College of Environment and Design
Diversity and Inclusive Excellence Plan
May 2022 – W O R K I N G   D R A F T

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.

CED DEI Plan Development Methodology
A variety of resources were referenced to inform this 2022 CED Diversity Equity and Inclusion Excellence Plan, including: UGA DEI Plan 2021, UGA Fact Book (Fall 2021 data), *CED Diversity and Inclusion Plan, 2015-2020, CED Strategic Plan, 2020-2025, PRAC Report (date), Lettus Collective Report, October 2020 and CED DEI Online Survey results, April 2022.*

The process by which this CED DEI Plan was created occurred in 2 phases. The first Phase occurred from August 2021 to February 2022 with input from faculty, staff, and students. A hate incident occurred in January 2022 which led to renewed interest in DEI engagement, thus the second phase of DEI Plan development.

In Phase 2, a new CED DEI committee reviewed the draft CED DEI Plan produced from Phase 1; reached out to various sources for examples of other UGA and non-UGA DEI type plans; contracted for assistance from facilitators at the UGA Fanning Institute for Leadership Development who specialize in difficult dialogue; crafted an online survey to gain input from CED faculty, staff, and students regarding their thoughts on the three University priorities that are also priorities of the CED DEI plan; and crafted this draft CED DEI plan.

The survey participation was encouraging, with 73 total responses: 44 Students (60%), 6 Staff (8%), 17 Faculty (23%), and 6 Preferring Not to Say (8%). Refer to Appendix B for a full list of all survey comments.

Primary themes identified by the survey:

1. The need for more diverse faculty (and staff) came up quite a bit. The notion here is that a more diverse faculty and staff may be a key first step toward other goals, such as

creating a more diverse environment for students, or creating more/better community partnerships.

2. The need for funding to be directed specifically to support DEI in various ways: for students, to provide targeted scholarships, support mentoring, defray the costs of field trips, class materials, etc; for faculty & staff, to support training, reward accomplishments; for the community, to create social events and activities, such as discussions, etc. In connection to funding, focused DEI-related fundraising was mentioned a number of times. With respect to funding for students, respondents usually suggested that funding should be either need-based or directed specifically toward underrepresented groups.

3. The need to better address incidents of perceived bias, harassment, inequity. In terms of workforce, this is manifest in perceptions that bias (or just inequity) is involved in compensation/pay, teaching (or other work) assignments, acknowledgement, and recognition (or lack thereof) for accomplishments. From students, there are reports of inappropriate comments from faculty and staff, or perhaps lack of sensitivity or unconscious bias.

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. Additional information on the CED DEI Committee plan development will be available as "Working Document – CED DEI Plan" on the CED Intranet.

Please note the following information available at the end of this document:
Appendix A: Definitions
Appendix B: Results of CED DEI Committee Survey on University D & I Priority Areas

Participants in Development of CED DEI Plan

CED DEI Plan Committee (February – June 2022)

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We also acknowledge and appreciate the many faculty, staff, and students of the CED community who provided comments during Phase I and Phase 2 of this endeavor. It is our sincere hope that this open dialogue continues beyond this plan development.

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

University Inclusive Living/Learning Environment Goal #1.1: Increase enrollment of underrepresented students at the undergraduate and graduate levels

Common themes and takeaways from CED feedback on this UGA goal include:

1. Educate faculty and staff about and create support system for unique needs of underrepresented students (financial, social, mental, working full-time, First Generation, BIPOC, LGBTQ+, physically challenged, etc.)
2. Build on past and existing assets to both encourage input as well as to assist in attracting diverse students (CED Ambassadors program, engage diverse alumni and existing students as mentors, Design Camp, Experience UGA, Taste of CED programs, create a Design Action certificate, support NAMLA, etc.)
3. Create a support system for recruitment (i.e., create a Director of Diversity and Inclusion, create a recruitment tool kit that could be customized for each program, build on successful interactions with alumni, existing students, etc.)
4. Reframe curriculums to be more inclusive (encourage curriculum content, materials, projects that addresses social, cultural, and racial issues in design, preservation and planning for underrepresented communities; expand beyond western/Euro-American approaches to each program's content; acknowledge how disciplines have had a negative impact on communities of color, etc.)

Unit Goal 1: (SP 1.4, PRAC, and CEI students) Increase enrollment of underrepresented graduate and undergraduate students
- Key Performance Indicator (KPI) 1: Number of applications of underrepresented graduate and undergraduate students
- KPI 2: Number of enrolled underrepresented students
- KPI 3: Number of enrolled underrepresented 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 undergraduate and graduate applicants and enrolled across all CED programs (from previous years also)
	(SP 1.4 & CEI students) Establish baseline of underrepresented 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
	(SP 1.4) 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	(PRAC) 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 evaluate possibility of curriculum adjustments to accommodate full-time working students

	Implement short-term building access improvements in prioritized CED buildings
FY2025	(SP 1.4 and PRAC) 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. Identify and access private funds for needs-based scholarships/assistantships, especially for first generation college students
	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 #1.2: Increase need-based student scholarships for undergraduate and graduate education

Common themes and takeaways from CED feedback on this UGA goal include:

1. Funding needs encompass more than scholarships, needs include: multi-year awards, tailor some scholarship to transfer students and incoming students, create reimbursement fund and/or low-cost site visits/field trips, desire for assistantships rather than scholarships because of the other reductions that come with an assistantship.

2. Support NAMLA

Unit Goal 2: (OVPI, PRAC, CEI students) 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

Data Source: Development, Scholarship Committee, Program Coordinators

Annual Targets:

FY2022 Baseline	Establish baseline of existing need-based scholarships (review requirements that might exclude underrepresented, like being full-time, etc.)
	Establish baseline of kind, how many and in what classes strategies to reduce class costs exist
	(Strategic plan 1.4) Solicit private funds for needs-based scholarships and assistantships. Track low cost and no cost courses.
	(CEI Students) 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 students
	Develop a needs-based scholarship for underrepresented students.
	Educate CED faculty and staff regarding financial issues of underrepresented students.
	(OVPI) 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	(OVPI) 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	(OVPI) Implement program curricula changes for reducing curricular complexity and courses repeated for credit, DFW rates.

University Inclusive L/L Environment #1.3: Expand resources to promote inclusive learning environments.

Common themes and takeaways from CED feedback on this UGA goal include:
1. Educate faculty and staff about and create support system for unique needs of underrepresented students (financial, social, mental, working full-time, First Generation, People of Color, LGBTQI, physically challenged, etc.)
2. Create opportunities for education/information exchange (multi-lingual staff needed, respect work experiences of students, create student research conference, hold open-discussions on DEI, town-hall meetings/group therapy for incidents, engage more underrepresented speakers, create rural studio to expose CED students to rural communities, consider 2-3 yr underrepresented visiting professors to begin to balance predominant white faculty etc.)
3. Reframe all program curriculums to be more inclusive (encourage curriculum content, materials, projects that addresses social, cultural and racial issues in design, preservation and planning for underrepresented communities; expand beyond western/Euro-American approaches to each program's content;

acknowledge how disciplines have had a negative impact on communities of color, define program-level learning objectives regarding skills students need today to work with people with differing viewpoints and an awareness and sensitivity differences as it relates to their profession;, etc.)

Unit Goal 3: (Strategic Plan 2.1, PRAC, & OVPI) 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.
- 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 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. (UGA 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 viewpoints.
	Share resources such as syllabus development and other educational materials used in teaching.
FY2023	Number of CED Upper admin and program administrators who have Certificates in DEI
	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
	Encourage faculty and staff diversity training/certification. (PRAC)
	Evaluate incorporation of underrepresented speakers/topics in CED lecture series
	(PRAC) 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 point of view (speaker choice, topic, etc).
	(SP 1.6) Develop new online courses, degrees, or certificates that promote inclusive learning for non-traditional students.
	(OVPI) 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 point of view (speaker choice, topic, etc).
	Evaluate new CED/Program Orientation content and adjust
	Evaluate incorporation of underrepresented 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	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.
	Evaluate new CED/Program Orientation content and adjust.
	Evaluate incorporation of underrepresented 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 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 #1.4: Expand mentorship for underrepresented students

Common themes and takeaways from CED feedback on this UGA goal include:

1. Take advantage of known successful mentorship programs as model to create CED mentorship program (UGAs structured mentorship program, UGA staff mentorship program, invest more in student-professor relationships, partner with professional organizations for mentorship -GAASLA, GA Trust, etc.)

2. Support successful mentorships (create awards for faculty/staff/student mentor leadership, incentivize/reward faculty who act as mentors; etc.)

3. Mentorship program needs to expand beyond academics (assist students with life skills, understanding their role in profession after school, etc.)

Unit Goal 4: (CEI Students) Develop a mentorship plan for students that includes opportunities for faculty, students, and alumni.

- KPI 1: Number of underrepresented 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

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.
	(CEI Students) 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.
FY2023	(CEI Students) 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	(CEI Students) 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	(CEI Students) Assess mentorship opportunities and their effectiveness through surveys and town hall meetings.

Inclusive Excellent Priority II: Recruiting and Retaining Diverse Workforce to Advance our Mission in the 21st Century

The CED DEI Committee associated each of the three UGA suggested goals in the Workforce category with broader ideas focused on Commitment, Community, Culture, and Care. Our discussion of UGA Priority II focused on the recruitment/search and hiring processes, retention (Commitment), community-building and diversity awareness (Community), recognition and support for DEI-related work (Culture). Additionally, CED DEI survey feedback repeatedly underscored the importance of and need to better address acts and incidents of perceived bias, harassment, and inequity. We understand this goal to be strategically and strongly related to DEI recruitment and retention efforts. Therefore, the fourth CED Unit Goal is to improve our capacity to respond to incidents that run counter to a safe, welcoming, affirming, diverse, and inclusive community (Care).

2.1	Increase number of underrepresented workforce	**COMMITMENT**
2.2	Expand community building programs and activities for workforce	**COMMUNITY**
2.3	Expand support and recognition for workforce	**CULTURE**
2.4	Improve our capacity to respond to incidents of hate speech, negative bias (intentional and/or unintentional), or other situations to create a safe, welcoming, affirming, diverse, and inclusive community.	**CARE**

These four priorities are reflected in the four Unit Goals below.

University Diverse Workforce Goal #2.1: Increase the number of underrepresented faculty, staff, postdoctoral fellows, graduate assistants, and student workers that represent diverse cultures

Unit Goal 1: (Strategic Plan 2.1.2 and 2.1.3, PRAC) Increase opportunities, support, and new incentives for employing and retaining underrepresented workforce at various levels
- KPI 1: Number of opportunities for hiring and retaining underrepresented 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	(UGA DEI) Encourage search committee and administration, faculty, and staff, to attend training on hiring and working with underrepresented groups. (PRAC) Develop faculty mentoring program. Encourage at least one lecture or gallery exhibit to be from an underrepresented 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	(UGA DEI) Include a diversity statement to position postings. Develop an environment that will require 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)
FY2024	(SP 2.1.2) 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	(SP 2.1.3) 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 #2.2: Expand community building programs and activities for faculty, staff, graduate assistants, and postdoctoral fellows, with a particular focus on underrepresented populations.

Unit Goal 2: (Strategic Plan 3.2) 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

Our discussion of this goal focused on the typical recruitment/search and hiring processes, from search committees to screening/review, to hiring processes:

A. Recruitment/Hiring:

Ensure that advertisements for new positions are strategically circulated via channels that will reach diverse and underrepresented communities. In terms of operationalizing this, perhaps actions along the lines of the following:

> 1. Create a Go-to Resource Document. Someone (DEI committee) could search for and identify groups (like NAMLA), or sub-groups in APA, ASLA, NTHP, that might be strategic partners for recruiting. The resource document could be used when we need to fill a position. We might still want the Search Committee to consult with the DEI committee (seems like we're assuming this becomes a permanent, standing committee), and/or ask them to look beyond the list provided. But at least this would be a good starting point. This could be the kind of project that a graduate assistant could work on. The "Resource Document" might also identify individual _alumni_ from _all_ backgrounds who also may be able to help us broaden our applicant pool. We should see our alumni as potential allies.
> 2. Expand this idea beyond just faculty positions, as we are currently, and will in the future, be looking for communications professionals, IT professionals, accountants, librarians, etc.
> 3. Develop a system that ensures that search committees work with the DEI committee to broaden the search–i.e., ensure that the resource document is actually utilized.
> 4. Ensure that the budget is sufficient to advertise in strategic diversity "niches." We contemplate the idea of diversity "hot spots," similar to the concept of "biodiversity hotspots". While it may cost more to advertise more inclusively, we believe it is good for our plan to acknowledge that intentions: if they are real and are truly meant to be fulfilled, they need to be supported by a commitment of resources.

B. Screening/review:

Promote and Increase (encourage and reward?) awareness on DEI issues and training opportunities (e.g. unconscious bias), including those from Office of Institutional Diversity.

ACTIONS here:

1. Implement a service agreement with the UGA Office of Institutional Diversity to complete the "Certificate in Diversity and Inclusion - Pathways."
    a. https://diversity.uga.edu/about/campus_resources/
    b. https://diversity.uga.edu/faculty_and_staff/group_opportunities/
2. KPIs would include number of faculty, staff, and students who complete either of these approaches (or both):
    a. A certificate. Office of Institutional requires a minimum number of participants (15), over 2-3 years. This would require a CED administrative commitment of support, incentives, and continuity. Complement this with

short annual thematic sessions (1-2 years)
https://diversity.uga.edu/faculty_and_staff/individual_opportunities/)

      b. We commit to the "Pathways," and also set up one or two educational sessions. These are meant to be tailored to some specific issue and could open the door for some creativity.

