

**The University System of Georgia**

# Strategic Plan

Transforming the System

Changing Lives

Strengthening the State

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An Annual Report on the University System's Contributions to Georgia

September 2007

# **The University System of Georgia**

An Annual Report

on the University System's

Contributions

to Georgia

# The Year in Review An Annual Report on the USG

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**The University System of Georgia enters its 75th year as a growing, dynamic enterprise of 35 degree-granting institutions educating more Georgians to a higher level than ever before. At the beginning of 2006, total enrollment in System colleges and universities reached an all-time record of 260,000 students. In the past eight years alone, System enrollment has grown by 30 percent – or nearly 59,000 students.**

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The continued growth in the University System is reflected in the strong support provided by the System's funding partners in the Governor and General Assembly. The Board of Regents' Fiscal Year 2008 budget request, submitted to Gov. Sonny Perdue in August 2006, resulted in very strong recommendations by the Governor to the General Assembly in January 2007. The General Assembly appropriated a record \$2.1 billion in state funds. This is the largest increase in state funding for the University System in 12 years. The University System's share of the total state budget now stands at 11.7 percent - the highest level in five years.

The Board of Regents' quest to create a more educated Georgia has been robustly supported by its state funding partners. The development of a new Strategic Plan, the development and implementation of a new tuition policy, and a number of significant changes made in the budget allocation process are sending positive signals to the System's funding partners and to its customers.

These changes demonstrate that the System is serious about exhibiting a high degree of accountability; the System is serious about providing access, affordability and pre-

dictability for students; and the System is serious about policy driving budget decisions in directions that align with its evolving strategic priorities.

These changes can be seen in a number of key areas. During the last year, the members of the Board of Regents, the University System staff, faculty and administrators from around the System have created, coordinated and contributed to major new programs and activities that are the foundation and springboard of a Strategic Plan destined to propel the System forward in its academic, research and service missions. New leadership is in place around the System and new programs are underway or in development that will potentially touch the lives of every Georgian. Refinements to existing programs and policies are being driven by a focus on customer service. All these changes ensure that the University System of Georgia will continue to be a step ahead of emerging needs for Georgia students and their families.

This Year in Review details the most significant accomplishments in the University System of Georgia since 2006 that relate to the development of the Strategic Plan and to these important changes in leadership, in programs, and in policy.

# New leadership for the University System and a new organizational structure for the System Office support strategic focus

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**The University System of Georgia has installed its 11th chancellor, welcomed three new appointees to the Board of Regents and has seated seven new campus presidents since the beginning of 2006.**

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## The University System Welcomes New Chancellor

The University System of Georgia welcomed Chancellor Erroll B. Davis Jr. as its 11th chancellor in February 2006 and formally installed him as head of the state's public colleges and universities during a colorful and historic ceremony at the State Capitol in September 2006.

The Georgia House of Representatives made a rare exception in allowing the ceremony to be held in the House Chamber, and Gov. Sonny Perdue delivered remarks during the program. Davis, former chairman, president and CEO of the board of Alliant Energy Corporation, a New York Stock Exchange-listed, Wisconsin-based energy holding company, set the tone for his administration with an address that focused on his priorities for the System's future: academic quality, affordability and access.

Davis was named president and chief executive officer of Alliant in 1998 and was named its chairman in 2000. Davis retired from his dual roles as president and CEO in July 2005, and retained the chairman's post until his move to the University System.

Davis' higher education experience includes serving as a member of the University of Wisconsin System Board of Regents from 1987 to 1994, and he is a former chairman of the Board of Trustees of Carnegie Mellon University, of which he is a life member. He also served as a member of the Board of Trustees of the University of Chicago.

He is a member of the Board of Directors of General Motors, BP p.l.c., and Union Pacific Corp., and serves on the National Commission on Energy Policy along with the U.S. Olympic Committee Board.

Davis has been lauded as one of the "75 Most Powerful Blacks in Corporate America" in 2005 by *Black Enterprise* magazine and one of the "50 Most Powerful Black Executives in America" by *Fortune* magazine in 2002.

