



## **Franklin College of Arts and Sciences**

2025 Diversity & Inclusive Excellence Plan Report

as of: 12.22.2023

## Introduction

Values of diversity and inclusion, embedded throughout the strategic goals of the Franklin College, are foundational to who we are as a college, given the breadth of disciplines, programs, and students we serve. The Diversity and Inclusive Excellence Plan is a blueprint to expand on current programs and begin new initiatives. The plan is fluid enough to be adaptable to specific moments in time as we continue to reflect on what we, the faculty, students, and staff in the Franklin College, can do to create and sustain an inclusive environment that affirms diversity as a strength that benefits the entire academic community and where all can feel they belong.

The writing of this plan began in Fall 2021 at the retreat for Franklin College unit heads and directors. The afternoon was devoted to small group sessions to gather information on current DEI initiatives in individual departments as well as brainstorm future initiatives. After gathering this data, the Associate Dean for Diversity Leadership, Jean Martin-Williams, met frequently throughout the year with the College's two Faculty Fellows in Diversity Leadership, Dr. Chad Howe and Dr. Carolyn Medine. Further input was also solicited from departments and individual faculty. The final draft was reviewed by the other four Associate Deans in the College (Dr. Tom Mote, Dr. Jamie Kreiner, Dr. Michelle Momany, and Dr. Paula Lemons) before being submitted to Dean Alan Dorsey for his feedbacks and edits.

### *2023 Update*

As this document is intended to be both strategic and adaptative, each year we will gauge our progress and make adjustments to the plan as needed. The July 2023 update was led by Associate Dean Jean Martin-Williams with input from Dean Anna Stenport, Senior Vice Provost Michelle Cook, the Franklin Faculty Fellows in Diversity Leadership (Chad Howe and Carolyn Medine) and the Associate Deans (Gary Douberly, Jamie Kreiner, Paula Lemons and Tom Mote).

### **Point of Contact for plan feedback:**

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

**Goal: Unit Goal 1.1**

**Create connections with professional organizations focused on inclusive excellence in higher education to build on their findings and projects for recruitment and retention.**

**Key Performance Indicator**

Achievement of the connection(s)

**Data Source**

FCAS Associate Dean for Graduate Education and Associate Dean for Academic Affairs

Annual Targets FY22	FY23	FY24	FY25
No current connections	Continue to establish connections with a wide variety of organizations that can help with recruitment and retention.	Assess and revise as needed	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 1.2**

**Encourage departments to work with the Graduate School’s “Feeder Program” and “Pathways Programs” to identify and cultivate relationships with potential graduate students.**

**Key Performance Indicator**  
 Completion of a clear workable plan

**Data Source**  
 FCAS Associate Dean for Graduate Education

Annual Targets FY22	FY23	FY24	FY25
No current College-wide program	Meet with Lisa Sperling (Graduate School) and department heads for input in crafting a plan. At least one department in each of the college’s five divisions are now working with the Graduate School and/or the Dean’s Office to identify potential pathway programs.	Launch plan	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 1.3**  
 Work with New American Pathways to attract applications from refugee populations.

**Key Performance Indicator**  
 Measurable increase in applications

**Data Source**  
 OIR; data from individual departments

Annual Targets FY22	FY23	FY24	FY25
No current College-wide plan	Establish protocol with New American Pathways and launch. We did not meet this KPI and have moved it to FY24.	Establish protocol with New American Pathways and launch.	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 1.4**  
 Establish an HBCU pipeline for each division of Franklin College.

**Key Performance Indicator**

Clear and workable plan for Summer 2024

**Data Source**

Associate Deans of FCAS

Annual Targets FY22	FY23	FY24	FY25
No current College-wide plan	Identify HBCU(s) for each division and plan for Summer 2024 on-campus experience. Goal not met.	Plan a summer experience for two divisions for Summer 2025	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 1.5**  
 Establish “study away” semester for URM undergraduate students from other schools to spend a semester at UGA.