3. Require DEI training for people serving on a search committee. Work with the UGA Office of Diversity and Inclusion for additional, more substantive resources on DEI training for hiring/retention processes.

4. Encourage and reward faculty, staff and student worker) participation in the UGA Office of Institutional Diversity's <u>individual</u> opportunities: Certificate in Diversity and Inclusion; and Dialogues in Diversity.

<u>C. Retention and Support:</u>

- Create an advocate group that act as mentoring and advocate body for workers (whether is faculty, staff, or student workers), also charged with other related tasks such as:
  - o Welcome committee when we have new hires in the College
  - o Developing mentoring, advocacy, and support strategies, particularly for new hires that need to set up and integrate into the community.
  - o Assist and act as advocates when internal or external incidents (e.g. Denmark) occur, advising on the appropriate channels to report these

  - o Conduct an assessment of salary compensation, workload, and full recognition (mentoring, PhD, theses, practica, student groups, alumni, job training, and many other ways to contribute/service to CED, UGA, and community at large.

Annual Targets:

FY2022 Baseline	Conduct a DEI climate survey and meetings with faculty, students, and staff, and solicit their opinions on expanding programs and activities as part of the DEI engagement process.
FY2023	(SP 3.2) Develop tool to track the number of students and location of engagement. Designate faculty leaders to work with CCDP. (SP 3.2) 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	(SP 3.2) Promote opportunities for students and faculty to engage with rural and underserved communities through dissertations, theses, and capstone projects. (SP 2.4.1) Increase number of news releases on underserved and rural community engagement.

University Diverse Workforce Goal #2.3: Expand support and recognition for faculty and staff diversity and inclusion efforts

Unit Goal 3: (Strategic Plan 2.4, 3.3.1, 3.3.2, 1.2, and PRAC) 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.
	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	(SP 1.2) Increase number of awards and recognition submissions, especially from external organizations. (SP 2.4.1) 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	(SP 2.4.1) 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: Reported incidents of perceived bias, harassment, and inequity.
KPI 2: 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.
FY2024	Continue to track reported incidents, and update protocols as needed. 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, and update protocols as needed. 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 #3.1: Increase institutional visibility in the educational pipeline of underserved communities

Common themes and takeaways from CED feedback on this UGA goal include:
1. Do outreach projects where you want to recruit students, and involve them in projects.
2. Revive Design Camp for an on-campus immersion in CED.
3. Develop a Workshop Kit for CED students to take to middle/high schools.
4. Collaborate with partners in their ongoing work for underserved communities and support their efforts (Historic Athens, Athens Land Trust, NAMLA, GA ASLA).

Unit Goal 1: (Strategic Plan 3.2.1) 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	(SP 3.2.1) Determine how UGA defines "rural" and "underserved" communities; compare with our CED Outreach data to align categories and establish baseline.
FY2023	(SP 3.2.1) Develop tool to track number of students and location of engagement. (SP 3.2.2) Identify classes and outreach opportunities eligible for Experiential Learning transcript and S-suffix designation.
FY2024	(SP 3.2.1) 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	(SP 3.2.1) 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 #3.2: Build awareness of partnerships and outreach with diverse communities

Common themes and takeaways from CED feedback on this UGA goal include:

1. A need to do a better job of communicating our work and its impact on diverse communities we work with
2. Increase faculty/staff/student capacity to develop and undertake more outreach projects for diverse communities.

Unit Goal 2: (Strategic Plan 3.3.1, 3.3.2 & PRAC) 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	(SP 3.3.1) Identify faculty webpages that need enhancement.
	(SP 3.3.2) Measure engagement stories/posts to establish baseline. Explore Evaluation and Assessment tools for outreach projects.
FY2023	(SP 3.3.1) Ensure all faculty webpages showcase community engagement projects. Create an interactive map of outreach projects based on readily available content.
	(SP 2.4.1) Create a communications/marketing position, as funds permit. Hire a communications director.
	(SP 3.3.2) Include monthly news releases and social media posts about engagement.
	(SP 3.3.2) Pilot outreach assistant to support service-learning courses with projects [in rural and underserved areas that need logistical and design support.]
FY2024	(SP 3.3.1) 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.
	(SP3.3.2) 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.
	(SP 3.3.2) Develop handbook on engagement for CED faculty to assist in logistics planning and funding acquisition, offsetting student costs for travel, meals, etc.
FY2025	(SP 3.3.1) Demonstrate increased showcase of CED engagement efforts on website, in faculty webpages, and all CED communications.
	(SP 3.3.2) 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 #3.3: Expand experiential learning opportunities for students in rural Georgia and other underserved areas

Common themes and takeaways from CED feedback on this UGA goal include:
1. Promote volunteer opportunities for and with groups working in underserved areas
2. Partner with PSO units/Extension on projects
3. Prioritize projects in rural Georgia
4. Incentivize working in rural and underserved areas.

Unit Goal 3: (Strategic Plan 1.1 and OVPI) Expand experiential learning opportunities for all students in rural Georgia and other underserved areas. (DEI modification of SP 1.1)
- **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	(SP 1.1) 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	(SP 1.1) 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.).
	(SP 3.3.2) Pilot outreach assistant to support service-learning courses with projects [in rural and underserved areas that need logistical and design support.]
	(SP 3.3.2) Develop handbook on engagement for CED faculty to assist in logistics planning and funding acquisition, offsetting student costs for travel, meals, etc.
FY2024	(SP 1.1) 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.

	(SP 3.3.2) Create graduate assistantship for outreach to logistically support service-learning classes [working in rural and underserved areas] if funds permit.
FY2025	(SP 1.1) 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. (SP 3.3.2) Incentivize community engagement as faculty research (e.g., in the research seed program, as funds permit).

University Partnerships Goal #3.4: Improve and expand communications with community partners regarding the University's diversity and inclusive excellence commitment

Common themes and takeaways from CED feedback on this UGA goal include:
1. We should demonstrate a commitment to diversity and inclusive excellence FIRST before focusing on communicating it ("Demonstrate success, not just principles")
2. Maintain a two-way dialogue with community partners to inform them of our work
3. Support community partners' work through volunteer action as evidence.

Unit Goal 3: (SP 2.4.1) 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. (DEI modification of SP 2.4.1)
- **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 communities. Measure CED faculty/staff/student participation levels in community partner organizations that relate to diverse and underrepresented communities.
FY2023	(SP 2.4.1) ~~Survey current CED efforts.~~ 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. (SP 2.4.1) Create a communications/marketing position, as funds permit. Hire a communications director. Develop relationships with CED faculty and staff with 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	(SP 2.4.1) Develop a comprehensive marketing and social media policies. Comprehensive website upgrade, especially faculty research page.
FY2025	(SP 2.4.1) 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 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 students¬- Students from groups who have been traditionally underrepresented in higher education, this would include (but is not limited to) racial/ ethnic minorities, first-generation college students, students with disabilities, and students from lower socio-economic households. Underrepresented typically means that as a group, the percentage of the population of that group within a specific context is lower than their percentage of the population in the state, region or country.

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

Additional CED Terminology Working Definitions
(from Georgia Southern University)

As defined by the Americans with Disabilities Act, a **"person with a disability"** is someone with a physical or mental impairment that substantially limits one or more major life activities, such as walking, seeing, hearing, or concentrating. The documentation provided regarding the disability diagnosis must demonstrate a disability covered under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) of 1990, amended as of 2008.

Equity refers to fair and just practices and policies that ensure all campus community members can thrive. Equity is different than equality in that equality implies treating everyone as if their experiences are the same. Being equitable means acknowledging and addressing structural inequalities — historic and current — that advantage some and disadvantage others. Equal treatment results in equity only if everyone starts with equal access to opportunities.

Inclusion refers to a campus community where all members are and feel respected, have a sense of belonging, and can participate and achieve their potential. While diversity is essential, it is not enough. An institution can be both diverse and non-inclusive at the same time, thus a sustained practice of creating inclusive environments is necessary for success.

Ambient Belonging is the feeling of being comfortable, accepted, valued and included in spaces.

Implicit Bias refers to the attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control.

Historically Underrepresented Groups refers to groups who have been denied access and/or suffered past institutional discrimination in the United States and, according to the Census and other federal measuring tools, includes African Americans, Asian Americans, Hispanics or Chicanos/Latinos, and Native Americans. This is revealed by an imbalance in the representation of different groups in common pursuits such as education, jobs, and housing, resulting in marginalization for some groups and individuals and not for others, relative to the number of individuals who are members of the population involved. Other groups in the United States have been marginalized and are currently underrepresented. These groups may include but are not limited to: other ethnicities, adult learners, veterans, people with disabilities, lesbian, gay, bisexual, and transgender individuals, different religious groups, and different economic backgrounds.

Underrepresented Minority Groups are defined as a group whose percentage of the population in a given group is lower than their percentage of the population in the country. A working definition of a URM is someone whose racial, multiracial or ethnic makeup is from one of the following: African American/Black African/Black, Hispanic or Latinx, Native American/ Alaskan Native, Native Hawaiian or other Pacific Islander.

A term coined by Amado Padilla in 1994, **cultural taxation**, is used as a way of describing the unique burden placed on ethnic minority faculty in carrying out their responsibility to service the university. He defined "cultural taxation" as the obligation to show good citizenship towards the institution by serving its needs for ethnic representation on committees, or to demonstrate knowledge and commitment to a cultural group. Often, employees who identify as underrepresented minorities sit on many more committees than is required of them and this extra service and increased workload goes unrecognized.

Racial Battle Fatigue is the result of constant physiological, psychological, cultural, and emotional coping with racial microaggressions in less-than-ideal and racially hostile or unsupportive environments.

Access refers to a freedom or ability to obtain or make use of something.

Allyship is an active, consistent, and arduous practice of learning, unlearning and re-evaluating, in which a person holding systemic power seeks to end oppressions in solidarity with a group of people who are systemically disempowered.

Privilege is any unearned benefit, right or advantage one receives in society by nature of their identities.

Social Justice refers to justice in terms of the distribution of wealth, opportunities, and privileges within a society.

Respect is a feeling or understanding that someone or something is important, valued and should be treated in a dignified way. (from Colorado State University)

Justice is "...the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects." —Principles of Community

Community Input Received via Qualtrics Poll

CED Diversity & Inclusion Excellence Plan_2022 April

April 26th 2022, 11:06 am EDT

Note: Survey results are presented as submitted. However, instances of personal attacks against named persons have been stricken from the record.

Q49 - Please choose one or more of the following groups that you consider yourself to belong to:
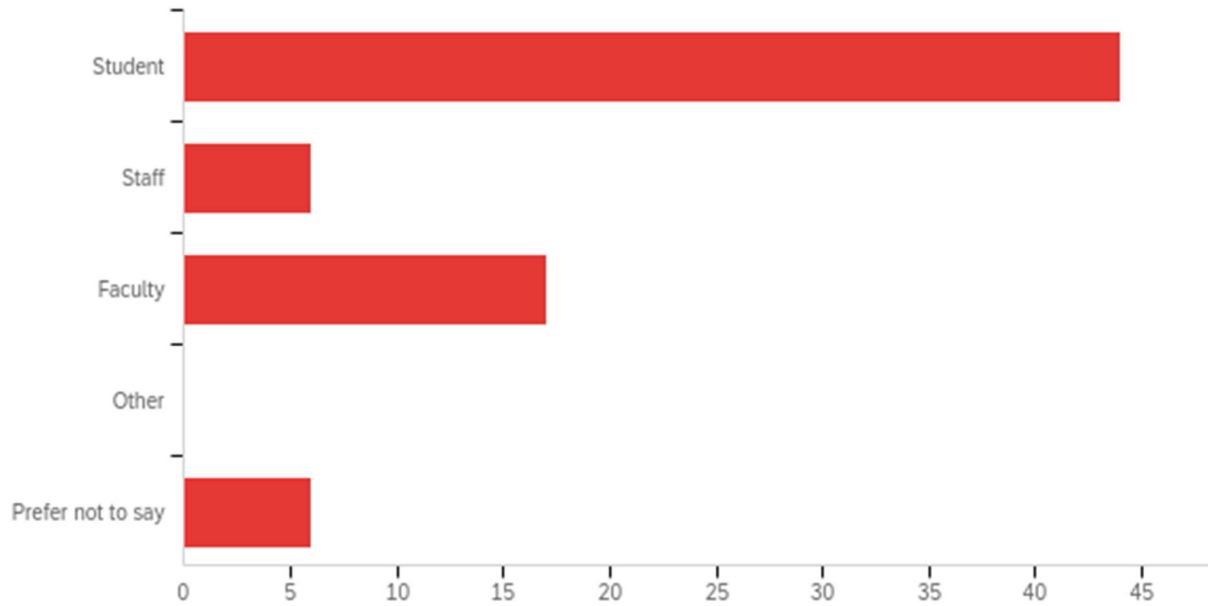
#	Answer	%	Count
6	Student	60.27%	44
7	Staff	8.22%	6
8	Faculty	23.29%	17
9	Other	0.00%	0
10	Prefer not to say	8.22%	6
	Total	100%	73

Goal 1.1 Increase enrollment of underrepresented students at undergraduate and graduate levels:

Combine the best of Experience UGA, Design Camp, and Foundations in Design (i.e. Arcollab's afterschool venture at Hillsman Middle that CED participated in) programming to offer a taste of CED education to interested middle/high schools. Revive CED Ambassadors to play this role. which should be student-presented. Host surrounding high schools (start with related clubs if entire grades is daunting) and take the show on the road to farther away schools. Perhaps a workshop "kit" could be created to plug-in a schools visit when service-learning classes are already working in a community?

