



UNIVERSITY OF
GEORGIA



DIVERSITY AND INCLUSIVE EXCELLENCE PLAN



INTRODUCTION

Society has been engaged in deep conversation and often painful discussion in regard to diversity and inclusion. These conversations have focused on fundamental questions of equity, justice, and community. This collective awareness offers a significant opportunity for reflection, dialogue, and action. While the University of Georgia has made incredible strides, there is much more to be done. As an institution and a community, we too must reflect, dialogue, and act. Most importantly for the future of our University, we must take the time to consider long-term, deliberative measures that we should take over the next few years to build a sustainable model of diversity and inclusion that will positively impact every sector of our institution.

The UGA Planning Committee on Diversity and Inclusive Excellence was tasked with developing that model. More specifically, the Committee was charged to develop a comprehensive plan, with specific goals and success measures, that builds on the work of our most recent diversity plan and aligns with the University of Georgia 2025 Strategic Plan. The Diversity and Inclusive Excellence Plan will guide the University's diversity efforts from 2022-2027 and provide an explicit, integrated, strategic, university-wide approach to our inclusion and diversity efforts.

As a way of organizing this process, three Inclusive Excellence Priorities were identified. The Inclusive Excellence Priorities are broad areas under which more specific and actionable university goals were defined. The priorities are firmly grounded in our mission and our strategic plan and align with much of the work that was identified in our most recent diversity plan. The Inclusive Excellence Priorities are: Building an Inclusive Living/Learning Environment that Supports Access and Success for Diverse Students; Recruiting and Retaining a Diverse Workforce to Advance our Mission in the 21st Century; and Expanding Partnerships and Outreach to Strengthen Diverse Communities.

The goals supporting these priorities are strategic, ambitious, measurable, and reflect the forward-looking perspective of a world class institution of higher education. Perhaps most importantly, the goals resonate across our institution and provide an opportunity for every part of our community, every academic school and college, each of our major administrative units, and every individual to engage and contribute. Schools, colleges and units are encouraged to collaborate and explore ways that they can work together to promote the goals of diversity and inclusive excellence. The goals also provide clear strategies for deepening our engagement across our home state--from its urban centers to its rural areas and all points in between. This is our opportunity to operationalize the value that we as an institution place on diversity and inclusion and its centrality to our missions of teaching, research, and service.





CHARGE AND PROCESS

UGA President Jere W. Morehead charged the Planning Committee on Diversity and Inclusive Excellence on August 14, 2020. President Morehead's charge included two major components:

1. To develop five-year, university-level goals to prioritize and integrate UGA's inclusion and diversity efforts from 2022 to 2027; and
2. To establish a framework for major academic and administrative units across campus to develop operational plans and corresponding annual reports that advance the goals developed by the Committee.

More specifically, President Morehead asked the committee to develop three to five university-level goals under each of the following Inclusive Excellence Priorities:

1. Building an inclusive living and learning environment for diverse student access and success.
2. Recruiting and retaining a diverse University workforce to advance our mission in the 21st century.
3. Expanding partnerships and outreach to strengthen diverse communities.

The Committee established a three-phase process to meet President Morehead's charge. The first phase, called "discovery," focused on collecting stakeholder input, reviewing similar work at peer institutions, and reviewing institutional data. The discovery phase began in August 2020 and ended in January 2021, and during that time Committee members conducted more than 40 focus groups with numerous faculty, staff, student, alumni and community stakeholders.

The second phase, entitled "goal development," included analyzing stakeholder input, developing goals, and identifying key performance indicators and associated data sources. This phase began in January 2021 and ended in May 2021. During this phase, the Committee identified 11 university-level goals and 16 key performance indicators to measure progress on each goal. The committee also recommended 20 action steps for UGA to take immediately to advance each goal. See Appendix A for the complete list of goals, key performance indicators, and immediate institutional actions.

During the goal development phase, the Committee also organized a group of representatives from every major academic and administrative unit on campus—called the “liaison group”—to seek input related to the second item in President Morehead’s charge. The Committee worked with the liaison group to establish a draft framework for major units to develop operational plans and corresponding annual reports to advance the new Diversity and Inclusive Excellence Plan.

The final phase, dubbed “plan completion,” included presenting final goals and planning documents to senior administrators and unit leaders across campus. During this phase, which lasted from May 2020 to July 2020, Committee members also shared the final goals with those individuals who participated in the focus groups that were organized in the discovery phase. The Committee continued to meet with the liaison group during this phase and arrived at a final framework for unit-level planning. See Appendix B for the final planning timeline and template.



“We are excited to see the University of Georgia’s five-year strategic commitment to diversity, equity and inclusion, knowing we have partners across campus that will help us achieve these goals. This is important work that will serve the University community and the greater state of Georgia.”

