
D I V E R S I T Y

A C T I O N P L A N

2014-2019



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This year, I charged the Diversity Action Planning Committee to develop a three-to-five year diversity and inclusion plan for Georgia College. Specifically, I asked the committee to ensure the process was inclusive and the final plan would be “actionable.” The Committee held forums, developed a website and worked with governance structures on campus to develop a plan that would move Georgia College toward inclusive excellence. This process allowed for various voices within the GC community and the broader Milledgeville community to be heard around issues of difference.

I endorse this diversity action plan as actionable and capable of developing a strategic framework to advance Georgia College as a campus of inclusive excellence. As part of my commitment to diversity, I have made several steps in addressing issues of diversity at Georgia College. These include the following actions:

- The inclusion of diversity as one of my top initiatives in my 2013 and 2014 State of the University Addresses;
- The relocation of the Office of Institutional Equity and Diversity within the area of Academic Affairs and the Office of the Provost;
- The creation of the Georgia College Legacy Fund to attract first generation college students to our campus;
- The charging of a representative Diversity Action Planning Committee to create the Diversity Action Plan.

In addition to the above, Georgia College is beginning to implement a community-based engaged learning initiative that will include cultural competence in service learning. Implementation of this Diversity Action Plan will require support from the entire Georgia College community. The Georgia College mission states that our institution’s responsibility is to “develop the intellectual, professional, and civic skills and dispositions that enable graduates to thrive in an information-intensive and diverse global society.” This plan supports our mission to develop students for a global community.

As Georgia College celebrates its Quasquicentennial Anniversary, we highlight the fact that diversity enriches the educational experience of our students and reflects the values of our community. I look forward to working with you in implementing this plan.

With Bobcat Pride,



Steve M. Dorman
President

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Presidential Charge

In the spring of 2013, President Dr. Steve Dorman charged the Diversity Action Planning Committee to develop a realistic three-five year plan to address diversity at Georgia College. Dorman specifically asked that the plan be actionable and measureable.

The ethnic diversity of our faculty, staff and students does not match the state or the region of the state in which we are located. This should leave each of us with a level of dissatisfaction.

While I could provide you with data to prove this point, I don't think any of you need to see data to believe what I am saying. And rather than focus on the data, at this point, I would much rather us focus on our attention on our heart and our actions.

We pride ourselves in our liberal arts mission, as the university with a broad curriculum and broad experiences to prepare students to face the wide opportunities which lay before them in the future, yet our lack of diversity does not suit us well to do this very thing. Colleagues, we cannot be the kind of university we desire to be without giving some thought and action to our diversity as a learning institution. We cannot adequately prepare students for the multicultural and multiethnic world they face unless we, too, fully embrace this world ourselves.

While we desire to be an institution that has greater diversity among faculty and students, we clearly have some internal work to do. It will be also important for us to lead and fully engage our community on this issue. Finally, it will be important to put into place a plan, a structure and a process to recruit diverse faculty and students.



Dr. Steve Dorman

Georgia College President
State of the University address January 2013.

Presidential Charge

3 actionables

Three overarching goals were identified for the plan including:

- Recruitment and retention of diverse students,
- Recruitment and retention of diverse faculty and staff, and the
- Creation of an environment on campus and in the greater Milledgeville community that creates a welcoming environment for diverse students.

A committee representing a cross-section of the institution was formed to develop a diversity action plan around the identified goals. The committee and the areas they represent are:

- Toi Franks, Staff and former Staff Council Chair
- Steven Jones, Center for Engaged Learning, Teaching and Scholarship
- Funke Fontenot, President's Commission on Diversity
- Suzanne Pittman, Enrollment Management
- Tom Ormond, Academic Affairs
- John Hachtel, University Communication
- Kyle Cullars, Auxiliary Services
- Libby Davis, International Education
- Rosalie Richards, STEM Education
- Chavonda Mills, Multicultural Organization that Values Empowerment (MOVE)
- Joe Windish, Diversity Leadership Team
- Bruce Harshbarger, Student Affairs
- Carol Ward, Human Resources
- Qiana Wilson, Legal Affairs
- Flor Culpabondal, College of Health Sciences Faculty
- Gita Phelps, College of Business Faculty
- Tsu-Ming Chiang, President's Commission on Diversity
- Doc St. Clair, University Senate Staff
- James Winchester, University Senate Faculty
- Julia Metzker, Director Quality Enhancement Plan
- Jarrett Martin, SGA representative
- Juawn Jackson, SGA representative
- Johnny Grant, Director of Community Engagement and Economic Development
- Geneva Braziel, Superintendent of Baldwin County Schools System
- Ken McGill, Academic Chair
- Veronica Womack, Chair of the Diversity Action Planning Committee

Executive Summary

This executive summary provides the blueprint for Georgia College's Diversity Action Plan (DAP). The DAP reflects our institution's commitment to Inclusive Excellence. Under the leadership of Dr. Dorman, the importance of diversity and inclusion efforts at Georgia College have been strategically outlined in the DAP.

Georgia College (GC) is Georgia's designated public liberal arts university located in the Middle Georgia region. The primary goal of the institution is to be recognized as a state and national leader in student-focused learning and innovative teaching and creative learning opportunities. Graduates are expected to become active global citizens and competitive in the 21st century workforce. Our mission states, "Through its teaching, research, and service, Georgia College enriches the lives of students and their local and global communities." These important pursuits will require strategic thought and planning to ensure opportunities are identified, developed and assessed for goal accomplishment.

Diversity:

In full cooperation with the DAP, the definition of diversity traditionally utilized by Georgia College includes race, color, religion, national origin, sex, age, veteran status, disability, sexual orientation, genetic information, gender identity/expression and socioeconomic class. In addition, diversity also encompasses differences of thought and opinion within the university community. Historically, there has been exclusion and marginalization of certain members of society that have resulted in limited access and success in institutions of higher education, resulting in societal inequities and gaps in opportunities. The value of diversity at Georgia College promotes a university that is inclusive, while strategically restricting traditions, processes and systems that perpetuate exclusion and marginalization to create equity within all aspects of the university experience.

Inclusive Excellence:

The ultimate goal of the DAP is to assist Georgia College in achieving Inclusive Excellence. Inclusive Excellence is defined as practices and processes that help to assimilate diversity and quality efforts and leads to infusing diversity into recruiting and retention efforts of faculty, staff and students. It also affects admissions and retention processes and activities, hiring and promotion processes and systems, curriculum, creative learning experiences and scholarship, co-curricular activities and administrative structures and practices.

Diversity Focus:

The DAP also focuses on underrepresented students who have historically been marginalized within U.S. institutions of higher education. The DAP defines underrepresented as American Indians/Alaskan Natives, African-Americans/Blacks, Hispanics, Latinos/a, Pacific Islanders and Native Hawaiian, Asians, multiracial, Lesbian, Bisexual, Gay, Transgendered, Queer (LGBTQ) students, first generation and students with disabilities. The plan also targets students of lower economic status and residents of the Middle Georgia region.

The DAP also recognizes the need for local and global learning collaboration and supports a learning environment that fosters success for all students and the domestic diversification and internationalization of the curriculum.

Executive Summary

The predominant goal of the Diversity Action Plan is to develop strategies and objectives that can create and support diversity and inclusion and the participation of diverse groups (faculty, staff, students and the Middle Georgia region) within all areas of Georgia College. For the purposes of the DAP, the Middle Georgia region is defined as Baldwin and surrounding counties.

The Diversity Action Plan has four key goals:

Goal I - Student Diversity in Access and Success.

Develop strategies that can increase access and success for underrepresented student groups, with particular focus on the Middle Georgia region and the expansion of retention and graduation rates of underrepresented student groups at Georgia College.

Goal II - Diversity in Curriculum, Creative Learning and Scholarship.

Develop strategies that promote diversity competence in curricular activities and assist faculty, staff, and student scholarship, professional development and research on diversity and inclusion.

Goal III - Inclusive Campus Climate.

Develop processes that assist the institution in creating an environment of inclusion by developing policies, processes, programs and co-curricular activities that may advance and sustain an inclusive campus environment.

Goal IV - Faculty and Staff Recruitment and Retention Success.

Create strategies to increase the diversity of faculty, professional staff and administration at all levels of Georgia College. These efforts will include opportunities for developing a system of accountability in hiring, promotion and professional development opportunities.

Each of these serve as the basis for the strategies for Inclusive Excellence within the DAP. The Diversity Action Plan 2014-2019 is an action plan that is designed to provide actionable and measurable strategies of inclusion that are planned and intentional in scope.



Diversity Action Plan 2014-2019

Foundational Principles and Definitions

As Georgia's public liberal arts university located in the Middle Georgia region, the primary goal of the institution is to be recognized as a national leader in student-focused learning and innovative teaching and creative learning opportunities. We seek to develop graduates who can become active global citizens and compete in the 21st century workforce.

1

Diversity: In full cooperation with the DAP, the definition of diversity that has traditionally been utilized by Georgia College includes race, color, religion, national origin, sex, age, veteran status, disability, sexual orientation, genetic information, gender identity/expression and socioeconomic class. In addition, diversity also encompasses differences of thought and opinion within the university community.

Historically, there has been exclusion and marginalization of certain members of society that have resulted in limited access and success in institutions of higher education, resulting in societal inequities and gaps in opportunities. The value of diversity promotes a university that is inclusive, while strategically restricting traditions, processes and systems that perpetuate exclusion and marginalization to create equity within all aspects of the university experience.

3

Diversity Focus: The Diversity Action Plan also focuses on underrepresented students who have historically been marginalized within U.S. institutions of higher education. This diversity action plan defines underrepresented as American Indians/Alaskan Natives, Pacific Islanders and Native Hawaiians, African-Americans/Blacks, multiracial, Hispanics, Latinos/as, Asians, LBGTO students, first generation and students with disabilities and targets students of lower socioeconomic status and the Middle Georgia community.

2

Inclusive Excellence: The ultimate goal of the DAP is to assist Georgia College in achieving Inclusive Excellence. Inclusive Excellence is defined as practices that assimilate diversity and quality efforts by infusing diversity into recruiting and retention of faculty, staff and students, admissions and retention processes and activities, hiring and promotion processes and systems, curriculum, creative learning experiences and scholarship, co-curricular activities and administrative structures and practices.

4

Finally, the DAP also recognizes the need for local and global learning collaboration and supports a learning environment that fosters success for all students and the domestic diversification and internationalization of the curriculum.

Diversity Action Plan 2014-2019

As reflected in the University's mission:

All of Georgia College's founding principles reflect Inclusive Excellence. Starting with our basic theme of 3Rs representing the values Reason, Respect and Responsibility, issues of diversity and inclusion are compatible to the values of Georgia College. Our institution's mission recognizes, "academically engaging, student-centered programs often take learning beyond the traditional classroom and develop the intellectual, professional, and civic skills and dispositions that enable graduates to thrive in an information-intensive and diverse global society. Through its teaching, research and service, Georgia College enriches the lives of students and their local and global communities". Our mission suggests that Inclusive Excellence should be fostered in all aspects of Georgia College activities and efforts.

