College of Environment and Design
Diversity and Inclusive Excellence Plan
November 2022

CED Working Vision of Diversity, Equity, and Inclusion
As the UGA College of Environment and Design, we commit to the values of diversity, equity and inclusion in our environmental curation and community-building. Together, we strive to create a nurturing, supportive environment for all.

Premise of the CED DEI Plan
Moving beyond simply efforts to promote ***individual commitment*** to diversity, equity and inclusion, the intent of the CED DEI Plan is to promote a diverse and inclusive ***community***, leading to a CED ***culture*** of diversity and inclusion, enhanced by a spirit of openness in communication, transparency in decision-making processes, and voluntary engagement from each member of the community to ***care.*** By creating a more diverse and inclusive culture and community, collectively we will better fulfill our mission of learning, discovery, and service.

The intent is for this plan to be a living document, meaning content should be added and removed as the CED community learns more as it interacts on a variety of discussions around inclusion. A curated collection of definitions is included as an appendix. Additional information on and insights into the plan's development, including the results of CED DEI Committee Survey on University D & I Priority Areas, is available as "Working Document – CED DEI Plan" on the CED Intranet.

Participants in Development of CED DEI Plan

CED DEI Plan Committee (February – June 2022)

Martha DeHart, EdD
Cari Goetcheus (voluntary co-chair)
Sunkyung Lee, PhD
Jennifer Lewis (voluntary co-chair)
Eric A. MacDonald, PhD
LaToya Norman
Stephen Ramos, DDes
Rosanna Rivero, PhD
Umit Yilmaz, PhD

We also acknowledge and appreciate the many faculty, staff, and students of the CED community who provided comments during this endeavor. It is our sincere hope that this open dialogue continues beyond this plan development.

Unit Name: College of Environment and Design

Point of Contact for Plan Feedback (Name & Email): Stephen J Ramos
sramos@uga.edu , CED DEI Committee Chair

Timeline and Steps for Developing Unit Diversity and Inclusive Excellence Goals

August 2021	Identify your planning team
Sept 1, 2021	Receive final UGA Diversity and Inclusive Excellence Goals
Sept 2021–May 2022	Engage Team to identify Unit Diversity and Inclusive Excellence Goals - Review Unit-level 2025 Strategic Plan and existing Diversity Plan, if separate, for alignment - Develop aligned Diversity and Inclusive Excellence Goals - Identify KPIs and Data Sources for each Goal - Identify Baseline and Annual Targets for each KPI
June 1, 2022	Submit Draft Goals to Offices of Provost and President for feedback
August 1, 2022	Receive feedback
Sept 1, 2022	Incorporate final D&I Goals into Strategic Plan tool
Oct 1, 2023	Report on D&I Goals as part of Strategic Planning process

UGA Diversity & Inclusive Excellence Goals

Building an Inclusive Living/Learning Environment that Supports Access and Success for Diverse Students
1. Increase enrollment of underrepresented and underserved students at undergraduate and graduate levels
2. Increase need-based student scholarships for undergraduate and graduate education
3. Expand resources to promote inclusive learning environments
4. Expand mentorship for underrepresented and underserved students

Recruiting and Retaining a Diverse Workforce to Advance Our Mission in the 21st Century
1. Increase the number of underrepresented and underserved faculty, staff, postdoctoral fellows, graduate assistants, and student workers
2. Expand community building programs and activities for faculty, staff, graduate assistants, and postdoctoral fellows, with a particular focus on underrepresented and underserved populations
3. Expand support and recognition for faculty and staff diversity and inclusion efforts

Expanding Partnerships and Outreach to Strengthen Diverse Communities
1. Increase institutional visibility in the educational pipeline of underserved communities
2. Build awareness of partnerships and outreach with diverse communities
3. Expand experiential learning opportunities for students in rural Georgia and other underserved areas
4. Improve and expand communications with community partners regarding the university's diversity and inclusive excellence commitment

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

University Inclusive L/L Environment Goal #1: Increase enrollment of underrepresented and underserved students at undergraduate and graduate levels

Unit Goal 1: **Increase enrollment of underrepresented and underserved graduate and undergraduate students**

