



ADVANCING DIVERSITY AND INCLUSION:
Diversity Action Plan for Georgia College
2022 - 2025

We have had four overarching goals in building this new plan.

- 1** To increase the diversity among students, staff, and faculty by attracting and retaining more people from underrepresented backgrounds to be part of our campus community.
- 2** To ensure a climate that is welcoming, affirming, and respectful for all of the diverse groups of people who study and work here and for those who live in our surrounding communities.
- 3** To support opportunities, through research, professional development, and high impact learning, that will allow all faculty, staff, and students to realize their full potential as contributing and successful members of our college community.
- 4** To be accountable for the timely completion of the important tasks that we have set forth in this New Diversity Action Plan to advance diversity at Georgia College.

By completing the actions in this Plan, we believe that we will be one step closer to realizing Georgia College's vision of being a campus community where "faculty, staff and students intentionally embrace inclusion to advance excellence through diversity."

Advancing Diversity and Inclusion 2022-2025: Diversity Strategic Plan for Georgia College

This New Diversity Action Plan follows the first diversity action plan (2014-2019) that set forth a foundational infrastructure for achieving a comprehensive approach to Diversity and Inclusion at Georgia College. The first Diversity Action Plan succeeded in very important ways: it established sustainable organizational and leadership structures to support diversity at the University—Diversity Leadership Teams, a Faculty Fellows Program, a Campus-Wide Day to focus on Diversity, an All-Campus Inclusive Excellence Award Program, and a full-time Chief Diversity Officer. It led to the completion of a university-wide climate survey that provided the important baseline data needed to target those areas where the most work needs to be done to achieve an inclusive community. And it established a sustainable reporting system for accomplishments from each unit of the University. The goal of the New Diversity Action Plan is to use the organizational, programmatic, and leadership structures of the first plan as the foundation to move our diversity efforts forward. The strategies of this plan will focus more on the “people” inside the institutional structures built in the implementation of the first Diversity Action Plan. There will be seven major focus areas: students, staff, faculty, curriculum and scholars, climate, and community, and because we also strongly believe that we should foreground accountability in this plan, the seventh area will focus on “accountability.”

We have four overarching goals for the new Diversity Action Plan:

- To increase the diversity among students, staff, and faculty by attracting and retaining more people from underrepresented backgrounds to be part of our campus community.
- To ensure a climate that is welcoming, affirming, and respectful for all of the diverse groups of people who study and work here and for those who live in our surrounding communities.
- To support opportunities, through research, professional development, and high impact learning, that will allow all faculty, staff, and students to realize their full potential as contributing and successful members of our college community.
- To be accountable for the timely completion of the important tasks that we have set forth in this New Diversity Action Plan to advance diversity and inclusion at Georgia College.

By completing the actions in this New Diversity Action Plan, we believe that we will be one step closer to realizing Georgia College’s vision of being a campus community where “faculty, staff and students intentionally embrace inclusion to advance excellence through diversity.”

Highlights of the New Diversity Action Plan “Advancing Diversity and Inclusion at Georgia College”

<p style="text-align: center;">NEW FOCUS</p> <ul style="list-style-type: none"> ● Focus on People: Recognition, Respect, Engagement, Development, Inclusion, for more groups on campus: ● Milledgeville Community ● Staff ● Disabled ● Athletes ● Alumni 	<p style="text-align: center;">MANDATORY TRAINING</p> <ul style="list-style-type: none"> ● New Student Diversity Training Module ● New Staff and Faculty Training Module ● Search Committee Training Focusing on Diversity and Inclusion ● Diversity Training added to Annual University Compliance Training
<p style="text-align: center;">NEW PROPOSED POSITIONS</p> <ul style="list-style-type: none"> ● Assistant Director of Cultural Center ● Community Partnership Coordinator ● New Faculty Cluster Hires (3) 	<p style="text-align: center;">NEW PROGRAMS</p> <ul style="list-style-type: none"> ● “Dinner with Twelve Strangers” ● “Enroll 100” ● Divine Nine Sorority Introduction During Bid Week ● GC Journeys as Diversity HUB for Diversity Curriculum Initiatives ● Exploring New Initiatives for Ethnic Studies ● Snap Surveys for Diversity and Inclusion ● More Welcoming Outreach ● New Faculty and Student Recruitment and Retention Initiatives
<p style="text-align: center;">NEW TIMELINE</p> <ul style="list-style-type: none"> ● Three Years Instead of Five (Some elements will likely take five years--but greater energy around a shorter time period.) January 1-2022 through January 1, 2025. 	<p style="text-align: center;">ACCOUNTABILITY</p> <ul style="list-style-type: none"> ● Diversity Champions ● Role for VPs ● Budget to Support ● Semester and Annual, Written Reports

KEY TERMS

DIVERSITY--refers to all aspects of human difference, social identities, and social group differences, including but not limited to race, ethnicity, creed, color, sex, gender, gender identity, sexual identity, socio-economic status, language, culture, national origin, religion/spirituality, age, disability, military/veteran status, and political preference.

DIVERSITY CHAMPIONS--Select individuals from throughout the University who have demonstrated their commitment to diversity and their willingness to take on a leadership and advocacy role in the implementation of the New Diversity Action Plan.

DIVERSITY PEER EDUCATORS—Groups of faculty, staff, and students who participate in training regarding diversity issues to expand their competence and who then plan presentations for their peers at the Peer Educators' invitation or the invitation of their peers. Each Diversity Peer Educator Group is led by a peer coordinator or coordinators. Faculty and Staff Diversity Peer Educators report to the Chief Diversity Officer; Student Diversity Peer Educators report to the Director of the Cultural Center.

INCLUSION --refers to a state where all members of a community feel valued and respected, have a sense of belonging, and can participate freely in the life of the community with equal opportunity to achieve their potential.

INCLUSIVE EXCELLENCE---refers to the recognition that an organization's success is dependent on and tied directly to how well it values, engages, and includes the rich diversity of its community members, including students, staff, faculty, alumni, friends, and members of the external communities.

UNDERREPRESENTED ---refers to groups who have been denied access and /or suffered past institutional discrimination in the United States causing them to be underrepresented in the common pursuits of the national community. According to the Census and other federal measuring tools, underrepresented groups in the US have historically included African Americans, Asian Americans, Hispanics or Chicanos/Latinos, and Native Americans. Their underrepresentation is revealed by an imbalance in the representation of these groups in common pursuits such as education, jobs, housing, leadership. Other groups in the United States who have been marginalized or underrepresented in their pursuits in general or specific areas may also include other minority ethnic groups, women, veterans, people with disabilities, lesbian, gay, bisexual, and transgender individuals, specific religious groups, and groups from specific socioeconomic classes. The term "underrepresented" has also expanded to include those groups underrepresented in relationship to the whole--even if not marginalized in the society at large: men in nursing fields; women in STEM fields, and first- generation students in historically multigenerational college populations.