Barkley Barton II
Director of Undergraduate Admissions

COMMITTEE MEMBERSHIP

The Committee was comprised of 21 faculty, staff, students, alumni, and community members (see Appendix C for a full list of committee members). Dr. Michelle Cook and Dr. Kyle Tschepikow co-chaired the Committee. The Committee organized around the three Inclusive Excellence Priorities. Dr. Bill McDonald led the team focused on Inclusive Excellence Priority #1, while Dr. Ron Walcott led the team focused on Inclusive Excellence Priority #2. Ms. Gwen Moss led the team focused on Inclusive Excellence Priority #3 (see Appendix D for the committee organizational structure).

In addition, the Committee was assisted by a support team, which included representatives from institutional effectiveness, institutional research, marketing and communications, and institutional diversity (see Appendix C for a list of support team members). The support team, which was led by Mr. Allan Aycock, helped to procure data and reports, identify trends, develop communications pieces, and align the Committee's work with broader institutional planning processes.

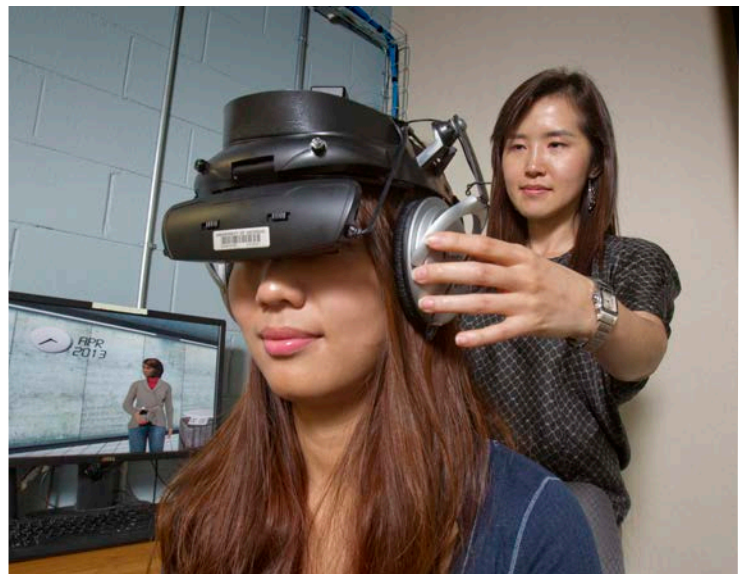
As mentioned in the previous section, the Committee also worked closely with a liaison group to develop guidelines for unit-level planning. A full list of liaison group members is provided in Appendix E.

INCLUSIVE EXCELLENCE PLAN

The first Inclusive Excellence Priority, Building an Inclusive Living/Learning Environment that Supports Access and Success for Diverse Students centers the student experience in a way that reflects our institutional commitment to excellence in teaching and learning. This priority includes four institutional goals that address increasing student diversity and need-based aid, expanding resources to promote inclusive learning, and increasing participation in mentorship for students at all levels. Developing relationships with school districts and Minority Serving Institutions, expanding financial support for the mentor program and need based aid, and promoting awareness of how everyone in our community can contribute to making UGA a welcoming and inclusive place are institutional actions that can be implemented right away. Moving forward, we will measure our progress by the number of underrepresented students who apply and matriculate at our institution. We will also monitor the amount of need-based aid available to students, underrepresented student engagement in the university's mentoring program, and participation in the diversity awareness programming that is offered to students, faculty, and staff. Addressing issues of access and success for students is foundational to everything that we do as a world-class institution of higher education.

“The Office of Faculty Affairs has the privilege of supporting faculty across the lifespan, from their very first experiences with the University during recruitment, appointment, and orientation; through each critical step of promotion and tenure; and across various opportunities for professional and leadership development, recognition, and service. Our work already has been greatly enhanced by the conversations with faculty and the campus community in developing these priorities and goals. Through focused outreach, continued listening, and dedication of resources, we can make UGA a place that feels like home for all of our incredibly talented faculty, future faculty, staff, and students.”

Elizabeth Weeks, J.D.
Associate Provost for Faculty Affairs & Charles H. Kirbo Chair of Law
Office of Faculty Affairs





INCLUSIVE EXCELLENCE PLAN

Recruiting and Retaining a Diverse Workforce to Advance our Mission in the 21st Century is the second Priority and one that speaks to our leadership in addressing the grand challenges of our time. Here there are three goals that focus our efforts. First, the institution will strive to increase the numbers of underrepresented faculty, staff, postdoctoral fellows, graduate assistants, and student workers. Second, we will build community and connection among these individuals, and, third, we will expand support and recognition for their work. Increasing the number of underrepresented individuals in our workforce will be supported by diversity statements on position postings, training for search committees, and an effort to have diversity reflected on those committees. In order to build an infrastructure of support for these individuals, the university will establish new institution-wide social events and activities, while encouraging schools, colleges and administrative units to do the same. The key performance indicators that measure our progress will focus on the numbers of underrepresented individuals who are hired, are retained, and serve in leadership capacities on campus.