**Key Performance Indicator**

Establishment of a Cohort

**Data Source**

FCAS Associate Dean for Undergraduate Education

Annual Targets FY22	FY23	FY24	FY25
No current College-wide plan	Work with OGE, Housing, and VPI on a protocol; including giving each student a departmental home, pairing each student with a faculty mentor and possibly requiring an independent project or participation in research. The students should be housed together and have periodic social events to build community as a cohort. Goal not met.	Work with OGE, Housing, and VPI on a protocol; including giving each student a departmental home, pairing each student with a faculty mentor and possibly requiring an independent project or participation in research. The students should be housed together and have periodic social events to build community as a cohort.	Enroll students in Spring 2025

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 1.6**  
 Establish an ongoing connection with the SEC Emerging Scholars program.

**Key Performance Indicator**

Completed applications

**Data Source**

SEC Emerging Scholars local representatives

Annual Targets FY22	FY23	FY24	FY25
No specific Franklin involvement	Connection made with UGA representatives. FCAS Associate Dean added to planning committee for UGA hosted SEC Emerging Scholars 2024 workshop.	A minimum of four Franklin students apply to the program	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**



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

**Goal: Unit Goal 1.7**

In each departmental website front page put a spotlight (photo and short bio) of an alum, faculty member, staff member, or graduate student from an URM. This changes every two months, with older spotlights archived and accessible.

**Key Performance Indicator**

Visible evidence

**Data Source**

FCAS Office of Institutional Technology

Annual Targets FY22	FY23	FY24	FY25
Varies across departments	Discuss protocol with FOIT and Alan Flurry; Implement in twelve units. Almost all units have implemented.	Implement in remaining units	Assess and revise as needed
Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 1.8**  
**Have a Franklin Booth at higher education conferences that promote success of underrepresented students.**

**Key Performance Indicator**

Franklin presence at the conferences indicated

**Data Source**

FCAS Dean’s Office

Annual Targets FY22	FY23	FY24	FY25
Arrange for a booth at SACNAS in Fall 2022, whose mission is to foster the success of Chicanos/Hispanics and Native Americans, from college students to professionals, in attaining advanced degrees, careers, and positions of leadership in STEM	Assess SACNAS booth and continue if successful; also have a booth at Annual Biomedical Research Conference for Minority Students (ABRCMS). Target met.	Assess and continue	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 2.1**  
 Establish a need-based scholarship for a first-generation or minoritized student undergraduate and graduate from Athens-Clarke County.

**Key Performance Indicator**

Selection of recipients

**Data Source**

FCAS Dean’s Office

Annual Targets FY22	FY23	FY24	FY25
No current scholarship	Work with Development to establish two scholarships (one UG and G)	Establish one more UG and one more G scholarship	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 2.2**  
 Establish graduate assistantships modeled on the previous GROW fellowship in The Graduate School.

**Key Performance Indicator**

Creation of assistantships for underrepresented students

**Data Source**

FCAS Associate Dean for Graduate Education

Annual Targets FY22	FY23	FY24	FY25
Osborne Fellowships	Establish protocol/work with development to add to current assistantship opportunities for students underrepresented in their discipline	Continue to build this	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 3.1**

**Offer faculty opportunities to understand learning styles of diverse student populations and the learning structures of previous institutions of, particularly, international students.**

**Key Performance Indicator**

Club and Communities have faculty participation

**Data Source**

FCAS Dean’s Office

Annual Targets FY22	FY23	FY24	FY25
No current programs in the college	Discuss with stakeholders---interest in faculty book clubs on this topic and/on a Faculty Learning Community. Goal not met.	Discuss with stakeholders---interest in faculty book clubs on this topic and/on a Faculty Learning Community.	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 3.2**  
 Assess what training is available for faculty to learn the issues in DEI.

**Key Performance Indicator**  
 List imbedded on college website

**Data Source**  
 FCAS Office of Information Technology

Annual Targets FY22	FY23	FY24	FY25
The Diversity Certificate through Professional Education Portal	Make a list of what is available and imbed in FCAS website. Goal met.	Assess and revise as needed	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 3.3**

Provide resources to help faculty understand the elements of mentoring and importance of establishing a mentoring relationship, recognizing that working class and minoritized students may not seek our mentoring.