## New Leadership and a New Organizational Structure

In July 2006, Chancellor Davis announced a major reorganization of the University System Office (USO), focusing all operations under three senior executives who report directly to the chancellor, along with the head of the System's internal audit operations.

Key among these changes was the decision to have the four research university presidents report directly to the chancellor. Presidents for the USG's comprehensive universities now report to the chief academic officer, while presidents of the system's state and two-year colleges report to the chief operating officer.

The reorganization facilitates more effective management, goal-setting and performance assessment. In addition it provides for alignment of resources with the strategic priorities of the System and the State.

There were some new faces among the regents. Gov. Sonny Perdue appointed Willis J. Potts of Rome to represent the Eleventh Congressional District on the Board of Regents in March 2006. Potts retired in June 2004 as the vice president and general manager of Temple-Inland Corporation, based in Rome, following a 35-year career in the international pulp and paper industry.

Perdue's next board appointment, in January 2007, was James A. "Jim" Bishop, an attorney with The Bishop Law Firm in Brunswick, to represent the First Congressional District.

In May 2007, the Governor appointed Kenneth R. Bernard Jr. of Douglasville, to represent the Thirteenth Congressional District. Bernard is a partner with Sherrod & Bernard and serves as the county attorney for Douglas County and general counsel to the Douglas County Board of Education.

Members of the Fiscal Year 2007 Board of Regents included: (seated left to right) Julie Ewing Hunt, Wanda Yancey Rodwell, William H. Cleveland, M.D. (vice chair), Allan Vigil (chair), Chancellor Erroll B. Davis Jr., Doreen Stiles Poitevint, Michael J. Coles, (standing left to right) Felton Jenkins, W. Mansfield Jennings Jr., Richard L. Tucker, Benjamin Tarbutton III, James R. Jolly, Donald M. Leebern Jr., Patrick S. Pittard, Willis J. Potts Jr., Hugh A. Carter, Jr., Elridge W. McMillan, J. Timothy Shelnut and Robert F. Hatcher.



Seven USG campuses experienced a change in leadership during the past year. The seven presidential appointments are as follows:

- Dr. Torri Lilly, provost and vice president of the Citrus County Campus of Central Florida Community College (CFCC), in Lecanto, Fla., was named president of South Georgia College in May 2006;
- Dr. David C. Bridges, assistant dean of the Tifton Campus of the College of Agricultural and Environmental Sciences at the University of Georgia (UGA), was named president of Abraham Baldwin Agricultural College (ABAC) in May 2006;
- Dr. Anthony S. Tricoli, president of West Hills College, in Coalinga, Calif., was named president of Georgia Perimeter College (GPC) in August 2006;
- Dr. David A. Palmer, president of Andrew College, in Cuthbert, Ga., was named president of Waycross College in August 2006;
- Dr. Gary Allen McGaha Sr., vice president for academic affairs at Atlanta Metropolitan College (AMC), was named the college's interim president in November 2006;
- Dr. Earl G. Yarbrough Sr., professor and former provost and vice president for academic and student affairs at Virginia State University in Petersburg, Va., was named president of Savannah State University in May 2007; and
- Dr. Kendall A. Blanchard, interim president of Georgia Southwestern State University (GSW) since January, was named president of the institution in June 2007. Blanchard served from 1999 to 2002 as president of Fort Lewis College in Durango, Colorado

### The University System Celebrates Its first 75 years

Gov. Sonny Perdue, former President Jimmy Carter, author Flannery O'Connor, golfer Larry Nelson, and journalist Charlayne Hunter Gault share a common association – all were students or graduates of the University System of Georgia, which celebrated its 75th anniversary during 2007.

The Board of Regents held its first meeting on January 1, 1932, signaling the creation of a unified system of public higher education for Georgia that consolidated the powers of 27 separate boards of trustees under a single governing Board of Regents, appointed by the governor. Prior to the Reorganization Act of 1931 that created the Board of Regents, all public colleges and universities in Georgia were independent and were funded separately by the General Assembly.

At its inception, the University System of Georgia comprised 26 colleges and universities, enrolling approximately 6,000 students. Today the System's 35 institutions serve 260,000 students and more than one million Georgians through continuing education.

