



Franklin College of Arts and Sciences UNIVERSITY OF GEORGIA

Diversity and Inclusive Excellence Plan Franklin College of Arts and Sciences

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.

Original Document

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. We are appreciative of the feedback from the Provost's Review Team that assisted us in crafting the final version of the plan, July 2022.

2023 Update

As this document is intended to be both strategic and adaptive, 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).

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

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

Unit Goal 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 1: Achievement of the connection (s)

Data Source: FCAS Associate Dean for Graduate Education and Associate Dean for Academic Affairs

Annual Targets:

FY2022 Baseline	No current connections
FY2023	Establish connection with <i>Unlearning Racism in the Geosciences</i> and others as determined
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

Unit Goal 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 1: Completion of a clear workable plan

Data Source: FCAS Associate Dean for Graduate Education

Annual Targets:

FY2022 Baseline	No current College-wide program
FY2023	Meet with Lisa Sperling (Graduate School) and department heads for input in crafting a plan
FY2024	Launch plan
FY2025	Assess and revise as needed

Unit Goal 3: Work with New American Pathways to attract applications from refugee populations.

Key Performance Indicator 1: Measurable increase in applications

Data Source: OIR; data from individual departments

Annual Targets:

FY2022 Baseline	No current College-wide plan
FY2023	Establish protocol with New American Pathways and launch
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

Unit Goal 4: Establish an HBCU pipeline for each division of Franklin College.

Key Performance Indicator 1: Clear and workable plan for Summer 2024

Data Source: Associate Deans of FCAS

Annual Targets:

FY2022 Baseline	No current College-wide plan
FY2023	Identify HBCU(s) for each division and plan for Summer 2024 on-campus experience
FY2024	Assess the Summer 2024 experience and revise as needed
FY2025	Assess and revise as needed

Unit Goal 5: Establish “study away” semester for underrepresented and underserved undergraduate students from other schools to spend a semester at UGA.

Key Performance Indicator 1: Establishment of a Cohort

Data Source: FCAS Associate Dean for Undergraduate Education

Annual Targets:

FY2022 Baseline	No current College-wide plan
FY2023	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.
FY2024	Enroll students in Fall 2024
FY2025	Enroll students in Spring 2025

Unit Goal 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:

FY2022 Baseline	No specific Franklin involvement
FY2023	Connect with UGA representatives to this program; encourage a least two Franklin students to apply to the program; identify Franklin faculty to mentor in the program
FY2024	A minimum of four Franklin students apply to the program
FY2025	Assess and revise as needed

Unit Goal 7: On each departmental website front page put a spotlight (photo and short bio) of an alum, faculty member, staff member, or graduate student from an underrepresented group. This changes every two months, with older spotlights archived and accessible.

Key Performance Indicator 1: Visible evidence

Data Source: FCAS Office of Institutional Technology

Annual Targets:

FY2022 Baseline	Varies across departments
FY2023	Discuss protocol with FOIT and Alan Flurry; Implement in twelve units
FY2024	Implement in remaining units
FY2025	Assess and revise as needed

Unit Goal 8: Have a Franklin Booth at higher education conferences that promote success of underrepresented students.

Key Performance Indicator 1: Franklin presence at the conferences indicated

Data Source: FCAS Dean's Office

Annual Targets:

FY2022 Baseline	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
FY2023	Assess SACNAS booth and continue if successful; also have a booth at Annual Biomedical Research Conference for Minority Students (ABRCMS)

FY2024	Assess and continue
FY2025	Assess and revise as needed

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

Unit Goal 1: Establish one undergraduate and one graduate need-based scholarship for a resident of Athens-Clarke County.

Key Performance Indicator 1: Selection of recipients

Data Source: FCAS Dean's Office

Annual Targets:

FY2022 Baseline	No current scholarship
FY2023	Work with Development to establish two scholarships (one UG and G)
FY2024	Establish one more UG and one more G scholarship
FY2025	Assess and revise as needed

Unit Goal 2: Establish graduate assistantships modeled on the previous GROW fellowship in The Graduate School.

Key Performance Indicator 1: Creation of assistantships for underrepresented students

Data Source: FCAS Associate Dean for Graduate Education

Annual Targets:

FY2022 Baseline	Osborne Fellowships
FY2023	Establish protocol/work with development to add to current assistantship opportunities for students underrepresented in their discipline
FY2024	Continue to build this
FY2025	Assess and revise as needed

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

Unit Goal 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 1: Club and Communities have faculty participation

Data Source: FCAS Dean's Office

Annual Targets:

FY2022 Baseline	No current programs in the college
FY2023	Discuss with stakeholders---interest in faculty book clubs on this topic and/on a Faculty Learning Community
FY2024	Using data from FY23 discussions, establish opportunities
FY2025	Assess and revise as needed

Unit Goal 2: Assess what optional training is available for interested staff and faculty to learn the issues in DEI.