The land grant mission of the university is reflected in the third Inclusive Excellence Priority, Expanding Partnerships and Outreach to Strengthen Diverse Communities. Here, four goals define our strategic approach to engaging the broader community. Increasing the visibility of the institution in the educational pipeline of underserved communities and expanding experiential learning opportunities for students in rural Georgia and other underserved communities will signal the institution's commitment to welcoming and enrolling students from every part of the state. In addition, building awareness of partnerships and outreach with diverse communities, while also improving and expanding communications with community partners regarding our commitment to diversity and inclusive excellence will promote partnership and accountability. Immediate institutional actions such as significantly expanding the reach of the Road Dawgs Program and establishing scholarships for experiential learning in rural Georgia will enable us to reach out to more potential students, while also providing current students with the opportunity to engage and serve beyond the metropolitan areas. But a major component of community engagement is telling our story, and enhancing our central website and marketing strategy to highlight community partnerships and activities will help us to do this more effectively.

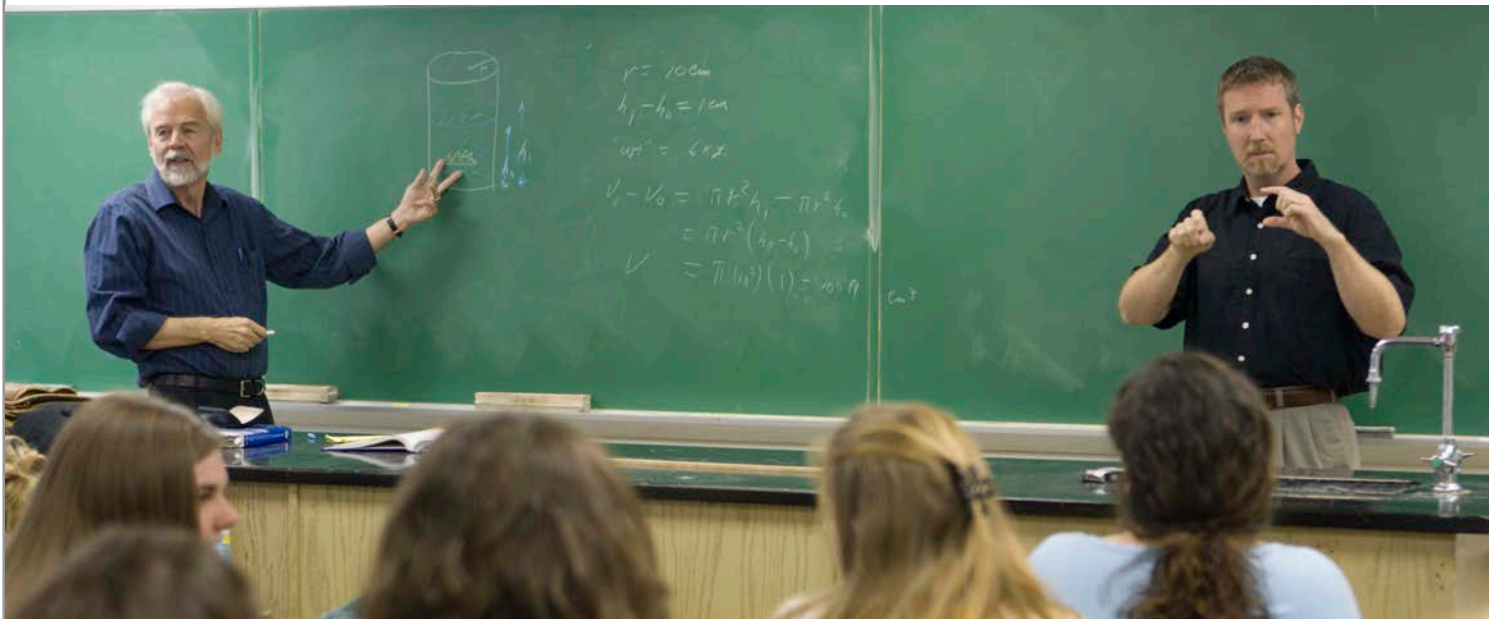


“I’m glad to see the University taking bold steps to improve diversity and outreach in underserved communities. Our partnership with the University of Georgia exemplifies why authentic community collaboration is vital for closing the poverty and opportunity gap. The foundation of this partnership creates the pipeline where students are empowered and can see opportunities for innovation and upward mobility.”

Lemuel LaRoche
Executive Director
Chess & Community

The University of Georgia Diversity and Inclusive Excellence Plan is strategic, mission-driven, and ambitious. We believe that, as an institution, we are poised to leverage the hard work and success that we have had with our numerous diversity and inclusion efforts to achieve more and be greater. Toward that end, the Plan must be a flexible, living document that is able to evolve to meet the needs of our broad, diverse, and changing community. This vision that we set for the University of Georgia is one that will strengthen and enhance every aspect of what we do and will benefit our entire community. This is not to say that the work will be easily accomplished--important tasks never are. But we are committed in word, mission, and deed to making the University of Georgia a more welcoming, diverse, and inclusive place for all.