In addition, the DAP also reflects University's Strategic Directions and Institutional priorities 2011-2014 as several strategic directions are firmly grounded in diversity and achieving Inclusive Excellence. However, for the purposes of this plan, we have focused on Strategic Directions One, Four and Five.

STRATEGIC DIRECTION 1

Exemplary Undergraduate Learning Experience

(Build excellence and distinction in the Georgia College undergraduate educational experience consistent with the university's educational values and its undergraduate public liberal arts mission).

- Institutional Priority - Attract an academically well-prepared and diverse student population
- Institutional Priority - Address campus climate challenges related to student diversity

STRATEGIC DIRECTION 4

Partner for Creating a Better Community and State

(Strengthen community and regional ties through programs, partnerships, research and service that enhances economic, educational, and cultural opportunities)

- Institutional Priority - Develop strategies to enhance the success of Early College
- Institutional Priority - Build broader awareness and recognition of Georgia College contributions to its communities and state
- Develop programming for the renovated Campus Theatre, Sallie Ellis Davis House and institutional gallery spaces that encourages community interaction

STRATEGIC DIRECTION 5

Talented, mission-invested faculty and staff

(Recruit and retain highly qualified faculty and staff who are invested in the university's mission, its students, and its commitments to reason, respect and responsibility).

Finally, the plan also recognizes the theme of our Quality Enhancement Plan, "Building a Culture of Engaged Learning." Through community connections and partnerships, Georgia College provides a unique opportunity for students to study and learn in one of the most diverse communities in the state.

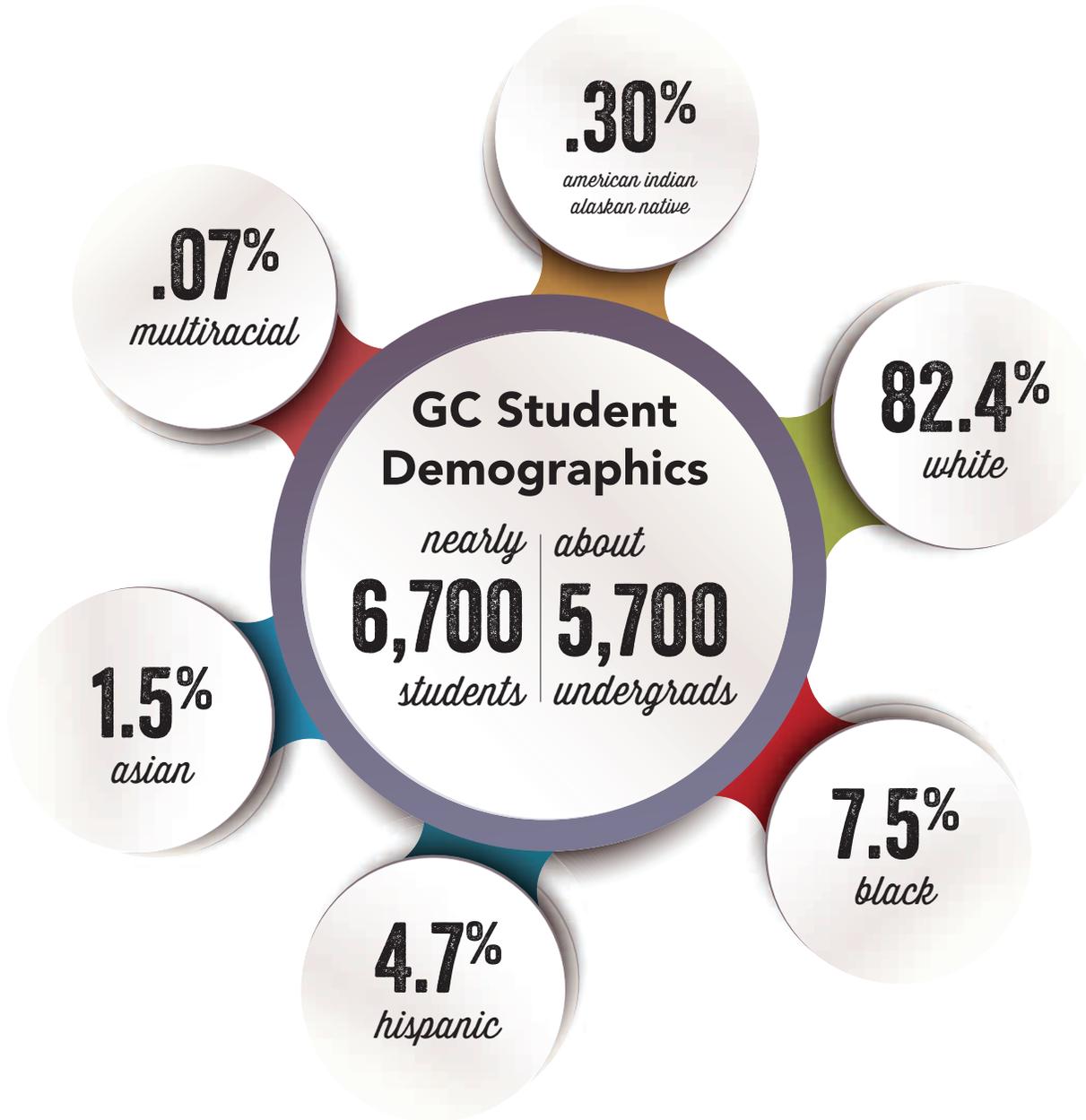
Georgia College Student Profile

Georgia College has nearly 6,700 students; about 5,700 of them are undergraduates.

Our students come from many backgrounds and cultures, including a demographic make-up of Asian 1.5 percent, Hispanic 4.7 percent, Multiracial .07 percent, Black 7.5 percent, American Indian or Alaskan Native .30 percent, and White 82.4 percent. The school is also 61 percent female and 39 percent male. Most students are residents of Georgia, but the campus hosts students from 35 other states and nearly 50 foreign countries.

Inclusive Excellence Resources

Georgia College has fostered a varied number of partners, programs and events that have been identified as Inclusive Excellence resources. These resources have assisted in diversity and inclusion endeavors for faculty, staff, students and the larger Milledgeville Community and have utilized both on campus and off campus resources in achieving Inclusive Excellence. (Appendix A)

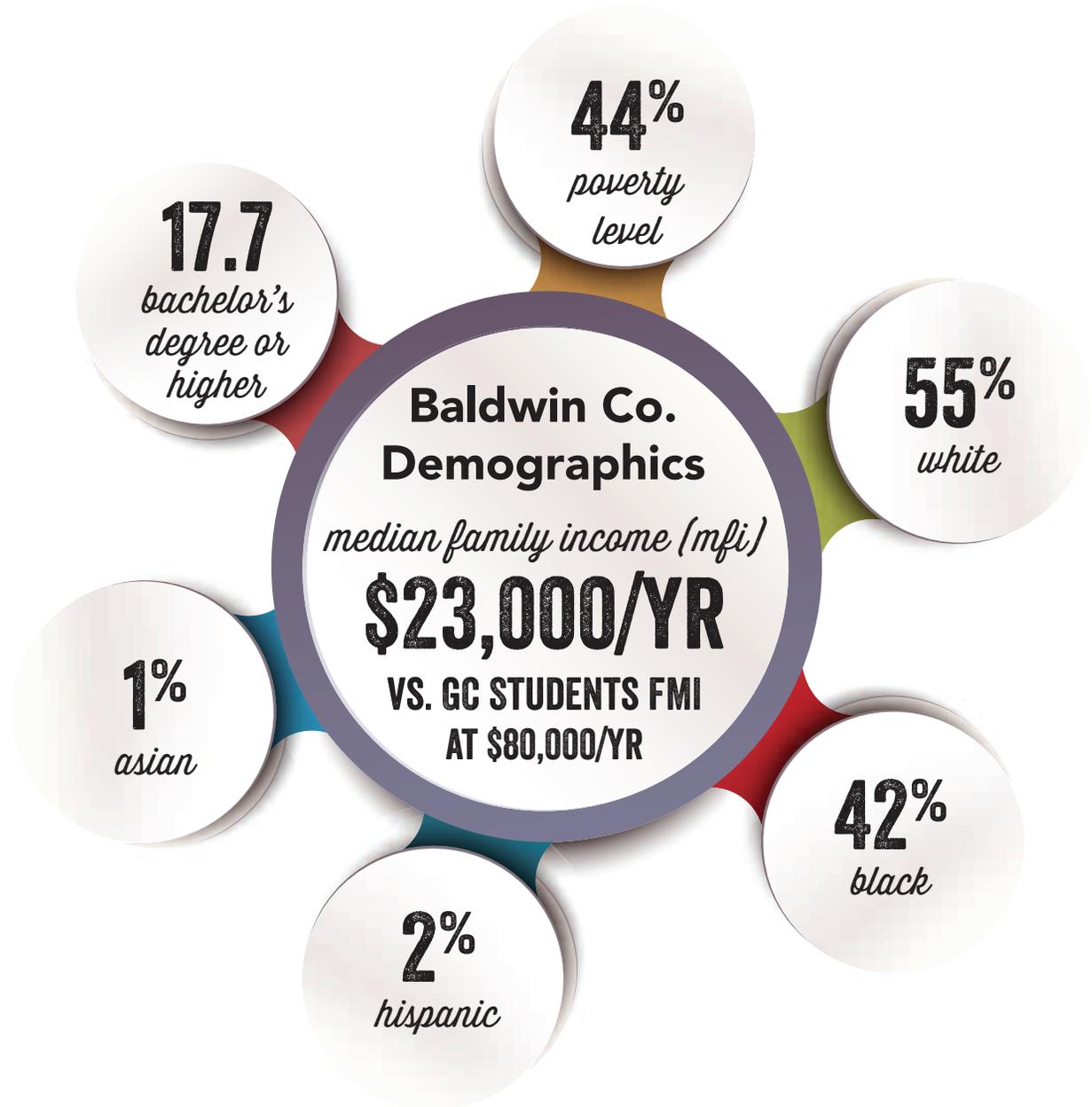


Student Diversity Access and Success:

Baldwin County Population Profile

According to the most recent census, Baldwin County is about 55 percent White, 42 percent African-American, 2 percent Hispanic/Latino-American and 1 percent Asian-American. There is also a glaring difference in the family resources of Milledgeville and Baldwin county residents and the average Georgia College students. Milledgeville mirrors Baldwin County demographically as only 17.7 percent of the population has a bachelor's degree or higher and has a poverty level of 44 percent. The median family income for Milledgeville is near \$23,000/year, while the median family income for Georgia College students is roughly \$80,000/year.

DEMOGRAPHICALLY,
MILLEDGEVILLE/BALDWIN
COUNTY AND OUR STUDENT
POPULATION ARE
**QUITE
DIFFERENT**



Diversity Action Plan 2014-2019



A meeting of the Diversity Action Planning committee.