STUDENTS

- *GOAL: Through expanded and innovative recruitment and retention efforts, to increase the overall underrepresented student (first year through graduation) population at Georgia College by 25% in three years.*

Underrepresented students, as an aggregate, make up roughly 17% of the student population at Georgia College. The goal of this Diversity Action Plan is to increase our underrepresented student population by at least 3% (to 20%) and, aspirationally, by 8% (to 25%) by Fall 2025. The actions in this section of the Plan focus on improved recruiting strategies and on “hands on” action to attract underrepresented students to make them feel welcomed and successful at Georgia College.

STRATEGY 1: Expand recruiting outreach to a larger pool of students.

ACTIONS:

1. Add at least ten additional Merit Scholarships to attract High Achieving Students (Alumni, Corporate, Individual Giving).
2. Finalize and launch the Promise Scholars Program and focused on specific areas/majors throughout the University for Promise Scholarships.
3. Request permanent funding to purchase names of students from databases outside of Georgia.
4. Operationalize the current “Within Reach” Program in order to recruit and increase the enrollment of students in Baldwin, Jones, Putnam, Washington, and Hancock Counties at Georgia College.
5. Establish community contacts in Black and Latino communities in Middle Georgia and beyond to establish personal networks for recruiting potential students.
6. Launch a “Enroll 100” (E-100) program to provide a tangible goal for the entire GC community to embrace recruiting students from each minority ethnic group (100 from each group).
7. Establish an admission strategy for recruiting Early College Students to Georgia College with a goal of at least five Early College admits per year.
8. Increase recruiting of underrepresented students for the Bridge Scholars Program.
9. Explore ways to eliminate the activity fee for the Bridge Scholars Program so that cost is not an inhibitor for student participation in the program.
10. Re-establish active student recruiting from the High Achievers Program for underrepresented students.
11. Collaborate with Call Me MISTER pipeline building activities via ongoing Rising Mister Initiatives to increase number of African American men in Call Me Mister Program.

RESPONSIBLE PERSONS:

1. Diversity Champions for Students
2. Vice President for Student Affairs
3. Senior Associate Vice President for Enrollment Management

4. Director of Athletics
5. Director of Admissions
6. Coordinator of Diversity Admissions
7. Chief Diversity Officer
8. Grants Office
9. University Communications
10. Director of the Bridge Scholars Program
11. Director of First-Year Experience Program
12. Vice President for Advancement and Advancement Team
13. Director of the Call Me Mister and African American Male Initiative

TIME FRAME:

Fall 2021/Fall 2023

SUCCESS MEASUREMENT TOWARD GOAL:

1. Increased enrollment of underrepresented students by 15% over 3 years (5% each year) to 30%.

STRATEGY 2: Provide ongoing programs for mentoring, advising, tutoring, and counseling outreach for underrepresented students.

ACTIONS:

1. Hire an Assistant Director in the Cultural Center to be responsible for implementing the mentoring program (L.I.F.E.) and other outreach programs for underrepresented students.
2. Create a print brochure and an electronic media info panel that highlights specific programs for underrepresented students that will be sent to students being recruited to Georgia College and available to students on campus as well.
3. In social media posts focusing on Georgia College's history, ensure that more recent history of Georgia College is highlighted so that there is a historical sense of Georgia College's diversity and inclusion rather than on social media post that focus on Georgia College's history of exclusion.
4. Ensure that published guidelines from the Office of University Communications for social media posts are disseminated widely and followed so that all social media posts represent Georgia's College's commitment to diversity and inclusion.
5. Provide permanent financial support for the African American Male Initiative.
6. Assign two academic advisors who specifically monitor the academic progress of underrepresented students.
7. Increase financial support for the Call Me Mister Program--via scholarships and programmatic funding.
8. Provide information packets and specific advising and counseling opportunities for athletes of color as they learn to balance athletics, scholarship, and engagement in the life of the college community.

9. Add information at new student orientation sessions that will include resources available at the Student Disability Resource Center.

RESPONSIBLE PERSONS:

1. Diversity Champions for Students
2. Vice President for Student Affairs
3. Web Content Specialist in University Communications
4. Director of Cultural Center
5. Director of Women’s Center and LGBTQ+ Programs
6. Director of the Student Disability Resource Center
7. Assistant Director of Cultural Center
8. Coordinator of Diversity Student Recruitment
9. Director of the African American Male Initiative and Call Me Mister Program
10. Director of Athletics
11. Director of Academic Advising
12. Chief Diversity Officer

TIME FRAME:

Spring 2022/Ongoing

SUCCESS MEASUREMENT TOWARD GOAL:

1. Increase overall number of underrepresented four-year student retention by 3%.

STRATEGY 3: Ensure that faculty, staff, and other students are aware of climate issues that negatively impact student retention and that they are working to address these issues.

ACTIONS:

1. Add a more extensive training document to the mandatory University’s Annual Compliance Training.
2. Assign Faculty Diversity Peer Educators (DPEs) to hold mandatory training sessions once each year to address climate issues—micro aggressions, disrespect for personal identities, antisemitism, and other biases that are often happen in classroom settings hat have made students feel alienated and disrespected.
3. Assign Staff Diversity Peer Educators (DPEs)to hold mandatory training sessions once each year to address ways that staff can ensure that they are respectful and welcoming to students.
4. Assign Student Diversity Peer Educators (DPEs) to hold mandatory training sessions for first-year and continuing students each fall to address the climate issues that students experience.
5. Provide funding as necessary for DPE groups –for faculty, staff, and students-- to hold mandatory and volunteer training sessions throughout the year.

6. Continue to hold **Diversity 360** sessions that educate the entire community on diversity and inclusion issues. Add supplemental training as necessary to address student concerns.
7. Provide training for student groups who have a selection process for participation. Students need to understand bias that might be part of their selection process when recruiting and retaining members of their organizations.
8. Make sure that all University buildings are ADA accessible or that there is a plan for access for students with physical disabilities, also add clearly visible signage for how those with physical disabilities can to enter buildings.