APPENDIX A



UGA DIVERSITY AND INCLUSIVE EXCELLENCE PLAN

Inclusive Excellence Priority #1
BUILDING AN INCLUSIVE LIVING/LEARNING ENVIRONMENT THAT SUPPORTS ACCESS AND SUCCESS FOR DIVERSE STUDENTS

Goal 1.1

INCREASE ENROLLMENT OF UNDERREPRESENTED STUDENTS AT UNDERGRADUATE AND GRADUATE LEVELS

IMMEDIATE INSTITUTIONAL ACTIONS

- Significantly expand the reach of the Road Dawgs Program
- Develop mutually beneficial pipeline relationships in school districts with targeted high schools (including Athens high schools)
- Develop mutually beneficial pipeline programs with Historically Black Colleges and Universities and other institutions designated as Minority Serving Institutions

KPIs

- Number of applications received from underrepresented students for undergraduate and graduate programs
- Number of underrepresented students enrolled at undergraduate and graduate levels

Goal 1.2

INCREASE NEED-BASED STUDENT SCHOLARSHIPS FOR UNDERGRADUATE AND GRADUATE EDUCATION

IMMEDIATE INSTITUTIONAL ACTIONS

- Seek at least an additional \$1 million in matching funds for Georgia Commitment Scholarships or other need-based initiatives

KPIs

- Number of new need-based scholarships created for undergraduate and graduate education

Goal 1.3

EXPAND RESOURCES TO PROMOTE INCLUSIVE LEARNING ENVIRONMENTS

IMMEDIATE INSTITUTIONAL ACTIONS

- Develop diversity initiative for inclusion in first-year orientation and University Housing programs that encourages a more open and welcoming campus environment
- Establish awareness program for faculty and staff to complete diversity certificate program

KPIs

- First-year students who participate in diversity initiative
- Number of faculty and staff who complete diversity certificate program

Goal 1.4

EXPAND MENTORSHIP FOR UNDERREPRESENTED STUDENTS

IMMEDIATE INSTITUTIONAL ACTIONS

- Develop a marketing campaign to expand participation of underrepresented individuals in the university's mentorship program
- Expand financial support for the university's mentorship program

KPIs

- Number of underrepresented students, staff, faculty, and alumni participating in the university's mentorship program

UGA DIVERSITY AND INCLUSIVE EXCELLENCE PLAN

Inclusive Excellence Priority #2

RECRUITING AND RETAINING A DIVERSE WORKFORCE TO ADVANCE OUR MISSION IN THE 21ST CENTURY

Goal 2.1

INCREASE THE NUMBER OF UNDERREPRESENTED FACULTY, STAFF, POSTDOCTORAL FELLOWS, GRADUATE ASSISTANTS, AND STUDENT WORKERS

IMMEDIATE INSTITUTIONAL ACTIONS

- Develop university-wide training program for search committees and unit heads
- Develop campus-wide expectations for ensuring diverse search committees with particular focus on academic departments and units

KPIs

- Number of underrepresented faculty, staff, postdoctoral fellows, graduate assistants, and student workers
- Number of underrepresented individuals in leadership positions (cabinet, deans, department heads, directors, and associate directors)

Goal 2.2

EXPAND COMMUNITY BUILDING PROGRAMS AND ACTIVITIES FOR FACULTY, STAFF, GRADUATE ASSISTANTS, AND POSTDOCTORAL FELLOWS, WITH A PARTICULAR FOCUS ON UNDERREPRESENTED POPULATIONS

IMMEDIATE INSTITUTIONAL ACTIONS

- Establish additional university-wide social events (e.g., multicultural faculty and staff reception) to occur on a regular schedule
- Encourage administrative units, schools, and colleges to create similar events on a regular basis

KPIs

- Retention of underrepresented faculty and staff
- Community building activities established for faculty, staff, graduate assistants, and postdoctoral fellows

Goal 2.3

EXPAND SUPPORT AND RECOGNITION FOR FACULTY AND STAFF DIVERSITY AND INCLUSION EFFORTS

IMMEDIATE INSTITUTIONAL ACTIONS

- Implement Dawn D. Bennett-Alexander Inclusive Community Award
- Implement the Richard Graham Teaching Award for Excellence in Graduate Education

KPIs

- Retention of underrepresented faculty and staff

UGA DIVERSITY AND INCLUSIVE EXCELLENCE PLAN

Inclusive Excellence Priority #3 EXPANDING PARTNERSHIPS AND OUTREACH TO STRENGTHEN DIVERSE COMMUNITIES

Goal 3.1

INCREASE INSTITUTIONAL VISIBILITY IN THE EDUCATIONAL PIPELINE OF UNDERSERVED COMMUNITIES

IMMEDIATE INSTITUTIONAL ACTIONS

- Significantly expand the reach of the Road Dawgs Program
- Develop mutually beneficial pipeline relationships in school districts with targeted high schools (including Athens high schools)
- Develop mutually beneficial pipeline programs with Historically Black Colleges and Universities and other institutions designated as Minority Serving Institutions

KPIs

- Number of applications from students in underserved communities

Goal 3.2

BUILD AWARENESS OF PARTNERSHIPS AND OUTREACH WITH DIVERSE COMMUNITIES

IMMEDIATE INSTITUTIONAL ACTIONS

- Enhance central website and marketing strategy to highlight community partnerships and activities