I'm going to be very honest here: I've been a part of multiple student organizations that are addressing DEI issues, and I currently have little faith that the CED will implement any strategies effectively. In my opinion, recruiting underrepresented students should not be the first priority (recognizing the order of these in no way suggests that it is the current priority.) My impression is that current thinking is that new underrepresented students, especially students of color,will increase the equity and inclusion of the department by existing in the college; however, increasing the equity and diversity of the college is NOT the students' job. It is a part the professors and staffs' jobs. You may be researchers but you are also educators.   I have seen that the POC in my department are tokenized, and their ideas are not being heard, and often their leadership isn't being recognized.   I think that recruitment for students of color is extremely necessary, but strategies should be a part of a retention and placement strategies within the college. There should be more surveys that should actually be shared and promoted by the college.

1. CED has long participated in the Experience UGA event where students from the Clarke County School District come and learn about UGA and CED. I think CED could take on more such events like this to provide an opportunity for those in underrepresented groups to learn about opportunities within CED. A lot of the issue with representation in CED and landscape architecture/urban planning/etc. is simply lack of awareness of what it is. So by actively promoting it, specifically within underrepresented communities could do a lot to help potential students realize that this is even a possibility for them. Maybe having an annual or biannual open house where CED hosts high school and early college students and gives them an opportunity to learn about the majors and meet students and professors within the majors. During these opportunities would also be a great time to talk about the many scholarships that CED offers to students. 2. Improvements to the CED buildings to make them more welcoming to those with physical disabilities. The situation at JSB and other buildings are not welcoming to those with physical disabilities. The current situation is accessible but absolutely not inclusive or welcoming.

(1) Do active recruitment in high schools with diverse student populations. This might skew toward urban schools, however, so ... another or alternate strategy might be to recruit among community colleges -- urban and rural. This could be extended to HBCUs. The goal here would be to recruit potential transfer students. It would be key to also have additional support for them ...   (2) look at ways to facilitate transfer of credit for coursework done at a previous institution.

Hire more faculty of color, specifically black professors, who can serve as mentors for students of color or at least show the college's efforts to be inclusive even in faculty roles. Also, hire a Director of Diversity and Inclusion for the college who can recruit and support students of color while they attend our programs. Preferably, these would be separate roles, the director would remain as a staffer, while professors can be focused on teaching and their research interests. To attract students of color and to retain them, it is best to show that there is support and representation from the faculty/staff. Train current staff on how to be more aware and considerate about the experiences of underrepresented students. Not just an HR video, but invite staff from UGA's Office of Diversity, Equity, and Inclusion to give lessons and input, also to help plan responses to when there may be acts against underrepresented students. Incorporate more lessons in classes or studios that deal with underrepresented

populations in the built environment. Being more critical that landscape architecture, preservation, and urban planning has mainly served white, affluent communities throughout history and addressing this in lessons. Encourage curriculums that address social, cultural, and racial issues in design, preservation, and planning for underrepresented communities.

More outreach to local schools to get students interested in the field while they are applying to colleges.   Increase financial assistance for underrepresented students to help bridge financial barriers.

Give them money. Like show that you want to help these students financially.

Representation in staff members or leaders at the CED.

Increase representation of underrepresented communities in faculty positions and teaching material. The faculty at CED is extremely white, hiring more faculty from diverse background will show that people from different backgrounds are welcome at CED. Also, landscape architecture, planning and historic preservation are white-dominated fields. Make sure that teaching material includes perspectives from underrepresented communities so that they are included and valued. For graduate students, outreach to HBCU undergraduate students and offer them generous graduate assistantships. Extracurricular programs within CED (charettes, community session, etc.) that engage directly with the Athens community, particularly communities of color.

Expand outreach in the Athens area and at local schools to recruit locally. Host more school field trips, etc. in the CE+D to recruit folks from across the state.

Connect with HBCU in the state and region

Bachelor's program in planning, degree programs that fit in with a full-time work schedule, outreach to local high schools to promote the degree programs and fields of work

Expand existing outreach programs (design camp, high school tours) to beyond Clarke county. We could start with Atlanta then move outward to counties that receive less opportunities because they are rural.

Recruiting at high schools state-wide, especially those with high populations of minority students

Visit local community churches and schools with brochures about the CED opportunities. Discuss internships.

Make a list of target locations either in Georgia, in the Southeast, or in the US/abroad and send marketing materials to high schools in those areas to get students to start thinking about landscape architecture or a design-based career.

Going to Clarke County High school or to other High Schools in Georgia with faculty and students that well-represent the people they're speaking to. Outreach events that show the Landscape Architecture Program at UGA isn't solely for white people would be nice, and I think successful in making more people from all walks of life feel welcome.

Not make racist comments to students. Hire faculty that represent diversity.

change the descriptions of coursework to relate more toward diverse groups. change courses to cover specific things that relate to underrepresented cultures for more than just single classes.

Advertising the program to indigenous Americans.

Perhaps participate and organize community events, reach out to local high schools to promote an interest in design and preservation. The Georgia Technology Student Association also has some competitive events that relate to CED

studies/careers- getting more involved with them via volunteer judging, event sponsorship, or even just presentations at their annual conference IN ATHENS could be an example of how to do that.

I think just increasing awareness of the CED on campus would help a lot! Partnering with student organizations to host events that are *outside of the JSB* would be very helpful I think. Especially within the art school and engineering. Mark Callahan runs Ideas for Creative Exploration and would be a good person to talk to-- ICE tries to connect students from different disciplines to collaborate. I also think it would make a difference to have more faculty members of color, especially Black professors. Outreach to local high schools could also help a lot. If I had known that landscape architecture was a profession when I was in high school it would have changed a lot of things for me.

I think the school can reach out to places outside of ecology and stress our responsibly to social and public spaces to help potential students to realize that variety of paths they can take in this career.

for undergraduate programs: actively recruit high school students of color, actively recruit from high schools in low income areas, actively recruit from professional development and art programs in communities of color and low income areas, collaborate with student organizations and community centers to attend career days or offer trainings / for graduate programs: actively recruit from historically black colleges, outreach to student organizations focused on students of color and queer and/or trans students to attend career days, offer professional development workshops, conduct mock-interviews, guest lecture classes, etc

Better advertising of career path to Athens-Clarke County Schools, Less up front cost of materials/ provide materials for first studios, Provide better discounts for computers,

Increase outreach efforts to underrepresented groups (either in high school or non-traditional community members) and rethink how the program is marketed. From my personal experience, urban planning, landscape architecture, and historic preservation are not well understood fields and may discourage those who are already underrepresented in academia from engaging with these disciplines for degrees. For example, students may not encounter the link between ecology and landscape architecture and pursue a degree in environmental studies or sciences. In terms of outreach for currently enrolled students, the college should advertise our classes in entry level environmental, policy, and geography classes. JSB and Tanner are on the outskirts of campus and most students are not likely to enter these buildings without a reason. To recruit students, use untraditional advertisements. Where are planning, preservation, and landscape projects occurring for underrepresented groups? Think beyond a high school college fair, UGA website. Invite high schools with underrepresented populations to UGA for a "Design Weekend" where we showoff the program. This should be highly subsided or completely paid for by the college. Jobs in these fields are highly marketable and have practical applications that could be attractive for potential students looking for a well paying job after a 4-year degree. Creativity and innovation are important, but job security and ability to provide for a family may be equally, if not more important, for underrepresented groups. Make the master programs flexible for non-traditional students who need to pursue while working, similar to MPH night classes. Additionally, when a class goes into a community to work on a project, we should advertise the program to the people within that place trying to do this work.

advertise at student community centers like tate, dining, or housing

Advertise the program more at orientation. Do outreach programs to high schools to advertise the program, especially at rural schools.

Advertise well to the underrepresented demographics that CED could help them pursue their career in the landscape architecture and planning. Support them with grants or funding to apply to UGA CED.

market this major - maybe visit high schools all over ga for this? It's hard to represent in a major when most people don't even know anything about landscape architecture. Something more feasible might be expanding programs

here at UGA similar to experience UGA in the CED but allow more than just Athens / Clarke county to come for the few days to learn about LA.

Go to high schools in lower income areas and speak about landscape architecture. More scholarships for underrepresented students

Outreach and getting the word out about LA is a start, maybe talking to schools and students about LA so they know it is an option when they get to college. Also, increasing enrollment is great, but I think the CED needs to focus on retaining the underrepresented students that do enroll. Take a look at the number of black students who enroll first year, for example. How many are still in the program for their second and third years? Having professors of color and successful landscape architects who look like them to talk to might help increase their retention.

Visit underrepresented community schools

Spread the word better through campus recruitment offices about landscape architecture.

Outreach to high schools which are made up of primarily minority demographics.

Make groups like NAMLA a priority and advertise them proudly when recruiting students

Make the CED and Denmark hall accessible to people with disabilities without having to go outdoors or be carried to a different floor.

Hire diverse faculty and bring in diverse speakers. Outreach to HCBUs for grad school programs. Outreach to diverse high schools.

convince UGA undergraduate admissions to admit more underrepresented students and offer financial assistance.

Directed scholarships

Hiring/recruiting faculty members that are representative of more diverse backgrounds.   Following diversity protocols similar to what the Rhode Island School of Design (RISD) did in the wake of George Floyd's death.

Lower class costs, allow students to opt-out of buying material packages. Teachers consider alternatives to materials (if we're going to draft only once, don't require drafting materials for class).

I think having access to past students who are within a similar demographic may help. The now students can then ask the past students about their experiences and get advice. Also, combining or collaborating with other design-based majors as then the pool of connections grows

Any College administrator who is contractually assigned the duties to serve as the official College Student Recruiter must earned a Certificate in Diversity and Inclusion. This certification is offered by the UGA Training and Development Department. Earning the certification on Diversity and Inclusion for students recruiters was recommended by the UGA Office of Institutional Diversity's Advisory Council members.

Target recruitment to diverse high schools (Drew Charter school in Atlanta, for example). Reinstate the summer "camp" that Brad started with the BLA's but make it about how students can change their neighborhoods (empowerment through design). Create a Design Action certificate (or classes). Student ambassadors Would NAMLA like to to do outreach at high schools? Create promotional materials (and think about the website) that reflects projects underrepresented students might be more interested in.

Increase recruitment in high schools

Landscape Architecture is considered by some as an expensive major due to the costs of the supplies. CED could provide majors with supplies or with means by which students could get supplies for a lower cost.

what if we got together with other design fields, the visual arts, sociology and ecology and do a recruitment bus around the state --sort of a pop-up thing where we would be one of a group who camped out in a park and had a recruitment fair? What is we had a ZOOM recruitment fair? Or a fair that offered a weekend of design thinking fun projects included sketching and drawing, other activities. Packet of essentials sent to each participants home so that lack of stuff does not deep anyone from participating?

Try reaching out to school districts in areas where kids typically don't choose CED; same for the colleges/universities

This is a really important goal, and it ought to be measurable and realistic. I suggest taking stock of the average number of underrepresented groups from the last three years for any given program and then attempting to raise that by a certain percentage over the next five years. So, if a program was 10% underrepresented students (average over the past 3 years), our goal for the next three years might be 15%.

Measure percentage change or as few folks we are attracting use whole number of students

collaborate with alumni from said groups on how best to attract these individuals.

Goal 1.2 Increase need-based student scholarships for undergraduate and graduate education:

Reconsider the practice of not awarding assistantships to first-year graduate students. New students could be given administrative tasks (like working in the library or assisting with Communications/PR/Events), and second-year students could apply for skill-heavy GAships like with Archway, CVIOG, and CCDP.

In the MHP department, most graduate students are going long on their thesis, which is costing them financially, both in terms of tuition but also in terms of salaries; however, currently all CED funding is for There should be a fund to help students who are with barriers to help pay tuition.   I also think that currently the MHP and MUPD curriculum is not optimized for outside funding sources for travel grants or other thesis funding opportunities. I think that having the research course should be in the Fall, or students should be assigned a chair who can help them search for funding.

One of the things I love about CED is the amount of scholarships available, despite it being a fairly small college. It seems like CED actually already has a good amount of funding for scholarships both for graduate and undergraduate students, and maybe a portion of that funding can be earmarked for underrepresented/need-based students. My understanding (which may or may not be correct) is that the scholarship committee typically tries to distribute scholarship funding in a fairly equal way. For example, pretty much everyone that applies gets at least something like $500-$1000. I think this is great, but for some students, particularly lower income students may still find it difficult to make it work. It would be great if it's possible to give full funding to students who have a demonstrated need and who have demonstrated success. And even multi-year awards I think would go a long way, because the year-by-year awards introduce a level of uncertainty. If you know from the start what to expect for your two- to four-years in the program, then it is a lot easier to plan for!   Perhaps this is already a thing that is happening, and I'm just not aware of it. But if that's the case even just better advertising would go a long way.