**Key Performance Indicator**

Clear and sustainable mentoring plans established

**Data Source**

FCAS Associate Dean for Faculty Affairs

Annual Targets FY22	FY23	FY24	FY25
Some use of the Graduate School mentoring plans and compacts	Have a rep from the Graduate School discuss the mentoring plans and compacts at a department head meeting, spring 2023 in anticipation of the Fall 23 semester; and with the new faculty in Fall 23 orientation. Encourage departments to develop systems that recognize and award mentoring work. Goal met.	Continue to find avenues to for faculty to learn about these resources	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 3.4**  
 Establish resources for graduate assistants to learn engaged practices for teaching students across underrepresented groups.

**Key Performance Indicator**

Resources on FCAS website

**Data Source**

FCAS Office of Institutional Technology

Annual Targets FY22	FY23	FY24	FY25
Nothing currently in place on a regular basis	Add a resource page to the Franklin DEI page in consult with CTL. Goal met.	Update the resource pages as needed	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**



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

**Goal: Unit Goal 3.5**  
 Establish units on Inclusive Classroom Strategies for all GRSC courses taught in the college.

**Key Performance Indicator**

Syllabi for Franklin GRSC contain these units

**Data Source**

FCAS Associate Dean for Graduate education

Annual Targets FY22	FY23	FY24	FY25
Currently happening in some Franklin GRSC classes.	Create a two-session unit: content and learning outcomes. Share with departments that offer a GRSC. Goal not met.	Create a two-session unit: content and learning outcomes. Share with departments that offer a GRSC.	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unti Goal 3.6**  
 Strive for wall decorations of hallways and main offices of Franklin departments and Old College to reflect the college’s values of Inclusive Excellence.

**Key Performance Indicator**

Photo collection of revamped hallways

**Data Source**

Department heads

Annual Targets FY22	FY23	FY24	FY25
Begin inventory---walk and photograph all Franklin hallways	Continue inventory; update 35% of hallways. Goal met.	Update another 35%	Update remaining ~30%

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 3.7**  
**Increase EL internship opportunities with a DEI focus.**

**Key Performance Indicator**

Increase in EL internships

**Data Source**

UGA Office of Experiential Learning

Annual Targets FY22	FY23	FY24	FY25
Few opportunities currently	Assemble master list of Franklin EL internships with DEI focus Appoint an internship coordinator for each division who works with the EL office to establish paid internships and scholarship funding for unpaid internships. Partially met. Humanities Division has completed this.	Establish internship coordinator and list for Fine Arts and Social Science divisions	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 3.8**  
 Establish DEI-focused resources for Course Design (e.g., syllabus, textbooks, presenting content, etc.).

**Key Performance Indicator**

Web-based resources accessible from FCAS website

**Data Source**

FCAS Office of Instructional Technology

Annual Targets FY22	FY23	FY24	FY25
Nothing currently	With CTL and other partners, establish a web-based resource of best practices on the Franklin DEI page. Offer drop-in sessions each semester Goal met except for drop-in sessions.	Establish Faculty learning community for two divisions for the 24- 25 Academic Year. Begin offering drop-in sessions.	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 3.9**  
 Establish an annual Franklin College Lecture series with a DEI focus.

**Key Performance Indicator**

Lecturer scheduled

**Data Source**

FCAS Development Office and Associate Dean for Diversity

Annual Targets FY22	FY23	FY24	FY25
Funding agreement has been signed	Have first lecture in Spring 2023. Goal not met, but plans in place for FY24	Assess and revise as needed	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 3.10**

Establish ally spaces with each institute where diverse populations can gather and that can be used for programming to educate the larger community.