RESPONSIBLE PERSONS:

1. Diversity Champions for Students
2. University Training and Employee Development Manager
3. Faculty DPEs
4. Staff DPEs
5. Student DPEs
6. Office of Disability Services
7. Vice President for Student Affairs
8. Provost and Vice President for Academic Affairs
9. DPE Coordinators
10. Officers of the SGA
11. Education and Training Outreach Coordinator (OIE)
12. Chief Diversity Officer

TIME FRAME:

Spring 2022-Ongoing

SUCCESS MEASUREMENT TOWARD GOAL:

1. Increase Student Retention by 3% and achieve “high level” of satisfaction on Student Climate Surveys.

STRATEGY 4: Review current tools and create new assessment tools as necessary to determine why underrepresented students do not attend Georgia College when accepted or leave the university before they graduate.

ACTIONS:

1. Create a phone/text database for underrepresented students. Get permission to text for quick survey questions.
2. Create three to five question Qualtrics phone satisfaction surveys to administer to students at midterm and at the end of semester each year.
3. Review consultant’s report on why underrepresented students do not enroll at Georgia College and create a plan to address findings.
4. Complete NEW Climate Survey in Fall 2022 and report findings in Spring 2023.

RESPONSIBLE PERSONS:

1. Student Diversity Champions
2. Institutional Research Office
3. Admissions
4. Academic Advising Center
5. Cultural Center
6. Director of the African American Male Initiative and Call Me Mister Program
7. Chief Diversity Officer

TIME FRAME:

Spring 2022/Spring 2023

SUCCESS MEASUREMENT TOWARD GOAL:

1. 3% increase in overall retention of underrepresented students each year. Higher marks (4s and 5s) on climate survey for student satisfaction.

STRATEGY 5: Increase social and informational programming for underrepresented students during the full fall semester, especially during Week of Welcome.**ACTIONS:**

1. Enlist the help of the Office of Sorority and Fraternity Life to hold non-bid, non-pledge related, but welcoming, programs hosted by sororities and fraternities that are part of the National Pan Hellenic Council (NPHC) to let students know that these sororities and fraternities exist on campus.
2. Invite underrepresented alumni groups to Host "Welcome" and "Welcome Back" social events during Weekend of Welcome for new and returning underrepresented students.
3. Host welcoming event for underrepresented Athletes at GC. Enlist the support of sophomore, junior, senior, and alumni athletes to welcome new students and tell them about athletic life for underrepresented students at GC.
4. Have Student DPEs and other student leaders host informational panels for each underrepresented student group called *Affirming Your Identity at GC*.

RESPONSIBLE PERSONS:

1. Student Diversity Champions
2. DPEs
3. Office of Sorority and Fraternity Life
4. Office of Alumni Affairs
5. VP for Student Affairs
6. Women's Center
7. Cultural Center
8. LGBTQ+ Coordinator
9. Diversity Leadership on SGA
10. Office of Disability Services

11. Chief Diversity Officer
12. Athletic Department
13. Hillel House and Student Officers

TIME FRAME:

Spring 2022/Ongoing

SUCCESS MEASUREMENT TOWARD GOAL

1. High student satisfaction marks on Fall and Spring Qualtrics Surveys.
2. High response on three-year Climate Survey.
3. At least 3% Increase in First- Year Retention for each underrepresented group.

STAFF

GOAL: To continue to retain underrepresented staff by making Georgia College a more inclusive, engaging and professionally affirming community for underrepresented staff.

Underrepresented staff currently make up about 35% of the staff at Georgia College. The diversity challenge with staff is in creating opportunities for advancement, general respect (microaggressions, bias, etc.) and their full engagement with the life of the college. The action items set forth here are designed to address the goals of staff advancement, respect, inclusion, and engagement.

STRATEGY 1: Increase diversity and inclusion training opportunities for all levels of staff: senior administrators, deans, chairs, directors and general staff.

ACTIONS:

1. Invite Senior Administrators to enroll in the Diversity Certificate program for Executives (CDE) sponsored by the Institute for Diversity Certification.
2. Require annual training for all employees that focus on three major areas:
 - a) intervention/bystander, b) bias, and c) microaggressions.
3. Include diversity and inclusion training in new hire orientation focusing on three major areas: a) intervention, b) bias, and c) microaggressions.
4. Require Staff DPEs to make at least two staff-wide, staff-invited presentations per year.
5. Require each department to attend at least one Staff DPE training session each year.

RESPONSIBLE PERSONS:

1. Staff Diversity Champions
2. The President
3. Director of Human Resources
4. Staff Council
5. Staff Diversity Peer Educators
6. OIE Training Coordinator
7. Chief Diversity Officer

TIME FRAME:

Spring 2022/Annually

SUCCESS MEASUREMENT TOWARD GOAL:

1. Increased satisfaction on the staff section of the climate survey (above last year's score).
2. A more knowledgeable community regarding the behavior that is required to ensure a welcoming and respectful climate for staff --measured by annual survey.
3. Staff Diversity Peer Educators who are making regular (at least twice a year) presentations to university staff members.

STRATEGY 2: Establish systems to enhance staff recruitment and retention from underrepresented groups.

ACTIONS:

1. Explore expansion of apprenticeship program for trade positions to target underrepresented staff.
2. Explore cross-training opportunities for staff who would like to transition from trade positions to administrative or academic professional positions.
3. Expand advertisement requirements for integral position announcements to include announcements within department, on Front Page, and in public areas accessible to all employees (as determined by each department).
4. Develop and improve search committee training (inclusive practices) that focus on staff hiring.
5. Add inclusive excellence criteria to performance evaluations.
6. Change policy to mandate that internal posting for jobs be published for at least five days.
7. Periodically conduct “stay” interviews with employees to assess job satisfaction and personal goals.
8. Make mandatory exit interviews/surveys that address climate issues regarding the workplace at the university.
9. Make sure that all University buildings are ADA accessible or that there is a plan for access for staff with physical disabilities, also add clearly visible signage for how those with physical disabilities can to enter buildings.

RESPONSIBLE PERSONS:

1. Staff Diversity Champions
2. Vice President for Finance and Administration
3. Human Resources
4. Office of Inclusive Excellence
5. Leadership Programs
6. Office of Communications

TIME FRAME:

1. Begin groundwork for policy and advertising changes in Fall 2021/Implement January 2022
2. New Search Committee Training—Fall 2021

SUCCESS MEASUREMENT TOWARD GOAL:

1. Fully functioning apprentice program by Fall 2022.
2. Improved satisfaction in the area of career development opportunities for staff.
3. Comfortable knowledge among staff of new search procedures that focus on diversity.

STRATEGY 3: Establish systems to enhance staff satisfaction and retention.