Diversity Action Planning Process 2013-2014

The Diversity Action Planning Committee developed a work plan that would include creating strategies and objectives around the goal of the committee and engaging the Georgia College community and the greater Milledgeville community in a dialogue about the needs of the plan. Two public forums were held on the Georgia College campus and one in the Milledgeville Harrisburg community. The month of September 2013 was designated as the month for dialogue for the plan. The public forums were held with the help of Gregg Kaufman, instructor and coordinator of the American Democracy Project and his public deliberations class. In addition, Dr. Jan Clark, associate professor of rhetoric, assisted in training the facilitators for the public forums. The public forums between the American Democracy Project and the Diversity Action Planning Committee. Each of the forums was very well attended by faculty, staff and students and community members, resulting in over 200 participants.

The forum held in the Harrisburg community was very well-attended by elected officials of Milledgeville, including Mayor Richard Bentley, City Council and County Commission members and members of the Baldwin County school board. Johnny Grant, Georgia College's university-community liaison was instrumental in the great attendance by community elected participants. There was also great representation from Georgia College including Provost Kelli Brown and other faculty and staff members.

Information gathering:

When giving the Diversity Action Planning Committee its' charge, Dorman expressed the need for the planning process to be inclusive and as open as possible. Therefore, the plan is the result of several collaborative efforts including the development of a Diversity Action Plan survey that could be accessed by website for public input. Other information gathering processes included extensive collaborations with the President's Commission on Diversity (PCOD) and University Senate Resources, Planning and Institutional Policy Committee (RPIPC). In addition, the GC Student Government Association had representation on the planning committee, was briefed on the plan and provided input. Based on committee work and information from the public forums and the diversity action plan website survey, the Diversity Action Planning Committee developed strategies that addressed the issues raised by Dorman and other participants of the public forums and the website survey. The following document highlights the foundational principles that were used to develop the plan and the strategies that will promote Inclusive Excellence at Georgia College.

Diversity Action Plan 2014-2019



A: The pictures above illustrate the public forums on the DAP held in the Harrisburg community in Milledgeville, Ga. The Harrisburg community is a predominantly African-American neighborhood that is working to revitalize its community through efforts associated with a community garden, an after-school program and other grassroots activities.

B: The pictures above are public forums on the DAP that were located on Georgia College's campus.

Georgia College's Diversity Action Plan Development

Georgia College's Diversity Action Plan Development

Modeled organizationally after the California State University, Chico's diversity plan, Georgia College's DAP was divided into four goal areas: Student Access and Success, Curriculum, Creative Learning and Scholarship, Campus Climate and Campus Vitality and Viability. The Diversity Action Planning Committee was also divided into four subcommittees to address each of the goals and each workgroup appointed a subcommittee chairperson. The subcommittee and chairpersons are listed below:

1. Student Access and Success: Tom Ormond (chair)
2. Curriculum, Creative Learning and Scholarship: Rosalie Richards and Chavonda Mills (co-chairs)
3. Campus Climate: Joe Windish (chair)
4. Faculty and Staff Recruitment and Retention Success (Vitality and Viability): Funke Fontenot (chair)

The work plan developed by the Diversity Action Planning Committee for the DAP was centered on the four goals of the plan. Each subcommittee developed up to five strategies associated with their respective goal. The Diversity Action Planning Committee as a whole wanted to ensure that each strategy would assist in the action ability of each goal. Therefore the committee was tasked with answering the question: How do we make the goals of the plan actionable? To achieve this objective each subcommittee chartered the following course. Up to five strategies were identified to accomplish the goal. A responsible party and timeframe were recognized for each strategy. Each of the strategies also concluded a reporting out system for accountability. Therefore, each strategy built a broad infrastructure for the sustainability and success of the plan. An example of the work plan template is included at the end of the report.

Each Goal will include:

- Strategies (up to five)
- Responsible entity
- Timeframe
- A broad infrastructure for success
- Indicators of success/report out after completion.

The Diversity Action Planning Committee also generated a timeline to complete the proposal for the Diversity Action Plan.

Timeline for plan development



- Spring 2013.....Organization of Diversity Action Planning Committee and President's charge to Diversity Action Planning Committee
- Fall 2013.....Launch Diversity Action Plan website
- Aug. 2.....Each subcommittee submits three Strategies of Success to committee chair
- Aug. 23.....Report on plan to University Senate
- Sept.....Public deliberation of plan in collaboration with the American Democracy Project
- Sept. 10Public Deliberation/Public forum on plan (campus)
- Sept. 18Public Deliberation/Public forum on plan (campus)
- Sept. 26.....Public Deliberation/Public forum on plan (Harrisburg Community - Collins P. Lee Center)
- Oct. 18Each subgroup submits all Strategies of Success
- Nov. 1-8.....Report out of Strategies to Campus Community
- Nov. 22.....Deadline for subcommittee submission of report draft
- Dec. 1-6Subcommittee chairs create draft of final report
- Dec. 5.....Report out Campus Community
- Dec. 13.....Deadline for draft revisions due
- Dec. 13.....Report out to Harrisburg Community (Collins P. Lee Center)
- Jan. 2014.....Media attention
- Jan. 27Report out to President's Commission on Diversity
- Feb.Media attention
- Feb. 25Report out to President's Cabinet
- Feb. 26.....Report out to Students (Times Talk), Faculty Senate, SOCC
- Feb. 28.....President meets with Diversity Action Planning Committee
- March 28Report out to University Senate
- March 31Report out to President's Extended Cabinet
- March 28Report out to University Senate
- April 8Report out to Chairs, College of Arts and Sciences
- April 11.....Report out to Dean and Faculty, College of Education
- April 16.....Report out to Dean and Chairs, College of Business

Student Diversity Access and Success:

The following section identifies the strategies developed by the Diversity Action Planning Committee for the DAP. These strategies will take one to five years to complete.

I. Student Diversity Access and Success: Georgia College is interested in increasing the diversity of the student population by attracting underrepresented students to campus. The DAP specifically targets enrollment, retention and graduation strategies that will assist Georgia College in attracting and retaining underrepresented populations as well as assisting in degree completion.

In order to implement the goals of the DAP, an advisory committee will be organized to aid the process. A subcommittee from the advisory committee will be created to develop a report of the committee's work for Dr. Dorman.

Advisory Committee: The advisory committee to work on the goals of the Student Diversity Access and Success goal will be comprised of the director of the Office of Institutional Equity and Diversity, representatives from University Housing, the Cultural Center, the Women's Center, University Advancement, Disability Services, Enrollment Management, the President's Commission on Diversity, the International Education Center, the Safe Space program, the Student Government Association, underrepresented students' group representative, University Communications, Center for Student Success, the Dean of Students and at least two community representatives.

Reporting Party: an advisory committee representative, the President's Commission on Diversity student success subgroup chair, and the director of the Office of Institutional Equity and Diversity.

Strategy A.

Increase enrollment of students from traditionally underrepresented populations

Actionables:

1. Examine GC's current community outreach programs and efforts to attract local and Middle Georgia region students (includes Early College program, YES, High Achievers, Communities in Schools, local and regional recruitment efforts) to revise and additional support.
2. Develop an inventory to identify barriers that prevent underrepresented student populations from enrolling at Georgia College.
3. Develop an admissions plan for addressing identified barriers to the recruitment of underrepresented populations, with focus on regional issues.
4. Identify funding sources and increase number of scholarships for underrepresented student populations.
5. Identify efforts that have been successful in the recruitment of underrepresented groups at Georgia College for increased support

Strategy B.

Increase retention rates of students from underrepresented student population groups

Actionables:

1. Identify campus best practices for retaining underrepresented student populations
2. Develop a plan of action to enhance retention rates of underrepresented minority students.
3. Identify and cultivate affiliations with mentoring programs external to GC (such as 100-Black Men of Atlanta) that have track records assisting in the retention of underrepresented groups.

Strategy C.

Increase graduation rates from traditionally underrepresented student populations.

Actionables:

1. Examine best practices of successful programs (i.e., SOAR, International Education Center, Disability Services, Safe Space) to determine strategies to enhance graduation rates of underrepresented students
2. Examine best practices of academic support programs (supplemental instructors and Math Emporium) shown to increase course completion rates and determine strategies to enhance graduation rates of underrepresented student groups
3. Offer academic language support services targeted to non-native speakers of English or those who need additional language supplemental instruction.
4. Academic advisors will be trained in the use of the Student Success Collaborative Advising software.

Curriculum, Creative Learning and Scholarship:

II. Curriculum, Creative Learning and Scholarship: The DAP seeks strategies that focus on the learning experiences of Georgia College students that promote diversity competence in curricular activities. Other goals include faculty, staff, student scholarship, professional development and research on diversity and inclusion.

In order to implement the goals of the DAP, an advisory committee will be organized to assist in the process. In addition, a subcommittee from the advisory committee will be created to develop a report of the committee's work to Dr. Dorman.

Advisory Committee: The advisory committee to work on the goals of the Curriculum, Creative Learning and Scholarship will include the director of the Office of Institutional Equity and Diversity, representatives from the Office of the Registrar, the Center for Engaged Learning, Teaching and Scholarship, the Director of Assessment, representatives from the President's Commission on Diversity, the director of the Quality Enhancement Plan, and an Innovative Course Building Group (ICBG) member and University Senate representation and two community representatives.

Reporting Party: an advisory committee representative, the President's Commission on Diversity curriculum subgroup chair and the Director of the Office of Institutional Equity and Diversity

Strategy A.

Create a Diversity Overlay: to include U.S. diversity requirements in the core curriculum.

Actionables:

1. Determine that addition of domestic diversity overlay does not affect current graduation requirements
2. Inventory current diversity course offerings
3. Incentivize faculty to incorporate domestic diversity in the curriculum by providing faculty development opportunities
4. Establish learning outcomes for domestic diversity in the curriculum
5. Develop a promotional plan to increase understanding of the need to incorporate domestic diversity into the curriculum by the faculty

Strategy B.

Implement Faculty Fellows Program to create a vibrant community of faculty champions/ambassadors of diversity in curriculum, creative learning, and scholarship.

Actionables:

1. Develop a plan for implementation and sustainability
2. Secure funding and other resources
3. Recruit and retain Faculty Fellows

Strategy C.

Support the design and re-design of innovative courses, creative learning opportunities and scholarship steeped in cultural diversity.

Actionables:

1. Work with QEP director to successfully diversify the curricula, creative learning and scholarly activities
2. Implement mini-grants program to incentivize course design/redesign, creative learning activities and scholarship
3. Recognize and celebrate innovations in curricula, courses, creative learning and scholarly activities that demonstrate added value to diversity

Strategy D.

Obtain the faculty expertise to offer a diverse curriculum that can offer our students an understanding of the diverse cultures of the world.

Actionables:

1. Develop an inventory of international expertise of faculty
2. Assess current needs in international curriculum based on inventory
3. Evaluate foreign language curriculum based on inventory
4. Update and Implement International Education Strategic Plan

Curriculum, Creative Learning and Scholarship:



Strategy E.

Increase Community Engagement Opportunities around Diversity and Inclusion

Actionables:

1. Perform an inventory of existing community engagement opportunities that involve underrepresented groups
2. Create a plan for student engagement in community-based learning that includes underrepresented students
3. Establish reciprocal relationships with community groups that engage people with diverse backgrounds

Strategy F.