Key Performance Indicator 1: List imbedded on college website

Data Source: FCAS Office of Information Technology

Annual Targets:

FY2022 Baseline	The Diversity Certificate through Professional Education Portal
FY2023	Make a list of what is available and imbed in FCAS website
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

Unit Goal 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 1: Clear and sustainable mentoring plans established

Data Source: FCAS Associate Dean for Faculty Affairs

Annual Targets:

FY2022 Baseline	Some use of the Graduate School mentoring plans and compacts
FY2023	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.

FY2024	Continue to find avenues to for faculty to learn about these resources
FY2025	Assess and revise as needed

Unit Goal 4: Establish resources for graduate assistants to learn engaged practices for teaching students across underrepresented groups.

Key Performance Indicator 1: Resources on FCAS website

Data Source: FCAS Office of Institutional Technology

Annual Targets:

FY2022 Baseline	Nothing currently in place on a regular basis
FY2023	Add a resource page to the Franklin DEI page in consult with CTL
FY2024	Update the resource pages as needed
FY2025	Assess and revise as needed

Unit Goal 5: Establish units on Inclusive Classroom Strategies for all GRSC courses taught in the college.

Key Performance Indicator 1: Syllabi for Franklin GRSC contain these units

Data Source: FCAS Associate Dean for Graduate education

Annual Targets:

FY2022 Baseline	Currently happening in some Franklin GRSC classes
FY2023	Create a two-session unit: content and learning outcomes. Share with departments that offer a GRSC
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

Unit Goal 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 1: Photo collection of revamped hallways

Data Source: Department heads

Annual Targets:

FY2022 Baseline	Begin inventory---walk and photograph all Franklin hallways
FY2023	Continue inventory; update 35% of hallways

FY2024	Update another 35%
FY2025	Update remaining ~30%

Unit Goal 7: Increase EL internship opportunities with a DEI focus.

Key Performance Indicator 1: Increase in EL internships

Data Source: UGA Office of Experiential Learning

Annual Targets:

FY2022 Baseline	Few opportunities currently
FY2023	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.
FY2024	Increase number of internships from FY2023 by 15%
FY2025	Assess and revise as needed

Unit Goal 8: Establish DEI-focused resources for Course Design (e.g., syllabus, textbooks, presenting content, etc.).

Key Performance Indicator 1: Web-based resources accessible from FCAS website

Data Source: FCAS Office of Instructional Technology

Annual Targets:

FY2022 Baseline	Nothing currently
FY2023	With CTL and other partners, establish a web-based resource of best practices on the Franklin DEI page. Offer drop-in sessions each semester
FY2024	Establish Faculty learning community for each division for the 24-25 Academic Year
FY2025	Assess and revise as needed

Unit Goal 9: Establish an annual Franklin College Lecture series with a DEI focus.

Key Performance Indicator 1: Lecturer scheduled

Data Source: FCAS Development Office and Associate Dean for Diversity

Annual Targets:

FY2022 Baseline	Funding agreement has been signed
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FY2023	Have first lecture in Spring 2023
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

Unit Goal 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 1: Presence of these spaces

Data Source: Office of Architect and FCAS facilities group

Annual Targets:

FY2022 Baseline	Nothing currently in use
FY2023	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
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

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

Unit Goal 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 1: Links available on FCAS webpage

Data Source: FCAS Office of Instructional Technology

Annual Targets:

FY2022 Baseline	No formalized protocols
FY2023	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
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

Unit Goal 2: Create GradFirst offerings related to DEI issues.

Key Performance Indicator 1: A portion of GradFirst classes in Franklin have DEI issues

Data Source: FCAS Associate Dean for Graduate Education

Annual Targets:

FY2022 Baseline	Course approvals have not been released
FY2023	Assess 22-23 classes; work with department heads to expand offerings where needed.
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

Unit Goal 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 1: List of college-supported clubs

Data Source: FCAS Dean's Office

Annual Targets:

FY2022 Baseline	Black Theater Group currently supported
FY2023	Work with Student Affairs to compile list of clubs and contact persons
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

Unit Goal 4: Increase optional opportunities for DEI awareness and advocacy for all students.