ACTIONS:

1. Streamline, educate, and promote a bias reporting process and post information on how to report biases in public places with QR code that links to reporting form and clear information about what can be reported to whom.
2. Create Staff Mentorship Program.
3. Assign an administrative staff person in HR to coordinate the Staff Mentorship Program with an annual stipend.
4. Add inclusive excellence criteria to performance evaluation.
5. Revive the staff leadership or professional development programs, focusing on identifying underrepresented staff for advancement.
6. Create a newsletter with articles that summarize staff activities and introduce new staff to the community.
7. Create a Staff Excellence Award for staff who have shown initiative in supporting staff and students with disabilities.

RESPONSIBLE PERSONS:

1. Staff Diversity Champions
2. Vice Presidents
3. Legal Counsel
4. Supervisors or new Staff Mentorship Coordinator
5. Director of Leadership Programs
6. Staff Council
7. Communications
8. Coordinator of Staff Mentorship Program
9. Staff Diversity Peer Educators

TIME FRAME:

Fall 2021/On going

SUCCESS MEASUREMENT TOWARD GOAL:

- 1) Greater staff satisfaction regarding professional development opportunities on staff satisfaction survey.
- 2) New understanding among staff of search procedures.
- 3) More promotions of underrepresented staff.
- 4) Greater staff satisfaction regarding their engagement in the life of the University community.

FACULTY

GOAL: To improve recruitment and retention of underrepresented faculty in order to increase the number of underrepresented faculty by 5% in 3 years.

The percentage of underrepresented faculty at Georgia College has steadily increased by about 1% per year for the last four years with a 5 percent increase in the last year, moving from 14% in 2016 to 23.4% in Fall 2020. The faculty section of the diversity action plan outlines more aggressive steps in the way of recruitment, mentoring, and faculty development to increase the underrepresented numbers on the faculty to 30% by 2025* The actions will include more invitational recruitment dedicated to diversity, innovative practices like cluster hires, and more mentoring and faculty development programs to recruit and retain underrepresented faculty.

*Current percentage is 23.4%--Idea is to increase by 7% over 3 years to 30%.

STRATEGY 1: Develop a more intentional recruitment and hiring process that presents Georgia College as a welcoming, inclusive place to work, committed to faculty diversity.

ACTIONS:

1. With the guidance of the chair, require each department to conduct an annual diversity and inclusion assessment for open positions to determine the available expertise regionally and nationally, using comparable regional and national data from similar departments, incentives, and market trends.
2. Provide data on underrepresented faculty availability in each department with data provided by the Affirmative Action Office of Hudson and Mann Legal Consulting Firm.
3. Require implicit bias and cultural competency training for members of faculty search committees.
4. Require faculty search committees to complete the new search committee training that has greater emphasis on diversity.
5. Write job descriptions that emphasize the commitment to diversity in the department and at the University.
6. Connect and recruit underrepresented scholars who are just beginning their careers by developing pre-professoriate workshops, conferences, and visiting scholars' programs.

RESPONSIBLE PERSONS:

1. Faculty Diversity Champions
2. Director of Human Resources
3. Chief Diversity Officer
4. Department Chairs
5. Respective Hiring Managers
6. Communications Office
7. Special Projects Administrator at USG

TIME FRAME:

Fall 2021/Ongoing

SUCCESS MEASUREMENT TOWARD GOAL:

1. Larger pool of applicants from underrepresented groups.

STRATEGY 2: Develop more intentional practices to help retain underrepresented faculty.**ACTIONS:**

1. Establish Diversity Councils in each department to host forums, speakers, educational programs dedicated to diversity topics that underrepresented faculty can attend or participate.
2. Require Diversity Councils in each department to meet with the Chief Diversity Officer at least once a year to share information about diversity programs and about the status of faculty recruitment and retention in their departments.
3. Create an active mentoring program for new and junior underrepresented faculty, designed to help them acclimate to the university and to Milledgeville. Assign mentors to underrepresented faculty who help assess their progress and satisfaction to make sure that they do not become dissatisfied and leave the university without intervention.
4. In cooperation with the Provost, Deans, and Chairs of each department, ensure that junior faculty have time, mentoring, and financial support to complete research, publications, and teaching successfully for three-year reviews.
5. Ensure that chairs meet with underrepresented junior faculty members in the year prior to the pre-tenure review package coming due in order to review the steps required for a successful review.
6. Make sure that mid-career underrepresented faculty have opportunities for continued professional development beyond tenure—leadership opportunities, summer research institutes, fellowships, post docs.
7. Conduct a satisfaction survey with mid-career underrepresented faculty so that interventions can be made for those who are not satisfied.
8. Secure funding to support hiring diverse faculty from outside the United States who will need visa sponsorship.

RESPONSIBLE PERSONS:

1. Faculty Diversity Champions
2. Center for Teaching and Learning
3. Department Chairs
4. Departmental Diversity Councils
5. Provost
6. Mentors
7. Veteran Faculty Members

8. Chief Diversity Officer

TIME FRAME:

Fall 2021/Ongoing

SUCCESS MEASUREMENT TOWARD GOAL

1. Improved satisfaction of underrepresented faculty on the annual satisfaction survey.
2. Increase retention of underrepresented faculty.
3. Underrepresented faculty completing tenure review process successfully.

STRATEGY 3: Launch a “cluster” or “targeted” hire program to attract and retain a mentored cohort of underrepresented faculty who can network together as new faculty with shared research interests and shared diversity profiles.

ACTIONS:

1. With the guidance of the provost, deans, and chairs, identify shared research and teaching areas that would support a cluster hire.
2. With the guidance of the department chairs participating in the cluster hire, develop a plan to implement the cluster hire program, including courses taught and cross listed, opportunities to present shared research, and annual assessment of the program by participants and funding source—new or existing lines.

RESPONSIBLE PERSONS:

1. Faculty Diversity Champions
2. Provost, deans of respective cluster colleges, chairs of respective cluster departments.
3. Coordinator of Cluster Hire Programs
4. Chief Diversity Officer

TIME FRAME:

Fall 2022/Ongoing

SUCCESS MEASUREMENT TOWARD GOAL:

1. A cluster hire of at least 3 new underrepresented faculty who are in tenure track lines at the university beginning Fall 2022.

STRATEGY 4: Identify funding to support new, creative strategies for the recruitment, hiring, mentoring, and retention of underrepresented faculty.