**Key Performance Indicator**

Presence of these spaces

**Data Source**

Office of Architect and FCAS facilities group

Annual Targets FY22	FY23	FY24	FY25
Nothing currently in use	Work with architects/planners for the Holmes Hunter renovation to include a space with the IAAS; work with FCAS facilities group to identify space in other locations. Goal not met and it is clear is not possible.	Continue looking for a gathering space	Assess and revise as needed
Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 4.1**

**Provide mentoring relationship protocols for Franklin College faculty teaching FYO Seminars on topics to establish mentoring relationships with all students including URM.**

**Key Performance Indicator**

Links available on FCAS webpage

**Data Source**

FCAS Office of Instructional Technology

Annual Targets FY22	FY23	FY24	FY25
No formalized protocols	Add resources to the FCAS DEI page and links to the Graduate School mentoring information. Provide information session for faculty. Develop incentive plan for FYOS teachers who incorporate this DEI focus First sentence goal met. We have decided not to develop an incentive plan.	Provide information session for faculty	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 4.2**  
 Create GradFirst offerings related to DEI issues.

**Key Performance Indicator**

A portion of GradFirst classes in Franklin have DEI issues

**Data Source**

FCAS Associate Dean for Graduate Education

Annual Targets FY22	FY23	FY24	FY25
Course approvals have not been released	Assess 22-23 classes; work with department heads to expand offerings where needed. We have decided to put this KPI on hold.	Assess and revise as needed	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**



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

**Goal: Unit Goal 4.3**

**Work regularly to support existing student clubs and other organizations that have a DEI focus, not only financially but also through attendance at events and promotion of events.**

**Key Performance Indicator**  
List of college-supported clubs

**Data Source**  
FCAS Dean’s Office

Annual Targets FY22	FY23	FY24	FY25
Black Theater Group currently supported	Work with Student Affairs to compile list of clubs and contact persons. We have established a protocol for funding requests.	Assess and revise as needed	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 4.4**  
**Increase optional opportunities for DEI awareness and advocacy for all students.**

**Key Performance Indicator**  
 FCAS Ambassador Training handbook

**Data Source**  
 FCAS Office of Development

Annual Targets FY22	FY23	FY24	FY25
No DEI emphasis currently	Add Inclusive Excellence training to the training for 2022-2023 Franklin College Ambassadors. Ambassador program has returned. This Inclusive Excellence training will be added to FY 24 goal.	Hold DEI-focused events, planned and hosted by the Ambassadors. Some could be division-specific and held in conjunction with other events (museum opening, lecture, etc).	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 4.5**  
 Maintain and grow relationships with Franklin alumni from underrepresented Communities.

**Key Performance Indicator**

List established

**Data Source**

Franklin Development Office

Annual Targets FY22	FY23	FY24	FY25
Create list of Franklin alumni already participating as mentors	Establish central communication; expand on number of mentors. Goal met	Engage with the Black Alumni Leadership Council and the Latino Alumni Council	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 4.6**  
 Establish a mentoring program for each incoming graduate student.

**Key Performance Indicator**

List from departments

**Data Source**

FCAS Associate Dean for Graduate Education

Annual Targets FY22	FY23	FY24	FY25
Occurring in some departments.	Assign every incoming graduate student a returning graduate student who volunteers to be a mentor, including training for the mentor. The two students do not have to be from the same department. Some departments have established a mentoring program.	Assess and revise as needed	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 1.1**

**Work intentionally with existing FCAS institutes and programs that represent diversity education to expand student work opportunities, with funding coordinated by the College.**

**Key Performance Indicator**  
 Increase in number of student workers

**Data Source**  
 FCAS Dean’s Office

Annual Targets FY22	FY23	FY24	FY25
Inconsistent across units	Identify units who are currently hiring part time student workers, particularly Federal Work-Study students. Goal not thoroughly met; still collecting data.	Encourage other units to hire Federal Work Study students, with assistance in the procedure	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 1.2**  
 Work with the Athens-Clarke County Inclusion Office to make the Athens-Clarke County community aware of employment opportunities

**Key Performance Indicator**

Establishment of ongoing relationship with this office

**Data Source**

FCAS Associate Dean for Diversity Leadership

Annual Targets FY22	FY23	FY24	FY25
No current program	Identify contact person for this office; send all staff postings as they are posted. Goal met.	Assess and revise as needed	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 1.3**  
 Create college level post-doctoral programs that target underrepresented communities.

