

Unit Name: College of Family and Consumer Sciences

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

Summary: Our main goals are to create an inclusive living and learning environment for FACS students that supports UGA's Priority 1.

Goal 1: Increase enrollment of underrepresented and underserved students at undergraduate and graduate levels.

Goal 2: Increase need-based scholarships for undergraduate and graduate education.

Goal 3: Expand resources to promote an inclusive learning environment.

FACS Inclusive L/L Environment Goal #1: Promotion and Enrollment

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

Key Performance Indicator 1: Number of underrepresented and underserved students enrolled at the undergraduate and graduate levels.

Data Source: Office of Institutional Research, UGA Admissions, Student Success and Advising Center, and FACS Data Reporting OneDrive

Annual Targets:

FY2022 Baseline	Reach out to the Office of Institutional Research, Student Success and Advising Center, and UGA Admissions regarding documentation and data involving FACS recruitment efforts for 1 st years, transfer students, graduate students, and current underrepresented and underserved student percentages in the college.
FY2023	Identify 2-3 new places to recruit underrepresented and underserved undergraduate and graduate students and maintain relationships.
FY2024	Identify 4-6 new places to recruit underrepresented and underserved undergraduate and graduate students and maintain relationships.
FY2025	Increase the percentage of recruited underrepresented and underserved students to 10% and maintain relationships with recruiting partners.

Unit Goal 1.2: Increase the promotion of FACS diversity work through the website, social media, and displays in the physical building to increase awareness regarding diversity-related initiatives, programming, and stories.

Key Performance Indicator 2: Number of visits to diversity-related content on FACS website and social media; DEI content displays and references in physical building

Data Source: FACS OTIS and FACS Communications

Annual Targets:

FY2022 Baseline	Work with FACS Communications and Student Success and Advising Center to assess the baseline for diversity related content and accessibility without tokenizing underrepresented groups. Display diversity-related work and inclusive values within FACS in the physical building
FY2023	Work with units such as FACS communications to develop a strategy to promote inclusive content regularly (examples: create a dedicated DEI newsletter or a DEI section into existing newsletters/publications, have faculty cite their work with underrepresented populations on their college webpages); Continue to display diversity-related-work and inclusive values within college in the physical building.

FY2024	Update website to highlight diversity related content and develop social media strategy; increase the percentage of website and social media engagement to 10% above the original baseline; Continue to display diversity-related work and inclusive values within college in the physical building.
FY2025	Continue to refine strategies. Increase the percentage of website and social media engagement to 20% above original baseline; Continue to display diversity-related work and inclusive values within college in the physical building.

FACS Inclusive L/L Environment #2: S scholarship Funding

Unit Goal 2: Increase need-based scholarships for underserved undergraduate and graduate education.

Key Performance Indicator 1: Number of new need-based scholarships created for FACS undergraduate and graduate education

Data Source: FACS Development Office, Office of Student Financial Aid

Annual Targets:

FY2022 Baseline	Consult with FACS Development Office to confirm the number of current need-based scholarships for underserved undergraduate and graduate students. Consult with the UGA Financial Aid office to collect information about FACS students' financial needs.
FY2023	Work with FACS Development + FACS Dean's Office to develop a fundraising strategy for scholarships over 1-5 years.
FY2024	Create 1-2 new scholarships for underrepresented students.
FY2025	Maintain connections to continue with scholarship funding. Develop strategy to add 2-3 more.

FACS Inclusive L/L Environment #3: Inclusive Learning Environment

Unit Goal 3.1: Expand resources to promote an inclusive and representative curriculum for underserved students by reviewing curricular materials in FACS courses.

Key Performance Indicator 1: Number of FACS courses that include DEIB content

Data Source: Department Head reports; Student & alumni feedback.