College, Department and Faculty Reward System

Actionables:

1. Perform self-assessment
2. Develop benchmark data
3. Establish a goal of what we would like to accomplish
4. Evaluate progress and implement reward structure
5. Publish results

Faculty and Staff Recruitment and Retention Success:

III. Faculty and Staff Recruitment and Retention Success: The DAP seeks to develop strategies to increase diversity of faculty, professional staff and administration at all levels of Georgia College. These efforts will include opportunities for developing a system of accountability in hiring, promotion and professional development opportunities.

In order to implement the goals of the DAP, an advisory committee will be created to assist in the process. In addition, a subcommittee from the advisory committee will be created to develop a report of the committee's work to Dr. Dorman.

Advisory Committee: The advisory committee that will work on the goals of the Faculty and Staff Recruitment and Retention Success will include: the College's (Arts and Sciences, Education, Health Sciences and Business) Diversity Leadership Team. The appointed team will work in collaboration with the director of the Office of Institutional Equity and Diversity, a representative from the University Senate, Human Resources and a representative from the President's Commission on Diversity and two community representatives.

Strategy A.

College, Department and Faculty Reward Structure

Actionables:

1. Each dean will appoint a school Diversity Leadership Team
2. Each school Diversity Leadership Team will perform self-assessment of staff and faculty of the individual school and curriculum, research, scholarship around diversity
3. Assess how diversity is measured in IFR assessment and how the school may work to increase diversity
4. Develop strategy for implementing diversity into IFR and reward system
5. Implement reward structure that promotes Inclusive Excellence through reward system
6. The dean will develop an annual plan for provost and president on how the school is to include diversity into all aspects of the school

Strategy B:

Recruit a Diverse Workforce

Actionables:

1. Each vice president will appoint a division Diversity Leadership Team
2. Each vice president will meet with OIED, HR and PCOD to review Affirmative Action Plan goals for the year.
3. Identify Affirmative Action Plan expectations and implement plans for attracting and hiring from underrepresented groups for specific work categories in the AAP
4. Each VP and division Diversity Leadership Team will develop a diversity recruitment plan for the year
5. Each division will identify a trained group of individuals that can serve on a cross section of search committees
6. Provide career transition support for new hires
7. Vice president will develop an annual diversity report and give to president

Advisory Committee: The director of the Office of Institutional Equity and Diversity, a representative from Human Resources, a divisional representative from (Administrative Services, University Advancement, Student Affairs) Diversity Leadership Team that is created by the vice president, in consultation with University Senate.

Faculty and Staff Recruitment and Retention Success:

Strategy C:

Retain a Diverse Workforce

Actionables:

1. Perform exit interviews for underrepresented employees to identify barriers to retention
2. Provide leadership training/professional development opportunities for faculty and staff from underrepresented groups
3. Develop an inventory of university compliance and grievance policy to assess for impact on retention of underrepresented groups

Advisory Committee: Division Diversity Leadership Team, the director of the Office of Institutional Equity and Diversity, a representative from the President's Commission on Diversity, in consultation with University Senate

Reporting Group: representative of President's Commission on Diversity, the director of the Institutional Equity and Diversity, a representative from a Diversity Leadership Team

Strategy D:

Promote a Commitment and Modeling of Diversity and Inclusive Excellence at all levels of university leadership and management

Actionables:

1. Conduct inventory of all university-wide committees to assess representation
2. Cultivate diverse teams at all levels of the university, especially at the administrative level
3. Strengthen the articulation between unit/departmental-level planning, implementation, reporting and accountability for inclusion
4. Conduct an inventory of diversity of governing and advisory boards for representation
5. Increase the diversity profile and sensitivity of governing and advisory boards, such as the alumni board of trustees, etc.

Advisory Committee: the director of the Office of Institutional Equity and Diversity, a representative from Human Resources, Division (Administrative Services, University Advancement, Student Affairs) Diversity Leadership Team representative.

Campus Climate: Assess, Review and Share:

IV. Campus Climate: Assess, Review and Share: DAP develops ways to assist Georgia College in developing opportunities of inclusion through policies, processes, programs, co-curricular activities and activities that may advance and sustain an inclusive campus environment.

In order to implement the goals of the DAP, an advisory committee will be developed to assist the process. In addition, a subcommittee from the advisory committee will be created to develop a report of the committee's work to Dr. Dorman.

Advisory Committee: The advisory committee to work on the goals of Campus Climate will be comprised of the Student Government Association, a representative of an underrepresented student group and representative from Institutional Research, the President's Commission on Diversity, Office of Institutional Equity and Diversity, representative from Human Resources, Dean of Students and University Diversity Leadership Team representative and two community representatives.

Strategy A.

Assess, Review and Share Campus Climate data

Actionables:

1. Assess the 2012 campus climate survey for benchmark data
2. Readminister the 2012 campus climate survey in 2014 to compare survey answers for changes over time.
3. Assess 2014 NSSE student campus climate data questions and compare to national average and to use as campus benchmark data
4. Assess 2014 NSSE student campus climate data questions and compare to 2011 data
5. Make public comparison results

Advisory Committee: Comprised of a representative from the Student Government Association, representatives from a underrepresented student group, a representative from Institutional Research, a representative from President's Commission on Diversity, the director of the Office of Institutional Equity and Diversity, a representative from Human Resources and the Dean of Students.

Strategy B.

Assess current communication strategies with respect to diverse student populations and develop a branding and imaging strategy that successful targets underrepresented groups.

Actionables:

1. Make an inventory of current communication strategies both internal and external
2. Assess representation of university images for diversity
3. Develop branding and imaging strategies that successfully target underrepresented groups

Advisory Committee: Members of division and college Diversity Leadership Teams, representative of the President's Commission on Diversity, members of underrepresented student groups, University Communications and a Student Government Association representative.

Strategy C.

Use information collected on community during Carnegie Classification efforts and the QEP to identify successful University-Community collaborative efforts.

1. Identify key university community partnerships that can be strengthened

Advisory Committee: Director of Quality Enhancement Plan, members from college and division Leadership Teams, representatives of the President's Commission on Diversity, representative from the Student Government Association and University Communications.

Planning: Will accompany QEP effort

Strategy D: Identify at least one university and one community event/s that can serve as a university-community partnership event that promotes diversity and inclusion through intentional participation efforts.

Advisory Committee: Director of Quality Enhancement Plan, members from college and division Leadership Teams, representatives of the President's Commission on Diversity, representative from the Student Government Association and University Communications

**STRATEGY
A**

INCREASE ENROLLMENT OF STUDENTS FROM TRADITIONALLY UNDERREPRESENTED POPULATIONS

Using the QEP (building a culture of engaged learning) as a vehicle to develop a curriculum that fosters intercultural competencies by students and faculty, the subcommittee recommends the following strategies:

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
1. Examine GC's community outreach efforts (Early College, YES, Higher Achievers, Communities in Schools)	Develop opportunities to successfully recruit local students	1. Develop an inventory of current university outreach efforts 2. Development of a communication plan that targets underrepresented minority students, their families and communities.	Develop outreach effort to community	Admissions Office Office of Institutional Equity & Diversity (OIED) Cultural Center	Spring 2015	0	Increased number of students from programs as students
2. Develop an inventory to identify barriers for underrepresented students	To increase access of underrepresented students	1. Develop inventory of reasons students decline admissions based on Admissions phone survey	1. Lessen list of barriers	Admissions Office/ Advancement/OIED	Spring 2015	0	Decrease in number of barriers
3. Develop an admissions plan to address identified barriers to recruitment of underrepresented groups.	Demographics	1. Conduct a series of workshops and academic summer camps targeting the future academic needs and aspirations of students in the local region. 2. Work closely with local area high school counselors to identify potential underrepresented minority applicants. 3. Personalized visits (GLIMPSE Days and Weekends) for underrepresented minority students.	1. Provide four workshops and related activities to underrepresented minority groups per year. 2. Increase number of underrepresented minority students attending campus visitation events.	Geneva Braziel, Superintendent, Baldwin School District Suzanne Pittman, AVP for Enrollment Management VP for University Advancement	Spring 2015	\$5,000	None

INCREASE ENROLLMENT OF STUDENTS FROM TRADITIONALLY UNDERREPRESENTED POPULATIONS

Using the QEP (building a culture of engaged learning) as a vehicle to develop a curriculum that fosters intercultural competencies by students and faculty, the subcommittee recommends the following strategies:

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
4. Identify funding sources and increase scholarships	To become competitive institution	1. Provide four-year renewable scholarships for three 100-Black Men Program (or another similar program) recipients at the cost of \$5,500 per student per academic year. 2. Provide scholarships to cover the housing cost of three underrepresented minority students from Baldwin County, who are enrolled in the GC Bridge Scholars Program. 3. Provide four-year renewable scholarships of \$5,000 to three outstanding and financially needy international students.	Increased number of scholarships	Admissions/ Advancement	Fall 2014/ ongoing	TBA	
5. Identify efforts that have been successful at recruiting underrepresented students at GC	To better prepare for recruitment efforts	Develop best practices inventory based on GC previous efforts	Best practice model developed	Admissions Office	Spring 2015	0	Implementation of best practices model

**STRATEGY
B**

**INCREASE RETENTION RATES OF STUDENTS
FROM UNDERREPRESENTED STUDENT GROUPS**

Using the QEP (building a culture of engaged learning) as a vehicle to develop a curriculum that fosters intercultural competencies by students and faculty, the subcommittee recommends the following strategies:

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
1. Identify campus best practices for retaining student populations	Develop best approaches to increasing retention of underrepresented students	1. Identify best practice models on campus 2. Survey university community to retention efforts	1. Best practice models	Admissions Office Cultural Center OIED	Fall 2016	N/A	1. List of campus best practices of retention for underrepresented students
2. Develop plan to enhance retention rates of underrepresented student populations	Coordinate retention efforts for underrepresented students	1. Identify key stakeholders in retention efforts 2. Develop list of current retention efforts	1. Action plan for increased retention of underrepresented groups	OIED Cultural Center Center for Student Success Safe Space	Fall 2016	N/A	1. Action plan for retention enhancement of underrepresented students
3. Identify and cultivate affiliations with mentoring programs external to GC with successful mentoring programs for underrepresented students	To develop success strategies for mentoring underrepresented students	1. Develop and foster relationships with existing successful mentoring programs	1. Increased external support systems	Admissions OIED Cultural Center Safe Space Center for Student Success	Fall 2016	NA	Collaborative mentoring efforts developed



INCREASE GRADUATE RATES FROM TRADITIONALLY UNDERREPRESENTED STUDENT POPULATIONS

Using the QEP (building a culture of engaged learning) as a vehicle to develop a curriculum that fosters intercultural competencies by students and faculty, the subcommittee recommends the following strategies:

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
<p>1. Examine best practices of successful programs i.e., SOAR, Disability Services, International Education Center, to determine strategies to enhance graduation rates of underrepresented minority students.</p>	<p>Utilizing the successes of our exemplary programs, discussions should be conducted to develop a set of strategies/best practices to enhance graduation rates of underrepresented minority students.</p>	<ol style="list-style-type: none"> 1. Develop a list of GC programs that have been successful in achieving high graduation rates. 2. Schedule meetings of program personnel to develop a compendium of activities/suggestions for improving graduation rates. 3. Develop a list of best practices for improving graduation rates. 4. Share findings across campus 	<p>Development of list of best practices.</p>	<p>OIED Cultural Center Safe Space International Education Center Disability Services</p>	<p>Spring 2016</p>	<p>N/A</p>	<p>Develop a best practices model for GC that increases graduation rates of underrepresented students</p>
<p>2. Examine best practices of academic support programs (supplemental instructors and Math Emporium) shown to increase course completion rates and determine strategies to enhance graduation rates of underrepresented minority students.</p>	<p>Utilizing the successes of our exemplary academic support programs, discussions will be conducted to develop a set of strategies/best practices to enhance graduation rates of underrepresented minority students.</p>	<ol style="list-style-type: none"> 1. Inventory successes of the supplemental instructors and Math Emporium in increasing course completion rates of students across campus. 2. Determine the feasibility of refining programs to meet the needs of underrepresented minority students. 3. Develop a list of best practices to ensure course completion and in turn improve graduation rates. 4. Share findings across campus. 	<p>Feasibility document shared across campus.</p>	<p>Center for Student Success Academic Affairs Math department</p>	<p>Fall 2017</p>	<p>N/A</p>	<p>None</p>



INCREASE GRADUATE RATES FROM TRADITIONALLY UNDERREPRESENTED STUDENT POPULATIONS

Using the QEP (building a culture of engaged learning) as a vehicle to develop a curriculum that fosters intercultural competencies by students and faculty, the subcommittee recommends the following strategies:

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
<p>3. Offer academic language support services targeted to non-native speakers of English or those who need additional language supplemental instruction.</p>	<p>Offering academic support services specifically targeted to international students or other underrepresented minority students will improve their academic performance and increase retention and graduation rates.</p>	<p>Hire a part-time tutor or graduate assistant to assist students with grammatical, mechanical and idiomatic language concerns.</p>	<p>Numbers of students utilizing this service; retention rates.</p>	<p>Academic Affairs International Education Center Center for Student Success</p>	<p>Spring 2016</p>	<p>\$20,000 for part-time position, or \$5,300 (+ tuition waiver) for Grad. Assist. position</p>	<p>None</p>
<p>4. Academic advisors will be trained in the use of the Education Advisory Board: Student Success Collaborative Advising software.</p>	<p>GC has purchased the Education Advisory Board: Student Success Collaborative (EABSSC) software, a tool to improve student advising which in turn will move students purposefully toward degree completion.</p>	<p>Once the pilot has been completed, all advisors will be trained in the use of the EABSSC software (potentially Spring 2014). Implementation of software with students on or before fall 2014.</p>	<p>Complete roll out of EABSSC.</p>	<p>Academic Affairs Enrollment Management</p>	<p>Spring 2017</p>	<p>Already purchased</p>	<p>None</p>

Diversity Action Plan - Student Access and Success

ADDITIONAL STRATEGIES

Using the QEP (building a culture of engaged learning) as a vehicle to develop a curriculum that fosters intercultural competencies by students and faculty, the subcommittee recommends the following strategies:

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
<p>A. Develop permanent budget line designated for the recruitment of underrepresented minority students</p>	<p>While GC's Office of Enrollment Management has adequate resources to conduct its current recruitment activities, to move toward a more targeted approach to recruit underrepresented minority students will require additional resources dedicated to this specific task.</p>	<ol style="list-style-type: none"> 1. Allocate \$15,000 toward name buys and recruitment materials targeted at underrepresented minority students 2. Allocate \$40,000 for the hiring of part-time/seasonal recruiters (possibly retirees) who live in targeted communities and are established, have a presence in local high schools, and have flexible work schedules. 3. Allocate \$30,000 budget line towards international student recruitment for international travel to recruitment fairs and visits to EducationUSA and advising centers; targeted recruitment materials; and name buys. 	<p>Creation of a funding line for the designated funds</p>	<p>Enrollment Management International Education Center OIED</p>	<p>Spring 2017</p>	<p>\$85,000 per fiscal year</p>	<p>None</p>
<p>B. Increase faculty engagement in efforts to recruit underrepresented minority students.</p>	<p>One of the most powerful resources to aid in recruitment efforts is clearly the faculty.</p>	<ol style="list-style-type: none"> 1. The Office of Enrollment Management (OEM) will work with groups of faculty to develop a recruitment plan that will merge the talents of faculty with the recruitment expertise of the OEM. 2. Designate a lead faculty member who will work in conjunction with OEM to spearhead this effort. The faculty member will be given a one-course release per semester. 	<ol style="list-style-type: none"> 1. Establishment of recruitment plan including training plan. 2. Enlistment of faculty (number to be determined). 3. Completion of training sequence. 4. Completion of goals and objectives established in plan. 	<p>Admissions Academic Affairs/ Faculty</p>	<p>Spring 2017/Fall 2018</p>	<p>\$5,000</p>	<p>None</p>

ADDITIONAL STRATEGIES

Using the QEP (building a culture of engaged learning) as a vehicle to develop a curriculum that fosters intercultural competencies by students and faculty, the subcommittee recommends the following strategies:

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
<p>C. Office of Financial Aid will develop a financial aid counseling program for underrepresented minority students.</p>	<p>If GC is to recruit underrepresented minority students, financial barriers should be minimized.</p>	<ol style="list-style-type: none"> 1. Develop a list of FAQ tailored for underrepresented minority students. 2. Provide appropriate responses. 3. Develop a counseling program to address underrepresented minority students' financial concerns. 4. Provide workshops as deemed appropriate. 	<p>List of FAQ and responses. Identification of counseling program and workshop timeline. Implementation of above program.</p>	<p>Enrollment Management</p>	<p>Spring 2017</p>	<p>0</p>	<p>None</p>





CREATE A DIVERSITY OVERLAY TO INCLUDE U.S. DIVERSITY (DOMESTIC) REQUIREMENTS IN THE CORE CURRICULUM

Using the QEP (building a culture of engaged learning) as a vehicle to develop a curriculum that fosters intercultural competencies by students and faculty, the subcommittee recommends the following strategies:

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
1. Determine that addition of domestic diversity overlay does not affect current graduation requirements.	To demonstrate that students can complete graduation requirements within four years without exceeding HOPE limits or increasing course requirements	Develop example graduation plans	Graduation plan developed and approved by registrar, college deans and provost.	Registrar's office	Spring 2015	None	None
2. Develop a promotional plan to increase understanding of the need to incorporate domestic diversity into the curriculum by the faculty	If faculty will be asked to design and/or modify courses to incorporate domestic diversity, they must understand the value of having domestic diversity in the curriculum.	1. Invite experts to campus to discuss importance of domestic diversity in the curriculum 2. Invite faculty from COPLAC institutions to campus to discuss how they have included diversity in the curriculum	1. Forums and seminars planned and offered to faculty 2. Faculty approve inclusion of domestic diversity in the curriculum	OIED	Spring 2015	Variable: \$250-\$2,500	None
3. Define domestic diversity	To identify courses that can satisfy diversity overlay requirements, a definition of domestic diversity needs to be adopted	1. Survey GC community on definition of domestic diversity 2. Draft GC definition of domestic diversity 3. Send definition of domestic diversity to administration, staff council and senate for approval	Domestic diversity definition approved by administration, staff council and University Senate and adopted	PCOD and Diversity Leadership Team	Spring 2015	None	None



CREATE A DIVERSITY OVERLAY TO INCLUDE U.S. DIVERSITY (DOMESTIC) REQUIREMENTS IN THE CORE CURRICULUM

Using the QEP (building a culture of engaged learning) as a vehicle to develop a curriculum that fosters intercultural competencies by students and faculty, the subcommittee recommends the following strategies:

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
4. Inventory current diversity course offerings	Identify core courses that can satisfy domestic diversity overlay requirements	Prepare inventory of domestic diversity related courses	Inventory of diversity related courses completed and document available for reference.	CAPC/SoCC	Fall 2016	None	None
5. Establish learning outcomes for domestic diversity in the curriculum	To ensure common learning outcomes are met by courses satisfying domestic diversity overlay requirements	1. Draft learning outcomes for domestic diversity in the curriculum 2. Map to QEP learning outcomes 3. Send learning outcomes to SoCC/CAPC for approval	Approval of learning outcomes	GC Assessment Team	Fall 2016	None	None
6. Incentivize faculty to incorporate domestic diversity in the curriculum by providing faculty development opportunities	To provide faculty with information and direction on how to incorporate domestic diversity into their courses	Develop workshops to facilitate course design that incorporates domestic diversity into new and existing courses	Workshops developed and offered to faculty	CELTS	Spring 2016 - continuous	Variable: \$500-\$2,500	Faculty recognition and award at end-of-year awards program



IMPLEMENT FACULTY FELLOWS PROGRAM TO CREATE A VIBRANT COMMUNITY OF FACULTY CHAMPIONS/AMBASSADORS OF DIVERSITY IN CURRICULUM, CREATIVE LEARNING AND SCHOLARSHIP.

Using the QEP (building a culture of engaged learning) as a vehicle to develop a curriculum that fosters intercultural competencies by students and faculty, the subcommittee recommends the following strategies:

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	GOAL COST	INDICATORS
1. Develop a plan for implementation and sustainability	Create a clear, equitable, assessable and sustainable plan for implementing a successful Fellows Program and request for proposals	1. Identify best practice models 2. Survey university community to determine interest 3. Create Fellows Program Plan that incorporates feedback from #2 4. Prepare RFP and supporting documentation	1. Best practice models 2. Faculty Fellows Program Survey and feedback 3. Faculty Fellows Program Plan 4. Request for Proposals - Faculty Fellows Program	CELTS	Fall 2016	None	1. Inclusive process for identifying, assessing and including faculty interest and feedback into design of potential program 2. Defined and sustainable Fellows Program with rationale, outcomes, timelines and indicators of success 3. Competitive process to access successful academic practices
2. Secure funding and other resources	Incentivize program by creating mini-grants and other practices identified in objective #1	1. Request pilot funds for mini-grant program 2. Collaborate with existing mini-grant programs and funding resources 3. Write grants 4. Create and implement mini-grant program	1. Pilot funding available 2. Mini-grant program implemented	CELTS	Fall 2016 and continuous	Pilot funding from Diversity Action Plan - (\$10,000 /year for years); subsequent funding from grants	Sustainable stream of funding and resources to support mini-grant program

IMPLEMENT FACULTY FELLOWS PROGRAM TO CREATE A VIBRANT COMMUNITY OF FACULTY CHAMPIONS/AMBASSADORS OF DIVERSITY IN CURRICULUM, CREATIVE LEARNING AND SCHOLARSHIP.