**Key Performance Indicator**

Establishment of program

**Data Source**

FCAS Associate Dean for Diversity Leadership

Annual Targets FY22	FY23	FY24	FY25
No current program	Work with other SEC institutions and the UGA Provost office to establish a program. Conversations in progress.	Partner with the SEC Emerging Scholars program and the FFIRE in the Office of Research	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

### Goal: Unit Goal 1.4

Increase the number of women and URM in leadership positions in the Franklin College.

#### Key Performance Indicator

Attendance at these events

#### Data Source

FCAS Associate Dean for Diversity Leadership

Annual Targets FY22	FY23	FY24	FY25
No programs at the current time	Establish “lunch ‘n learns” for faculty interested in being a Graduate Coordinator, Undergraduate Coordinator or other leadership position. Goal not met, but new Undergrd Coordinator group now meets regularly.	Continue working on lunch n learn programs	Assess and revise as needed
Annual Performance FY22	FY23	FY24	FY25

Additional Comments (related to performance)



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

**Goal: Unit Goal 1.5**  
**Broaden onboarding efforts for all new faculty.**

**Key Performance Indicator**

Clear protocols established and followed

**Data Source**

FCAS Associate Dean for Diversity Leadership

Annual Targets FY22	FY23	FY24	FY25
Summer 2022: welcome bag awaited each new faculty member in their department's office	Send welcome box in the summer to each new faculty member including Franklin items and items from local businesses, esp minority-owned businesses. Meet with the new faculty as a group over zoom so they can meet each other before arrival. Goal partially met. Local businesses have not been as interested in this as anticipated.	Assess the Summer 2023 experience and revise as needed	Assess the Summer 2024 experience and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 1.6**  
**Broaden onboarding efforts for all new staff.**

**Key Performance Indicator**

Clear protocols established and followed

**Data Source**

FCAS Director of Human Resources and Workplace Diversity

Annual Targets FY22	FY23	FY24	FY25
No specific FCAS onboarding at the current time	Discuss best practices with new Director of Human Resources and Workplace Diversity Pilot new onboarding activities. Goal moved to FY24 due to leadership changes in HR	Discuss best practices with new Director of Human Resources and Workplace Diversity Pilot new onboarding activities.	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 1.7**  
**Partner with OFA and OID to do Exit Interviews with all faculty and staff who resign from their position to understand the factors that led to the decision.**

**Key Performance Indicator**

Procedure established and followed

**Data Source**

FCAS Associate Dean for Faculty Affairs

Annual Targets FY22	FY23	FY24	FY25
Occurs in some departments	Establish a formal procedure in consultation with department heads. We are rethinking the wisdom of a required, formal procedure.	Assess and revise as needed	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 2.1**  
**Form a college-wide DEI committee.**

**Key Performance Indicator**

Active, productive committee in operation

**Data Source**

FCAS Associate Dean for Diversity Leadership

Annual Targets FY22	FY23	FY24	FY25
No committee currently	Establish process for each division to have one department head representing that division. Using that process, convene committee of these five individuals, and the two Administrative Fellows in Diversity Leadership, chaired by the Associate Dean leading DEI. Add five assistant professors to the committee, not from units with heads on the committee. College-level Inclusive Excellence Advocacy committee has been created.	Establish a subcommittee for staff and Establish a subcommittee for graduate students	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 2.2**  
**Support faculty members who wish to be a champion for inclusive excellence in their department.**

**Key Performance Indicator**

Workshops attended and successful

**Data Source**

FCAS Associate Dean for Diversity Leadership

Annual Targets FY22	FY23	FY24	FY25
In partnership with OID, two-day Race Reflections workshop for ten faculty who have completed the University’s Diversity certificate	Assess 2022 workshop and hold 2023 workshop for a bigger cohort, or multiple cohorts. Workshop successfully held in May 23.	Assess and revise as needed	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

### Goal: Unit Goal 3.1

Create awards (seed money) to encourage and to acknowledge a teamwork project involving faculty, students, and staff that works against hierarchies while increasing awareness of and working towards increasing DEI in a department or program.