ACTIONS:

1. Establish a general university pool of funds in the Provost Office or President's Office for departments to draw from in order for them to expand where job advertisements are placed so that they reach a more diverse pool of applicants.
2. Explore national and/or USG grants for cluster hires of underrepresented faculty.
3. Create a Faculty Endowment Fund through the University Advancement office in order to secure on-going funding for competitive faculty salaries, professional development, mentoring networks, and start-up funds for underrepresented faculty hires.
4. Request hiring incentive support in the Provost's budget to offer signing bonuses as incentives for underrepresented faculty.
5. Create a Faculty Sponsorship Program for Mid-Career Faculty—through grants and designated fundraising through corporate donations-- that pairs mid-career underrepresented faculty with senior faculty and campus administrators in a mid-career mentoring program. Funds will support research, travel, professional development funds.

RESPONSIBLE PERSONS:

1. Faculty Diversity Champions
2. VP for University Advancement
3. VP for Finance and Administration
4. Director of Alumni Affairs
5. Provost
6. Chief Diversity Officer
7. Department Chairs
8. Deans of Colleges

TIME FRAME:

Fall 2022-Ongoing

SUCCESS MEASUREMENT TOWARD GOAL:

1. Increase in retention of Underrepresented Faculty by 5% by 2025.

STRATEGY 5: Establish university, college, and departmental welcoming and recognition events for new and continuing underrepresented faculty.

ACTIONS:

1. Hold university-wide welcoming events for new faculty attended by the President, Vice Presidents, Deans, Chairs from their Departments.
2. Send welcome letters/emails to newly hired faculty from faculty in hiring departments—at least three handwritten and mailed.
3. Hold end-of-the semester social hour for new faculty with recognitions for special achievements in promoting diversity.
4. Create a Faculty Excellence Award for faculty who've shown initiative in supporting students and faculty with disabilities.

RESPONSIBLE PERSONS:

1. Faculty Diversity Champions
2. The Provost
3. The Director of Faculty Success
4. Departmental Diversity Councils
5. Department Chairs of New Hires
6. Black Diaspora Studies Program
7. Latino Studies Program
8. Women Center and Gender Studies
9. Asian Studies Program
10. Chief Diversity Officer

TIME FRAME: (Begin/End):

1. Beginning Fall 2021/Ongoing

SUCCESS MEASUREMENT TOWARD GOAL:

1. Increase the number of underrepresented faculty by 7% by 2025.

CURRICULUM, SCHOLARSHIP, AND CREATIVE ENDEAVORS

GOAL: To increase access to and diversity in high-impact learning opportunities for students and in scholarship and creative endeavors among faculty and students.

As an educational institution, we realize that a major contribution can be made to providing important historical knowledge that supports our community's understanding of the value of diversity and inclusion. We believe that we can provide that knowledge through faculty research, creative endeavors and an undergraduate curriculum that incorporates that knowledge in content, pedagogy, and high impact co-curriculum experiences. This section of the Plan outlines important strategies for advancing diversity by achieving success in all of these areas.

STRATEGY 1: Develop a diversity component--social justice internships, historical research, cultural/artistic contributions-- for each program that is part of GC Journeys.

ACTIONS:

1. Develop a catalog of GC Journeys Diversity Programs that include research, internships, community engagement, leadership, and study abroad opportunities that focus on social justice issues in local, regional, and national communities; historical and cultural studies of underrepresented groups, international study and exchange to destinations with ethnically diverse populations; data collection and other information gathering needed to address social justice issues for marginalized groups.
2. Highlight these programs in GC Journeys brochures, websites, and other advertisements.
3. Provide a diversity assessment of the program using university participation data and survey data from the students themselves.

RESPONSIBLE PERSONS:

1. Curriculum Diversity Champions
2. Associate Provost of Transformative Experiences
3. Office of the Provost
4. GC Journeys Program Directors—Internships, Leadership, Community Based Learning, Study Abroad
5. University Communications

TIME FRAME: Fall 2022-Ongoing

STRATEGY 2: Strengthen and make more visible the academic programs that would be of special academic interest to underrepresented groups--Black Diaspora Studies, Latino Caribbean Studies, Asian Studies, Women's and Gender Studies Certificates and Programs.

ACTIONS:

1. Study the possibility of changing the name of the department to Philosophy, Religion, **Ethnic** and Liberal Studies for greater visibility of the ethnic studies minors in this department.
2. Designate the faculty cluster hire in Ethnic Studies in order to strengthen the faculty in this department in Black, Latino/Caribbean and Asian Studies.
3. Ensure that the registrar assigns representative prefixes to these courses so students know that they exist and the suggested content.
4. Increase the advertisement of these programs in the college catalog, the website, and on the Philosophy and Liberal Studies website.
5. Ensure that the core requirements for the minor are listed and updated on the website.
6. Appoint coordinators and student representatives to champion these programs who can design and develop additional course offerings.
7. Advertise these programs in printed admission materials, at new student orientation, and at the Bobcat Market Place.

RESPONSIBLE PERSONS:

1. Curriculum Diversity Champions
2. Provost and Vice President for Academic Affairs
3. Dean of the College of Arts and Sciences
4. University Communications
5. Chair of PALS
6. Coordinators of Diversity Minors
7. Director of the Cultural Center
8. Director of Women's Center and LGBTQ+ Programs
9. Academic Advising
10. Student Leaders
11. Registrar
12. Chief Diversity Officer

TIME FRAME:

Spring 2022/Ongoing

SUCCESS MEASUREMENT TOWARD GOAL:

1. Increased engagement by students participating in GC Journeys in the study of the history, challenges, and cultural contributions of underrepresented groups.

2. Greater recognition for GC as a model for innovative approaches with high impact practices to achieve diversity in the curriculum.
3. Increased awareness and subsequent increase in the number of majors and minors of these programs focusing on underrepresented groups.
4. Increased retention among these underrepresented groups in the student body.

STRATEGY 3: Ensure Diversity Recruitment and Course Offerings in the Honors College.

ACTIONS:

1. Survey course offerings for diversity content in Honors Classes.
2. Ensure that Honors students have an opportunity to take courses focusing on the history, culture, and social justice issues of underrepresented groups.
3. Recruit faculty, including the new Cluster Hires, to teach courses with content and topics related to underrepresented groups and/ or social justice issues.
4. Develop recruitment strategies to increase the number of underrepresented students in the Honors College.
5. Study graduation rates of underrepresented students in the Honors College to ensure that students who enter the Honors College as first-year students graduate with the honors distinction.
6. distinction.