Using the QEP (building a culture of engaged learning) as a vehicle to develop a curriculum that fosters intercultural competencies by students and faculty, the subcommittee recommends the following strategies:

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
3. Recruit and retain faculty fellows	Attract a cross-disciplinary faculty core who represent diverse areas of interests and perspectives; facilitate a mentoring model to ensure high retention of fellows	1. Implement best practices for recruitment identified from models 2. Announce fellows program and RFP via email, etc. 3. Advertise fellows program at departmental, faculty and program meetings across campus 4. Facilitate program activities that encourage community-building, mentoring of novice fellows, and recruitment of new fellows by existing fellows 5. Implement strategies for advancing faculty reward and recognition [see Strategy C #3 and Strategy F]	1. Best practice recruitment plan implemented; public relations process implemented 2. Increase in designed/re-designed course offerings, scholarly and creative learning activities on domestic diversity 3. Increase in the number of fellows participating in the learning community 4. Reward structure implemented [see strategy F]	CELTS	Fall 2017	N/A	1. Faculty demand and interest in the faculty fellows Program 2. High retention of faculty in the fellows program 3. Demonstrated advocacy and championing of diversity by faculty fellows 4. Sustained learning community around diversity in curricula, creative learning and scholarship



SUPPORT THE DESIGN AND RE-DESIGN OF INNOVATIVE COURSES, CREATIVE LEARNING OPPORTUNITIES AND SCHOLARSHIP STEEPED IN CULTURAL DIVERSITY

Using the QEP (building a culture of engaged learning) as a vehicle to develop a curriculum that fosters intercultural competencies by students and faculty, the subcommittee recommends the following strategies:

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
<p>1. Hire a QEP director with expertise and proven track record of success in the integration of diversity into curricula, creative learning and scholarly activities</p>	<p>Diversity is critical to “building a culture of engaged learning”. Therefore, as the QEP implementation occurs, diversity is a requisite component of curricula, creative learning and scholarly engaged activities. Consequently, the QEP director will play a significant role in focusing attention on the role of diversity in engaged learning and supporting the integration of diversity into engaged learning activities.</p>	<p>1. Create strategic plan for sustaining diversity in engaged learning (university mission/vision essentiality; data collection and gap analysis; systematic assessment; marketing; resources/fundraising goals; university-community relationship; value to tenure, promotion and retention; governance, etc.)</p> <p>2. Craft action plan for integrating diversity in engaged learning (including a mini-grant program [see strategy C; objective 2] and targeted community engagement)</p> <p>3. Support professional development activities that focus on diversity in teaching, learning and community engagement</p>	<p>1. Hired QEP director with diversity expertise and proven track record in curriculum, creative learning and scholarship (including community engagement)</p> <p>2. Strategic Plan document for sustaining diversity in engaged learning (including community engagement)</p> <p>3. Action Plan for integrating diversity in engaged learning (including community engagement)</p> <p>4. Professional Development Program focused on integrating diversity in teaching, learning and community/civic engagement</p>	<p>QEP Task Force</p>	<p>Fall 2015</p>	<p>See QEP</p>	<p>1. QEP director's diversity role is included in the job description</p> <p>2. QEP director's diversity role is submitted in the QEP document presented to the Southern Association of Colleges and Schools Commission on Colleges</p> <p>3. See goal indicators for Objectives 2 and 3</p>



SUPPORT THE DESIGN AND RE-DESIGN OF INNOVATIVE COURSES, CREATIVE LEARNING OPPORTUNITIES AND SCHOLARSHIP STEEPED IN CULTURAL DIVERSITY

Using the QEP (building a culture of engaged learning) as a vehicle to develop a curriculum that fosters intercultural competencies by students and faculty, the subcommittee recommends the following strategies:

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
2. Implement mini-grants program to incentivize course design/re-design, creative learning activities and scholarship	To provide faculty, staff and students with incentives to build on existing strengths and expand learning opportunities around issues of diversity; to provide faculty, staff and students with professional development opportunities that focus on diversity in teaching, learning, and community engagement	<ol style="list-style-type: none"> 1. Create sustainable mini-grant award structure 2. Find funding 3. Implement professional development workshops faculty, students and staff 4. Recruit participation by faculty, students and staff 5. Provide showcase opportunities to disseminate practices 6. Assess outcomes/ impact 	<ol style="list-style-type: none"> 1. Diversity Mini-grant Awards Program Plan 2. Professional development workshops 3. Mini-grant recipients 4. Designed and re-designed curricula, courses; expanded creative learning and scholarly activities; expanded academic engagement in community issues 	CELTS	Fall 2015	\$10,000 - 10 mini-grants - \$1000/grant (depending on individual or department)	<ol style="list-style-type: none"> 1. Diversity-related student learning outcomes in curricula 2. Diversity-related student learning outcomes in creative learning and scholarly activities 3. Number and frequency of offerings of diversity-related courses, creative learning and scholarly activities 4. Demand for courses, creative learning and scholarly activities 5. Demand by community participants for academic engagement and demand by university community for public participation in academic endeavors



SUPPORT THE DESIGN AND RE-DESIGN OF INNOVATIVE COURSES, CREATIVE LEARNING OPPORTUNITIES AND SCHOLARSHIP STEEPED IN CULTURAL DIVERSITY

Using the QEP (building a culture of engaged learning) as a vehicle to develop a curriculum that fosters intercultural competencies by students and faculty, the subcommittee recommends the following strategies:

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
<p>3. Recognize and celebrate innovations in curricula, courses, creative learning, and scholarly activities that demonstrate added-value to diversity</p>	<p>To demonstrate that the academic contributions by faculty, staff and students matter, GC will recognize and celebrate achievement in advancing diversity in curricula, creative learning and scholarly activities</p>	<ol style="list-style-type: none"> 1. Craft communications plan with GC Communications to highlight best and better practices 2. Implement of communications plan that includes traditional and non-traditional community outlets 3. Implement recognition and celebration activities at the GC community (university, college, and department/program, and unit levels) and community partners 4. Facilitate successful application by faculty, students and staff with external academic awards 5. Offer showcase opportunities to disseminate practices locally and regionally, as well as support for university and community partners to travel to/for national and state conferences and creative events (e.g. plays, exhibitions) 	<ol style="list-style-type: none"> 1. Diversity Communications Plan drafted 2. Diversity activities showcased in newsletters, magazines, recruitment materials, web and social media, community and other media outlets, non-traditional communication pathways, speeches by administrators, etc. 3. Diversity recognitions and celebrations 4. Successful applications for external awards 5. Showcase opportunities at regional, state and national levels 	<p>GC Communications, CELTS, Academic Affairs</p>	<p>Varies</p>	<p>Awards, advertisements, travel</p>	<ol style="list-style-type: none"> 1. QEP director's diversity role is included in the job description 2. QEP director's diversity role is submitted in the QEP document presented to the Southern Association of Colleges and Schools Commission on Colleges 3. See goal indicators for Objectives 2 and 3





OBTAIN THE FACULTY EXPERTISE TO OFFER A DIVERSE CURRICULUM THAT CAN OFFER OUR STUDENTS AN UNDERSTANDING OF THE DIVERSE CULTURES OF THE WORLD

Using the QEP (building a culture of engaged learning) as a vehicle to develop a curriculum that fosters intercultural competencies by students and faculty, the subcommittee recommends the following strategies:

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
To increase the number of faculty with significant expertise in specific international cultures	Our students will live in a world that is ever more connected. No credible liberal arts university can serve its students well that does not have significant faculty expertise in all major areas of the world including Asia, Africa, and Central and South America.	<ol style="list-style-type: none"> Prioritize the hiring of faculty in areas where expertise is currently lacking. Hire faculty identified with expertise that is lacking in the curriculum 	After five years, the university has significant expertise in areas which are currently lacking: Asia, the Middle East, and has our current expertise in Africa and Central and South America have been enhanced.	Office of the Provost will, in conjunction with the Office of Institutional Equity, ensure that global diversity has been significantly increased.	5 Years		Departments that propose hires to increase global expertise will be prioritized. Departments across the university will have significant expertise in China and at least one other area of Asia. It will also have significant expertise in the Middle East and more expertise in Africa, Central and South America than it currently has.
To prepare our students to live in an increasingly interconnected world	The curriculum of Georgia College will be significantly richer in its offerings of courses on China, the Middle East, Africa, and South and Central America.	New hires with international expertise in the areas where we currently lack expertise will be encouraged to develop courses in their areas of expertise	Are there courses being offered on African, Asia, Central and South America in several departments in the college?	Office of the Provost and Office of Institutional Equity	5 Years		Do we have sufficient courses for our students to go beyond the global overlay requirements and major/minor in area studies, and are these courses being taught by people with significant expertise in these areas?
To increase curriculum offerings in modern foreign language	Students with these sought after languages will be better able to compete in an increasingly interconnected world.	The modern foreign language department will add Chinese and Arabic to their course offerings	Students will be able to take at least four semesters of Chinese and Arabic	Office of the Provost and Office of Institutional Equity	5 Years		Are these language courses well subscribed and do we have increased participation in study abroad to areas of the world such as Asia, Africa, the Middle East, and Central and South America?



INCREASE COMMUNITY ENGAGEMENT OPPORTUNITIES

Rationale: (1) Community-based learning is a high impact practice that leads to disproportionate academic benefits to underrepresented students and (2) Community engagement provides opportunities for GC students to engage with people from diverse backgrounds and (3) Strategy aligns strongly with the Quality Enhancement Plan

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
Perform an inventory of existing community engagement opportunities that involve underrepresented groups	Assessment of existing opportunities will inform efforts to expand existing or develop new opportunities.	Survey faculty, staff, Campus Life, GIVE Center to identify existing community engagement opportunities and the degree to which activities include underrepresented populations	Surveys completed and outcomes distributed	CELTS, QEP director and Carnegie Classification Committee	Spring 2015	Undetermined. Could be funded by QEP proposal	High return on survey (>70 percent) would be an excellent result.
Create a plan for student engagement in community-based learning that includes underrepresented students	Designing a plan to intentionally include underrepresented students in community engagement activities will create opportunities for new programs	<ol style="list-style-type: none"> 1. Establish a drafting group to review community engagement inventory data 2. Identify existing programs in need of enhancement 3. Draft plan, including targets 4. Implement plan 	Plan is drafted and reviewed by campus constituents	CELTS, QEP director and Carnegie Classification Committee	Fall 2016	Undetermined. Could be funded by QEP proposal	Plan is implemented and community engagement opportunities that serve underrepresented students are increased by > 10 percent.
Establish reciprocal relationships with community groups that engage people with diverse backgrounds.	Meaningful relationships with community groups will increase the opportunities for GC students to engage with people from diverse backgrounds	Meet with leaders of local organizations and determine community needs that can be met by student/faculty projects.	Local organizations are approached to engage in conversations?	CELTS, QEP director and Carnegie Classification Committee	Spring 2015	Undetermined. Could be funded by QEP proposal	Meetings with local organizations leads to an increase of >10 percent of community engagement opportunities that serve underrepresented populations.