The Board of Regents' constitutional status gives it great flexibility in allocating funding, setting policy, and managing public higher education to respond quickly to state needs.

A legacy of what University System of Georgia Chancellor Erroll B. Davis Jr. termed "lives transformed by public higher education" is at the core of the mission of the state's 35 public colleges and universities. "For 75 years, the University System of Georgia has fulfilled its mission, thanks to the strong support of both the executive and legislative branch, to the dedication of the 182 individuals who have served on the Board of Regents, and to 11 chancellors and the many individuals who have served as institution presidents, faculty and staff," he noted.



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# The System takes steps to guarantee tuition and promote student academic success

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**In 2006, the University System adopted a bold new tuition plan aimed at providing greater service to students and their parents by guaranteeing tuition rates for four years.**

**The Guaranteed Tuition Plan addresses the strategic goal of maintaining Georgia's historic low tuition rates. The Southern Regional Education Board's (SREB) latest fact book found that for 2006, tuition as well as required fees at Georgia's public four-year colleges and universities were the lowest in the 16 states that compose the SREB. Georgia's two-year public colleges ranked the fourth lowest in the same time period among the SREB states.**

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## **Guaranteed Tuition Plan fixes tuition for four years**

The Guaranteed Tuition Plan, also known as "Fixed for Four", fixes tuition rates for four years from the time students enroll at a University System college or university.

Under the guaranteed tuition plan, students and parents are better able to predict and plan for college costs. The plan also creates a financial incentive for students to graduate within four years, thus freeing institutional resources to serve a growing number of students, and potentially saving students additional tuition costs.

## **Board approves recommendations on Regents Testing Policy**

Over the past two years, the University System of Georgia Board of Regents evaluated the effectiveness of the Regents' Test, which was first required in 1973 as a key measure of the reading and writing skills of graduates. In June, the regents approved several significant revisions of the test, which will now help officials identify students who may be at risk of not meeting the Regents' Test requirement at an earlier point than the current 45-hour mark, either before students begin classes or early in their first year of enrollment.

As a result, those students whose test scores indicate a higher likelihood of failure on the Regents' Test will be given assistance early in their college experience to increase the likelihood that eventually they can pass.

The intent of the revisions is to continue to ensure that students who obtain bachelor's degrees from University System colleges and universities possess sufficient skills in reading and writing.

# A new strategy for allocating capital funds brings predictability to capital funding for System projects

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**The fall of 2006 brought the Board of Regents' endorsement of a new Strategic Capital Model for determining the allocation of state funds for new facilities on the 35 campuses of University System of Georgia. The new model is designed to be more responsive and dynamic than the former process used for addressing capital expansion.**

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The new allocation model is strategic in nature, data driven and based upon each institution's current enrollment, anticipated enrollment growth, square footage, the age and condition of current facilities, as well as the strategic priorities of the Board of Regents. The primary objective is to maximize the strategic value of all capital investment in the University System. The result will be enhanced, long-term capital planning and development made possible by consistent and predictable state capital funding.

There are several favorable outcomes of this new approach. The new model provides campuses with much greater control and the flexibility to integrate capital needs into overall institutional missions and state needs. It also will allow a much greater sense of control and guidance over institutional destiny.

The new model targets funding for a multi-year Capital Implementation Program, allowing campus officials to decide which individual projects best meet campus and System objectives. The new model allows the Board of Regents to determine, in advance, each institution's target share of General Obligation (GO) bond funding using the allocation model, which is driven by a variety of structural and strategic factors. Although the state will continue authorizing USG GO bonds annually, the model will allow the regents to target the funds to institutions in multi-year cycles – six years initially and three years thereafter – to increase programming flexibility.

Besides providing the institutions with the benefit of having a predictable financial basis for facilities master planning, the new model factors in funding to cover strong enrollment growth, serious space deficits and the maintenance of aging buildings in a way that has not been feasible until now.

An additional 100,000 students could be enrolled in the University System by 2020. The new capital model allows for a high level of creativity in meeting this additional enrollment growth. System and institutional officials will focus, among other issues, on the potential creation of new branch sites in areas affected by population growth.