Annual Targets:

FY2022 Baseline	Each unit will begin discussions about how best to conduct a curricular review of College of FACS courses and establish which courses need to integrate or update inclusive and representative curricular material; DEI Committee/Dean's Office will discuss best methods of assessing progress and obtaining stakeholder feedback on curricular inclusiveness (e.g., end-of-course survey questions, other student & alumni surveys, focus groups, etc.).
FY2023	Work with 1 department to update inclusive and representative curricular content. Provide progress report to DEI Committee/Dean's Office as per methods identified in FY 2022.
FY2024	Review department from FY2023 and work with 1-2 additional departments to update inclusive and representative curricular content. Provide progress report to DEI Committee/Dean's Office as per methods identified in FY 2023; Obtain stakeholder feedback on inclusiveness and representativeness of curriculum according to methods determined.
FY2025	Review departments from FY2023 + FY2024 and work with 1-2 departments to update inclusive and representative curricular content. Provide progress report to DEI Committee/Dean's Office as per methods identified in FY 2023; Obtain stakeholder feedback on inclusiveness and representativeness of curriculum according to methods determined.

Unit Goal 3.2: Create agentic learning environments for underserved undergraduate and graduate students.

Key Performance Indicator 1: Number of platforms through which undergraduate and graduate students can express their sentiments regarding the inclusiveness of the FACS learning environment and develop relationships with faculty.

Data Source: Data gathered and sent to Dean’s Office/DEI Committee from newly created avenues reflecting student sentiments and feedback.

Annual Targets:

FY2022 Baseline	Take inventory of existing pathways in FACS for undergraduate and graduate students to voice observations related to inclusiveness of FACS learning environment. Discuss and lay groundwork for new efforts to obtain student feedback (Examples: undergraduate and graduate student-faculty DEI liaison positions in departments and/or in student organizations; FACS DEI advisory board, mentoring of underserved undergraduate students by graduate students/faculty, affinity groups that cut across hierarchies [faculty, staff, graduate, undergraduate students], etc.).
FY2023	Ensure the existence of 2-3 pathways for giving underserved students a voice about the inclusiveness of FACS learning environment. Obtain feedback/data from students through pathways and discuss at end of academic year with Dean/DEI Committee; Assess effectiveness of pathways and make any necessary changes.
FY2024	Maintain previously effective pathways for giving underserved students a voice about inclusiveness of FACS learning environment and establish any new efforts resulting from analysis of student feedback in FY 2023.
FY2025	Maintain previously effective pathways for giving underserved students a voice about inclusiveness of FACS learning environment and establish any new efforts resulting from analysis of student feedback in FY 2024.

FACS Inclusive L/L Environment #4: Clarifying Processes for Reporting

Unit Goal 4. Identify systems currently in place for undergraduate and graduate students for handling DEIB-related grievances, conduct needs assessment, and address gaps.

Key Performance Indicator 1: Well-designed and disseminated materials clarifying process for reporting and addressing Diversity, Equity, Inclusion, and Belonging (DEIB) related grievances.

Data Source: FACS Human Resources and Dean’s Office

Annual Targets:

FY2022 Baseline	Dean’s Office and DEI Committee will begin to identify systems currently in place for addressing grievances at university, college and departmental levels; Consult with other colleges on campus about models that exist.
FY2023	Dean’s Office and Committee will: Continue identifying systems currently in place for addressing grievances at university, college and departmental levels and consulting with other colleges on campus about models that exist as well as create a visual of systems in place (flow chart reflecting the processes, etc.); Consider best avenues of increasing student awareness of flow chart (e.g., website; links to website on syllabi, etc.)
FY2024	Examine materials created and work with student leaders to complete a needs-assessment; Edit materials if necessary and consider gaps. Determine the best way of addressing gaps and begin to implement any changes.
FY2025	Continue to implement recommended changes and work with stakeholders to assess changes made.

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

Summary: Our main goals are to elevate FACS **recruitment and retention** for every staff and faculty position, empower a group of diversity and inclusion **internal advocates**, and inform staff and faculty searches via **training and development** efforts to ensure representation in diversity.

Goal 1: Design and perform strategic recruitment and retention by partnering with discipline and/or industry specific organizations per academic department, per year (or until saturation is met).

Goal 2: Develop three to four structures and/or strategies to equip all employees with the ability to manage diversity, take accountability, and refine approaches.

Goal 3: Establish an ongoing effort to educate leadership and screening committee members about recruitment and retention best practices.