RESPONSIBLE PERSONS:

1. Curriculum and Scholarship Diversity Champions
2. Dean of the Honors College
3. Faculty Honors Council
4. Deans of Each College
5. Honors Students
6. Provost
7. Chief Diversity Officer

TIME FRAME:

Spring 2022/Ongoing

SUCCESS MEASUREMENT TOWARD GOAL:

- 1) Increased underrepresented student participation in the Honors College.
- 2) Increased diversity course offerings in the Honors College.
- 3) More underrepresented students graduating from the Honors College.

STRATEGY 4: Increase access to the research generated at Georgia College by implementing an open access policy.

ACTIONS:

1. Require a copy of college-funded research to be made available publicly in the institutional repository.
2. Centralize research from various institutes and centers on a single portal (institutional repository).
3. Strongly encourage faculty research to be deposited in a repository.

RESPONSIBLE PERSONS:

1. Curriculum and Scholarship Diversity Champions
2. Director of Library
3. Deans
4. Centers and Institutes
5. Provost
6. Chief Diversity Officer

TIME FRAME:

(Begin Spring 2022/On-Going)

SUCCESS MEASUREMENT TOWARD GOAL

1. Increased availability for diverse faculty to institutional repository statistics of diversity scholarship, including usage, citations, captures, mentions, and social media posts.

STRATEGY 5: Increase the diversity of faculty scholarship and creative endeavors.**ACTIONS:**

1. In order to expand the faculty that have access to research support, create a special category of faculty research grants dedicated to the arts--including the visual, music, and the performing arts and literary arts.
2. Create a new Diversity Scholarship Award for Georgia College Faculty with a cash prize to incentivize diversity scholarship.

RESPONSIBLE PERSONS:

1. Curriculum and Scholarship Diversity Champions
2. Director of the Library
3. Office of the Provost
4. Chairs of Departments focusing on the Arts
5. Office of the Dean of the College of Arts and Sciences
6. Center for Teaching and Learning
7. Deans of the Colleges
8. Chief Diversity Officer
9. Faculty Success Coordinator

TIME FRAME:

1. Begin Spring 2022

MEASURE OF SUCCESS TOWARD GOAL:

1. Increase in the number and diversity of scholarship/creative endeavors from faculty in the creative and performing arts.
2. Increase in grant applications from faculty in the creative and performing arts since the current RFP might attract a particular (outside of the arts) faculty profile.
3. Increase in the diversity of our outreach to the arts community.

CLIMATE

GOAL: To make Georgia College a more welcoming, respectful, and inclusive community for faculty, staff, and students.

Fostering a welcoming community where all members are valued and invited to be engaged in the organizational and social life of the college are key factors in determining whether the community embraces diversity successfully and whether underrepresented members of the community feel valued and respected. Using the 2019 Climate Survey as a guide, this section of the plan focuses on a variety of social and informational programs to help the community get to know each other better, engage in welcoming and respectful behavior, and have an opportunity to grow and thrive together at the college.

STRATEGY 1: Develop initiatives for new and continuing faculty, staff, and students that make them feel welcome, respected, and valued members of the GC community.

ACTIONS:

1. Hold an annual informational Diversity Fall Open House event so that new faculty and staff (divided into teams and led by student guides/buddies) can visit offices that serve the underrepresented community—faculty, staff, and students.
2. Develop a buddy training system (perhaps use current ambassadors) among the staff, faculty and student DPEs to serve as guides to help introduce new faculty and staff to the offices that serve underrepresented members of the GC community.
3. Hold an opening social event to welcome new underrepresented faculty and staff followed by games, mixers, information and goals.
4. Update communications outreach to make our web and social media communications more inviting to people from underrepresented and marginalized groups.
5. Pilot a “Dinner with 12 Strangers” Program (three per semester) to strategically introduce members of the community to people whose paths might not likely cross.
6. Continue “Customs and Traditions: ‘What It Means to Be a Bobcat’” Sessions during Weekend of Welcome.
7. Continue the First-Year Guides Program for first-year students.
8. Include the fraternities and sororities of the National Pan Hellenic Council in Orientation events by having them invite GC alumni and NPHC sororities and fraternities from neighboring schools to showcase the sororities and fraternities of color in songs, step shows, mixers to new GC underrepresented students.

RESPONSIBLE PERSONS:

1. Climate Diversity Champions
2. Staff Council
3. Culture Center Staff
4. Women’s Center Staff
5. LGBT Office Staff

6. Hillel House
7. Office of Inclusive Excellence Staff
8. Director and Office of Sorority and Fraternity Live
9. First-Year Experience Director and Office Staff
10. Dean of Students
11. Vice President for Student Affairs

TIME FRAME: Spring 2022/Ongoing

SUCCESS MEASUREMENT TOWARD GOAL

1. Higher marks on general climate survey on feeling welcomed at the university.
2. Greater knowledge of offices that serve underrepresented populations on campus*
3. Greater knowledge and interest in NPHC sororities and fraternities*
4. More outreach to faculty, staff, and students*
5. Improved staff, faculty, and student retention rates*

*Measured by a new, local Qualtrics survey that assesses these items.

STRATEGY 2: Hold ongoing information and training sessions that help faculty, staff, and students get to know the diversity that our community represents and how we can demonstrate respect for each underrepresented group.

ACTIONS:

1. Continue to hold information sessions via the Diversity 360 programs on microaggressions, unconscious bias, respecting names, “layers of diversity,” and other important topics to make sure that the GC community is welcoming, respectful, and affirming of all underrepresented groups.
2. Devise and implement a mandatory Diversity Training Module for Faculty and Staff.
3. In addition to a morning plenary session for all attendees, include in the Making Inclusive Excellence Day Program, a series of interactive training sessions for faculty and staff.
4. Establish a “Diversity Training Day” for GC students.
5. Implement the new Diversity Training Model through Georgia View for first-year students and other GC students as needed.

RESPONSIBLE PERSONS:

1. Climate Diversity Champions
2. Training Staff of Office of Inclusive Excellence
3. Cultural Center, Women’s Center, LGBT, and Hillel House Staff
4. Human Resources
5. Academic Advising
6. Center for Teaching and Learning
7. Faculty, Staff, and Student DPEs

SUCCESS MEASUREMENT TOWARD GOAL

1. Higher marks on climate survey assessing respect for diverse groups on campus.

STRATEGY 3: Provide ways for faculty, staff, and students to become more engaged in the life of the university—from committee work, to leadership opportunities, to representation in large and small activities of the campus community.