Building on the above, create scholarships that are especially tailored to helping students who may come from another institution via transfer. This could help ease the financial barrier that exists for many under-represented students -- not just those representing ethnic or racial minorities, but also those coming from poorer households,

6

rural communities, LGBTQ youth (who disproportionally lack lack financial and other support from family). We would need to embark on an actual effort to increase the amount of funds available to use in this way. Perhaps a fund-raiser event? With the specific purpose of raising money (and awareness, generally) for this kind of student financial support?

A fund to help pay for field trips for students who cannot afford the travel (gas, meals, taking off work). It seems the typical solution for students who cannot afford is to make the field trips optional, but then the students lose out on opportunities to learn outside the studio, meet other professionals, and gain new experiences.

Allocate more funding to need-based student scholarships. I feel like the college has plenty of funding and more of this money could be distributed to students. Especially since paying for college is the main barrier for most underrepresented students.

Hate to say it but when it come to picking the scholarships maybe asking if they belong in these groups and help prioritize them. Or just make scholarships just for these groups.

Post flyers about scholarship opportunities available.

Create a specific CED scholarship to go to students from underrepresented communities, if there is not already one.

Give students that are disadvantaged priority when being considered for CED scholarships.

Focus on Georgia residents

Ask existing donors to convert their scholarships to need-based.

The scholarship committee would better know how to do this. Possibly having more than one round of scholarship applications per school year

Assist students who are willing to write grants with their goals... Devise a plan to include paid internships into grant applications, where applicable.

I've heard many faculty say things like "There's so much extra money lying around. Please apply for the scholarships!" If that's true, maybe better budgeting on y'all's part would go a long way to allot more money for need-based scholarships.

Have advisors that search for funding. Increase marketing and alumni connections

For graduate education, assistantships are more help than scholarships due to the extremely high cost of out-of-state tuition at UGA. Offering more assistantships and making out-of-state tuition waivers standard for all full time graduate students, as it is at many other graduate schools, will help with this. Making scholarships available to first year students would also be helpful, especially to those in their second semester when there is a lack of funding available.

We could have fundraisers! for example, where people bring their own shirt and we help them dye it with plants. Creature Comforts has been known to allow students groups to host fundraising events there. I especially think NAMLA needs to have some funding from the college so members can attend conferences.

More community involvement. I think showcasing more student projects and reaching out to landscape magazines and local papers to show the projects we are working on in the CED would benefit the program greatly and give potential donors more reason to invest in this program.

secure funding from donors and earmark those donations specifically for scholarships for students of color and/or trans or queer students AND publicize those opportunities to existing students and incoming students

There should be a reimbursement fund for site visits. From my conversations with graduate students in other departments, reimbursement for travel is at least an option on the table for a research trip or required travel. In my personal experiences, CED professors do not even TRY to offer reimbursement for gas or provide information on how to go about this through the university. Please, please, please do better for your students as professors. Site visits are a must and great part of this program, but can be financially straining for students, especially if it is a multi-day trip or requires additional costs of hotel, etc. Inflation and gas prices are only increasing, and some required trips may be cost-prohibitive. Offer scholarships/graduate assistantships for INCOMING students!! Make the programs affordable from the start. If a graduate student can know they do not need to take out $5,000-20,000 in loans for the first semester depending on in-state or out-of-state tuition. Make this a non-issue and become more attractive to potential students. This plays a large part in deciding where to attend graduate school, and may turn students away from our program without confirmation a GA position is available.

Offer scholarships to purchase class supplies for students who can't afford them. Or offer program for students to pay back the cost of class supplies throughout the semester (students who can't afford to buy all the markers at once may be set back in drafting classes).

Support them with grants or funding to apply to UGA CED.

Money through fundraising to have enough for scholarships could be done though CED students doing some type of art festival / fair potentially and collaborating with Lamar Dodd to achieve this. Reaching out to donors might also help obtain this money to provide for scholarships. Scholarship info sessions might be helpful for students who don't know this scholarships exist / workshops helping them apply / fill out the applications would be nice. Any assistance in informing and assisting the student body throughout this process would be helpful.

$$ from donors, alumni, firms that want diversity can donate

I know there are a ton of grants out their that the college and organizations within the college can apply to, so maybe having scholarships through them that are easy to find and apply for would be helpful. I know CED scholarships are a bit confusing sometimes, so maybe also having workshops or a webpage that details how to apply for some of these scholarships would be helpful.

Reach out to alumni for money

First, it would be beneficial if administration would be active about seeking out funding to provide assistantships and generally creating a functional assistantship system. The MLA and BLA coordinators are responsible for seeking out and securing such funding and educating themselves about opportunities for students. This is currently not happening so this is a vita first step. There also seems to be no organization of need-base involved in some awards students receive. Some scholarships require fafsa be shown or utilized which evens the playing field and could be done for every award.

Fundraisers which are a paid event where all of the money goes toward the creation of a scholarship. For example: skate night and charge everyone $5 to get in and the money goes towards a scholarship creation.

I feel like a lot of times the students that demonstrate the most financial need still get lower value scholarships. CED gives a travel scholarship that is larger in value to the "top student who doesnt apply for scholarships"- This is ridiculous. The money should go to the people who demonstrate need and support themselves.

Fundraisers, reaching out to alumni businesses for donations, adding financial aid to the merit qualification for graduate student assistanships

fundraise

Development of more industry spanning relationships

Assistantships and/or renewable scholarships for students that come from low-income backgrounds or have demonstrated work experience that promote equity and diversity in the profession.   Funding for thesis projects that are about diversity and inclusivity.

Give more emails and reminders about scholarships. Have a scholarship board with physical listings of scholarships and how students can apply. Update CED website

I am not sure how to get the money, but dividing up the money to where each need-based student gets some money as opposed to one getting a large sum of money may be a better approach.

Having an individual who is contractually assigned the duty to seek out donors for scholarships that are uniquely tailored to traditionally "low income students of color" is the first step. This individual must commence the challenging task of locating and engaging the "leadership" among the members of the "community of color." Ones the leaders are located, the scholarship recruiter must engage them in a conversation about what is so important to support the "low income" students pursuit to earned a higher degree. The scholarship recruiter must ensure the donors that their sponsorships for scholarships are exclusively tailored to aid the traditionally "low income students of color" in order to gained the donor's trust in giving away money to the college for such use.

Yes! I don't know how to do it, but it should be done.

Increase fundraising

CED could raise funds specifically earmarked for named need-based scholarships. Scholarships are included under the umbrella of CED's fund raising goals, but a donor may be more likely to give to a specific scholarship of this purpose. Naming the such scholarships could be helpful in identifying them to donors.

See 1.3 But really -- all it is is the dedication to have a capital campaign to do it. We have not taken advantage of the existing not-for-profits that say fund NPR or other worthy causes because we have not had the commitment to look at this issue and make a commitment. what if we took the next five years and really pushed donations to a particular fund to reverse the historic white male domination of our fields?

Have undergrads applying for CED to write essays about themselves, why they are interested in the college, and what it would mean for them to be accepted into the program. These could possibly be shared with donors, organizations, etc. who provide need based scholarships. This would be beneficial for both CED, and the individual/organization who provided the scholarship. Both would be helping a student achieve their goal, and should feel good about doing something positive for someone.   Grad students could also write some sort of essay based on thesis, research, field study, etc., and this could also be awarded the same way as the undergrad scholarships. The grad coordinator write up an announcement with details of a scholarship program.

The key here is likely working with Jennifer Messer on the creation & funding of those (potentially named) scholarships

Rural GA is underrepresented, so continue to team with PSO units to recruit and raise awareness

Goal 1.3 Expand resources to promote inclusive learning environments:

Work with UGA admin to prioritize ADA-accessibility in CED buildings. We should be leaders in putting equitable design into practice.

Speaking as a returning student, I think that professors don't understand or respect students who have worked in fields outside of LA, HP, and maybe law. I found this program extremely weakness-based, not strengths-based. I think understanding and listening to students and appreciating their unique strengths and recognizing their experiences in other fields by actually listening to them and their professional expertise.

Trainings in or lectures on culturally responsive pedagogy for professors. More surveys/better advertising of surveys. Supporting student-led supply swaps. More interdisciplinary communication across departments, like proposed CED student research conference.

PLEASE hire more diverse faculty. The lack of diversity among currently is extremely disappointing, and is limiting for our learning. We need more diverse perspectives in the classroom, and among CED leadership to promote inclusive learning environments.   I know this can be difficult, and a problem across all colleges simply because the profession overall is lacking in diversity. But please make this a priority. In particular, the lack of black representation among faculty is disappointing.

I think the students' idea of a food pantry, resource-sharing program is a good one. I'm not sure exactly how to make it work, or what it could look like. But it's a good idea.   It would be great, too, if we could somehow reduce the stigma that may be associated with using resource like this. Many of our students come from fairly affluent backgrounds, and I can only imagine that the peer pressure that students from lower-income backgrounds feel to "blend in" must be pretty real.

Allowing for open discussions of diversity and inclusion among students and faculty, covering topics of student/faculty experiences within CED and UGA, diversity in the profession, reflection of DEI progress, and future action. These types of discussion should be held at least every academic year, if not more frequently, and can invite staff from UGA's Office of Diversity, Equity, and Inclusion. If there is ever an upsetting event, like the recent racist vandalism, reach out to students to reassure them that there is a support system for them. Be open to talking about the incident so it allows underrepresented students to feel like it is being taken seriously and allow them to feel comfortable talking about how it affected them. Also, being more vocal sends a louder message that racism will not be accepted from anyone and make others aware of what is not acceptable on campus, discouraging future behavior.

Refer to the Lettus Collective CED Student Report. They have gathered and synthesized incredibly valuable information from students across all programs at CED.

Have clubs or events catered towards them

Methods of which information is taught; such as instead of an in class lecture, learning outside. I think developing the CED outside space would promote more inclusive and more dynamic learning.

Recruit students at central places like the Tate plaza where a large portion of the student body frequently visits. Increase outreach to the entire student body.

Put together a student advisory board to get concensus on specific initiatives. Allocate an annual budget to the implementation of the initiatives.

The most inclusive learning environment is created by faculty that has a clear understanding of the importance of inclusivity. We need to have meaningful DEI programs for faculty that promote a genuine sense of duty to our students. We also need to actively seek out faculty that are part of historically underserved populations so that students who are part of these populations will feel heard and represented.

Have emergency funding for students in tough financial situations

Find learning opportunities within the local or neighboring underserved community…

Maybe bringing in more speakers that are from underrepresented communities, having more events focused on these communities, and hiring more faculty who are from the same communities when there are openings.

Have ADA accessible spaces (shouldn't be that hard). ENSURE THAT A DIVERSE FACULTY IS HIRED

Lists of other classes from outside CED that are accepted by programs that promote other types of diverse cultural learning. Make it easier or acceptable to take a history class in the history department on african american studies, or something throguh the Native American studies courses or Latin/Mesoamerican courses that are available (provided they fit somewhat into the programs students are doing)

More intimate classrooms like Denmark 103, which is rarely used, would be nicer than large studio spaces.

I think more classes should be outside! More site visits! Experiencing the landscape! I think a first-semester survey class (or series of talks, or something) that introduces incoming students to different professors, what they study/teach, and allow for some connections to happen. Each professor could do a short presentation (10 minutes maybe) so it's not a huge time commitment, but it would help students figure out what their interests are, especially since CED's subjects is so diverse and many students come in without specific prior knowledge.

More community projects and involvement. We need to HEAR more from the community, not necessarily DO more for it. I think just realizing our responsibility we carry when designing public places for the people who live in it can dramatically change how inclusive our program is.

offer funding support for technological requirements - hardware and software; offer funding support for studio supplies; upgrade hookups in classrooms, studios, and labs to HDMI to USB-Cs to mitigate additional costs for students since most laptops all have USB-Cs; ensure all classes have Zoom links and online options for attendance

HIRE DIVERSE STAFF, Hire a minority liason

Conference rooms accessible for students to hold meetings for organizations within CED (Ex. NAMLA). If these already exist- advertise them better. Update Tanner building with better technology, lighting and outlets in the basement, please. The basement has so much potential, but needs a facelift. Training sessions on how to use technology like 3D printers, plotting machine, laser cutter, etc. for those not in a specific class utilizing these resources.

May have changed but in my second year, there was a hand graphics class that required hundreds of dollars in drawing supplies. This is a large investment especially if the student was not sure yet if they wanted to remain in the major. Perhaps keeping a community supply available with just recommendations to get your own supplies would be more financially inclusive.

Advertise more to high school students and underclassmen! The program is hard to find and not much is known about the program if you don't know anyone in CED. Also, recruit teachers from different ethnic backgrounds and teachers from rural backgrounds.

Engage more opportunities with the local communities for students to have a more inclusive learning environment.

Being able to provide students with technology and/or the money to help them pay for the expensive materials our major requires would be helpful. I really like how we can check our iPads in the owens library. That was a step in the right direction. Might expand to help students purchase computers / markers, etc.

ADA Accessible Buildings

Partner with NAMLA to bring in guest speakers of color. I cannot stress enough how important it is for students to see themselves represented and have people speak to them who actually understand their lived experience. Right now, the demographics of the Professors and and other higher ups within the college are not reflective of the goals we have set for ourselves. I don't expect this problem to be solved too easily, so bringing in guest speakers might be a good start .