KPIs

- Website analytics

Goal 3.3

EXPAND EXPERIENTIAL LEARNING OPPORTUNITIES FOR STUDENTS IN RURAL GEORGIA AND OTHER UNDERSERVED AREAS

IMMEDIATE INSTITUTIONAL ACTIONS

- Establish experiential learning scholarship for experiential learning in rural Georgia

KPIs

- Number of students participating in experiential learning opportunities within rural and other underserved areas
- Number of experiential learning opportunities based in rural and other underserved areas

Goal 3.4

IMPROVE AND EXPAND COMMUNICATIONS WITH COMMUNITY PARTNERS REGARDING THE UNIVERSITY'S DIVERSITY AND INCLUSIVE EXCELLENCE COMMITMENT

IMMEDIATE INSTITUTIONAL ACTIONS

- Build and deploy diversity communications module for university communicators

KPIs

- Earned and paid media

APPENDIX B



Diversity and Inclusion Excellence – Unit Planning Template Instructions

Unit Name: Please select your unit name from the drop down list.

Point of Contact for Plan Feedback (Name & Email):

Timeline and Steps for Developing Unit Diversity and Inclusive Excellence Goals

May 2021	Receive final UGA Diversity and Inclusive Excellence Goals
Summer 2021	Identify and organize your planning team
Sept 2021– May 2022	Engage Team to identify Unit Diversity and Inclusive Excellence Goals <ul style="list-style-type: none">• Review Unit-level 2025 Strategic Plan and existing Diversity Plan, if separate, for alignment• Develop aligned Diversity and Inclusive Excellence Goals• Identify KPIs and Data Sources for each Goal• Identify Baseline and Annual Targets for each KPI
May 1, 2022	Submit Draft Goals to Offices of Provost and President for feedback
July 1, 2022	Receive feedback
August 1, 2022	Incorporate final D&I Goals into Strategic Plan tool
Sept 1, 2023	Report on D&I Goals as part of Strategic Planning process

UGA Diversity & Inclusive Excellence Goals

Building an Inclusive Living/Learning Environment that Supports Access and Success for Diverse Students

- Goal 1.1: Increase enrollment of underrepresented students at undergraduate and graduate levels
- Goal 1.2: Increase need-based student scholarships for undergraduate and graduate education
- Goal 1.3: Expand resources to promote inclusive learning environments
- Goal 1.4: Expand mentorship for underrepresented students

Recruiting and Retaining a Diverse Workforce to Advance Our Mission in the 21st Century

- Goal 2.1: Increase the number of underrepresented faculty, staff, postdoctoral fellows, graduate assistants, and student workers
- Goal 2.2: Expand community building programs and activities for faculty, staff, graduate assistants, and postdoctoral fellows, with a particular focus on underrepresented populations
- Goal 2.3: Expand support and recognition for faculty and staff diversity and inclusion efforts

Expanding Partnerships and Outreach to Strengthen Diverse Communities

- Goal 3.1: Increase institutional visibility in the educational pipeline of underserved communities
- Goal 3.2: Build awareness of partnerships and outreach with diverse communities
- Goal 3.3: Expand experiential learning opportunities for students in rural Georgia and other underserved areas
- Goal 3.4: Improve and expand communications with community partners regarding the university's diversity and inclusive excellence commitment

Inclusive Excellence Priority I: Building an Inclusive Living/Learning Environment that Supports Access and Success for Diverse Students

University Inclusive L/L Environment Goal #1: TBD

Unit Goal 1:

Key Performance Indicator 1:

Data Source:

Annual Targets:

FY2022 Baseline	
FY2023	
FY2024	
FY2025	

University Inclusive L/L Environment #2: TBD

Unit Goal 2:

Key Performance Indicator 1:

Data Source:

Annual Targets:

FY2022 Baseline	
FY2023	
FY2024	
FY2025	

University Inclusive L/L Environment #3: TBD

Unit Goal 3:

Key Performance Indicator 1:

Data Source:

Annual Targets:

FY2022 Baseline	
FY2023	
FY2024	
FY2025	

Inclusive Excellence Priority II: Recruiting and Retaining a Diverse Workforce to Advance Our Mission in the 21st Century

University Diverse Workforce Goal #1: TBD

Unit Goal 1:

Key Performance Indicator 1:

Data Source:

Annual Targets:

FY2022 Baseline	
FY2023	
FY2024	
FY2025	

University Diverse Workforce Goal #2: TBD

Unit Goal 2:

Key Performance Indicator 1:

Data Source:

Annual Targets:

FY2022 Baseline	
FY2023	
FY2024	
FY2025	

University Diverse Workforce Goal #3: TBD

Unit Goal 3:

Key Performance Indicator 1:

Data Source:

Annual Targets:

FY2022 Baseline	
FY2023	
FY2024	
FY2025	

Inclusive Excellence Priority III: Expanding Partnerships and Outreach to Strengthen Diverse Communities

University Partnerships Goal #1: TBD

Unit Goal 1:

Key Performance Indicator 1:

Data Source:

Annual Targets:

FY2022 Baseline	
FY2023	
FY2024	
FY2025	

University Partnerships Goal #2: TBD

Unit Goal 2:

Key Performance Indicator 1:

Data Source:

Annual Targets:

FY2022 Baseline	
FY2023	
FY2024	
FY2025	

University Partnerships Goal #3: TBD

Unit Goal 3:

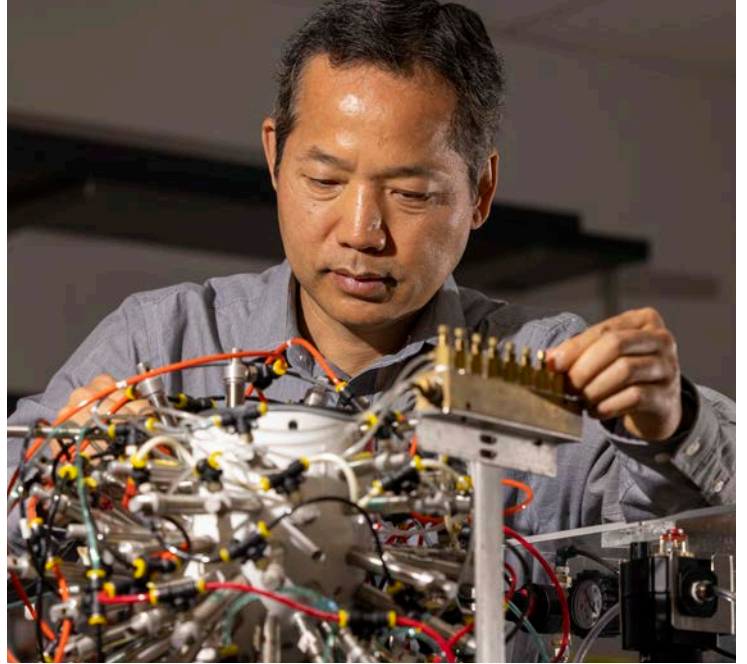
Key Performance Indicator 1:

Data Source:

Annual Targets:

FY2022 Baseline	
FY2023	
FY2024	
FY2025	

APPENDIX C



UGA Planning Committee on Diversity and Inclusive Excellence

- Michelle G. Cook, Vice Provost for Diversity and Inclusion and Strategic University Initiatives (Chair)
- W. Kyle Tschepikow, Special Assistant to the President and Director for Strategy and Innovation (Co-Chair)
- S. Elizabeth Bailey, Senior Associate General Counsel, Office of Legal Affairs
- Dawn D. Bennett-Alexander, Associate Professor of Employment Law and Legal Studies, C. Herman and Mary Virginia Terry College of Business
- Charles Carabello, Associate Director of Enrollment Management, Undergraduate Admissions
- Yvette K. Daniels, Vice President of the UGA Alumni Association Board of Directors
- Edward Anthony Delgado-Romero, Associate Dean for Faculty and Staff Services and Professor of Counseling Psychology, Mary Frances Early College of Education
- Grace Gilbert, undergraduate student, School of Social Work, President of Gamma Sigma Sigma and Road Dawgs Leader
- Darrice Griffin, Deputy Athletic Director, Athletic Association
- Juanita Johnson-Bailey, Meigs Professor of Adult Education and Director of the Institute for Women's Studies, Mary Frances Early College of Education
- Roswell Lawrence Jr., Assistant Vice President and Chief of Staff, Finance and Administration
- William M. McDonald, Dean of Students, Student Affairs
- Gwen Moss, Assistant Vice President for Fiscal Affairs, Public Service and Outreach
- Roya Naghepour, law student, School of Law
- Marvin J. Nunnally Jr., President and CEO, In Touch Management Group
- Joshua Patton, undergraduate student, Franklin College of Arts and Sciences, Chair of the Black Student Union
- C.J. Tsai, Winfred N. “Hank” Haynes Professor and Georgia Research Alliance Eminent Scholar, Warnell School of Forestry and Natural Resources
- Ronald R. Walcott, Interim Dean of the Graduate School and Professor of Seed Pathology and Bacteriology Resources
- Jill Walton, Senior Executive Director for Development, Development and Alumni Relations
- Elizabeth Weeks, Associate Provost for Faculty Affairs and Charles H. Kirbo Chair in Law, School of Law
- David S. Williams, Associate Provost and Dean of the Morehead Honors College, Meigs Professor of Religion, Franklin College of Arts and Sciences