ACTIONS:

1. Continue to develop and expand leadership programs for underrepresented staff and faculty.
2. Recognize and expand the service opportunities for faculty and staff and students.
3. Continue and expand the GC Connect Program for students
4. Develop more ways to recognize faculty, staff, and students who participate significantly in the life of the university. i.e. “Bobcat All-Stars”, “Diversity Awards” (as opposed to and in addition to the Inclusive Excellence Award).

RESPONSIBLE PERSONS:

1. Climate Diversity Champions
2. Leadership Programs
3. Center for Teaching and Learning
4. Office of Inclusive Excellence
5. Office of Student Engagement
6. Vice President and Student Affairs
7. Dean of Students

TIME FRAME:

Spring 2022/Ongoing

SUCCESS MEASUREMENT TOWARD GOAL

1. Improved climate survey results for engagement, recognition, and opportunities to advance.
2. 3% improved retention for faculty staff and students.

COMMUNITY

GOAL: To strengthen and expand inclusive relationships in Milledgeville and surrounding communities.

A highlight of this New Diversity Action Plan is the inclusion of a focus on the local community. The actions in this section of the plan make more intentional our efforts to formalize structures for community-college relationships to be established in a way that is respectful to the community and that places them at the center. Georgia College wants to be a partner and a resource for the community, and the actions in this section of the Plan allows us to do that in ways that are innovative, enjoyable, and respectful of Milledgeville's history and its leadership.

STRATEGY 1: Strengthen collaborative community relationships.

ACTIONS:

1. Create a Community Partnerships Coordinator position, focused specifically on working directly with community partners to help understand how GC can meet the needs of the community.
2. Hold an annual appreciation event for community partners who have, are, and will continue partnering with GC.
3. Assist Community Partners in utilizing GivePulse to help meet their community engagement needs. Provide more support from IT to help users.
4. Assign a Georgia College representative (CDO, Community Partnership Coordinator, or designee) to visit two community meetings each to welcome and introduce the Office of Inclusive Excellence and its staff.
5. Provide more training for students involved in community service to help them understand and appreciate the knowledge and experience of members of the surrounding community in order to combat the "hero/savior" mentality that can occur during their service in Milledgeville and surrounding communities.
6. Create a "One-Stop Shop" website where faculty, staff and students can go to see the needs of our community for service learning and community based engaged learning.
7. Design a community survey at the end of each event to assess the progression of the climate between the college and the community.
8. Create an archive, catalogue, or database of community-based projects collaborated on thus far, focusing on local community-based projects -- such as social justice, health and wellness, or arts and culture-- and how each of these projects address diversity and inclusion. (This action item encourages good, knowledgeable relations with community, prevents duplicates, potential exhibit.)

RESPONSIBLE PERSONS:

1. Community Diversity Champions

2. Office of Inclusive Excellence Staff
3. Give Center and Engaged Learning Coordinator
4. Associate Provost for Transformative Experiences
5. Faculty
6. Community Based Learning Interns
7. Community Partnership Coordinator
8. Director of the Cultural Center
9. Chief Diversity Officer

TIME FRAME: (BEGIN/END)

Spring 2022

SUCCESS MEASUREMENT TOWARD GOAL

1. Creation, funding, hiring of New Community Coordinator Position.
2. Holding Annual Appreciation Event.
3. More specific knowledge of community partners and their needs. Measured in new local Qualtrics surveys.
4. Better overall engagement with the Milledgeville community with survey data to show improvement.

STRATEGY 2: Enhance relationships with youth in Milledgeville and surrounding counties.

ACTIONS:

1. Make funding available (internal and external grants) to departments and campus offices interested in expand providing mentoring and outreach to middle and high school student in the Milledgeville and Baldwin County communities.
2. Continue and enhance support for Communities in Schools and High Achievers, etc.
3. Create an annual “Hometown Day” for high school juniors in the community. Partner with GMC and CGTC to host sessions for families and students with a focus on making higher education more accessible.
4. Partner with Admissions to include the “Within Reach Program” in these outreach efforts to high school juniors.

RESPONSIBLE PERSONS:

1. Community Diversity Champions
2. Coordinator of Community Partnerships
3. Director of the Cultural Center
4. Director of the Women’s Center and LGBTQ + Programs
5. Chief Diversity Officer
6. Office of Admissions
7. Give Center
8. Dean of the College of Education

TIME FRAME:

Spring 2022/Ongoing

SUCCESS MEASUREMENT TOWARD THE GOAL

1. Improved Climate Survey Results for Community Relations
2. Featured article, documenting formal GC and Community Partnerships
3. Increased admission applications from local students.

STRATEGY 3: Continue and enhance support for Early College outreach.**ACTIONS:**

1. Determine additional, specific ways to support the Call Me Mister Program and NPHC Sororities and Fraternities in their efforts to mentor Early College Students.
2. Add outreach to Early College students to the Student DPEs list of responsibilities.
3. Have a meeting with the Director of the Early College Program to get info on other ways to support EC.
4. Conduct an event that focuses on Early College students applying to Georgia College.

RESPONSIBLE PERSONS:

1. Community Diversity Champions
2. Director of Call Me Mister Program
3. Women's Center and LGBTQ+ Programs
4. Director of Sororities and Fraternities
5. Director of the Cultural Center
6. Director of the Early College Program
7. Chief Diversity Officer

TIME FRAME: (BEGIN/END)

Spring 2022/Ongoing

SUCCESS MEASURE TOWARD GOAL

1. Increase in the number of Early College students applying and accepted to Georgia College.

STRATEGY 4: Provide opportunities for the community to shape the agenda and the conversations that will help build a more inclusive community partnership.**ACTIONS:**

1. Create a community-specific events calendar to publicize already occurring events to the community (i.e. art, theatre, music, athletics, etc.) on Front Page, on website, on social media, public posters.

2. Establish a Community Advisory Board, consisting of key leaders in the Milledgeville community and surrounding counties that will meet regularly with the Chief Diversity Officer, the Community Partnership Coordinator, and the President to foster open communication and to develop strategies and programming for addressing concerns and ideas regarding diversity that impact the college and the community.
3. Engage in truth and reconciliation programming/conversations focused on the campus and the Milledgeville/Baldwin County community.
4. Conduct a needs/wants assessment within our community—How does the community want to partner? How can we shift to “be asked in” rather than us “asking to be let in?”
5. Collaborate with the community to select a site for a commemorative Bench by the Road* (a memorial outreach project of the Toni Morrison Society) that is significant in African-American history in Milledgeville.
6. Assess courses in Continuing Education to determine if they are focused on community needs. Develop new courses as needed based on assessment from the community.