Help the different year levels interact more; or have the older students tell the freshmen about the different resources and different strategies they found useful

This might need some more definition. What resources are we expanding? Inclusive learning environments should mean the understanding or attempt of understanding of a student as it's base level. Meeting students where they are is necessary to do this. More communication amongst faculty and staff regarding what students have learned would help there be less communication about a students level. Also an attempt to diversify past western landscape architecture is desperately needed in all programs.

Make use of outdoor space with the addition of outdoor classrooms. Fun!

Recording all lectures, funds application for computers that fit the program recs, funds application for studio course packs (upwards of $400), model supplies

Student lounge

Not sweeping hate speech under the rug like what was done with the happenings outside of Denmark. Students, including myself, are extremely angry with CED leadership about that. There should have been some kind of town hall or group therapy option for students that were hurt or offended.

Library should have physical resources for check-out, much like how tech is run now. Resources may include markers, pens, drafting materials such as T Squares and tape, etc.

Having more open workspaces, combining or collaborating with other design-based majors

Having an individual who is contractually assigned the duty to seek out donors for scholarships that are uniquely tailored to traditionally "low income students of color" is the first step. This individual must commence the challenging task of locating and engaging the "leadership" among the members of the "community of color." Ones the leaders are located, the scholarship recruiter must engage them in a conversation about what is so important to support the "low income" students pursuit to earned a higher degree. The scholarship recruiter must ensure the donors that their sponsorships for scholarships are exclusively tailored to aid the traditionally "low income students of color" in order to gained the donor's trust in giving away money to the college for such use.

I think before we answer this one, we need to find out what about our current learning environments are not inclusive, and then work to fix those problems - perhaps the students can tell us? Do we have a "safe" way that

students can let us know when learning environments are being exclusive? Maybe a way to anonymously let the teacher know there is a problem before going into "policy" procedures? Can we rethink the curricula to include perspectives outside Euro-America? I suggest including some program level learning objectives that include abilities students need in today's world to work with people with differing viewpoints and an awareness and sensitivity to differences as it relates to their profession. For each class, rethinking the curricula will probably have to be voluntary - but maybe there is a small group of faculty who want to rethink their classes? Do we need additional classes or make sure that studios address diverse populations through their projects?

Encourage faculty to attend learning sessions on curricular revision

More all-CED social gatherings may encourage more inclusiveness - something simple, casual and not any big deal to plan or adding to anyone's list, like First Friday at 4 or something like that.

In studios what if we develop the kinds of projects where students can bring their specific cultural knowledge to the table -- short or long projects that tap into tacit knowledge of each individual student. So, not only recruiting globally but also offering studio or class options that look at other cultures and ways of experimenting with possibilities. Does not have to be funding but just a bit of creativity.to still reach the learning objectives of a course. UGA is also highlighting recruitment in the rural areas and working to make their academic career here a success. . Is there any way we can piggyback or maybe even create a rural studio with other partners around campus.   We would recruit more PhD students if we had the funding to support 2 or 3 students from other cultures. Students with limited resources cannot afford our PhD program. What if we had a huge one year campaign just to endow the PhD program? We could do it for all the Masters programs too. Forget the Excellence Fund -- I have no idea where the money goes and who decides where it goes.

Seminars; set up spaces for faculty, staff, students to meet/hangout with everyone, no exclusion, everyone can mix and mingle together

Without ANY transparency, we cannot begin to answer this question

Goal 1.4 Expand mentorship for underrepresented students:

Expand our Alumni outreach to more than just those who can give endowments. Have ongoing mentorship opportunities for ALL of our programs. UGA has a structured mentorship program that we aren't taking advantage of because it is nobody's "job".

I think often discussions about this are thinking 'big lift' strategies that heavily engage alumni (I think a part of a larger strategy alumni and donor engagement), but in my opinion, there should be more focus on low-hanging fruit. An example would be intentionally investing in clubs to promote near-peer mentorship between underclassmen and upperclassmen or undergrads and upperclassmen.   Another strategy would be to invest more in student-professor relationships. Consider working relationships. Professors absolutely should have the right to hire students they think will be the best fit, but most professors in our college are not trained managers or HR. I think there are opportunities for "best practices" guides or trainings for equitable practices in hiring and interviews. Finally, networking is so, so vital to students with barriers to success. The college already offers a lot of networking events, and I imagine that will increase as we move further past the pandemic (fingers-crossed), but I think networking is a skill that must be learned, like any other soft skill. I think connecting to existing resources on learning networking and advertising them to students would help.

Perhaps partner with Georgia ASLA for mentorship opportunities? I know CED has advertised mentorship opportunities in the past, but a stronger partnership and more active promotion of such efforts could help.

I think student-to-student mentoring is important. It seems like the sort of thing that would be BEST set up and coordinated by STUDENTS, rather than imposed from the top-down. So, the focus here, I think, should be for faculty and staff to come up with ways to encourage and support peer-to-peer mentoring.   Could we offer some nominal (but not negligible) amount of funds for groups like GASLA, SHPO, etc. to tap into specifically to support mentoring? Pay for a pizza night for mentoring match-making, etc.? Create an AWARD (or more than one) that is given to a student for their mentoring, and presented as part of the annual awards ceremony, and/or graduation?   I would also like to advocate for student-to-ALUMNI mentoring. I think that could be particularly powerful.

Hire more faculty of color and a Director of Diversity and Inclusion. Better train current staff/faculty to be more considerate and aware of students' diverse background and how that can affect their experience at UGA and in CED.

Create a student/faculty mentorship program Have designated faculty (who are interested and willing) to be point-people for underrepresented students to come to with questions, advice, etc.

Hire a more diverse staff and removing those with clear bias against such groups

Actively pushing or incentivising people who could be mentors to reach out to younger CED students.

Actively reach out to UGA Alumni that can represent underrepresented students. Add communities of color and other underrepresented communities to the Dean's Advisory Council (which are all currently white individuals).

Introduce a peer mentorship program, potentially partnering with NAMLA. Hire more faculty that identify as people of color.

Hire underrepresented faculty

Multilingual staff representative of the language needs of students.

I've been setting up my students who reach out to me about DEI with other older students (my friends) that are part of underrepresented groups. This idea could be made into an official program where students sign up to either be a mentor or mentee.

Ask underrepresented alumni personally if they would like to mentor

The CED leaders could take a more active role with student projects... offering more guidance and hands on teaching... How are we protecting the heritage of underserved communities? How are all communities being educated?

Create a better and more visible mentorship program and market it throughout the college.

Hire less white faculty, and welcome more minority guest speakers and mentors.

Make a program more accessible to those with less means. (There is a lot of money needed for this program)

There needs to be some kind of program or available staff where minority students can discuss their own issues within programs that can be a safe space to discuss issues that may not be fully understood by those outside of our own cultures.

Making CED as a whole more interactive between programs. Because the MLA program is largely housed in JSB they seem more connected to CED events/culture than the MHPs.

Providing connections with mentors for thesis-path graduate students that are outside the university could be a way to do that

Mentor program that connects alumni working in the field with current students. More professors of color. More events that maybe aren't just listening to someone talk where students and faculty can interact as people and students have a chance to meet professors they haven't taken classes with.

The student advisors need to relate to the students they are representing and if they can't provide those resources there needs to be another option or a third party to talk to outside of the CED. Essentially someone to be the Human Resources of the program. If there is somebody already in this position, it needs to be made clearly known to faculty and students within the program.   A program similar to Big Brothers, Big Sisters or pairing older and younger students in the program or volunteer alumni to have a personal relationship or provide guidance to students through monthly meeting times or guided discussions. I think having experienced resources at hand outside of the education system would be very beneficial. One of the fears that I know minority students have in the CED is where they belong in the workplace after graduation. The firms and businesses that they will be working at post grad often have owners and superiors that do not have the same backgrounds or experiences as them.

establish a first year mentorship program for both grad and undergrad programs that pairs incoming students with a returning student

Create a graduate student website/profile page to link undergraduates to graduates based on interests. Most departments advertise their students on lab websites, why not us too? Make it easier to connect interests and backgrounds, or at least start a conversation. Send out an anonymous survey asking for feedback each semester to track progress on goals and ask needs of students. Keep a finger on the pulse. Check-in. Make sure your students are ok.

Advertise mentorship programs more than just in emails.

Pair older (3rd/4th year) BLA students with younger ones to help them navigate their classes. Have professors maybe conduct small group check-ins in introductory classes.

Contact with alumni or current students to connect with the underrepresented students.

NAMLA seems like an amazing new resource that could be the source of providing this to students. Student run it's an organization here at CED that is designed to represent underrepresented students. Not sure what we could do within the organization to expand mentorship but having it seems like a good start.

Connecting with firms that focus on diversity Clubs that connect students and faculty together

Pay Professors of color more and hire more professors of color. The pay of the professors is public. Also, I said this previously, but the current array of Professors, coming from the backgrounds they do, might not understand the lived experiences of our underrepresented students. This is okay, and it is important to admit that and do your best to bring in people who DO understand

Don't separate the MLA and BLA students physically by buildings. Giving BLA and MLA students a pair so that they can each share ideas with one another and help each other learn. This way, each student has a go-to for help. Also having administration not be so separated from students would be extremely helpful. Having administration involve students and actually take their advice during decision-making would prevent future missteps with underrepresented students.

Outreach to other departments at UGA???

Maybe there are designated faculty that connect students with professors or professionals that are like them

More faculty of color, ethnicity, background differences, and experiences

Faculty should have a larger role in mentoring these students. Reestablish the CED Ambassadors program, they could be a huge asset in this area.

Formal mentorship program

Connecting alumni that have underrepresented backgrounds with students (alumni-CED diversity mentorship program).

Mentorship programs! "Big/Little" program through CED: current students can apply to be "bigs", and incoming international students are given one "big" when they enter the program. Other incoming students may opt in or out of the program.

Combining or collaborating with other design-based majors

Must of the College Diversity Plan conversation is centered towards the needs of the students. Sadly, addressing the needs of the College faculty and staff members of color are excluded from such conversation. If the College leadership is keen in expanding mentorship for "underrepresented" students, they must come to the realization that the needs of the "underrepresented" faculty and staff members must be address as well, in order for them to be able to serve as mentors for students. Mentorship is two way street, and both ends of the spectrum must be in a healthy state of mind to properly work together. The College leadership can also emphasize the importance of Mentorship by rewarding faculty who serve as mentors. Currently the importance of mentorship is something that is not widely acknowledge by leadership and faculty. Recognizing Mentorship as a "service" item on the faculty annual evaluation report is a first step but not enough. Leadership must incentivized "mentorship" duties among the faculty with some sort of accolades for such service.

Student, faculty and professionals can all serve as mentors. I think plans for this are already in the works?

Match every student with someone other than their academic advisor - sort of like an on-going freshman seminar, this would continue throughout their time here. New students could be matched with third years, grad students, faculty or staff.

This is a tough one, if we continue to hire white males into our programs. Rather than that, I would rather see a series of 2 to 3-year visiting professorships that brought in professionals from diverse backgrounds who might then attract a more diverse student population. They may be looking for research time -- could we offer that as part of the package?

Possibly having a mentor program like UGA does with the staff (staff with many years of service mentor new staff). Students (mentors and mentees) meet together in Crit Space (or somewhere else), and have a lunch once a semester with members of upper administration to discuss how the program is going. Upper administration will receive feedback on what is working and what isn't.

In some ways this is tied to the hiring of diverse faculty who can mentor underrepresented students. But even outside of that, ensuring that underrepresented students are assigned advisors early in their education process is helpful.

Properly fund and credit faculty for recruiting at conferences and events; fund networking opportunities and travel to other institutions.

collaborate with alumni to provide mentorship.

Goal 1.5 Propose a New Goal?   All of the goals listed above are part of the UGA Diversity and Inclusive Excellence Plan. However, we may also propose goals of our own:

Transperancy: I think that increasing transparency around total student demographics, graduation rates, and placement rates is vital. It not only will help with student recruitment if numbers are good, but it will also show that the college is holding itself truly accountable to its goals.

Improve diversity among guest lectures and other CED programming events. Even if it is difficult to recruit diverse faculty, recruiting diverse guest lecturers could be a way to build inclusive learning that is an easier goal to achieve. For underrepresented students who never see someone who looks like them in a position of power within CED/planning/LA, even a guest lecture from someone who looks like them can be a powerful thing.

How about making our course CONTENT more "diverse and inclusive"? This is probably more applicable to certain kinds of courses than others, but ... it could go a long way toward creating a culture and climate of diversity and inclusivity.

Get them more prepared for post-college

Improve the resources and infrastructure for physically impaired people is tremendously.

Focus on hiring faculty that more holistically represent the student body.

I think it would be very beneficial for the faculty at the CED to do a training on diverstiy, equity, and inclusion prior to each school year. It is alarming and disheartening how some members of CED's faculty says inappropriate things to some students regading student's appearances or even names

Work with local government bodies to promote the preservation of underserved community heritage... Clarke, Walton, etc.

Hire more diverse faculty when there are openings, and better listen to and value any existing minority faculty members.