- **Key Performance Indicator (KPI) 1:** Number of applications of underrepresented and underserved graduate and undergraduate students
- **KPI 2:** Number of enrolled underrepresented and underserved students
- **KPI 3:** Number of enrolled underrepresented and underserved students who graduate
- **KPI 4:** Number of recruitment engagements/events/actions (internal/external) with underserved students at high schools and graduate program feeder schools
- **KPI 5:** Number of alumni engaged to assist with recruitment
- **KPI 6:** Number of CED employees directly engaged in recruitment activities with Certificates in DEI
- **KPI 7:** Physical accessibility of all CED-occupied buildings

> **Data Source**: UGA admissions, Program Coordinators, Communications, PSO, Recruitment

Annual Targets:

FY2022 Baseline	Establish baseline of number of underrepresented and underserved undergraduate and graduate applicants and enrolled across all CED programs (from previous years also)
	Establish baseline of underrepresented and underserved undergraduate and graduate recruitment efforts across all CED programs, noting which worked and why and what others are feasible with current staff and funding. Annual targets: Design Camp, Experience UGA, visiting high schools in underserved communities, reaching out to diverse student organizations such as, Dawg Camp Rise and the National Pan-Hellenic Council at UGA. This will assist in understanding the needs of students on campus from a DEI lens.
	Establish baseline of diverse alumni willing to assist with recruitment efforts
	Establish baseline of DEI presence in other units across UGA looking toward incorporation into CED
	Establish baseline of CED employees directly engaged in recruitment activities have Certificates in DEI
	Establish connection with UGA Office of the Architect to discuss/assess accessibility in all CED-occupied buildings
	Review online and print materials ensuring they reflect and project CED commitment to diversity, equity, and inclusion.
FY2023	Define recruitment strategies for all programs, emphasizing actions to connect with diverse applicants; implement at least 1
	Identify potential relationships with regional community colleges and 4-year colleges in the USG system.

	Work with the Graduate Feeder programs that are partnered with 6 HBCU's. UGA faculty will strive to develop trust-based relationships with the appropriate faculty and staff at HBCU's.
	Continue effort to connect to Seminole Nation in FL and identify more Indigenous communities recruitment opportunities
	Brainstorm ideas of how to engage alumni into recruitment efforts
	Assess and report on CED building access issues.
FY2024	Evaluate undergraduate admissions, transfer data, and explore alternative paths to admissions such as a portfolio review process or clarifying a clear path to transfer smoothly. Develop a system/engagement process that will gain an understanding from the student's perspective as to their strengths, concerns, and deficits.
	Evaluate admissions and enrollment data for changes across programs
	Assess recruitment efforts and implement 1 new recruitment strategies for all programs
	Identify first alumni recruitment effort to implement
	Each program evaluates possibility of curriculum adjustments to accommodate full-time working students
	Implement short-term building access improvements in prioritized CED buildings
FY2025	Work with admissions to communicate with students who were denied admission to UGA. Provide guidance as to potential next steps for the student to reapply if so desired.
	Evaluate admissions and enrollment data for changes across programs
	Assess recruitment efforts and implement 1 new recruitment strategies for all programs
	Implement short-term building access improvements in remaining CED buildings; develop plan for long-term accessibility in all CED buildings (Red-lined plan of all buildings identifying issues to be addressed with associated report defining prioritization, timeline, and funding.)

University Inclusive L/L Environment Goal #2: Increase need-based student scholarships for undergraduate and graduate education

Unit Goal 2: **Create needs-based scholarships and other opportunities that lower the cost for undergraduate and graduate education in the CED.**

- **KPI 1:** Number of new needs-based scholarships and assistantships
- **KPI 2:** Number of need-based students in CED, updated annually
- **KPI 3:** Number of need-based scholarship/assistantship recipients that are retained through graduation or positive departure.
- **KPI 4:** Number of existing scholarship donors willing to revise original agreement to include need-based text.
- **KPI 5:** Number of parties (alumni, grants, industry, etc.) approached regarding need-based funding.
- **KPI 6:** Number of strategies implemented that lower the cost of education.
- **KPI 7:** Number of courses by program that evaluated/implemented content/project crossover efficiency for cost reduction to students

Annual Targets:

FY2022 Baseline	Establish baseline of existing need-based scholarships (review requirements that might exclude underrepresented and underserved, like being full-time, etc.)
	Establish baseline of kind, how many and in what classes strategies to reduce class costs exist
	Solicit private funds for needs-based scholarships and assistantships. Track low cost and no cost courses.
	Brainstorm on process/location to set up a swap shop or materials pantry for art supplies.
FY2023	Work with DEI office regarding implementing training CED employees regarding financial issues of underrepresented and underserved students
	Develop a needs-based scholarship for underrepresented and underserved students.
	Educate CED faculty and staff regarding financial issues of underrepresented and underserved students.
	Work with program coordinators regarding course content evaluation to reduce project/travel costs, etc. to students.
	Explore creation of a fund for need-based students to reduce cost of site visits.
	Continue to promote low cost and no cost courses.
FY2024	Assess program curricula for reducing curricular complexity and courses repeated for credit, DFW rates
	Develop fund for need-based students to reduce cost of site visits.
FY2025	Implement program curricula changes for reducing curricular complexity and courses repeated for credit, DFW rates.

University Inclusive L/L Environment Goal #3: Expand resources to promote inclusive learning environments

Unit Goal 3: **Provide resources, support, and incentives to nurture a diverse and inclusive learning environment.**

- **KPI 1:** DEI Committee with student representation.
- **KPI 2:** Percentage of CED employees that have a Certificate in DEI/Number of CED Upper admin and program administrators who have Certificates in DEI
- **KPI 3:** Amount of funds allocated for DEI training, events, etc.
- **KPI 4:** Number of Diversity and Inclusion events
- **KPI 5:** Number of CED lectures (or other) that feature underrepresented and underserved speakers or topics

Data Source: Program Coordinators, Faculty and Staff, Communications

Annual Targets:

FY2022 Baseline	Establish DEI presence in CED (website, establish point person, define protocols, create standing committee, etc.)
	Establish baseline of how many CED employees have Certificate in DEI. Encourage faculty and staff diversity training/certification.
	Establish Standard Operating Procedure for CED lecture committee regarding engaging underrepresentation annually
	Establish baseline of CED/program Orientation content
	Establish baseline of CED lectures that present underrepresented and underserved viewpoints.
	Share resources such as syllabus development and other educational materials used in teaching.
FY2023	Hold annual Town Hall on DEI and as needed post-incident specific to CED community in accordance with UGA/EOO policy
	Evaluate DEI presence (strengths/weaknesses) and adjust
	Evaluate new CED/Program Orientation content and adjust
	Dean, Associate Dean, Program Coordinators, and Student Advisory Staff should pursue a diversity training/certification to demonstrate the CED Leadership support in implementing the Diversity Plan. Encourage all faculty and staff to complete diversity training/certification in order to create broad awareness of DEI issues and avoid cultural taxation on minority members.
	Evaluate incorporation of underrepresented and underserved speakers/topics in CED lecture series
	Gather student input as to what would make them feel included, what would create an environment that inspired their creativity.
	Implement new CED/Program Orientation content
	Annual CED lecture series (or other forum) has at least 1 lecture per year that emphasizes underrepresented and underserved point of view (speaker choice, topic, etc).
	Develop new online courses, degrees, or certificates that promote inclusive learning for non-traditional students.
	Continue to track low cost and no cost courses.
FY2024	Number of CED employees who have Certificates in DEI; incentivize, if necessary
	Hold annual Town Hall on DEI and as needed post-incident specific to CED community in accordance with UGA/EOO policy Evaluate DEI presence (strengths/weaknesses) and adjust
	Annual CED lecture series (or other forum) has increase in lectures per year that emphasize underrepresented and underserved point of view (speaker choice, topic, etc).
	Evaluate new CED/Program Orientation content and adjust
	Evaluate incorporation of underrepresented and underserved speakers/topics in CED lecture series and adjust
	Define program-level learning objectives regarding skills students need today to work with people with differing viewpoints and an awareness and sensitivity to differences as it relates to their profession

FY2025	Target proportion gain of CED employees who have Certificates in DEI; incentivize, if necessary.
	Hold annual Town Hall on DEI and as needed post-incident specific to CED community in accordance with UGA/EOO policy.
	Evaluate DEI presence (strengths/weaknesses) and adjust.
	Evaluate new CED/Program Orientation content and adjust.
	Evaluate incorporation of underrepresented and underserved speakers/topics in CED lecture series and adjust.
	Implement program-level learning objectives regarding DEI skills students need in their professions.
	A CED Director of Diversity, Equity and Inclusion in upper Administration is designated/hired (funding permitting and/or designation upon approval) and responsible for information distribution, receipt of abuse reports, maintaining current information, and working with DEI Committee to define processes.