RESPONSIBLE PERSONS:

1. Community Diversity Champions
2. Office of Inclusive Excellence
3. Community Partnership Coordinator
4. Director of Communities in Schools
5. Mayor and City Council Officials
6. Director of Continuing Education
7. Vice President for Student Affairs
8. Provost and Vice President for Academic Affairs
9. Chief Diversity Officer
10. University Communications

TIME FRAME:

Spring 2022/ongoing

SUCCESS MEASUREMENT TOWARD THE GOAL:

1. Improved Climate Survey results for community relations.
2. Featured article on success of GC and Community Partnerships in local media.
3. Develop a survey instrument to get feedback from the community on the on-going quality of the relationship between GC and the Milledgeville Community.

STRATEGY 5: Establish structures to better incorporate the campus and the community.

ACTIONS:

1. Create a series of events to introduce GC employees to the Milledgeville and the Baldwin County community.
2. Build on the community tour that occurs during new faculty orientation.

3. Partner with the Chamber of Commerce to connect GC employees with local business owners.

RESPONSIBLE PERSONS:

1. Community Diversity Champions
2. Community Partnership Coordinator
3. Mayor and City Council Officials
4. Director of Communities in Schools
5. Staff Council
6. Faculty and Staff DPEs
7. Vice President for Student Affairs
8. Chief Diversity Officer

TIME FRAME:

Spring 2022/Ongoing

SUCCESS MEASUREMENT TOWARD GOAL

1. Higher satisfaction between the College and community on “Town Gown” Survey.
2. More regular engagement between College and the Milledgeville community.
3. Greater knowledge of business owners in the city of Milledgeville.

ACCOUNTABILITY

GOAL—To ensure that the actions of the New Diversity Action Plan (2022-2025) are implemented with consistent oversight and in a timely, effective manner.

This section of the plan is an overarching addition for all the focus areas of the plan. It is designed to give “accountability” the same structured, action-oriented organizational design as the other parts of the plan. This structure will help to ensure that there is designated oversight and reporting responsibilities for the plan throughout the university.

STRATEGY 1: Appoint Diversity Champions for the six areas covered in the Diversity Action Plan to ensure that the actions of the plan are implemented as expected and in a timely manner.

ACTIONS:

1. Appoint two Diversity Champions for each area who are committed members of the GC community willing to provide leadership to ensure the implementation of actions in their section of the Diversity Action Plan.
2. Diversity Champions should meet with responsible persons for each area once a semester to ensure that actions items in the area are being completed.
3. Diversity Champions should meet regularly with the Chief Diversity Officer to report on whether the actions of the plan are being carried out by the responsible persons.
4. Diversity Champions should provide a semester report on the actions of the plan and any obstacles that are preventing successful implementation.

RESPONSIBLE PERSONS:

1. Chief Diversity Officer
2. President

STRATEGY 2: Ensure that Senior Administrators embrace the plan and that they provide financial, visible, and collaborative support for the implementation of the plan’s actions in their respective areas.

ACTIONS:

1. The President reviews the progress of the plan during cabinet meetings to get approval and buy-in.
2. Each VP is assigned an area of the plan that he/she works on with the Champions to make sure that actions are implemented.
3. VPs make monthly reports to the President on the progress of the plan in their area.

4. VPs complete the Diversity Certification Course for Executives to learn best practices for their roles.

RESPONSIBLE PERSONS:

- 1.Chief Diversity Officer
- 2.President

TIME FRAME:

Spring 2022/Ongoing

STRATEGY 3: Secure funding to support the new costs for the implementation of the plan.

ACTIONS:

1. Submit the total costs of the Diversity Action Plan to the President for annual funding review in October.
2. Work with Advancement, to develop fundraising initiatives for special areas of the plan-- Promise Scholarships, Bench by the Road, Faculty Endowment--that are most conducive to fundraising.
3. Add the Diversity Action Plan as a choice for unrestricted giving by donors.
4. Work with Scholarships and Grants to identify grants that can help support action items in the Diversity Action Plan.

RESPONSIBLE PERSONS:

- 1.Chief Diversity Officer
- 2.Vice President for Finance and Administration
3. Vice President for Advancement
- 4.President

TIME FRAME:

Spring 2022/Ongoing

STRATEGY 4: Publish regular reports on the progress and achievements of the Diversity Action Plan.

ACTIONS:

1. Diversity Champions should provide regular (monthly) written updates to the Chief Diversity Officer on the status of the implementation of action items.
2. CDO should provide an annual progress report of the DAP to the President and post the report on the OIE website and on Front Page.

3. Diversity Leadership Teams in departments should provide annual reports in Taskstream of actions in their areas that support the Diversity Action Plan.

RESPONSIBLE PERSONS:

1. Chief Diversity Officer
2. Associate Vice President for Communications

TIME FRAME:

Spring 2022/Ongoing

STRATEGY 5: Enlist regular feedback from faculty, staff, students and the Milledgeville community on the state of diversity and inclusion at the University and the progress of the Diversity Action Plan.

ACTIONS:

1. Explore the use of the three-question Snap Surveys to get a quick assessment of how specific programs and initiatives are succeeding.
2. Conduct a midyear assessment each year of the Plan and enlist feedback from the University and Milledgeville and surrounding communities.
3. Make annual assessment of the Diversity Action Plan a responsibility of the President's Commission on Diversity (PCOD).
4. Create a Town Gown annual survey instrument to get an annual, formally documented assessment of the relationship between the College and the community.

RESPONSIBLE PERSONS

1. Chief Diversity Officer
2. Diversity Champions
3. Community Partnership Coordinator

**Submitted by
Dr. Carolyn Denard,
Associate Vice President for Inclusive Excellence and Chief Diversity Officer
The Diversity Steering Committee:**

Christine Amezquita
Valerie Aranda
Jim Berger
Kevin Blanch
Robert Blumenthal
James Callaghan
Sharon Careccia
Jordan Cofer
Ashley Copeland
Paulette Cross
Javier Francisco
Tinna Gallagher
Jennifer Graham
Michelle Johnson
Emmanuel Little
Nadirah Mayweather
Hasitha Mahabaduge
Tom Miles
Allison Miller
Chavonda Mills
Desaree Murden
Brian Newsome
Sheri Noviello
Omar Odeh
Don Parker
James Robertson
Peter Rosado-Flores
Timberly Spikes
Kendall Stiles
Eric Tenbus
Sam Umoh
Shaundra Walker
Carol Ward
Veronica Womack
Erin Weston

**November 1 2021
Office of Inclusive Excellence**