With the endorsement of the new Strategic Capital Model, the USG facilities staff has begun work with System campuses to develop and refine the institutional Capital Implementation Programs. These programs are now being brought to the board for approval.

The FY 2009 USG budget request is the first such request to be developed using the new Strategic Capital Model.

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↑ Emergency  
Centro de Cuidado



# Strategic allocations address programs of specific need System-wide

## **USG institutions undergo new budget process**

During Fiscal Year 2007, staff in the System Office performed an in-depth analysis of institutional budgets that examined them in far greater detail than has been done in the past, reviewing performance against budget allocations. This “shadow budget process” was performed with the understanding that the System budget, and its method of allocation to institutions, must be used as a policy-implementing tool driven by the strategic plan.

The total review and analysis was accomplished with significant input from each institution.

This process resulted in a new budget allocation model that rewards institutional actions that support the System’s strategic goals to: 1) increase capacity, 2) increase retention and graduation rates, 3) increase efficiency through continuous process improvement, 4) provide appropriate levels of base funding, and 5) emphasize excellence in financial stewardship.

The new allocation model is a work in progress to be refined over the coming year to incorporate more metrics from the Strategic Plan.

## **Two-pronged effort commits funds and programs to address statewide nursing shortage**

The System has provided \$5 million in Fiscal Year 2007 to support a multi-level strategy that addresses the state’s severe shortage of nurses and nurse educators, limitations on admissions to existing nursing programs and the lack of adequate clinical sites for nurse training. Some 21 System institutions are participating in the comprehensive effort.

The goal is to accelerate the production of nurses at as many locations and in as many different ways as possible.

The second part of this initiative involves the delivery of instruction in nursing. The regents approved on-line and off-site instructional programs around the state. Distance learning technologies are seen as key to providing direct and immediate response to a pressing statewide and national need, such as the shortage of students choosing the nursing profession.

## **Focusing on improving retention and graduation rates**

This strategic initiative is one of the most important in the System, as it goes to the core of the instructional mission of higher education and its benefit to the citizens of Georgia. Historically, in both retention and graduation rates, Georgia has performed below the national average.

Two years ago, the System created a Graduation Task Force to address ways of improving graduation rates. Movement up the ladder in terms of improving graduation rates takes a very long time, but early returns show an impact due to the heightened focus this issue has been given System-wide. The goal is to increase USG retention and graduation rates by one percent annually.

Three initiatives will affect both retention and graduation rates favorably – increased admissions standards (already implemented); the investment of targeted funds at institutions with the maximum opportunity to improve retention and graduation rates; and the “Fixed for Four” guaranteed tuition plan that began in 2007 and should encourage students to move forward assertively to graduation within four years.

Details of the System’s \$2.2 million investment in five institutions that have the best opportunity to improve retention and graduation rates include the addition of programs involving improved faculty advising; supplemental teaching; freshmen learning communities; connecting with sophomores; and changing the culture of the institution.

## **USG’s 35th Institution Opens Its Doors**

Georgia Gwinnett College (GGC) made history as the 35th unit of the University System of Georgia and the nation’s first public, four-year college founded in the 21st century when it opened its doors in Fall 2006 to a junior class of 118 students.

The first new institution approved by the Board of Regents since the 1970’s, GGC is located in Gwinnett County, one of the nation’s fastest growing counties and a community eager for greater access to public higher education.

In creating a new college, strategic investments must be made before the students arrive. People, programs, facilities and resources must be ready up front before a student body is present. The Georgia Legislature provided \$1 million in start-up funds in the FY07 budget and another \$10 million in the FY08 budget to assist Georgia Gwinnett in hiring faculty and staff, achieving full accreditation and otherwise preparing for a student body expected to increase significantly in the future. This fall, the college admitted its first freshman class. Georgia Gwinnett College, headed by President Daniel J. Kaufman, is expected to lead in the use of instructional technology and other innovative educational methods and in the assessment of student learning to enhance education.

# System customer service initiative fosters culture of service System-wide

Stepping up to support the efforts of Governor Sonny Perdue's ongoing initiative to improve customer service throughout state government, Chancellor Erroll Davis has made customer service a high priority for faculty and staff employed by Georgia's 35 public colleges and universities.