University Inclusive L/L Environment Goal #4: Expand mentorship for underrepresented and underserved students

Unit Goal 4: **Develop a mentorship plan for students that includes opportunities for faculty, students, and alumni.**

- **KPI 1:** Number of underrepresented and underserved students participating in mentorship.
- **KPI 2:** Number of faculty participating in UGA/CED mentorship program for students
- **KPI 3:** Number of CED alumni engaged in CED mentorship program for students
- **KPI 4:** Number of interdisciplinary program events

 Data Source: Program Coordinators, Faculty and Staff, Communications

Annual Targets:

FY2022 Baseline	Establish baseline of existing mentoring relationships (faculty/faculty, faculty/staff to student, student to student, alumni to student, etc.)
	Establish baseline content and process of UGA structured mentorship program, staff mentorship program, other college student and faculty mentorship programs, OID mentorship program, etc. to assist in developing separate CED student and faculty mentor programs.
	Identify mentorship opportunities and models. Also gain understanding on what already exist at UGA – such as Black faculty members across department lines that mentor UGA students through various programs from the Office of Institutional Diversity.
	Designate a CED Mentorship Program Director and/or mentor designees in each program as point person for information distribution and to work with other UGA mentorship programs (funding permitting and/or designation upon approval).
FY2023	Develop mentorship opportunities at various levels such as lower and upper classmen, student with professional, student with faculty. Identify what types of mentorships would bring the most value to the individual student and match them appropriately when possible.

	CED Mentorship Program Director and/or mentor designees in each program establish committee with student peer to peer designees to discuss how to make mentorship program operational
	Establish baseline of alumni willing to mentor students.
FY2024	Offer mentorship opportunities that include providing events, activities and social space that would allow for organic supportive relationships to form.
	Host an annual event in the Fall that features all faculty briefly discussing their interests, so students can learn/engage with them.
	CED/Program Coordinators work together while preparing Orientation programs to cross-pollinate on programs and students.
FY2025	Assess mentorship opportunities and their effectiveness through surveys and town hall meetings.

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

University Diverse Workforce Goal #1: Increase the number of underrepresented and underserved faculty, staff, postdoctoral fellows, graduate assistants, and student workers

Unit Goal 1: Increase opportunities, support, and new incentives for employing and retaining underrepresented and underserved workforce at various levels.

- **KPI 1:** Number of opportunities for hiring and retaining underrepresented and underserved faculty, staff, and students supported as workforce members and in leadership roles.
- **KPI 2:** Number of POC/DEI professional groups contacted and relationships developed

   Data Source: Dean's office, OVPI, faculty and staff

   Annual Targets:

FY2022 Baseline	Encourage search committee and administration, faculty, and staff, to attend training on hiring and working with underrepresented and underserved groups.
	Develop faculty mentoring program. Encourage at least one lecture or gallery exhibit to be from an underrepresented and underserved group.
	Develop and expand strategies to reach out to other organizations at UGA already conducting better DEI recruitment and outreach efforts.
	Take advantage of ongoing DEI efforts at UGA and other organizations, admissions offices, and others. Look to other peer and aspirational organizations for DEI best practices in recruitment and retention.
FY2023	Include a diversity statement to position postings. Develop an environment that will encourage and incentivize all faculty and staff to look through a DEI lens to create empathy for faculty, staff, and students daily.
	Search Committees should consult with the DEI Committee when starting the process, to make sure that they advertise the position through appropriate DEI channels, depending on the program/unit (e.g. American

	Planning Association- APA https://www.planning.org/equity/, NAMLA (National Association of Minority Landscape Architects - https://www.nationalamla.org/ and others)

Identify underrepresented and underserved faculty and staff and develop retention protocol to support individuals within the CED. |
| **FY2024** | Support faculty, staff, and student travel for teaching, research, and service, as funds permit. Work with Public Service and Outreach departments to collaborate on projects that include serving the underserved workforce in Georgia.