Key Performance Indicator 1: FCAS Ambassador Training handbook

Data Source: FCAS Office of Development

Annual Targets:

FY2022 Baseline	No DEI emphasis currently
FY2023	Add Inclusive Excellence training to the training for 2022-2023 Franklin College Ambassadors
FY2024	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)
FY2025	Assess and revise as needed

Unit Goal 5: Maintain and grow relationships with Franklin alumni from underrepresented Communities.

Key Performance Indicator 1: List established

Data Source: Franklin Development Office

Annual Targets:

FY2022 Baseline	Create list of Franklin alumni already participating as mentors
FY2023	Establish central communication; expand on number of mentors
FY2024	Engage with the Black Alumni Leadership Council and the Latino Alumni Council
FY2025	Assess and revise as needed

Unit Goal 6: Establish a mentoring program for each incoming graduate student.

Key Performance Indicator 1: List from departments

Data Source: FCAS Associate Dean for Graduate Education

Annual Targets:

FY2022 Baseline	Occurring in some departments.
FY2023	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.
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

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

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

Unit Goal 1: Work intentionally with existing FCAS institutes and programs that represent diversity education to expand student work opportunities for all students.

Key Performance Indicator 1: Increase in number of student workers

Data Source: FCAS Dean's Office

Annual Targets:

FY2022 Baseline	Inconsistent across units
FY2023	Identify units who are currently hiring part time student workers, particularly Federal Work-Study students
FY2024	Encourage other units to hire Federal Work Study students, with assistance in the procedure
FY2025	Assess and revise as needed

Unit Goal 2: Work with the Athens-Clarke County Inclusion Office to make the Athens-Clarke County community aware of employment opportunities.

Key Performance Indicator 1: Establishment of ongoing relationship with this office

Data Source: FCAS Associate Dean for Diversity Leadership

Annual Targets:

FY2022 Baseline	No current program
FY2023	Identify contact person for this office; send all staff postings as they are posted
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

Unit Goal 3: Create college level post-doctoral programs that target underrepresented communities.

Key Performance Indicator 1: Establishment of program

Data Source: FCAS Associate Dean for Diversity Leadership

Annual Targets:

FY2022 Baseline	No current program
FY2023	Work with other SEC institutions and the UGA Provost office to establish a program
FY2024	Partner with the SEC Emerging Scholars program and the FFIRE in the Office of Research
FY2025	Assess and revise as needed

Unit Goal 4: Support the leadership development of women and URM in leadership positions in the Franklin College.

Key Performance Indicator 1: Attendance at these events

Data Source: FCAS Associate Dean for Diversity Leadership

Annual Targets:

FY2022 Baseline	No programs at the current time
FY2023	Establish “lunch ‘n learns” for faculty interested in being a Graduate Coordinator, Undergraduate Coordinator or other leadership position
FY2024	Continue working on lunch n learn programs
FY2025	Assess and revise as needed

Unit Goal 5: Broaden onboarding efforts for all new faculty.

Key Performance Indicator 1: Clear protocols established and followed

Data Source: FCAS Associate Dean for Diversity Leadership

Annual Targets:

FY2022 Baseline	Summer 2022: welcome bag awaited each new faculty member in their department’s office
FY2023	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
FY2024	Assess the Summer 2023 experience and revise as needed
FY2025	Assess the Summer 2024 experience and revise as needed

Unit Goal 6: Broaden onboarding efforts for all new staff.

Key Performance Indicator 1: Clear protocols established and followed

Data Source: FCAS Director of Human Resources and Workplace Diversity

Annual Targets:

FY2022 Baseline	No specific FCAS onboarding at the current time
FY2023	Discuss best practices with new Director of Human Resources and Workplace Diversity Pilot new onboarding activities
FY2024	Assess the FY2023 activities and revise as needed
FY2025	Assess and revise as needed

Unit Goal 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 1: Procedure established and followed

Data Source: FCAS Associate Dean for Faculty Affairs

Annual Targets:

FY2022 Baseline	Occurs in some departments
FY2023	Establish a formal procedure in consultation with department heads
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

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

Unit Goal 1: Form a college-wide DEI committee.

Key Performance Indicator 1: Active, productive committee in operation

Data Source: FCAS Associate Dean for Diversity Leadership

Annual Targets:

FY2022 Baseline	No committee currently
FY2023	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
FY2024	Establish a subcommittee for staff and Establish a subcommittee for graduate students
FY2025	Assess and revise as needed

Unit Goal 2: Support faculty members who wish to be a champion for inclusive excellence in their department.

Key Performance Indicator 1: Workshops attended and successful

Data Source: FCAS Associate Dean for Diversity Leadership

Annual Targets:

FY2022 Baseline	In partnership with OID, two-day Race Reflections workshop for ten faculty who have completed the University's Diversity certificate
FY2023	Assess 2022 workshop and hold 2023 workshop for a bigger cohort, or multiple cohorts
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

Unit Goal 3: Establish a Franklin College Visiting Professor of Diversity and Inclusive Excellence.