He called on all 38,000 university system employees to provide faster, friendlier, more efficient service to the USG's "customers," including its 260,000 students. The System's enthusiastic response won the praise of Joe Doyle, director of the Governor's Office of Customer Service, who noted that the efforts of each campus in the University System "were the highest of any entity in state government."

Campus-based customer service improvement plans were launched during 2006-2007 with the goal of creating a culture of service at every institution. Statewide, each college and university appointed a "Customer Service Champion" to launch, guide and manage improvements designed to make the services provided by each campus "Faster, Friendlier and Easier" to access.

The campus plans developed by the champions are required to incorporate the input of customers and employees and also to have clear and measurable ways to track progress toward improved customer service.

A web site ([www.customerfocus.usg.edu](http://www.customerfocus.usg.edu)) has been created that allows faculty, staff, students and taxpayers alike to monitor the progress being made with customer service improvements.

In addition to institution customer service plans, the University System of Georgia has developed several projects with System-wide impact as part of the FY08 Customer Service Plan submitted to the Governor in June. "These initiatives reflect the fact that everything we do," said Chancellor Davis, "is about providing excellent service to our customers."



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# Ten System-wide projects will develop practical solutions for issues affecting all University System institutions

During Fiscal Year 2007, the University System began a series of focus groups to identify critical issues that needed to be addressed System-wide. Consultants working with the groups identified more than 75 of these critical issue areas, and from those, an initial ten were selected to be addressed based on their importance.

All of the projects operate in two distinct phases:

Phase One involves the assessment of the needs and conditions of the state and the USG with reference to the project focus. The most effective practices were identified, whether found inside or outside of the University System. Scalable and innovative approaches are being developed into models or principles of practice for implementation throughout the System.

During Phase Two, the project team will be transformed into an implementation team and will include supportive professional staff dedicated to each project. Measurable outcomes for all institutions will be defined and monitoring mechanisms developed, along with implementation strategies. Presidential leadership for each team and for the System-wide implementation of the new models or practices will continue.

If appropriate, new System resources will be applied to the implementation. In other cases, part of the task of the implementation team will be to assist each institution in internal resource re-allocation to meet what will then be a vital aspect of the University System of Georgia Strategic Plan.