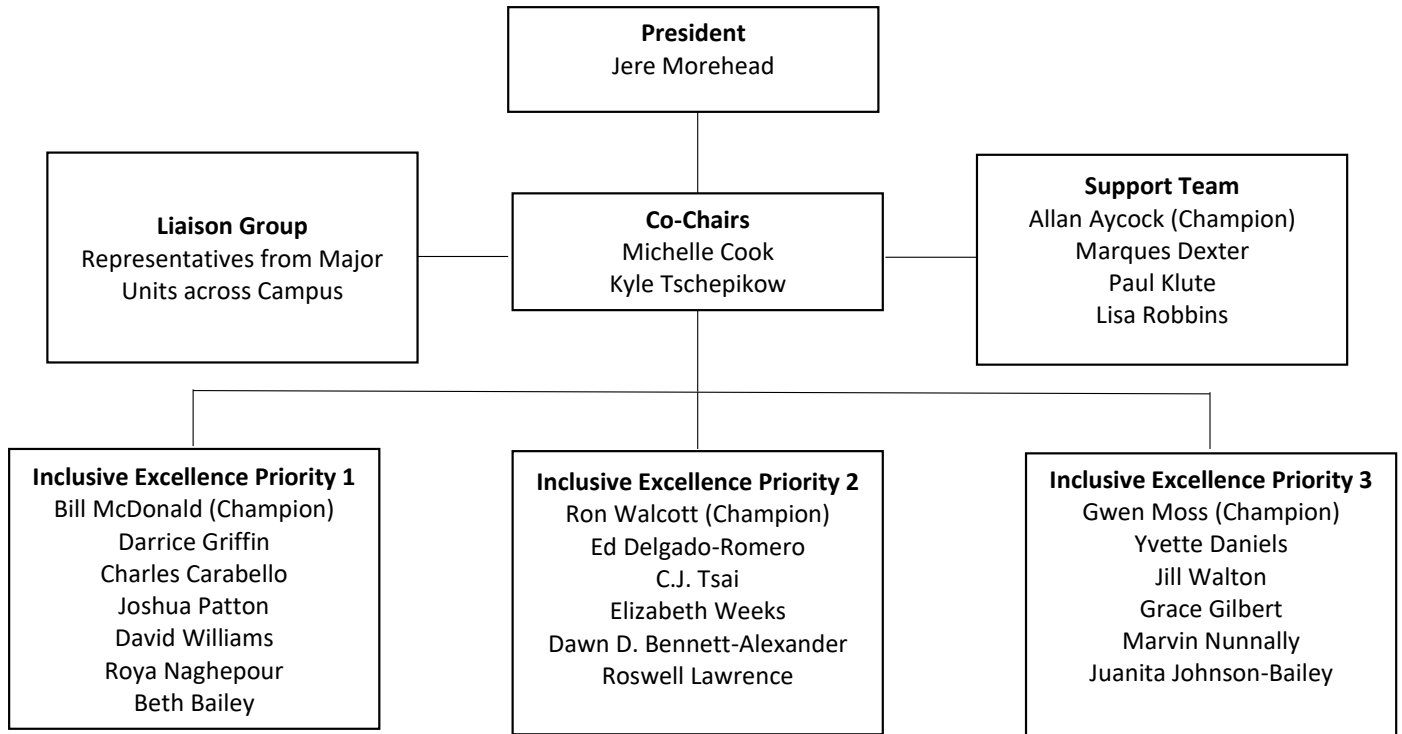
Support Team

- Allan Aycock, Senior Director for Accreditation and Institutional Effectiveness, Office of the Provost
- Marques Dexter, Assistant Director for Student Initiatives, Office of Institutional Diversity
- Paul Klute, Associate Vice President and Chief Institutional Research and Data Officer, Enterprise Information Technology Services
- Lisa Robbins, Senior Director for Integrated Creative Services, Marketing and Communications

