by the Director of Experiential Learning and key stakeholders)
> >
> > **Annual Targets:**

FY2021	Within both the college-wide partnership inventory and the EL opportunities inventory in Strategic Goal 1.1, identify initiatives and opportunities in underrepresented and underserved workplaces/student populations.
FY2022	Evaluate and map data. Work with individual departments to continue to identify new opportunities in underrepresented and underserved workplaces. Establish central college-wide entry point for potential partners focused on serving underrepresented and underserved workplaces/student populations.
FY2023	Identify areas for partnership growth and procedures for ongoing data collection and mapping. Establish a system for ongoing data tracking. Develop plan and present to faculty. Consider strategic goals for each department.
FY2024	Expand outreach to identify greater numbers of experiential opportunities in underrepresented and underserved workplaces where we may have little presence, including those that serve cross-cultural markets.
FY2025	Track and report increase in experiential opportunities in underrepresented and underserved workplaces.

Strategic Goal 3.3: Broaden opportunities for students to engage with the diversity of communities in Georgia and across the nation and world on locally identified needs and issues.

Unit Goal 3.3.1: Enhance community access to Grady student knowledge and expertise.

> **Key Performance Indicator:** Formalize Grady College Student Outreach Program, Increase Student and Community Engagement.
>
> > **Data Source:** Grady College Partnership Working Group (led by the Director of Experiential Learning and key stakeholders)
> >
> > **Annual Targets:**

FY2021	Within the college-wide partnership inventory, inventory student initiatives that serve communities.
FY2022	Evaluate and map data and identify procedures for ongoing data collection and mapping. Use existing data to set a baseline and a percentage goal for increase. Establish central college-wide entry point for potential partners and point of contact in each department.
FY2023	Identify additional community needs that students can serve with new initiatives. Coordinate with Grady College's Director of Experiential Learning to explore opportunities for EL collaboration and Director of Student Leadership, who can lend guidance and support to all Grady student organizations on this initiative. Develop plan and present to faculty. Note areas of opportunity to serve communities through courses and student organization initiatives.
FY2024	Build and launch marketing campaign that communicates student engagement opportunities and brings potential new partners into the central entry point. Track and report partnership growth.
FY2025	Track and report student/community engagement. Survey community impact.

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

Unit Goal 3.4.1: Support Grady College research and service goals by developing and maintaining high-impact global academic and industry partnerships.

> **Key Performance Indicator:** Increase global research and service partnerships.

> > **Data Source:** Grady College Partnership Working Group and Global Committee

> > **Annual Targets:**

FY2021	Within the college-wide partnership inventory, collect data from faculty and staff, academic and support departments, Grady-affiliated student organizations, and current partners that specifically addresses global partnerships. Comprehensive data collection is important and should include, but not be limited to, the following: global research partnerships, global service partnerships, and membership in international mass communication professional organizations. Open lines of communication with established Grady College Global Committee and James M. Cox Jr. Center for International Mass Communication Training and Research. Collaborate as needed on these strategic goals.
FY2022	Establish central college-wide entry point for potential partners. Gather comprehensive list of faculty research and service interests and specialties. Evaluate and map data. Flag existing and potential research, service, and experiential learning partnerships.
FY2023	Identify procedures for ongoing data collection and mapping. Develop plan and present to faculty. Consider strategic goals for each department regarding global partnerships.
FY2024	Build and launch marketing campaign that communicates service, research and EL activities and opportunities with goal to bring potential new partners into the central entry point. Identify and close gaps by matching faculty to potential opportunities. Track and report growth.
FY2025	Track and report growth.

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

Unit Goal 3.5.1: Emphasize Grady College research, teaching, and public service initiatives through increased communication and engagement.

Key Performance Indicator: Number of Stories, Engagement with Stories.

Data Source: Grady College Partnership Standing Committee; Grady College Director of Communication

Annual Targets:

FY2021	Form Grady College Partnership Standing Committee. Coordinate with Grady College Director of Communication to share 1 story related to Grady's efforts in supporting and benefitting communities through research, teaching or public service.
FY2022	Coordinate with Grady College Director of Communication to share 2 stories (1 Fall, 1 Spring) related to Grady's efforts in supporting and benefitting communities through research, teaching or public service.
FY2023	Coordinate with Grady College Director of Communication to share 3 stories (1 Fall, 1 Spring, Summer) related to Grady's efforts in supporting and benefitting communities through research, teaching or public service.
FY2024	Coordinate with Grady College Director of Communication to share 3 (1 Fall, 1 Spring, 1 Summer) stories related to Grady's efforts in supporting and benefitting communities through research, teaching or public service. Track engagement with stories.
FY2025	Coordinate with Grady College Director of Communication to share 3 (1 Fall, 1 Spring, 1 Summer) stories related to Grady's efforts in supporting and benefitting communities through research, teaching or public service. Track and increase engagement with stories.

Additional Unit-Specific Goals

(Optional)

Unit Goal 4.1: For the college's Standing Committee for Diversity to review the last annual diversity plan and to update it yearly with goals related to: (a) Hiring and Recruitment, (b) Faculty Development, (c) Student Culture and Curriculum, (d) College-wide and University wide educational panels, (e) Assessment of diversity, inclusion, access and equity.

Key Performance Indicator: Establishment of plan and annual review of plan.

Data Source: Dean's Office and Standing Committee for Diversity.

Annual Targets:

FY2021	Review annual diversity plan, set annual targets, assess progress on plan.
FY2022	Review annual diversity plan, set annual targets, assess progress on plan.
FY2023	Review annual diversity plan, set annual targets, assess progress on plan.
FY2024	Review annual diversity plan, set annual targets, assess progress on plan.
FY2025	Review annual diversity plan, set annual targets, assess progress on plan.