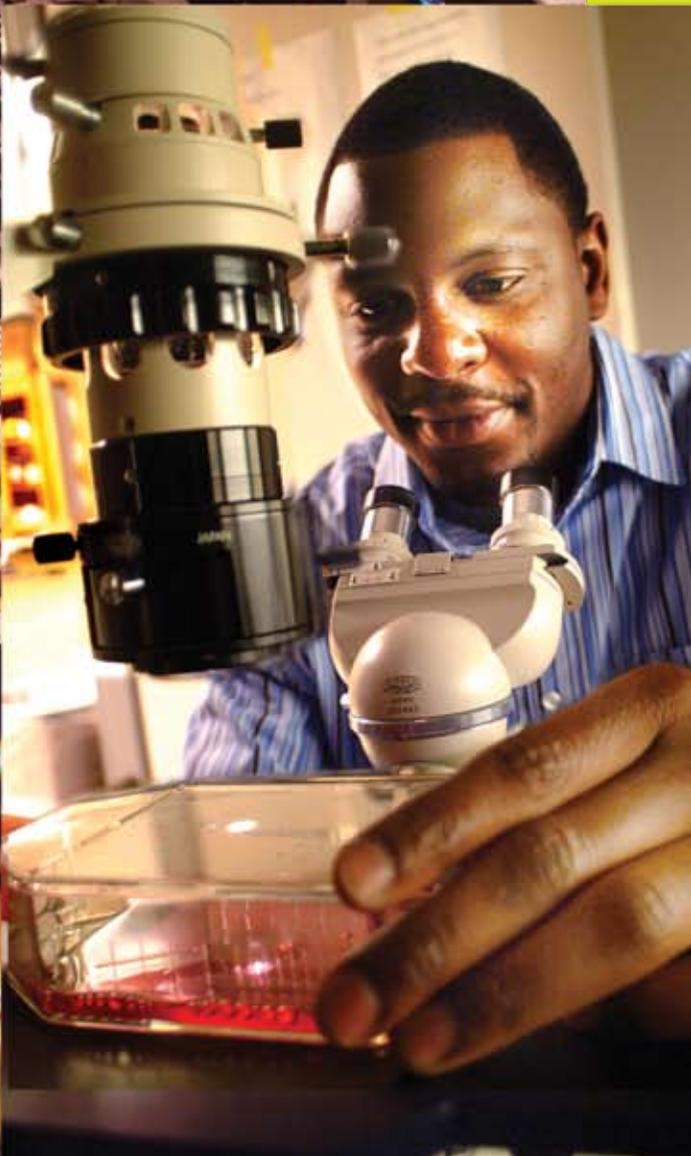
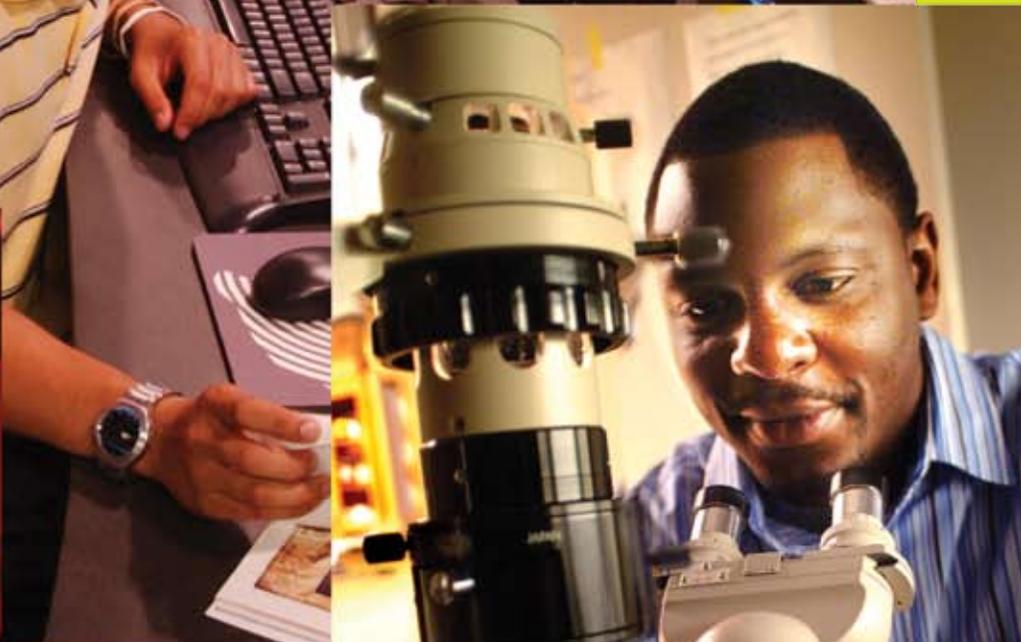
**Each project was led by a working team member.**

**The first ten projects to be addressed include:**

- Improving Enrollment Management and Planning  
Team Leader: Dr. J. Randolph Pierce,  
Georgia Highlands College
- Improving Retention and Graduation Rates  
Team Leader: Dr. Bruce Grube,  
Georgia Southern University
- Enhancing Health Professions  
Team Leader: Dr. Daniel Rahn,  
Medical College of Georgia
- Enhanced Advising Processes  
Team Leader: Dr. Ronald M. Zaccari,  
Valdosta State University
- Emergency Operations Initiative  
Team Leader: Dr. Everette Freeman,  
Albany State University
- Energy Management Initiative  
Team Leader: Dr. Michael F. Adams,  
University of Georgia
- Training and Professional Development Initiative  
Team Leader: Dr. G. Wayne Clough,  
Georgia Institute of Technology
- Developing Early Outreach Programs to Students  
in At-Risk Situations – and Their Parents –  
to Get Ready for College  
Team Leader: Dr. Martha Nesbitt,  
Gainesville State College
- African American Male Initiative – Middle School Focus  
Team Leader: Dr. Dorothy L. Lord,  
Coastal Georgia Community College
- Science, Technology, Engineering, and Mathematics  
(STEM) Initiative  
Team Leader: Dr. Carl V. Patton  
Georgia State University

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# Strategic Plan

# Six Goals

In this landmark 75th year of The University System of Georgia, the System has developed a Strategic Plan that will guide and focus the actions of many toward continuing the great tradition of educating more Georgians to a higher level than at any time in history.