Key Performance Indicator 1: Professorship established

Data Source: FCAS Office of Development

Annual Targets:

FY2022 Baseline	None currently
FY2023	Identify funding and nominating process
FY2024	Welcome first professor for a semester during 2023-2024
FY2025	Assess and revise as needed

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

Unit Goal 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 1: First project is awarded

Data Source: FCAS Associate Dean for Diversity Leadership

Annual Targets:

FY2022 Baseline	Nothing currently
FY2023	Work with development for funding; work with OID for content
FY2024	Call for proposals
FY2025	Assess and revise as needed

Unit Goal 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 1: Twitter account has a minimum of 12 tweets per month

Data Source: FCAS Associate Dean for Diversity Leadership

Annual Targets:

FY2022 Baseline	FCAS DEI Twitter account established but inconsistent
FY2023	Be consisted and intentional with the Twitter account. Work with Alan Flurry to identify other opportunities
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

Unit Goal 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 1: annual evaluations

Data Source: FCAS Associate Dean for Faculty Affairs

Annual Targets:

FY2022 Baseline	Currently done in some departments
FY2023	Departments may choose to include include DEI efforts and accomplishments in research and instruction as part of the yearly evaluation
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

Unit Goal 4: Expand existing DEI-focused awards.

Key Performance Indicator: Awards established

Data Source:FCAS Dean's Office

Annual Targets:

FY2022 Baseline	Diversity Advocacy Awards: one for staff and one for faculty
FY2023	Establish a Diversity Advocacy Award for graduate students
FY2024	Present two in each category
FY2025	Assess and revise as needed

Unit Goal 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:

FY2022 Baseline	Ask Professional Education for an estimate of e how many Franklin graduate students have taken any of hese courses in the past three years; determine how many have completed the certificate in the last three years
FY2023	Survey graduate students to determine what would make this process more accessible; implement two suggestions
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

Unit Goal 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:

FY2022 Baseline	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
FY2023	Offer incentives and publicize these incentives to faculty
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

Unit Goal 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:

FY2022 Baseline	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
FY2023	Survey staff to determine what would make this process more accessible; implement two suggestions
FY2024	Assess and revise as needed
Fy2025	Assess and revise as needed

Unit Goal 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:

FY2022 Baseline	Franklin Diversity Leadership: gather list of what is currently available
FY2023	Franklin Diversity Leadership: research best practices and work with HR to implement new opportunities
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

Unit Goal 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:

FY2022 Baseline	Nothing currently
FY2023	Establish five \$1000 research grants
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

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

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

Unit Goal 1: 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 1: Programs established

Data Source: UGA Government relations office (local)

Annual Targets:

FY2022 Baseline	Currently no regular pipeline for this
FY2023	Work with UGA Government relations office and local officials to establish programs with local nonprofits and other organizations
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

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

Unit Goal 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 1: Growing list of partners

Data Source: FCAS Associate Dean for Diversity Leadership

Annual Targets:

FY2022 Baseline	Some partnership work, but sporadic
FY2023	Plan with OID to increase FCAS activity in these partnerships
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

Unit Goal 2: Work with campus organizations that support underrepresented groups.

Key Performance Indicator 1: Organized system of support

Data Source: FCAS Business Office & Associate Dean for Diversity Leadership

Annual Targets:

FY2022 Baseline	Currently supporting events, such as RSVP , but not on a regular basis
FY2023	Reach out to campus organizations supporting veterans, LGBQ+, and other underrepresented groups to determine partnership needs
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

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

Unit Goal 1: Expand experiential learning experiences, from all disciplines, in rural Georgia.

Key Performance Indicator 1: Expanded list of opportunities

Data Source: FCAS Associate Dean for Experiential Learning

Annual Targets:

FY2022 Baseline	No existing list
FY2023	Work with Office of Public Service and Outreach; determine funding sources for student travel
FY2024	Assess and revise as needed
FY2025	Assess and revise as needed

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

Unit Goal 1: Facilitate ways for FCAS to work with community partners to create programs to support underserved residents of Athens Clarke County.

Key Performance Indicator 1: Connections established

Data Source: FCAS Associate Dean of Diversity Leadership

Annual Targets:

FY2022 Baseline	No College-wide pathways
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FY2023	Establish conversations with Common Ground, Athens Habitat for Humanity, Casa de Amistad, and others
FY2024	Institute programs resulting from FY23 conversations
FY2025	Assess and revise as needed