COLLEGE, DEPARTMENT AND FACULTY REWARD STRUCTURE

Using the QEP (building a culture of engaged learning) as a vehicle to develop a curriculum that fosters intercultural competencies by students and faculty, the subcommittee recommends the following strategies:

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
1. Perform self-assessment	Assess how colleges, departments and faculty are currently incorporating diversity in their curriculum. We need to know where we currently stand before we can establish goals for improvement	Include sections on IFR and/or annual evaluation reports to summarize how faculty are incorporating diversity in their curriculum	1. An option on digital measures is available to record ways faculty are incorporating diversity. 2. Data is collected	Individual faculty	Dec. 2014		Data is collected from all faculty on their IFR
2. Develop benchmark data	Collect information from other universities on 1) effective ways faculty are incorporating diversity in the curriculum and 2) reward structures other universities have implemented to promote diversity	1. Identify best practices on campus and from other universities. Prepare a list of effective methods faculty may choose from to use in their classes. 2. Perform training/workshops on how to incorporate best strategies. Identify strategies for advancing faculty reward and recognition. Prepare a list of effective strategies.	1. A list of best practices and strategies has been produced and published 2. The selected reward structure has been identified and published college goals to incorporate diversity are published.	Diversity curriculum coordinator, CETL	Dec. 2015	Varies for workshop	Faculty are aware of best practices to incorporate in classes
3. Establish a goal of what we would like to accomplish	After analyzing what they currently are doing and best practices, each faculty, department and college should establish goals of what they would like to accomplish each year.	1. Identify strategies to implement during the next year to incorporate diversity. 2. If reward structure involves financial reward, securing finances.	The selected reward structure has been identified and financial resources secured.	Deans, diversity curriculum coordinator	Dec. 2016		Faculty are aware of the reward structure for implementing their diversity plan.



COLLEGE, DEPARTMENT AND FACULTY REWARD STRUCTURE

Using the QEP (building a culture of engaged learning) as a vehicle to develop a curriculum that fosters intercultural competencies by students and faculty, the subcommittee recommends the following strategies:

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
4. Evaluate progress and implement reward structure	Evaluate the IFR and annual reports to see the progress made.	Faculty, college and schools evaluate strategies they implemented to see if they have reached their goals.		Department chairs, deans, diversity curriculum coordinator	Fall 2017		Identification of successful faculty/programs
5. Publish results	Keep everyone informed on the effective strategies that have been implemented [See Strategy C # 3 for more details on publishing results]	Maintain a website of activities. Notify alumni and community of activities		GC Communications, CELTS, Academic Affairs	Annually starting Fall 2017	Varies (publications)	Faculty and community awareness of activities that effectively incorporate diversity

**STRATEGY
A**

DEVELOP COLLEGES, DEPARTMENT AND FACULTY REWARD SYSTEM

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
1. Dean will appoint Diversity Leadership Team	Increase accountability of diversity issues at GC	1. Assess diversity of staff and faculty, curriculum, re-search, scholarship. 2. Assess diversity in IFR and staff reward system 3. Dean will develop annual report for provost and president	1. Dean appoint Diversity Leadership Team 2. Accountability system developed	Dean School Diversity Leadership Team	Appointment of Team Spring 2014 Assessment of reward system Fall 2016 Ongoing	0	Accountability system developed
2. Vice president will appoint Diversity Leadership Team	Increase accountability of diversity issues at GC	1. VP will meet with HR, OIED and PCOD to review AAP goals for the year 2. ID AAP expectations and implement plans for attracting underrepresented for work categories 3. VP and Diversity Leadership Team will develop diversity recruitment plan for the year 4. Each Division will ID trained search committee members 5. Each VP will provide Career Transition Support for new hires 6. Each VP will develop annual diversity report for President	1. VP appoint Diversity Leadership Team 2. Inclusive AA Planning process 3. Trained search committees 4. All areas of GC has Career Transition Support	Executive Cabinet	Appointment of Team Spring 2014 Trained Search committees Spring 2016 Career Transition Support 2016	0	NA

RETAIN A DIVERSE WORKFORCE

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
<p>1. Identify Affirmative Action Plan (AAP) expectations and implement plans for attracting and hiring from underrepresented groups for specific work categories in the AAP.</p>	<p>We seek to promote policies and practices that are designed to prepare students for a diverse democracy by providing opportunities for students to encounter perspectives in their studies that reflect a range of human experiences.</p>	<p>1. Establish an institutional-level Diversity Recruitment Fund (DRF) to support more proactive recruiting efforts (e.g. to attend/recruit at discipline-specific job fairs/conferences); 2. Engage in active outreach efforts to recruit candidates from underrepresented groups; 3. Develop clear communication and accountability strategies on AAP for departments; request action plans from departments for addressing diversity.</p>	<p>1. Develop and communicate an action plan based on AAP gap analysis; 2. The percent of applicant pool that includes underrepresented groups; 3. Units report in their annual Progress and Planning Report(APPR) the percent of hires from underrepresented groups.</p>	<p>Deans/Department Chairs/Unit Heads Office of Institutional Equity and Diversity</p>	<p>1. Short-Term: Units report in the APPR the year to year improvement on diversity goals; Long-Term: At the end of year five, units should provide data/report showing alignment with benchmark.</p>	<p>Estimated Cost: \$2000 per national search.</p>	<p>1. Acknowledge and recognize best practices in workforce diversity hiring; 2. Establish an annual workforce diversity award for departments/units.</p>
<p>2. Move beyond the current assumptions on quality/qualifications and the traditional rubric of evaluation to foster greater diversity</p>	<p>Recruitment and retention success</p>	<p>1. Require targeted training for search committees and department chairs; 2. Ensure better utilization of HR hiring tools (e.g. Evaluation rubrics in PeopleAdmin-incorporate questions assessing diversity in the rubric); 3. HR to provide "just in time" assistance with the search and hiring processes. 4. Support public school systems within our community by delivering positive marketing messages on their behalf. Provide success stories.</p>	<p>1. Creation and communication of rubric; 2. Number of people trained in use of rubric 3. Survey of search committee and department/unit heads on the usefulness of the training and applicable rubrics; 4. Exit interviews for search candidates on the campus interview experience</p>	<p>Department/unit heads HR Institutional Equity New Leadership Teams</p>	<p>Short-Term: Development and testing of rubric (year 1) Long-Term: Full implementation and evaluation of rubric</p>	<p>0</p>	<p>None</p>

**STRATEGY
B**

RETAIN A DIVERSE WORKFORCE

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
<p>3. Provide Career Transition Support (CTS) for new hires.</p>		<p>1. Provide dual career support (including partnership with community);</p> <p>2. Develop a relocation assistance policy per Board of Regents guidelines; Strengthen work/life balance programs.</p>	<p>1. Policies and opportunities in place;</p> <p>2. Effective communication of the policies and opportunities to candidates.</p>	<p>1. University Senate</p> <p>2. HR/ Department/Unit Heads</p> <p>3. Diversity Leadership Teams</p>	<p>Short-Term: Policies developed and presented or senate approval;</p> <p>Long-Term: Implementation of policies.</p>	<p>To be determined by nature and scope of policies.</p>	<p>NA</p>
<p>4. Provide leadership training/professional development opportunities for faculty and staff from underrepresented groups..</p>	<p>A diverse faculty and staff are essential to the achievement of this goal. Improved morale and increased productivity are additional benefits.</p>	<p>1. "Grow your own" for professional development opportunities for workforce development;</p> <p>2. Identify local and national opportunities for leadership development and provide funding support.</p>	<p>1. Percentage of underrepresented workforce who have participated in leadership development opportunities;</p> <p>2. Percentage who have been provided leadership opportunities as a result of (a) above;</p> <p>3. Percentage of underrepresented workforce who have participated in professional development opportunities;</p> <p>4. Percentage who have completed professional development opportunities as a result of (c) above.</p>	<p>1. All unit heads</p> <p>2. HR</p> <p>3. Office of Institutional Equity and Diversity</p> <p>4. Diversity Leadership Team</p>	<p>Short-Term: Carry out a needs assessment; identify and make available relevant training</p> <p>Long-Term: Document number and types of professional development opportunities and number of participants as well as advancement opportunities made available as a result</p>	<p>TBD- too many variables- depends on programs and number of participants</p>	<p>None</p>



RETAIN A DIVERSE WORKFORCE

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
<p>5. Create a welcoming and supportive campus climate for faculty and staff</p>		<p>1. Develop collaborative partnerships with the community to create a supportive and welcoming Milledgeville community; 2. Improve awareness of existing policies and procedures for the various protected categories of individuals (e.g. ADA accommodations); 3. Provide opportunities for campus and community dialogues on issues of diversity and inclusiveness; 4. Establish pro-active policies and practices that foster and reward diversity.</p>	<p>1. Increased retention/decrease in turn-over; Faculty/staff satisfaction survey;</p>	<p>1. University leadership; 2. University senate; 3. HR/Office of Institutional Equity; Units/departments</p>	<p>Short-Term: Review, revision and approval of policies and procedures; provide training Long-Term: Each unit/departments consistently shows documented evidence of a welcoming and supporting campus climate.</p>	<p>NA</p>	<p>Improved morale Increase retention/decreased turn-over</p>
<p>6. Revise and develop policies and programs that support retention of a diverse faculty and staff.</p>		<p>1. Establish support systems/mentoring to enhance the success of new faculty and staff, including methods to reward activities that foster diversity and inclusiveness; 2. Provide dual-career support; institute policies and programs for spousal hire; 3. Develop policies for short-term housing and childcare; 4. Develop policies and procedures to enhance work/life balance.</p>	<p>1. Policies and practice in place; 2. Increased retention/decrease in turn-over; 3. Faculty/staff satisfaction survey</p>	<p>1. University leadership; 2. University senate; 3. HR/ 4. Office of Institutional Equity; 5. University Auxiliary Services 6. Diversity Leadership Teams</p>	<p>Short-Term: Review, revision and approval of policies and procedures; provide training Long-Term: Implementation of new policies and programs</p>	<p>TBD based on scope</p>	<p>Improved morale Increase retention/decreased turn-over</p>

STRATEGY

C

PROMOTE A COMMITMENT AND MODELING OF DIVERSITY AND INCLUSIVE EXCELLENCE AT ALL LEVELS OF UNIVERSITY LEADERSHIP AND MANAGEMENT

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
1. Cultivate diverse teams at all levels of the university, especially at the administrative level.		1. Require demonstrated skills in managing diversity as a standard qualification for all leadership positions; 2. Ensure that position descriptions and search committees for leadership positions require expertise in fostering a diverse, inclusive and equitable environment as a particularly desirable characteristic for leaders ; 3. Ensure that appropriate efforts are made to create diverse candidate pools	1. Administrators exhibit commitment to diversity 2. Diversity in the make-up of administrative and unit-level leadership positions 3. Position descriptions reflect diversity as a desirable characteristic	1. University Leadership/Executive Cabinet 2. Administrative leadership search committees 3. Unit leadership 4. Diversity Teams	Short-Term: Position descriptions are updated and search committees are trained/charged regarding issues of diversity Long-Term: Diversity is evident in the make-up of administrative and unit-level leadership positions	Minimal, if any	Administrators exhibit commitment to diversity Diversity in the make-up of administrative and unit-level leadership positions
2. Strengthen the articulation between unit/departmental-level planning, implementation, reporting and accountability.		1. Each year, each unit will designate diversity initiatives to be pursued during the coming year and to be included in the annual report; 2. Each year, the president and provost will require a report of progress toward diversity as part of the annual reports from each college/administrative unit. 3. Hold supervisors accountable by specifically making support for diversity a performance criterion in their annual performance evaluation.	Annual reports include progress toward greater diversity the annual performance evaluation is updated to include a criterion for measuring commitment to diversity	1. University Leadership/Executive Cabinet 2. Unit leadership/supervisors 3. Diversity Leadership Team	Short-Term: Annual reports include diversity measures Long-Term: Improvement in diversity measures is clearly evident	Minimal, if any	Annual reports include progress toward greater diversity The annual performance evaluation is updated to include a criterion for measuring commitment to diversity
3. Increase the diversity profile and sensitivity of governing and advisory boards, such as the alumni board, board of trustees, etc.		1. Recruit a diverse board membership; 2. Provide pertinent initial training to board members; 3. Provide diversity-initiative updates to board members	1. A board whose make-up models diversity 2. Board actions that reflect sensitivity to diversity	1. VP for Advancement 2. All other units with governing and advisory boards	Short-Term: New and replacement appointments improve diversity of the board Long-Term: Board actions reflect sensitivity to diversity	Funds may be needed for initial board orientation/training (if it is not being done now)	Recognition of units that excel in modeling diversity over the prior year Board make-up and actions reflect sensitivity to diversity