#### Key Performance Indicator

First project is awarded

#### Data Source

FCAS Associate Dean for Diversity Leadership

Annual Targets FY22	FY23	FY24	FY25
Nothing currently	Work with development for funding; work with OID for content. This is currently on hold.	Call for proposals	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 2.3**  
 Establish a Franklin College Visiting Professor of Diversity and Inclusive Excellence.

**Key Performance Indicator**

Professorship established

**Data Source**

FCAS Office of Development

Annual Targets FY22	FY23	FY24	FY25
None currently	Identify funding and nominating process. This has been put on hold for budget reasons.	Welcome first professor for a semester during 2023-2024	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 3.2**

**Spotlight faculty programs that encourage diversity in research and teaching through FCAS publications and the FCAS and FCAS DEI twitter accounts.**

**Key Performance Indicator**

Twitter account has a minimum of 12 tweets per month

**Data Source**

FCAS Associate Dean for Diversity Leadership

Annual Targets FY22	FY23	FY24	FY25
FCAS DEI Twitter account established but inconsistent	Be consisted and intentional with the Twitter account. Work with Alan Flurry to identify other opportunities. DEI Twitter account has been deactivated. FCAS Communications has a strong Inclusive excellence focus in their promotions.	Assess and revise as needed	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**



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

**Goal: Unit Goal 3.3**

**Acknowledge DEI contributions in annual staff and faculty evaluations as one of many ways to build community in the workplace and classroom.**

**Key Performance Indicator**

Annual Evaluations

**Data Source**

FCAS Associate Dean for Faculty Affairs

Annual Targets FY22	FY23	FY24	FY25
Currently done in some departments	Departments may choose to include DEI efforts and accomplishments in research and instruction as part of the yearly evaluation. Dept. heads can now choose to use Inclusive Excellence efforts as a part of annual evaluations, but no one is penalized for not doing these efforts.	Assess and revise as needed	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 3.4**  
 Expand existing DEI-focused awards.

**Key Performance Indicator**

Awards established

**Data Source**

FCAS Dean’s Office

Annual Targets FY22	FY23	FY24	FY25
Diversity Advocacy Awards: one for staff and one for faculty	Establish a Diversity Advocacy Award for graduate students. Goal not met.	Establish a Diversity Advocacy Award for graduate students	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 3.5**  
 Encourage voluntary completion of the Diversity and Inclusion Certificate or other professional development trainings for graduate students.

**Key Performance Indicator**

Increase in numbers

**Data Source**

UGA Professional Education department

Annual Targets FY22	FY23	FY24	FY25
Ask Professional Education for an estimate of e how many Franklin graduate students have taken any of these courses in the past three years; determine how many have completed the certificate in the last three years.	Survey graduate students to determine what would make this process more accessible; implement two suggestions. Working with OID on ways to make classes more accessible, pathways.	Assess and revise as needed	Assess and revise as needed
Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 3.6**  
 Encourage voluntary completion of the Diversity and Inclusion Certificate or other professional development trainings for faculty.

**Key Performance Indicator**

Increase in numbers

**Data Source**

UGA Professional Education department

Annual Targets FY22	FY23	FY24	FY25
Ask Professional Education for an estimate of how many Franklin faculty have taken any of these courses in the past three years; determine how many have completed the certificate in the last three years	Offer incentives and publicize these incentives to faculty	Assess and revise as needed	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 3.7**  
 Encourage voluntary completion of the Diversity and Inclusion Certificate or other opportunities to engage in community building for staff.

**Key Performance Indicator**

Increase in numbers

**Data Source**

UGA Professional Education department

Annual Targets FY22	FY23	FY24	FY25
Ask Professional Education for an estimate of how many Franklin staff have taken any of these courses in the past three years; determine how many have completed the certificate in the last three years	Survey staff to determine what would make this process more accessible; implement two suggestions. Working with OID on ways to make classes more accessible, pathways.	Assess and revise as needed	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 3.8**  
 Expand professional development opportunities for staff to engage in DEI-skillset building.