Why is ADA accessibility not on this list. This seems like a poor attempt to pretend you're going to make things better.

create a time, place, space, for students of a diverse culture to meet within CED and make new friends or discuss issues or difficulties they have because it is only other minorities that can understand the difficulties and struggles we go through on a day to day basis

Goal- include justice in the plan. JEDI (Justice, equity, diversity, and inclusion) is a common term used for this work. Justice is a key part of this work. Goal- include this within classes or create a curriculum to include. Honestly, this program does not include enough about the harm of our disciplines on communities from a diversity/inclusion perspective. Make it a priority of the college to produce students who can critically think about these concepts within our profession. Goal- include students in your DEI Committee as a sub-committee. Our input should be prioritized on a regular basis.

make CED handicap accessible - add an elevator. This is a different form of inclusivity but nevertheless is of uttermost importance. We are the design college and need to set an example for other colleges at UGA. Making this building accessible will be the first step so all people can access it and feel welcomed.

Improve retention within the program for diverse students

Provide financial support for students that support themselves. Provide help for first generation students that don't have familial help with things like financial aid, interviewing, budgeting while in school, etc

This is something that deserves an answer specifically from under-represented backgrounds. You should specifically reach out to international students and minority students for the most useful answers.

Continuing assistance of underrepresented students in job-finding

I really think working with other UGA design based programs would be crucial to the success of the school and the school's students

Addressing the needs of the underrepresented Faculty and Staff college members

Prepare disadvantaged students with precollege training, then continue tutoring at CED's expense, fully dedicate TAs to more classes not to exceed one TA per 15 students

Priority #2

Goal 2.1 Increase the number of underrepresented faculty, staff, postdoctoral fellows, graduate assistants, and student workers:

Offer administrative-task graduate assistantships based on need. Create visiting professorship opportunities (in ALL programs) to compensate for a lack of diversity (race, gender, research expertise) in faculty body.

Please also consider retention and fair hiring practices. Honestly, an outside professional who has no affiliation with UGA mentioned to me that they had heard discussions about the ethics of how students and student workers were being treated.   Although I defended the CED, I think comments I've heard made by professors about payment rates and experiences with classroom expectations for unpaid coursework funded by grants are sometimes questionable. This heavily concerns me about the treatment of students who have any fewer resources. Professors are not HR professionals or managers, but I think that there should be best practice guides on fair and equitable hiring and classroom management for funded projects.

Increase training for professors

Actively promote an inclusive work environment.

Improve our ability to reach minority and underrepresented APPLICANTS.   Improve our ability to fairly evaluate applicants (e.g., become more aware of unconscious bias, and more vigilant in appreciating the added VALUE that can be contributed by someone who comes from a minority or "underrepresented" ethnicity, religion, race, gender identity, ability, etc.

Each position listed in this goal would have a different approach, but to attract more postdocs, graduate assistants, and student workers, you need to start from the top and hire more faculty and staff who can make bigger decisions and have more influence. Make it a priority to start from the top and inspire others to follow.

Provide opportunities and advertise them often. Shared preservatives/Personal Accounts from underrepresented people in the CED would also be helpful for attracting others.

Prioritize adding diverse voices to CED faculty and pay them well. All the diversity statements in the world don't mean anything unless you put your money and time where your mouth is. Find another design program that is doing this well and ask them how they did it.

Make an effort to increase the amount of people of color in masters programs that have an interest in academia. Can be done by advertising at Tate plaza and recruiting students from other colleges.

Connect with HBCUs. Place ads in HBCU student papers.

Actually increase the numbers - make more positions available

As positions open specifically seek out staff and faculty from underrepresented groups.

Hiring and retaining faculty is the first step to having a diverse program. The atmosphere created by only having cis, white men and women teaching within the CED turns students away and makes them uneasy.

I'm not sure how to do this unless you actually find them and actively recruit them when we have vacancies. It's hard to hire underrepresented workers if they're not applying. Also, I don't believe in hiring for the sake of checking a

box. We should be hiring the most qualified workers who advance our college, whether they fall into underrepresented categories or not.

Listen to and value your minority faculty more. Minority groups are going to have a hard time joining an environment that has already shown itself to be abrasive toward minority staff. Attend more outreach events and network more outside of a white bubble.

Pay them. Fund them. Advance them in their careers appropriately

Promoting the Cultural Landscape and Native American studies certificate programs more.

I think the board in charge of hiring new faculty can be more diverse and involve more decision making from the faculty as a whole rather than a select group of people at the top.

have a clear statement of why CED values having faculty and staff of color -- recruitment efforts won't mean much without measurable initiatives of improvement and accountability; have a clear statement of why CED values diverse representation in our college at the professor, staff, and leadership levels as a contribution to the overall field and community; increase transparency of the path to tenureship for new-hire faculty and prioritize promoting professors of color, women professors, trans professors, queer professors; if you want to change our college community, you have to put a stake in the ground and prioritize that change

Increase pay, increase pay, increase pay. Student debt is no joke. Provide an assistantship in the first semester and make available for following semesters. Provide alternative night class schedule for non-traditional or students who need to work full time. Measure and monitor- compare pay to inflation rates. How much has the college increased pay in terms of cost of living? Provide scholarships for students to take unpaid internships. Connect with professionals in industry to make the case for why paid internships are important (even more, paying livable wages as an intern). Promote work/life balance

Make it known that CED is looking to fill these positions though social media, CED website, etc.

Make job openings public, use flyers

The college should make an effort to be more promotional with a social media staff member. The administration also needs to have a self-reflection or outside analyst come and determine why there is a lack of diversity. Some administrative members have been known to ostracize underrepresented people, or make decisions based on their personal biases rather than who is a good candidate or what is best for the school. It's imperative to weed those individuals out of administrative positions if the school genuinely wants to have diversity, equity, and inclusion.

For faculty, reach out to blacklan, NAMLA

Seriously consider people who are not alumni of the CED as professors.

Offices for PhD and postdocs (give them agency!) Cultivating more leadership-oriented positions for those students that are working to increase diversity.

Go to HBCU's and other historically diverse communities to promote CED, for example, an HBCU's job fair.

Not sure

Underrepresented candidate seeking out any position within the College has been challenge by the fact of the College Poor Reputation pertaining issues of diversity and inclusion. This fact has severely affected the pool of underrepresented candidates whose perception of the College might influence their decision to applied for any given position at the College. The lack of "underrepresented" members at the "recruitment and administrative" face

of the College also reinforced that perception. Noteworthy is the low and none competitive low wages offering to "underrepresented candidates" seeking a position within the college. Last, the current low faculty salary compensation of "underrepresented" members of the college is publicly well known. If the college leadership wishes to increase and "retain" the numbers of underrepresented faculty, staff, postdoctoral, etc., they must accept the fact that increasing the monetary compensation is the rightful first step in addressing this issue.

Include diversity as a consideration in the hiring process. Mentor and support underrepresented people once they get to CED. Provide informal support and formal procedures for discussing issues that arise.

Recruit directly

Reach out and invite to get it started. Once the demographics is more diverse within CED, underrepresented populations would increase.

See first questions

For postdocs, try to advertise in journals, papers, send emails to colleges/universities where underrepresented grad students attend. If there are any conferences, etc., maybe CED should attend and try to recruit there. Pretty much the same for faculty, try to recruit and underrepresented universities/colleges, and reach out to individuals at conferences, meetings, etc. Staff, grad assistants, student workers - make CED an appealing place to work by appearing to be inclusive to everyone.

See my explanation for Goal 1.1. This data should be gathered at the program level in rolling averages. We also need to distinguish between the various underrepresented groups--we have more representation among some groups (such as lgbtq+) than others (Black faculty/students).

Perhaps CED should allocate funding, but the budget operation is unknown to this point.

Goal 2.2 Expand community building programs and activities for faculty, staff, graduate assistants, and postdoctoral fellows, with particular focus on underrepresented populations:

With the exception of the tailgates, CED does not have social events that encourage camaraderie. They should be free and fun. (and maybe start off with events that are during working hours rather than expecting people to give their free time to work.)

I have not seen any actions towards this goal, outside of connecting students of color to UGA-wide programs. Anything would be an improvement.

I think here of EVENTS like social gatherings (potlucks, picnics, tailgates), or ACTIVITIES like book clubs, film screenings, gallery exhibits and artist talks (if we ever have those again).   I think the approach should be to provide institutional support and (within reason) financial support for these things.   What if there was a small pot of money that could be used only for D&I community-building events. People could propose whatever they wanted, and could get SOME support for it. And what if the pot of money could NOT be spent on anything else? (Thus, no administrator could decide to use the "leftover" money for another purpose.) I think having a bit of "use it or lose it" funding available, could spur some creativity and some interesting results. I don't think people lack creativity, or are apathetic with respect to D&I. I think they are disillusioned, cynical, resigned to the status quo, and a small nudge may be all that is needed to begin to reverse that. (On that note, let's do a book club on NUDGE THEORY.)

Hosting open discussions, collaborating with NAMLA, and encouraging curriculums to address design, preservation, and planning issues related to underrepresented communities.

Have more outreach programs

Provide opportunities and advertise them often. Connecting with the local Athens community would be awesome. Finding an "in" into understanding and supporting the community around us would help us create beneficial programs.

Prioritize collaborations with local projects that are fighting for social justice. Examples include the Linnentown Project and the Athens Anti-Discrimination Movement. A lot of these organization could really benefit from having some design-minded students, and the students at CED would appreciate these collaborations.

Have an all-CED social event to include faculty, staff and students with name tags everyone wears name and program.

lunch series hearing about relevant work done by s diversity of practitioners

Work with local entities that also focus on this goal

Partner more with community organizations/groups in North Georgia.

Honestly? Decreasing assistantship hours just by a little bit would help a lot with allowing grad students the time to actually build community. A lot of students have to work in addition to classes and assistantship hours, leaving them with no time to be a part of any community. Then students would have more time to do things like organize potlucks and engage with our communities. We actually do want to build community and get to know one another, we just don't have the time to do it.

encourage collaboration between student organizations; host inter-departmental social events centered on students of color, queer students, and other under-represented groups that encourage solidarity and community connection; a lot of this has to do with money and intention -- fund these initiatives and set a precedent that CED actually values community building for underrepresented and underserved groups

Link graduate programs better to create cross-discipline learning opportunities. Create mentorship program within CED

Hold community building programs and activities during the work week rather than on weekends. People will more likely attend if it is convenient for them and they are already in the building or nearby.

Attempt to contact local communities with CED to expand opportunities.

Not sure for this one.

UGA is known for being a separated entity in the city of Athens. Although this may never be a campus that can fully integrate into the community, we can try as a college to actually have a bottom up approach. Instead of the big great college coming to do a project for Athens to make it better. There should be a more community driven effort for the projects the school does.

Skate night Basketball game Doggy play day

Have more programs during the day for students who work

More collaboration between other university programs in Georgia (like Georgia Tech's M. Arch program). There are so many opportunities in Atlanta and to work with Atlanta students.

Jennifer Lewis and her team is an awesome resource. I know the grad students are familiar with her, but perhaps introduce undergrads to what she does.   Also, have more volunteer opportunities which CED hosts that works with underrepresented populations. For example, fellowship with AKA sorority on campus to conduct their philanthropy. Another example, work with the homeless shelters or community gardens in Athens.

Combining or collaborating with other design-based majors or programs at UGA, actually hearing voices from underrepresented populations

The College leadership must need to understand that in order to engage the community, we must need to look, feel, and speak the language of the community. Currently, the faces among the individuals who are assigned the task to expand the community building do not look, feel, and speak the language of the communities that they are trying to reach. Diversifying the work force among the community building programs is the first step in "connecting" with the underrepresented populations. A strong hiring process to target and recruit underrepresented members must be develop to address this issue. Leadership must directly reach out for help among the current "underrepresented" members of faculty, staff, graduate, etc. on how to expand community building programs.

Not sure if it belongs here, but can we retrain leadership to understand how open discussions are not threatening but are actually ways that we gather the best ideas to move forward? Faculty retreats to discuss critical issues (curricula, strategic plan). Make sure the faculty mentorship program gets implemented.

Implement mentoring program

Visit high schools and HBCU. Ask GSLA to reach out and ask them when career fairs are happening and invite themselves to attend.

What if we committed to working with the A-CC government to do a Rural Studio-type program or working with Habitat for Humanity? We have a design-build studio on the books but it has been difficult to find interested students. Do we have a registered architect that would commit to building a culture of "Give-back" to the community that we have ravaged through our history?   What about a Disaster Relief Maymester program that goes into communities to help make a community project come true. Maybe something that is an offshoot of the CCPD?

Get the word out CED is doing projects in certain areas, show the progress that is being made or has been made.

Goal 2.3 Expand support and recognition for staff diversity and inclusion efforts:

Incentivize/celebrate employee participation in the Diversity and Inclusion certificate, encouraging broad participation as an expectation. Consider sponsoring a group pathway with sessions during the workday. With food.

I have not seen any actions towards this goal, outside of some discussion in one course. Anything would be an improvement.

Awards are great. But perhaps even better would be an offer of SUPPORT (like some sort of funding, even if it's not a lot) to encourage people to (1) do training, or attend workshops on D&I matters; (2) participate in (or present at) conferences on D&I topics, etc. I know this goal is focused on "workforce," but this could be extended to students, too. If a student wanted to do something related to advancing D&I at LABASH, for example, maybe there would be a

way for the college to give a little extra support. Or, maybe support specifically for such training, conference attendance, etc. among graduate student TAs.

Connect with the Office of Office of Diversity, Equity, and Inclusion to find ways to support staff

Hire a more diverse staff

Shoutouts for stellar work, or a bug specified board in the CED to put staff achievements on. But I think over saturation of praise and recognition can come across as forced or fake.