The Strategic Plan defines six broad goals designed to ensure that the investment the citizens of Georgia have made in their system of higher education continues to serve the needs and transform the lives of future generations.

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Strategic Goal **One**

Renew excellence in undergraduate education to meet students' 21st century educational needs.

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Strategic Goal **Two**

Create enrollment capacity to meet the needs of 100,000 additional students by 2020.

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Strategic Goal **Three**

Increase the USG's participation in research and economic development to the benefit of a Global Georgia.

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Strategic Goal **Four**

Strengthen the USG's partnerships with the state's other education agencies.

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Strategic Goal **Five**

Maintain affordability so that money is not a barrier to participation in the benefits of higher education.

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Strategic Goal **Six**

Increase efficiency, working as a System.



# Transforming the System

## Changing Lives

## Strengthening the State

### Strategic Goal One

**Renew excellence in undergraduate education to meet students' 21st century educational needs.**

Undergraduate education is the instructional heart of the University System. It should be a transforming experience for students. Each generation anew must re-examine and define the value of the liberal arts tradition to contemporary circumstances. It is critical at this moment to determine whether undergraduate students are learning what they need to lead full lives and to become productive citizens.

As a result of its strategic actions, the University System will re-examine its general education curriculum, renew its commitment to a liberal arts education for this century, and improve the quality of undergraduate teaching and learning. The objectives of this goal include restructuring the core curriculum, increasing graduation rates, ensuring high-quality academic advisement, increasing study-abroad participation, and supporting and rewarding faculty members who make a meaningful contribution to undergraduate student learning and success.

### Strategic Goal Two

**Create enrollment capacity to meet the needs of 100,000 additional students by 2020.**

In order to meet the needs of a growing Georgia, the USG will need to expand its capacity by up to 40 percent to serve an additional 100,000 students by 2020. This is a unique opportunity to shape the USG for the new century, focusing on planned, targeted growth, the optimal use of facilities and other resources, and the proper alignment of resources with programmatic needs.

As a result of its strategic actions, the University System will increase capacity to accommodate targeted, programmatic growth.

Objectives of this goal include increasing the diversity of the USG's enrollment and closing enrollment gaps for under-represented groups; increasing the USG's public-relations outreach; increasing the use of access institutions to meet higher-education needs in under served areas; creating a more robust sector of comprehensive universities and further delineating their missions within the sector; increasing the joint use of facilities; and positioning the USG among leading systems in distance education.

### Strategic Goal Three

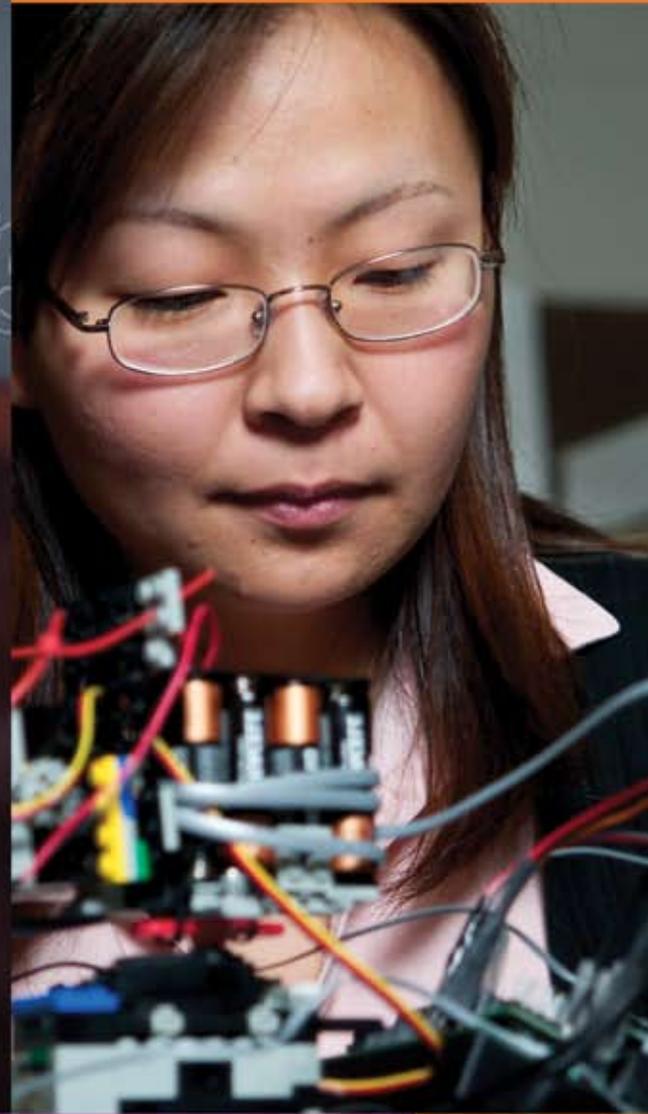
**Increase the USG's participation in research and economic development to the benefit of a Global Georgia.**