Create an advocate and mentoring group for workers that can serve as a welcoming committee for new hires and advise on responses to DEI-related incidents. |
| **FY2025** | Ensure at least one visiting scholar to CED each year (funding is normally secured by the visiting scholars). Assess what has worked and what needs to change to meet the desired outcomes. |

University Diverse Workforce Goal #2: Expand community building programs and activities for faculty, staff, graduate assistants, and postdoctoral fellows, with a particular focus on underrepresented and underserved populations

Unit Goal 2: Engage students and faculty working with underserved and rural communities statewide.

- **KPI 1:** Number of students serving underserved and rural areas via project work.

    Data Source: CED outreach database, Communications, CCDP

    Annual Targets:

FY2022 Baseline	Conduct a DEI climate survey and meetings with faculty, students, and staff to build on past DEI efforts such as the 2020 Lettus Collective student report/recommendations to solicit opinions on expanding programs and activities as part of the DEI engagement process.
FY2023	Develop tool to track the number of students and location of engagement. Designate faculty leaders to work with CCDP.

Identify areas of Georgia in need of assistance and CED expertise, including our local (ACC) community.

Promote awareness on DEI issues and training opportunities including those from Office of Institutional Diversity (such as DEI Certificate and Pathway programs). |
| **FY2024** | Develop community building initiatives to promote not only formal but also informal gathering/social activities for the whole CED community. These could include: brown bag lunches (bottom-up informal training/communication activities, that encourage discussions and informal presentations, rather than formal lectures, and participation on formal and informal courses/training and others |
| **FY2025** | Promote opportunities for students and faculty to engage with rural and underserved communities through dissertations, theses, and capstone projects. Increase number of news releases on underserved and rural community engagement. |

University Diverse Workforce Goal #3: Expand support and recognition for faculty and staff diversity and inclusion efforts

Unit Goal 3: Increase support and recognition of faculty and staff that support CED's DEI efforts.

- **KPI 1:** CED website, posts, award submissions, support /incentives/funding for DEI-related events, conferences, and others.
- **KPI 2**: Number of faculty, staff, and students who complete DEI certificate or DEI Pathway program.

Data Source: Dean's office, PCs, CED Committees, Communications, social media

Annual Targets:

FY2022 Baseline	Identify what (if any) existing CED awards are (1) focused on recognizing and acknowledging individuals who advance diversity and inclusiveness, and (2) awards that include evidence of DEI practice as part of the award evaluation process, including DEI efforts that will satisfy the promotion and tenure and/or post tenure review guidelines for evaluating performance in teaching, research, and service. Identify funding and other incentives (UGA or external) for DEI initiatives Identify any existing discussion groups in CED focused on DEI in planning, landscape architecture and historic preservation.
FY2023	Increase number of awards and recognition submissions, especially from external organizations. Expand social media and networking, increase media releases and announcements. Include evidence of DEI in practice as part of certain awards. Create awards/ recognition to acknowledge faculty, students, and other community members who have advanced diversity and inclusiveness. Support participation and provide incentives (including funding) for workforce training that can lead to recognition, attending DEI-related conferences, DEI roundtable, workshops at an academic professional meeting (e.g., CELA) and other events. Create a reading/discussion group (like a "book club") on DEI in planning, landscape architecture and preservation, that could include faculty, staff, and students. Document and communicate the benefits of these activities in terms of how a more diverse and inclusive culture and community helps CED better fulfill our mission of learning, discovery, and service. Create incentives for a collaborative "research" project that could be presented at a professional conference, potentially published in a peer-reviewed journal, blogged about on the website, etc.
FY2024	Identify success stories from current or underserved graduates, faculty, staff, and students, and ensure that these get prominence in CED stories that are circulated to UGA media and local, regional and national outlets, the CED website, and in social media.
FY2025	Measure against annual goals and KPIs

Unit Goal 4: Improve our capacity to respond to incidents of perceived bias, harassment, inequity, or other situations that run counter to our commitment to create a safe, welcoming, affirming, diverse, and inclusive community.

- **KPI 1:** Staff, Student, and Faculty surveys to evaluate the college support policies and protocols.

  Data Source: UGA Police, UGA EOO office, UGA Office of Diversity and Inclusion.