APPENDIX D



UGA Planning Committee on Diversity and Inclusive Excellence





APPENDIX E

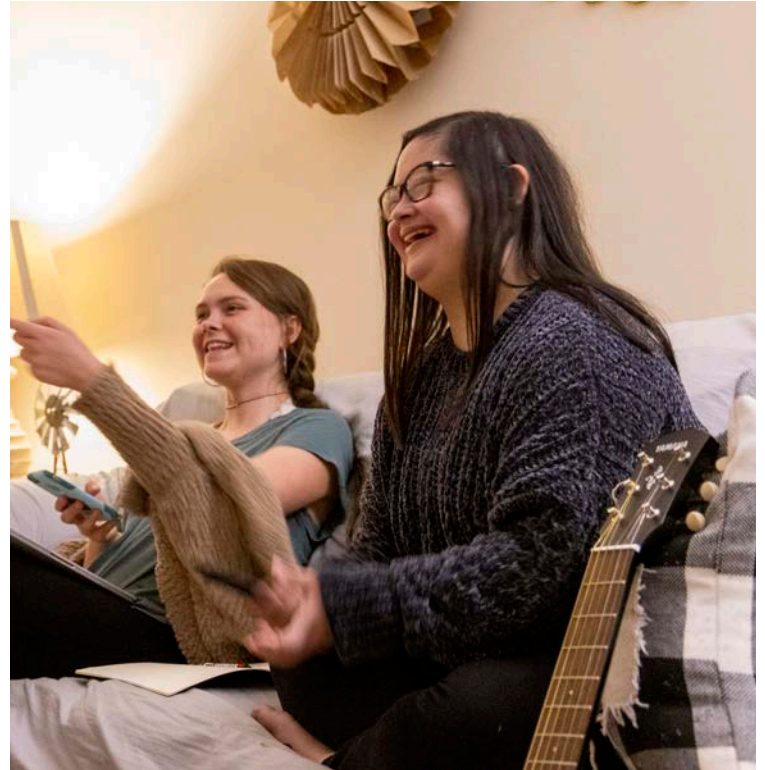


Diversity and Inclusive Excellence Liaison Group

- Matthew R. Auer, Dean, School of Public and International Affairs
- Jason Battles, Deputy University Librarian and Director of Library Technology, University of Georgia Libraries
- Sherri Bennett, Program Coordinator, Office of Academic Programs
- Kevin Burt, Director of Business and Human Resources, Office of Research
- Mary Carney, Director of Programming for Faculty Affairs, Office of Faculty Affairs
- Michelle Carter, Senior Director of Talent Management and Chief Diversity Officer, Office of Talent Management for Development & Alumni Relations
- Stephan Durham, Professor and Assistant Dean for Student Success and Outreach, College of Engineering
- Courtney Gay, Assistant Athletic Director for Diversity, Equity, and Inclusion, Athletics
- Gary T. Green, Professor and Assistant Dean of Academic Affairs, Warnell School of Forestry and Natural Resources
- Vivia Hill-Silcott, Director of Diversity Programs and Academic Support, College of Pharmacy
- Angela Hurt, Executive Director for Strategic Planning and Initiatives, Division of Marketing and Communications
- Wesley R. Johnson, Director of Client Services, Office of Enterprise Information Technology Services
- Maritza Soto Keen, Associate Director and Senior Public Service Associate, J.W. Fanning Institute for Leadership Development
- Elizabeth G. King, Associate Professor, Odum School of Ecology
- Anthony “Tony” Mallon, Director, Institute for Nonprofit Organizations, School of Social Work
- Marian Higgins, Associate Dean for Diversity, Equity, and Inclusion, Mary Frances Early College of Education
- Roswell Lawrence, Assistant to the Vice President for Finance and Administration and Director of Client Relations, Office of Finance and Administration
- Leslie Lee, Associate Dean for Campus Integration and Academic Enhancement, AU/UGA Medical Partnership
- María E. Len-Ríos, Professor and Associate Dean for Academic Affairs, Grady College of Journalism and Mass Communication
- Jennifer Lewis, Director, Center for Community Design and Preservation, College of Environment and Design
- Jean Martin-Williams, Associate Dean, Franklin College of Arts & Sciences
- Alison B. McCullick, Director of Community Relations, Office of Government Relations
- Allen J. Moore, Associate Dean for Research, College of Agricultural and Environmental Sciences

- Jessica Legge Muilenburg, Professor and Assistant Dean for Strategic Planning and Assessment, College of Public Health
- Naomi J. Norman, Associate Vice President for Instruction, Office of Instruction
- Mike Pfarrer, Associate Dean for Research and Graduate Programs, Terry College of Business
- Dominique Quarles, Director of Diversity and Inclusion, Office of Institutional Diversity
- Sharron Quisenberry, Associate Dean for Research and Graduate Affairs, College of Veterinary Medicine
- Gregory L. Roseboro, Assistant Dean for Admissions, Diversity and Inclusion and Strategic Initiatives, School of Law
- Sylvia Schell, Assistant Director, Immigration Services, Office of Global Engagement
- Cara Simmons, Director of Student Success and Advising Center, College of Family and Consumer Sciences
- Lisa Sperling, Director, Recruitment and Diversity Initiatives, Graduate School
- Matthew Waller, Chief of Staff for the Office of the Vice President for Student Affairs
- David S. Williams, Associate Provost and Dean of the Morehead Honors College, Meigs Professor of Religion, Franklin College of Arts and Sciences

APPENDIX F



Operational Definitions

Diversity- Individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) (<https://www.aacu.org/making-excellence-inclusive>)

Inclusive Excellence- Concept recognizing that in order for institutions to meet their academic excellence goals, they must create an engaged community that is more diverse and inclusive of individuals from a variety of backgrounds, experiences, communities and identities.

“Likewise, diversity and inclusion efforts move beyond numbers of students or numbers of programs as end goals. Instead, they are multilayered processes through which we achieve excellence in learning; research and teaching; student development; local and global community engagement; workforce development; and more.” (Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions, Damon A. Williams, Joseph B. Berger, and Shederick A. McClendon)

Underrepresented students-- Students from groups who have been traditionally underrepresented in higher education, this would include (but is not limited to) racial/ethnic minorities, first-generation college students, students with disabilities, and students from lower socio-economic households. Underrepresented typically means that as a group, the percentage of the population of that group within a specific context is lower than their percentage of the population in the state, region or country.

Underserved communities/ Underserved areas: Populations (or areas) that face barriers and challenges accessing and using resources, due to geographic location, religion, sexual orientation, gender, racial, and ethnic identifications. (<https://www.igi-global.com/chapter/retention-of-rural-latina-college-students-engaging-strategic-leadership/173548>)



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