In an open world with permeable borders, Georgia must increasingly compete not only with fifty states, but also with other countries. It must seek to determine its own future, which entails controlling, creating, directing, and attracting the resources to ensure economic growth and a high quality of life.

In a knowledge economy, creating and attracting intellectual resources is as vital as controlling and directing natural resources. Georgia cannot succeed on the world stage without a strong University System, marked by prominent institutions and programs that develop Georgia's own human capital and draw the best talent from around the world. The University System is a vital key to Georgia's future self-determination.

As a result of its strategic actions, the University System will increase Georgia's control over its own future in a global economy.

Objectives of this goal include increasing the USG's competitiveness for federal research funds, increasing the number of health profession graduates, and creating a long-term, System-level academic plan for workforce development.



# Transforming the System

## Changing Lives

## Strengthening the State

### Strategic Goal Four

**Strengthen the USG's partnerships with the state's other education agencies.**

The University System is part of a public education network. The quality of the University System depends, in large part, on the pipeline of students from K-12 systems. The USG has a significant interest in assisting the Department of Education with setting standards that lead to college success, as the USG has responsibility for ensuring the success of college students.

As a major source of classroom teachers, counselors, and other school leaders, the USG must play a leadership role in public education at all levels.

As a result of its strategic actions, the University System will work with all of Georgia's education agencies to meet national and international benchmarks on student preparation and achievement.

Objectives of this goal include supporting the plans of the Alliance of Education Agency Heads to increase the high school graduation rate, decrease the high school drop-out rate, and increase post-secondary enrollment rates; to improve workforce readiness skills; to strengthen teacher quality, recruitment, and retention; to develop strong educational leaders, particularly at the building level; and to improve the SAT/ACT scores of Georgia students. In addition, the USG will create a closer working relationship with the Department of Technical and Adult Education.

### Strategic Goal Five

**Maintain affordability so that money is not a barrier to participation in the benefits of higher education.**

Through the HOPE Scholarship Program, Georgia is a national leader in providing merit-based financial aid to students. The total cost of attending college remains a challenge to some students and their families.

As a result of its strategic actions, University System institutions will remain affordable for students and assist economically disadvantaged students in meeting the cost of college.

Objectives of this goal include establishing a need-based financial aid program and diversifying and increasing revenue sources.

### Strategic Goal Six

**Increase efficiency, working as a System.**

The University System is fortunate to enjoy strong financial support from state leaders. The USG must continue to earn that support by demonstrating accountability for the use of its resources, by maximizing non-state revenues, and by increasing the efficiency of its business operations. The USG must work with state leaders to develop an appropriate business model for current economic trends and conditions.

As a result of its strategic actions, the University System will increase its efficiency while increasing academic quality.

Objectives of this goal include increasing the efficiency of business functions, developing a leadership culture and engaging the workforce in process improvement, and establishing accountability metrics for the System.

**The University System of Georgia**

# Strategic Plan

No organization  
can be successful  
over the long term  
without a sound  
strategy.





*"Creating A More Educated Georgia"*  
[www.usg.edu](http://www.usg.edu)