FACS Diverse Workforce Goal #1: Recruitment and Retention

Unit Goal 1.1: Design and perform strategic recruitment by having each department partner with discipline and/or industry specific organizations until saturation is met.

Key Performance Indicator 1: Number of discipline and/or industry specific organizations identified by discipline/department (examples include: Georgia Clinical and Translational Science Alliance, American Society of Nutrition, Diversify Dietetics, International Textile and Apparel Association, National Council on Family Relations, etc.).

Data Source: Lists collected by hiring chairs, department heads, current faculty, staff, and students

Key Performance Indicator 2: Number of minority-serving organizations targeted towards underrepresented group candidates (examples include: Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutes (HSIs), and Tribal Colleges and Universities (TCUs), veterans, etc.)

Data Source: Lists collected by hiring chairs, department heads, current faculty, staff, and students

Annual Targets:

FY2022 Baseline	Determine a baseline of the current number of discipline and/or industry organizations that FACS connects with for recruiting and retention efforts; Establish the current number of minority-serving organizations that FACS connects with for recruiting
FY2023	Add and connect with additional discipline, industry, and/or minority-serving organizations; develop relationships and maintain connections with these organizations
FY2024	Add and connect with additional discipline, industry, and/or minority-serving organizations; Develop relationships and maintain connections with these organizations
FY2025	Evaluate partnerships and maintain connections

Unit Goal 1.2: Establish an ongoing effort to educate leadership, faculty and staff, and search/hiring committee members about recruitment and retention best practices.

Key Performance Indicator 1: Number of leadership, faculty and staff, and search/hiring committee members attending a DEI diversity recruitment workshop.

Data Source: Minutes and/or brief report from screening committee meetings, FACS Human Resources, Office of Faculty Affairs

Annual Targets:

FY2022 Baseline	Explore current training and resources internal and external for further action and the next phase for the FY2023 annual target.
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FY2023	At least 25% of search committees conduct diversity and inclusion meetings, at least 1 representative from each committee has attended the Office of Faculty Affairs faculty search committee training.
FY2024	At least 50% of search committees conduct diversity and inclusion meetings, at least 1 representative from each committee has attended the Office of Faculty Affairs faculty search committee training.
FY2025	At least 75% of search committees conduct diversity and inclusion meetings, at least 1 representative from each committee has attended the Office of Faculty Affairs faculty search committee training.

Unit Goal 1.3: Design and enact strategic retention strategies in FACS.

Key Performance Indicator 1: Number and quality of retention activities supporting faculty and staff members.

Data Source: List of efforts identified and initiated by Dean’s Office/DEI Committee; Faculty/staff feedback evaluation of retention activities

Annual Targets:

FY2022 Baseline	Take inventory of existing support resources for FACS faculty and staff to discuss future resources to increase retention (e.g., strengthening mentoring in FACS, creating employee-generated affinity groups, creating a directory of existing UGA support resources, etc.)
FY2023	Begin to establish 1-2 support resources for faculty/staff in FACS; Dean’s Office/DEI Committee will gather feedback from FACS faculty and staff on the effectiveness of retention efforts at the end of the academic year.
FY2024	Continue offering successful support/retention resources for FACS faculty and staff based on FY 2023 feedback; Establish 1 additional support resource, if faculty-staff communicate a need; Gather feedback on their effectiveness of retention efforts at the end of FY2024.
FY2025	Continue offering successful support/retention resources for FACS faculty and staff based on FY 2024 feedback; Gather feedback on effectiveness of retention efforts at the end of FY 2025.

FACS Diverse Workforce Goal #2: Clarifying Processes for Reporting

Unit Goal 2.1 Identify systems currently in place for faculty and staff at UGA and FACS for handling DEIB-related grievances, conduct needs assessment, and address gaps

Key Performance Indicator 1: Well-designed and disseminated materials clarifying process for reporting and addressing DEIB-related grievances.

Data Source: FACS Human Resources and Dean’s Office

Annual Targets:

FY2022 Baseline	Dean’s Office/DEI Committee & FACS Human Resources will begin to identify systems currently in place for addressing grievances at university, college and departmental levels; Consult with other colleges on campus about models that exist.
FY2023	Dean’s Office/DEI Committee & FACS Human Resources will continue identifying systems currently in place for addressing grievances at university, college and departmental levels and consulting with other colleges on campus about models that exist; Create a visual (flow chart reflecting the processes, etc.).
FY2024	Examine materials created and work with faculty and staff to complete a needs-assessment; Edit materials if necessary and consider gaps. Determine best way of addressing gaps and begin to implement any changes.