  Annual Targets:

FY2022 Baseline	Develop specific CED protocols in collaboration with the UGA Office of Diversity and Inclusion, UGA EOO office, and the UGA police to address hate acts. Get a baseline number of reported incidents of perceived bias, harassment, and inequity.
FY2023	Identify on-campus and external resources to assist members of the community who experience trauma resulting from incidents of perceived bias, harassment, and inequity. Develop a plan for communicating reported incidents with the larger CED community that includes a commitment to increased transparency.
FY2024	Continue to track reported incidents. Work with the same offices and nationwide benchmarks on how to best promote and reinforce a welcoming environment for all.
FY2025	Continue to track reported incidents. Seek funding opportunities to help support the development, evaluation, and maintenance of a culture of care and support in the college.

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

University Partnerships Goal #1: Increase institutional visibility in the educational pipeline of underserved communities

Unit Goal 1: Engage students and faculty working with underserved and rural communities statewide.

- **KPI 1:** Number of students and faculty serving underserved and rural areas via project work.
- **KPI 2:** Number of underserved and rural communities/partners engaged with CED.

  Data Source: CED Outreach Database, CCDP

  Annual Targets:

FY2022 Baseline	Determine how UGA defines "rural" and "underserved" communities; compare with our CED Outreach data to align categories and establish baseline.
FY2023	Develop tool to track number of students and location of engagement. Identify classes and outreach opportunities eligible for Experiential Learning transcript and S-suffix designation.

FY2024	Promote opportunities for students and faculty to engage with rural and underserved communities through dissertations, theses, and capstone projects. Collaborate with Archway, CVIOG, Extension and other regular partners working in rural and underserved communities to increase visibility and effectiveness and support their ongoing work. Identify target communities where student recruitment is desired and develop outreach projects in those communities through service-learning studios, charrettes, assistantships, Design Camps and CED student-led high school visits.
FY2025	Identify areas of Georgia in need of assistance and CED expertise, including our local (ACC) community. Measure increases related to the above KPIs.

University Partnerships Goal #2: Build awareness of partnerships and outreach with diverse communities

Unit Goal 2: Communicate and celebrate our capacity for community engagement through teaching, research, and public service.

- **KPI 1:** CED website and faculty pages highlighting engagement projects with diverse communities.
- **KPI 2:** News releases and social media posts of community engagement highlighting engagement projects with diverse communities.

   Data Source: CED website, faculty, CCDP, Communications, CED grants database, CED outreach database, assessment surveys

Annual Targets:

FY2022 Baseline	Identify faculty webpages that need enhancement. Measure engagement stories/posts to establish baseline. Explore Evaluation and Assessment tools for outreach projects.
FY2023	Ensure all faculty webpages showcase community engagement projects. Create an interactive map of outreach projects based on readily available content. Create a communications/marketing position, as funds permit. Hire a communications director. Assign a multi-semester graduate assistantship to assist the DEI committee/Administration with DEI initiatives and tracking (funding permitting and/or designation upon approval). Include monthly news releases and social media posts about engagement. Pilot outreach assistant to support service-learning courses with projects [in rural and underserved areas that need logistical and design support.]
FY2024	Identify areas of faculty interest for increased engagement; develop plan for marketing faculty interests to community partners. Expand interactive map to include broader outreach content. Increase number of CED news releases and social media posts about engagement. Evaluate CED marketing of engagement stories; identify external outlets for CED engagement stories, such as partner websites/social media accounts and community news outlets.

	Develop handbook on engagement for CED faculty to assist in logistics planning and funding acquisition, offsetting student costs for travel, meals, etc.
FY2025	Demonstrate increased showcase of CED engagement efforts on website, in faculty webpages, and all CED communications.
	Develop Impact Statements that use collected qualitative and quantitative data to showcase the impact of CED engagement. Promote engagement work as part of a new marketing strategy.
	Measure increases over time in communications of work with diverse communities.

University Partnerships Goal #3: Expand experiential learning opportunities for students in rural Georgia and other underserved areas

Unit Goal 3: Expand experiential learning opportunities for all students in rural Georgia and other underserved areas.

   KPI 1: Opportunities for EL through courses and non-credit activities in rural and underserved areas.