**Key Performance Indicator**  
 New opportunities implemented

**Data Source**  
 FCAS Associate Dean for Diversity Leadership

Annual Targets FY22	FY23	FY24	FY25
Franklin Diversity Leadership: gather list of what is currently available	Franklin Diversity Leadership: research best practices and work with HR to implement new opportunities. Working with OID on ways to make classes more accessible, pathways.	Assess and revise as needed	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

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

**Goal: Unit Goal 3.9**  
 Create competitive research awards for faculty doing scholarship with a DEI focus.

**Key Performance Indicator**

Award created

**Data Source**

FCAS Associate Dean for Diversity Leadership

Annual Targets FY22	FY23	FY24	FY25
Nothing currently	Establish five \$1000 research grants. Working with new AD for Research on how to focus these grants without there being an exclusion of some faculty	Assess and revise as needed	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

### Priority III: Expanding Partnerships and Outreach to Strengthen Diverse Communities

**Goal: Unit Goal 1.1**  
 Bring the Athens community into conversation on how Franklin College might be more visible and work more effectively in the local community.

**Key Performance Indicator**

Programs established

**Data Source**

UGA Government relations office (local)

Annual Targets FY22	FY23	FY24	FY25
Currently no regular pipeline for this	Work with UGA Government relations office and local officials to establish programs with local nonprofits and other organizations. Goal not met.	Work with UGA Government relations office and local officials to establish programs with local nonprofits and other organizations	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**



### Priority III: Expanding Partnerships and Outreach to Strengthen Diverse Communities

**Goal: Unit Goal 2.1**

Connect and work intentionally with The Office of Institutional Diversity’s already established partnerships and DEI efforts like GAAME, Georgia Possible, and Road Dawgs.

**Key Performance Indicator**

Growing list of partners

**Data Source**

FCAS Associate Dean for Diversity Leadership

Annual Targets FY22	FY23	FY24	FY25
Some partnership work, but sporadic	Plan with OID to increase FCAS activity in these partnerships. Conversations have begun but we are not at the point we hoped to be for FY23	Assess and revise as needed	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

### Priority III: Expanding Partnerships and Outreach to Strengthen Diverse Communities

**Goal: Unit Goal 2.2**  
**Work with campus organizations that support underrepresented groups.**

**Key Performance Indicator**

Organized system of support

**Data Source**

FCAS Business Office & Associate Dean for Diversity Leadership

Annual Targets FY22	FY23	FY24	FY25
Currently supporting events, such as RSVP , but not on a regular basis	Reach out to campus organizations supporting veterans, LGBTQ+, and other underrepresented groups to determine partnership needs. Goal met. Most organizations appreciated hearing from us but had less interest in a partnership	Assess and revise as needed	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

### Priority III: Expanding Partnerships and Outreach to Strengthen Diverse Communities

**Goal: Unit Goal 3.1**  
**Expand experiential learning experiences, from all disciplines, in rural Georgia.**

**Key Performance Indicator**

Expanded list of opportunities

**Data Source**

FCAS Associate Dean for Experiential Learning

Annual Targets FY22	FY23	FY24	FY25
No existing list	Work with Office of Public Service and Outreach; determine funding sources for student travel. Some rural scholarships have been established to help with this.	Assess and revise as needed	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**

### Priority III: Expanding Partnerships and Outreach to Strengthen Diverse Communities

**Goal: Unit Goal 4.1**  
 Facilitate ways for FCAS to work with community partners to create programs to support underserved residents of Athens Clarke County.

**Key Performance Indicator**

Connections established

**Data Source**

FCAS Associate Dean of Diversity Leadership

Annual Targets FY22	FY23	FY24	FY25
No College-wide pathways	Establish conversations with Common Ground, Athens Habitat for Humanity, Casa de Amistad, and others. Goal not met.	Establish conversations with Common Ground, Athens Habitat for Humanity, Casa de Amistad, and others	Assess and revise as needed

Annual Performance FY22	FY23	FY24	FY25

**Additional Comments (related to performance)**