Focus on the work, less about recognition - avoid white-washing

I have heard things from multiple professors that lead me to believe CED does not support its minority faculty on the same level it supports it's white faculty. Maybe someone should write up a lists of all of each faculty members accomplishments per year in generic terms, and take the name off. Then maybe the decisions on support and recognition should be made based on that list. Prejudices couldn't play a role in the support being given to faculty, then. All staff then could be treated equally regardless of race.

Any step in the direction of recognizing staff would be new for CED and beneficial. Pushing for a livable salary (i.e. $48,000/year and up) for staff.

I think simply not being afraid to embrace different culture and ethnicities is important to this. Sometimes I feel the conversations are being pushed down out of fear of public representations of the CED and it is ironically creating a more unsafe and toxic place. There would be less to fear if we just tackle problems head on.

....this one isn't complicated, you simply need to do it; hire more staff and faculty of underrepresented groups and then pay attention to their work and recognize them accordingly; when someone does DEI well, recognize it, but don't slip into white saviorism

Faculty and Staff spotlight pieces Advertise jobs in non-traditional places/sites. Change language in advertisements about required and preferred skills, etc. Consider- what language may be prohibitive for applicants to apply? Create a hiring process to help eliminate unconscious bias or discrimination. Measurement and monitoring- Have a third party perform a diversity audit on CED.

Just notices in emails is fine.

Hold an event maybe during the game day in the fall to appreciate and recognize the staff like diversity day to share their cultural diversity.

Not sure.

Email newsletters

Blacklan, NAMLA

Diversity celebrations in circle gallery.

Not sure

The College poor national reputation pertaining their support, recognition and retention of underrepresented faculty and staff members is well known. Sadly this is proven fact by looking at the statistics that extensively document the "revolving door policy" to hired faculty of color at the rank of tenured track and these individuals never been able to attained tenured. These same individuals are hired by other better ranked colleges and they

become the stars in their academic fields. Any faculty and staff member who has voice and try to resolve these issues has been publicly scolded and demoted by the college leadership. The few "underrepresented" members who successfully attained tenured at the college, leaves after attaining tenured at the college. The underrepresented members of the faculty who are loyal to the college, who attained tenured and promoting, and decided to remained at the college are not given the same recognition/accolades for their work, equal salary compensation, are also given a higher teaching/work load, and are constantly reminded that they are not good enough to venture into leadership roles within the college. If the College wishes to expand support and recognition for staff diversity and inclusion efforts, they must come up to the realization that these individuals succeeded against all odds just to become part of this institution. One way to resolve this issue is by acknowledging the above issues and try to resolved them. Also, underrepresented members of this college need to be part of the decision making at the administrative level of the college.

Create a new award category

Make it a permanent faculty meeting agenda item - to update on efforts. If no measures to increase inclusion were made, then that is the update. The goal would be to have made some effort or element of progress each month. A google form could be sent to faculty and staff the Monday before meetings asking for shout-outs of of some efforts or connections that were made and they would be shared in the last couple minute of the meeting. The focus of the celebration should be the connection that was made or will hopefully be made by the effort. The process should promote inclusion throughout CED, including among faculty and staff, and not be driven by the recognition that may be received. Another idea is to combine faculty and staff meetings to have these shout-outs, maybe once a semester if not monthly and include everyone involved in the many buildings of CED.   Recognition should also be given to students who are making inclusion efforts. One example would be recognizing the student who proposed the new NAMLA chapter. In this case, students should also be invited to the semester meeting.

Goal 2.4 Propose a New Goal?   All of the goals listed above are part of the UGA Diversity and Inclusive Excellence Plan. However, we may also propose goals of our own:

Transperancy: publish effectiveness of evidence-based strategies incorporated towards this goal.

Create a way to mentor, support, and CARE FOR people who may not feel like they fit in. Sometimes I feel like too much attention is given to "Recruiting" and not enough is paid to "Retaining"

Look at recruiting people from other colleges; make the CED. A place they want to be at.

Required diversity training for all.

Treat your minority faculty better.

Enhance student interactions with admin. Have student government hold spaces on boards.

Goal- decrease the wage gap, pay livable wages for all staff, promote work/life balance within college.

N/A

combining or collaborating with other design-based majors or programs at UGA

Equal Pay for Equal Work

Build empathetic administration and staff who seek to assist faculty

Priority #3

Goal 3.1 Increase institutional visibility in the educational pipeline of underserved communities:

Communicate more stories about ongoing work in underserved communities, and support work in places where we are needed most. Incentivize faculty to expand the reach of our service-learning work through logistical support such as travel funding. Provide student TAs (outreach assistants) that can organize class field trips to include UGA vans, meal reimbursement, and sponsored lodging so that students are not burdened with these costs.   Terry College has a new effort whereby they "give back" to their rural community partners by putting their money (and time) where their mouth is: they organize Saturday trips whereby their fac/staff/students visit as a group (to a small town they have worked in) to shop, eat in their restaurants, attend festivals, and be a visible presence in promoting the economic development the town in trying to achieve. They also organize volunteers to help with projects that might need to get done, like mural painting or tree planting. I'm embarrassed that we didn't think of this, but we should totally steal it.

Establish connections with HBCUs and/or community colleges, or lower-tier public universities. We need a communication or recruitment specialist who can devote adequate attention and energy to this.   Perhaps start small -- choose one or two HBCUs or commuter colleges, or one of each. Develop an engagement/outreach strategy, implement it, and evaluate. Then tweak it, expand it, or devise an alternate strategy.

Continued outreach to schools and communities, and with this outreach ensure there are ways to stay connected. Also, communities who are not typically involved in design, preservation, and planning might not always understand the importance of these disciplines or how they can have a voice or impact; when there is the opportunity to introduce these disciplines, then it should be emphasized the the work goes beyond the task at hand and how it can impact and empower. Use UGA Extension Offices for outreach.

No idea, maybe have members get involved in other groups or get other committees/boards

More promoted and institutionally backed volunteering efforts. CED food bank volunteering nights or something.

Recruit students to visit underserved communities and share the CED with them through fun activities. Allow more trips from local schools to visit the CED and have service learning classes participate in the field trips.

Scholarships and auditing opportunities for high school students.

The University should be directly involved with grant proposals to save African American heritage through education.

Lead workshops / charrettes in underserved communities as a part of studio classes? Get in touch with local governments of underserved communities and see how we can have college workdays in those areas or how we can use their needs as projects to work on in classes?

I said it before but going to the local high schools with students and faculty that look like the students of the high school. I think that would go a long way.

Again, outreach to high schools in the area. A field trip to a place with the person who designed it would be really cool!

More community projects in class.

I honestly am not sure what you mean by this, and it sounds like it would be a tricky effort to keep out of the tokenism realm without a LOT of self-awareness and anti-racist work in our college...

Create a 1-2 day conference where high schoolers within underserved communities can come to CED and learn about what we do, participate in a charrette, use technology (VR, GIS, etc.), and/or build physical models. Pay/subsidize for said conference/event. Show the connection between disciplines and every day life- how can high schoolers become involved in local initiatives, planning dept, historical preservation, landscape architecture practices, etc?

Reach out to local high schools for field trips. Maybe hold a short presentation lecture to give them an university experience and introduce the landscape architecture/urban planning career.

Contact local underserved communities to gather ideas about what would benefit them. Gathering ideas inside UGA and CED has limitations.

Visiting high schools or some sort of marketing needs to be done to make this landscape architecture, environmental design, etc program known to students

Visit schools

Again, social media and outreach. Someone needs to be in this position for anything to happen. And probably someone who's willing to work closely with students to highlight student work and efforts.

LA workshops at public schools. Visit during career day

More collaboration with ASLA leadership to improve/enhance this pipeline. They would be thrilled to work with UGA on this! Promoting student work on social media to showcase the student population's interest in equity, diversity and inclusion.

Not sure

Showcase the work of "underrepresented" faculty members of the CED in all media outlets use by the college. Elevated "underrepresented" members of the faulty to administrative positions that are "publicly" seen.

This makes little to no sense to me. Does it mean that we should make sure that potential students in underserved communities know about the CED programs? High school workshops, social media posts about interesting work that the CED is doing. Direct service learning work in underserved communities.

as mentioned in for Goal 2... make it an initiative to reach out and invite ourselves

See first page goals

what about collaborative arrangement with HBCUs? Continued work with Experience UGA?

locate work and perform studio projects in these communities.

Goal 3.2 Build awareness of partnerships and outreach with diverse communities:

While we can always do better, the majority of our outreach work IS with underserved communities. Having professional Communications staff that can tell our story on multiple platforms is the missing piece.

Promote through non-traditional channels like social media, etc. to increase the visibility among diverse communities.

The biggest opportunity that we have here -- and one that not every academic unit in UGA has to this extent -- is our service and outreach work. We should be EXPANDING the capacity of CCDP, not marginalizing or shrinking it.

Use UGA Extension Offices for outreach.

Again more out reach programs

I'm not aware of any partnerships. So allowing students to know what outreach opportunities are available for them to get involved with.

Do more interdisciplinary projects across university departments. The Geography Department has a robust Human Geography department that allocates a lot of their research projects to racial justice. Collaborate with them, as they could use design-minded people. Collaborate with other multi-cultural programs at UGA

Promote student led projects, such as community gardens or urban renewal projects that function in collaboration with local communities and help to make Athens a better place as a whole.

Avoid white-washing - good work with partners will rise to awareness when success is demonstrated.

Our PR for the college should focus on this

The University of Georgia should work with local government entities to save African American heritage and educate communities... Walton, Clarke, Oconee, etc.

Maybe more community-based projects?We could partner with local governments and going into Athens and the surrounding areas to help create community gardens.

Make connections with members of those communities, especially people who are leaders/organizers.

Before you build awareness, we need to build the partnerships. Do we have strong ties to black urbanist organizations? community land trusts? queer collectives? affordable housing initiatives? indigenous land-back efforts? If so, highlight these whenever and prioritize them above other announcements like faculty publications which are celebrated elsewhere

Invite partners and community members to CED classes to learn for free or create "life-learning" class where people can participate virtually or in-person. Maybe through platform such as Coursera or something similar. Here, people could take at their own pace. If a course is not free, provide scholarship fund for this initiative for those in financial need.

Send out invitations to join the outreach programs. This would show that these events are happening and involve current students.

Host events dedicated towards this for UGA? Not really sure how we could expand outreach … a lot of this just needs to make people aware whether that's through events, a student led LA magazine that publishes every 2 weeks or so, or potentially social media marketing.

NAMLA is currently working on ideas to really push for community outreach, so maybe partner with them. I know they're working on talking to schools and potentially working on community gardens in Athens

Flyers and stuff. As a student, I don't hear much about partnerships between communities and the CED

Again, let the community drive the partnerships. We can help extremely in our position, but we should not be swooping in to save the day.

Ced should join some minority groups

I'm not aware of community outreach. Highlights on social media.

This could easily start at the university-level. Collaborating with SCAD and Georgia Tech (both of which have strong design programs) seems like a great starting point. Diversity Studios that work to address these issues collaboratively (across disciplines) builds relationships between schools and students while promoting the CED.

Show how the programs at our school can go out and actually help people (ie: volunteering at habitat for humanity, getting out into the community, and making these volunteer efforts mandatory)

Showcase the Public Service and Outreach work of "underrepresented" faculty members of the CED in all media outlets use by the college. If the College leadership is keen in building awareness of partnership, then the underrepresented faces of the leadership of these partnership must match the faces of the communities that they are trying to reach out.

Shouldn't we build partnerships and outreach first - and then worry about awareness? Who is being made aware? Ourselves or the public or diverse communities? (Sorry, these goals are rubbing me the wrong way.)

post on CED and UGA webpages and social media announcements and photos of events

Show CED has been or is in the area. Signage (with UGA approval) is an idea. Have a feature on the UGA website of CED's partnership with some of these communities. This will highlight what we do, and show we aren't just about designing landscapes.

See 3.1

locate work and perform studio projects in these communities.

Goal 3.3 Expand experiential learning opportunities for students in rural Georgia and other underserved areas:

Revisit the Design Camp idea!

Again, here is where (and why) we need to invest MORE in CCDP. And, of course, service learning via studios, etc.

Work with UGA students (perhaps work directly with NAMLA) to organize volunteer days at schools across Georgia

Again, outreach programs

NA

More collaborations with the Public Service and Outreach divisions at UGA, who do a ton of work of this. For studio courses, ensure that at least one studio or each is with an underserved area. INCORPORATE EXPERIENTIAL

LEARNING INTO STUDIES. Prioritize leaving the classroom and learning more about different communities, their culture, how they live, etc.

Require studio professors to include one project per semester that directly benefits an underserved community in Georgia, preferably rural georgia.

Courses on how to work in rural areas vs urban areas.

The University of Georgia should look for volunteer groups performing hands on tasks to save African American heritage and educate communities... Walton, Clarke, Oconee, etc. W&A Engineering, Friends of Zion Hill Cemetery, Monroe Museum, Eagle Tavern, etc.

Include service learning projects and volunteer opportunities that focus of vernacular/rural spaces.

See the previous answer for increased enrollment. This organization (Technology Student Association, Georgia Chapter) has students from all over the state, including incredibly rural areas.

YES -- just, yes. Possible avenues would be to link up with the ag school and participate in some extension projects.