   Data Source: Dean's office, PCs, Faculty, CCDP

   Annual Targets:

FY2022 Baseline	Survey existing courses/program opportunities that fulfil EL Requirement. Survey engagement with professional practices in and outside the classroom. Survey courses for inclusion of "real-life" projects in the curriculum and other existing EL options (including those through the Center of Community Design and Preservation) for EL opportunities in rural Georgia and underserved areas.
	Tally number of firms participating in career day that work in rural and underserved areas.
FY2023	Identify opportunities for enhancing course and non-course experiential learning in rural Georgia and underserved areas based on the survey from FY2022 and connections with PSO Units and Extension staff in targeted areas.
	Prioritize project opportunities in rural and underserved areas through better communication of opportunities and the creation of incentives to support faculty and student travel to these areas.
	Revise/update CED EL Requirements in the Global, Research, and Service categories. Systematically publicize CED's leadership in experiential learning (internships, design charrettes, etc.).
	Pilot outreach assistant to support service-learning courses with projects [in rural and underserved areas that need logistical and design support.]
	Develop handbook on engagement for CED faculty to assist in logistics planning and funding acquisition, offsetting student costs for travel, meals, etc.
FY2024	Increase the number of firms participating in career day and number of firms with whom CED communicates to find student internships and other experiential opportunities. Strive for the highest-prestige firms. Annual increase target: 5% per year.
	Create graduate assistantship for outreach to logistically support service-learning classes [working in rural and underserved areas] if funds permit.

	Measure increases in number of firms, courses/program opportunities engaged in and offering experiential learning opportunities. Evaluate expansion of EL from previous three years and measure increases in EL opportunities in rural Georgia and underserved areas. Survey again and find new EL opportunities.
FY2025	Incentivize community engagement as faculty research (e.g., in the research seed program, as funds permit).

University Partnerships Goal #4: Improve and expand communications with community partners regarding the university's diversity and inclusive excellence commitment

Unit Goal 4: Enhance communications about CED's strengths in research, design, creative practices, community engagement, innovation, and the impact of those activities on rural and underserved communities.

- **KPI 1:** Increased "story-telling" about CED's research, design, creative practices, engagement, and innovation in pertinent local, regional, and national media, and increased presence on social media (hits, posts, tweets, re-tweets, etc.)
- **KPI 2:** Number of faculty, staff, and students volunteering with/supporting rural and underserved community partners on an annual basis through board positions, event attendance, shared communications, etc.

Data Source: Communications, Dean's office, CCDP, Faculty, Staff, and Students

Annual Targets:

FY2022 Baseline	Measure existing communications to determine amount and frequency of written stories and social media related to DEI and outreach with rural and underrepresented and underserved communities.
	Measure CED faculty/staff/student participation levels in community partner organizations that relate to diverse and underrepresented and underserved communities.
FY2023	Encourage all faculty to participate in UGA media training. Expand network of media contacts. Increase social media outreach. Establish benchmark goals for website hits, retweets, etc.
	Create a communications/marketing position, as funds permit. Hire a communications director.
	Develop relationships between CED faculty and staff and key faculty and staff from Historically Black Colleges and Universities.
	Determine which community partners may benefit from an increase in CED support and poll them on support needs.
FY2024	Develop a comprehensive marketing and social media policies. Comprehensive website upgrade, especially faculty research page.
FY2025	Increase submissions and CED stories to UGA media and local, regional, and national outlets on faculty research, creative practice, and service as it relates to diverse communities. Measure progress against those.
	Measure increases in CED faculty/staff/student participation levels in community partner organizations that relate to diverse and underrepresented and underserved communities.
	Measure social media outreach, website hits, retweets, etc.

Appendix A

UGA Operational Definitions

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

Inclusive Excellence- Concept recognizing that in order for institutions to meet their academic excellence goals, they must create an engaged community that is more diverse and inclusive of individuals from a variety of backgrounds, experiences, communities, and identities. "Likewise, diversity and inclusion efforts move beyond numbers of students or numbers of programs as end goals. Instead, they are multilayered processes through which we achieve excellence in learning; research and teaching; student development; local and global community engagement; workforce development; and more." (Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions, Damon A. Williams, Joseph B. Berger, and Shederick A. McClendon)

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

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