STRATEGY
A

ASSESS, REVIEW AND SHARE CAMPUS CLIMATE DATA

ACTIONABLE	RATIONALE	ACTIVITIES	MEASURE OF SUCCESS	RESPONSIBLE PARTY	TIME FRAME	COST	GOAL INDICATORS
1. Assess and compare campus climate survey data	To develop strategies to successfully guide efforts	1. Assess 2012 campus climate data 2. Readminister campus climate questions in 2014 to compare 3. Assess 2014 NSSE student campus climate data questions 4. Compare 2014 NSSE with 2011 data 5. Make public comparisons	University knowledge of results	President's Commission on Diversity (PCOD) Office of Institutional Equity & Diversity (OIED)	Fall 2015		University knowledge of data
2. Assess communications strategies for diversity branding and imaging 3. Assess representation of university images		1. Inventory current communications strategies internal and external 2. Assess representation of university for diversity 3. Develop branding that highlight diversity Identify key university-community partners	Diverse branding and Imaging strategies	University Communications PCOD OIED Diversity Leadership Teams	Fall 2014	TBA	NA
4. Use information from Carnegie activity for successful university community partnerships	Build on existing university initiatives	Identify key university-community partners	Coordinated QEP effort	Director of Quality Enhancement Plan (QEP), PCOD, OIED	TBA	Minimal	Coordinated university efforts
5. Identify one university and community event/s that can promote Diversity and Inclusion effort		Identify two events to build university community relations	Successful community-university event	Diversity Leadership Team	Spring 2015	TBA	Stronger university-community relations



Work Plan

Five- Year Strategies:

The goal is a broad category, which describes the expected long-term effects of the diversity action plan. This goal remains constant for the entire five-year period.

Georgia College diversity action plan has four goals:

- I. Student Access and Success
- II. Curriculum, Creative Learning and Scholarship
- III. Campus Climate
- IV. Institutional Vitality and Viability

Strategies:

A strategy is the means or broad approach by which the goals will be achieved. The identification of strategies will be the basis for the Diversity Action Plan (DAP) for Georgia College. Useful strategies will highlight Georgia College's strengths or opportunities, or reduce the influence of program weaknesses or threats (SWOT). There can be multiple strategies for achieving each five-year goal. A particular strategy does not have to be used every year. For each strategy, there should be one or more objective and corresponding activities.

SWOT Analysis:

University strengths are identified as signature programs at Georgia College that could assist in reaching the identified goals and inclusive excellence. Georgia College opportunities are aspects of the environment that facilitate reaching the goals. Opportunities are not just positive aspects of the environment but can also be a chance to address gaps and initiate new activities.

SWOT Analysis: *(continued)*

Georgia College weaknesses are elements internal to Georgia College that are barriers to reaching the goals. Threats are aspects of the internal/external environment that are barriers or potential barriers to reaching program goals.

Objectives:

An objective is a statement describing the results to be achieved and the manner in which these results will be achieved. Objectives should be SMART, that is, Specific, Measurable, Achievable, Realistic and Time-phased. Specific objectives include what areas of concern or programs will be targeted and what will be accomplished; measurable objectives include how much change is expected with enough specificity that the achievement of the objective can be measured through counting or through documentation of change or completion; achievable objectives can be accomplished given existing resources and constraints; realistic objectives address the scope of the problem and reasonable programmatic steps; and time-phased objectives provide a time line indicating when the objective will be measured or a time by which the objective will be met.

Rationale for the objective:

The rationale for the objective clearly describes why and how the objective will contribute to accomplishing the goal of your respective goal. The objective should be clearly justified, relate to the program strategy and goal, and link to program outcomes and the strategic goal. In addition, you may provide context that shows why this objective is necessary given GC's resources or constraints; how and why the work is being done.

Measures for accomplishing objectives and person/agency responsible for accomplishing the objective:

The measures are quantifiable criteria that describe whether or not the objective was accomplished. Measures might include target numbers (e.g., 50 faculty trained in sexual harassment issues), or quantifiable changes (such as faculty reporting increased confidence in teaching about diversity issues after attending a training session), or completion of an activity. Clearly identify the person/agency that is MOST responsible for accomplishing the objective.

Activities:

Activities in support of the objective: Describe anticipated events that take place as part of a program in support of the objective. Although space is limited for activities in the work plan template for each objective, you should list all activities for each objective.

Activity Completion Date:

Identify when you anticipate completing each activity.

In the table on the next page, please list three to five Strategies of Success (SOS) that have been selected by your subgroup. Next list an objective for each SOS. Next, identify the activities that will be needed to support the objective. Please identify a responsible party for each strategy and who will perform the activities needed. If the activity requires new personnel please identify. Next, provide a timeframe to achieve each strategy using short-term and long-term goals. What is the time frame in which to accomplish the goal? Please put a cost on each SOS. Next, identify a reward or award for each SOS. Finally, how will we measure success?

Diversity Action Plan - Work plan template guidance and worksheet

Strategy Of Success (Up to Five)	Objective of the strategy	Please Identify activities for each strategy	Responsible Party (School, Unit, Department, Person)	Time Frame Up to 5 years	Cost for each strategy	Reward/Award	How do we measure success



Student Access and Success

Five-Year Goal 1:

List any GC Signature (existing) programs that align with the strategies (if applicable):

Objective 1:

Rationale for the objective:

Measures for accomplishing the objective **and** person/agency for accomplishing the objective:

- a.
- b.
- c.
- d.

How will we measure the objective **and** person/agency responsible for gathering data:

- a.
- b.
- c.
- d.

Activities in support of the objective:

- a.
- b.
- c.
- d.

Activity completion date:

- a.
- b.
- c.
- d.

Cost of Strategy:

Reward/Award

Curriculum, Creative Learning and Scholarship

Five-Year Goal 1:	
List any GC Signature (existing) programs that align with the strategies (if applicable):	
Objective 1:	
Rationale for the objective:	
Measures for accomplishing the objective and person/agency for accomplishing the objective: a. b. c. d.	How will we measure the objective and person/agency responsible for gathering data: a. b. c. d.
Activities in support of the objective: a. b. c. d.	Activity completion date: a. b. c. d.
Cost of Strategy:	Reward/Award

Campus Climate

Five-Year Goal 1:

List any GC Signature (existing) programs that align with the strategies (if applicable):

Objective 1:

Rationale for the objective:

Measures for accomplishing the objective **and** person/agency for accomplishing the objective:

- a.
- b.
- c.
- d.

How will we measure the objective **and** person/agency responsible for gathering data:

- a.
- b.
- c.
- d.

Activities in support of the objective:

- a.
- b.
- c.
- d.

Activity completion date:

- a.
- b.
- c.
- d.

Cost of Strategy:

Reward/Award

Institutional Vitality and Viability

Five-Year Goal 1:

List any GC Signature (existing) programs that align with the strategies (if applicable):

Objective 1:

Rationale for the objective:

Measures for accomplishing the objective **and** person/agency for accomplishing the objective:

- a.
- b.
- c.
- d.

How will we measure the objective **and** person/agency responsible for gathering data:

- a.
- b.
- c.
- d.

Activities in support of the objective:

- a.
- b.
- c.
- d.

Activity completion date:

- a.
- b.
- c.
- d.

Cost of Strategy:

Reward/Award

Diversity Action Plan - Resources

University Community	Student Organization	Partnerships	Research and Scholarship	Evaluation, Strategic Planning and Directives	Events and Activities	Facilities	Programs
1. Diversity Peer Educators	1. Art as an Agent for Change	1. 100 Black Men of Atlanta	1. American Democracy Project	1. 3Rs4All! Real Conversations	1. ChrisYuleHanzKaa Celebration	1. Office of Institutional Equity and Diversity	1. Africana Studies program
2. Diversity Leadership team	2. Black Student Alliance (BSA)	2. 100 Black Men of Milledgeville	2. Diversity Teach Circle	2. Climate Survey	2. Clothesline Project	2. Cultural Center	2. European Studies Program
3. Student Oriented Activities and Resources (SOAR) mentors	3. Latino Student Alliance (LSA)	3. Campus Club of Milledgeville	3. Science to Service Initiative	3. Customer Service 4.0	3. Begemann-Gordon Lecture Series	3. Women's Center	3. GLIMPSE recruitment program
4. Interfaith Council and InterViews Alliance	4. Goodrich Hillel	4. Center for Engaged Learning	4. Diversity Reports and White papers		4. Embracing Diversity in the Healthcare: Workforce Panel	4. Women's Resource Centre and Library	4. Latin American and Caribbean Studies program
5. Multicultural Organization that Values Empowerment (MOVE)	5. Pride Alliance	5. Communities in Schools			5. Flagg Legacy Social Justice Lecture Series	5. Cultural Library and Resource Center	5. Mentoring African-Americans for Leadership, Education and Connection (MALE Connection)
6. President's Commission on Diversity	6. EMPOWER	6. Georgia College Early College			6. Martin Luther King Day	6. Smith House Student Organization Offices	6. Minority Youth in Business
7. African-American Male Initiative (AAMI)		7. International Education Center			7. Take Back the Night	7. Sallie Ellis Davis House	7. Race, Ethnicity and Gender Studies Program
8. Call Me Mister Program		8. Oconee Regional Education Service Agency (RESA)			8. "Vagina Monologues"	8. Office of Disability Services	8. Third World Studies Program
9. Safe Space Program		9. Office of Academic Outreach			9. Women's History Month		9. Summer Experience for Economically Disadvantaged Students (American Chemical Society Project SEED)
		9. Science Education Center			10. Women on Wednesday		10. Women's Studies Program
		10. University System of Georgia Diversity Summit			11. Lavendar Graduation		11. Youth Enrichment Services (YES) Program
							12. High Achievers Program

Diversity:
the art of thinking
independently
together.

MALCOLM FORBES





Georgia College, the state's designated public liberal arts university, combines the educational experience expected at esteemed private liberal arts colleges with the affordability of public higher education.