Partner with community and technical colleges. Utilize UGAs 4-H programs for younger students.

Field trips?

Try to contact local communities to ask if they need support. If manpower is not enough, provide stipends to graduate students who could assist professors to work with the communities.

A lot of this is just scholarship based / making people aware these programs and opportunities exist. Making a visit to these places would be super beneficial.

Utilize the continued education courses more and advertise those efforts more.

Traveling workshops on a bus.

Partnerships with the Tifton Campus, extension offices in rural Georgia.

Being from rural Georgia, many kids don't even know that the majors that CED offers exist. From my experience, I think several would be interested in the historic preservation aspect of CED. Most people know that UGA exists and is a great school, but specifically for CED to grow I truly think UGA needs to combine the various design programs into one large and encompassing design school

Creating a "Rural Georgia Design Studio" is something that the faculty has discussed in the past. If the college leadership is keen to expand experiential learning opportunities in rural Georgia, the College must literally go where these underrepresented students are. It doesn't need to be a full course. It can be a charrette or workshop. Faculty involved in this type of venture must be incentivized. Just adding a "service item" on the faculty C.V./Annual Evaluation is not good enough. Recognizing this type of venture with other types of accolades will encourage faculty to pursuit these ventures. Last, faculty pursuing these ventures must be also members of the underrepresented group of students the college is trying to reach.

Funding for student travel to south Georgia - I know of several projects in rural Georgia, but I hesitate to bring them into the classroom because it takes too long (and costs the students gas and lodging) to get there. If CED had travel support at least, that would make it more attractive for the students.

take a charrette to a high school or HBCU - not to change the place but to include the students (rather than waiting for them to come to UGA campus)

What if we began by targeting rural Georgia? They cannot afford to come here for a day of sharing and fun, but we could go to them. A Maymester course? Service learning opportunity?

Go to career fairs, etc. in these school districts. Interact with the local governments/schools to do a workshop, etc. for interested students Environmental Design. Maybe something which will improve their community.

locate work and perform studio projects in these communities.

Goal 3.4 Improve and expand communications with community partners regarding the university's diversity and inclusive excellence commitment:

I think this goal should read, "Improve and expand communications with community partners BY SERVING ON THEIR BOARDS AND SUPPORTING THEIR WORK." Our Administration, faculty, and staff should be serving in community roles (non-profits and appointed boards) where our expertise and privilege can be beneficial. Collect names and organizations that our employees volunteer with and celebrate this work (and draw attention to who is NOT engaged in our local community.) We should actively advertise and attend community partner events. CED could sponsor tickets to attend partner organizations' fundraisers to promote attendance and additional collaboration and networking opportunities. Volunteer for community partners' events by organizing CED volunteers and sponsoring a UGA van to and from the event. Help showcase their event on our social media platforms.

Utilize communication professionals.

Send emails regularly giving updates on progress and also offering ways to provide input or add to the discussion.

Reach out to the office inclusion at ACC

NA

Demonstrate success, not just principles.

As the University develops relationships with local governments and local volunteer groups, the communication between community partners will occur naturally. Media coverage of all interactions is suggested... Walton Tribune, Monroe Local, Oconee Enterprise, etc.

Expand Jennifer Lewis' office.

Build the commitment, then talk PR plan. This is way too cart before horse right now.

Communication- Give more than a 3 day window for people to fill out surveys, such as this one. Longer time with 1-2 reminders could gather more responses. Opportunities for studio class partners to stay in connection with CED beyond the one semester project. Connect to partners for thesis or practicum purposes. Use communication methods better suited to the partners you want to reach. Phone call, in-person visit, zoom, etc.

Post to socials / website - have the published magazine idea, put on linked in.

Having a single comprehensive place people can find this information online

Communication within community partners works best when the community partners faces matches the faces from the College representative. The lack of diversity within the college communication representative can be avoided if the college leadership commence appointing "underrepresented" members of the faculty to be the in the forefront of the college communication outlets.

First there should be evidence of the commitment and then sharing of it. It's one thing to say it, and another thing to do it.

When we have one, I guess we can let folks know, but we have to begin doing stuff first.

Maybe a quarterly/bi-annual newsletter email to all folks who are interested? Can highlight activities done in the community?

Goal 3.5 Propose a New Goal?   All of the goals listed above are part of the UGA Diversity and Inclusive Excellence Plan. However, we may also propose goals of our own:

The biggest "missing" here is cultivating partnerships with our ALUMNI. We DO have alumni who are part of "underrepresented" groups -- and ones who are "overrepresented" but CARE about building a more diverse and inclusive world. Building these parterships and NETWORKS should be a top GOAL in and of itself. This has that potential to enhance our ability to realize almost ALL of the other goals included in the plan ...

Provide more opportunities for students to get involved in community partnerships.

Preservation Action Participation, The Society of Architectural Historians ; Participation with these groups, looking into diversity topics....

N/A

Not sure

Increase the public visibility of the College Diverse Workforce

Before you begin, we would appreciate your answer to the following question, although you also may proceed without providing this information. Responses to this question will be used solely to gauge survey participation by group, across the CED community. Please choose one or more of the following groups that you consider yourself to belong to:
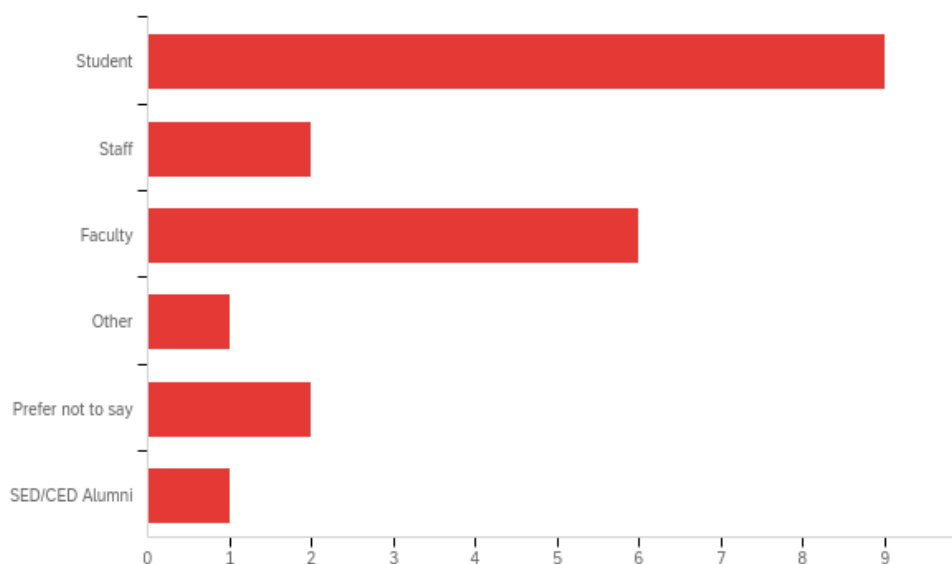
Please use the space below to provide any comments and/or suggestions on the Draft CED Diversity and Inclusive Excellence Plan (2021 - 2025):

Overall, I think this is an impressive first draft and I feel as if student concerns and suggestions were incorporated. Thank you. There are many definitions in the appendix (pg. 16) that are extremely important to note and some go beyond traditional DEI definitions. I may have missed them in the text, but some are important to state within KPIs and Annual Targets. For example, cultural taxation serves as a part of the justification for having all faculty complete DEI training programs. Training as part of orientation for students is a great way to start the program, but some follow-up may be necessary. I think rewarding staff and faculty who complete training programs is great. My undergraduate university gave out queer ally and DEI training certificate signs that a staff/faculty member could place outside an office door and it was always exciting to see. Need-based scholarships, site visit stipends, and DEI networking across the university were great to see throughout the document.

For the "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 populations. FY22 Target: Conduct a DEI climate survey and meetings with faculty, students, and staff, and solicit their opinions on expanding programs and activities as part of the DEI engagement process," I think there should be mention/acknowledgement of previous student-led survey efforts by Lettus Student Collection in 2020. I appreciate CED forming a DEI committee, which I believe is due in part to continued student efforts.

Under 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," there is a section talking about creating a process for reporting incidents and response. Increased transparency should be a part of this. It is implied, but not stated. Students may increase

accountability by the text explicitly stating the DEI committee's commitment to transparency.

Under "Unit Goal 2: Communicate and celebrate our capacity for community engagement through teaching, research, and public service," there is an ask for a communications position. The committee is undertaking a large (and much appreciated) endeavor. There could be a full-time staff position for DEI initiatives and tracking. Or, this may be a multi-semester graduate assistantship position to assist the committee. Thank you for listening to the feedback and sending the survey with plenty of time for all students to fill out!

I reviewed the CED DEI plan and think it is a well-developed plan with a comprehensive list of strategic goals. I appreciate the glossary with the terms at the end of the document.   There are a lot of indicators and goals to achieve. I understand it will be a joined effort of faculty, staff, advisory committee, and graduate students. Also, I understand it is the first draft of the plan, yet right now it is not clear who will be responsible for each goal target.   Perhaps, it would be good to add a column on the right side of the indicators table that lists a tentative responsible party?   One reason for this recommendation is to get more clarity on how all the goals can be attained efficiently.   Overall, I am excited to see CED DEI Plan and look forward to seeing its implementation and assisting with it if needed!

So many things in this plan seem excellent. I am especially encouraged that we are taking an unflinching look at measurable data related to DEI in the college. My one question is: who is responsible for carrying out these tasks? This seems to me an essential question to answer up front if we are going to operationalize this. It seems like a substantial workload. Is the committee going to be responsible for many of the data-gathering items? What about the rest of the KPIs?

Looks good

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need to take more consideration of minority students' constrains, such as financial situation, such as their mentality and opinions about a particular thing. Then you might can use school resource to provide support such as founds, mentorships, etc

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Regarding Inclusive Excellence Priority 1-Unit Goal 3: Provide resources, support, and "incentives" to nurture a diverse and inclusive learning environment, on page 6, FY2023 mentioned the following: Encourage faculty and staff diversity training/certification (PRAC) as an annual target. The word "encourage" do not incentivized nor emphasized enough the importance of earning this certification and it's positive ramifications in creating a positive and all inclusive culture. Faculty should be "encourage" to pursued this certification but upper administration (Dean and Associate Dean) as well staff that directly interact with students should be required to earned a Diversity Training certificate as part of their job duties. Leadership should set an example for the rest of the academic community by earning this certification themselves. The proposed revisions should read as follow: Dean, Associate Dean, Program Coordinators, and Student Advisory Staff is required to earned a diversity training/certification to demonstrated the CED Leadership support in implementing the Diversity Plan. Encourage faculty and staff to earned a diversity training/certification (PRAC).

Regarding Inclusive Excellence Priority II-Unit Goal 3: Increase support and recognition of faculty and staff that support CED's DEI efforts, on page 10, FY2022 mentioned several ways that the College identify the areas in which this goal can be reached via "incentives." The CED needs to define the word "incentives" so it doesn't just become a "good faith thought" but an actual and concrete set of plans of how to properly incentivizes the faculty to reach this goal. Rewarding faculty has been demonstrated to be one of the most effective ways to incentivized them toward a common goal. A clever way that other UGA Academic Units has supported this goal is by incorporating "diversity" as a "category" for evaluating academic performance toward Promotion and Tenure (teaching, research, and service) as well as Post Tenure review. If the CED incorporate diversity as a criterion for evaluating performance within the P&T definitions of Teaching, Research and Service, as well as Post Tenure

Review, faculty efforts toward attaining this goal will be rewarded since it will be positively counted toward P&T/PostTenure Review. The proposed revision should read as follow: Identify the areas were faculty pursuing any CED's DEI efforts will satisfy the promotion and tenure and/or post tenure review guidelines for evaluating performance in teaching, research and service. The University is currently experiencing a large loss of underrepresented tenured members of the faculty who has been sought out by other highly reputed academic institutions. It is imperative that the CED Diversity Plan incorporated in the language of the Inclusive Excellence Priority II; Goal 3 the word "retention" of underrepresented faculty. The best way to demonstrate unconditional support on Goal 3 is by identifying the underrepresented members of the faculty who are at high risk of leaving due lack of support. The proposed "addition" should read as follow: Identify faculty and staff of color who are at high risk of leaving the CED and make a concert effort to retained them. Create a retention protocol for underrepresented members of the faculty at high risk of leaving the CED.

The section on "needs-based" scholarships should be refined and edited. The term "needs based" is a legal term defined by the Office of Student Financial Aid. Most of our students will not fill out the FAFSA application and in fact, a previous faculty scholarship committee chair intentionally moved to remove the phrase "needs based" from several existing scholarships because it was interfering with scholarship applications. Too much to explain here, but I would like to talk with the person who drafted that section and let's work together to come up with other ways to say what you are trying to say.

I think CED needs to look at outside organizations and groups as ways of truly increasing diversity and inclusion. This first would include groups outside of CED that are on UGA's campus. This should include working in tandem with the school's office of diversity and inclusion and not simply using the office as a periphery tool. Looking to other colleges within the university that have strong diversity and inclusion efforts would also be beneficial. The college of public health has done a great job in creating strong programs and resources for their students. Also, looking to other universities for ideas and collaboration would be beneficial. As a student, I know very little about other universities that offer the same majors as CED and I know collaboration amongst universities would be beneficial. Other universities have so much to offer. It does not always have to be a competition between the universities....