FY2025	Continue to implement recommended changes and work with stakeholders to assess changes made.
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FACS Diverse Workforce Goal #3: Internal Advocates

Unit Goal 3: Expand training and development opportunities related to inclusion for faculty and staff

Key Performance Indicator 1: Number of sessions, workshops, conferences, or programs faculty and staff attend related to Diversity, Equity, Inclusion, and Belonging (DEIB); Number of DEIB leadership training attendees for faculty and/or staff in supervisory roles.

Data Source: FACS Dean’s Office annual report, Annual reports from departments; UGA elements, and other tracking software; Dean’s Office

Annual Targets:

FY2022 Baseline	Consult with Office of Institutional Diversity, HR Learning and Development – establish a baseline, consult with the FACS Dean’s office annual report, consult with Office of Faculty Affairs.
FY2023	≥ 1 college-level DEI education/community building event per semester (e.g., Brown bags, speaker, common book, etc.); create student and faculty ambassadors focused on FACS culture and position openings; leverage Dean’s College update; 3% increase in faculty/staff completion of DEI training
FY2024	≥ 1 college- level and 1 department-level DEI education/community building event per semester; leverage current social media to promote student and faculty ambassadors and position openings (monthly spotlights); 3% increase in faculty/staff completion of DEI training
FY2025	≥ 1 college- level and 1 department-level DEI education/community building event per semester; leverage current social media to promote student and faculty ambassadors and position openings (bi-weekly spotlights); 3% increase in faculty/staff completion of DEI training, add question to annual review forms

Key Performance Indicator 2: Number of awards and award nominations for faculty and staff inclusion efforts.

Data Source: FACS Awards nominations; Super Includer award nominations

Annual Targets:

FY2022 Baseline	Establish and annually accept nominations for DEI Excellence Award; Refine criteria for the Super Includer Award for faculty and staff.
FY2023	Continue granting awards annually and highlight winners across communication channels and at FACS assemblies.
FY2024	Continue granting awards annually and highlight winners across communication channels and FACS assemblies; Consider a new award if appropriate.
FY2025	Continue granting awards annually and highlight winners across communication channels and FACS assemblies; Consider a new award if appropriate.

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

Summary: Our main goals are to increase visibility of outreach efforts for each FACS department and unit, create incentives for outreach faculty, staff, and students to engage in DEI-related efforts, and utilize the centrality of Student Success and Advising Center (SSAC) to build cooperative, student-led DEI outreach efforts.

Goal 1: Increase visibility of DEI outreach activities, initiatives, and accomplishments of FACS by department/unit.

Goal 2: Create incentives for outreach faculty, staff, and students to engage in DEI-related efforts.

Goal 3: Utilize centrality of SSAC to build cooperative, student-led DEI outreach efforts.

FACS Partnerships Goal #1: Increase Visibility

Unit Goal 1: Increase visibility of DEI outreach activities, initiatives, and accomplishments of FACS by department/unit.

Key Performance Indicator: FACS Annual Outreach Reports for each FACS department and unit

Data Source: FACS Dean’s office, FACS Human Resources, and FACS faculty members, students, and alumni; Content on social media and other public-facing communications by FACS and its faculty and students.

Annual Targets:

FY2022 Baseline	There is no current baseline. Consider ways of highlighting FACS outreach activities with underserved populations (e.g., DEI-focused FACS newsletter or DEI section of FACS newsletter, social media content, indication of outreach activities with underserved populations on faculty/student biographies); Consider best way for faculty to report their DEI activities (annual performance reviews and annual reports)
FY2023	Evaluate and take inventory of the variety of existing DEI-related activities in which faculty, staff and students are engaging. Determine if models for documenting and acknowledging faculty and staff DEI outreach activities exist at UGA with annual performance reviews and annual reports. Highlight FACS DEI activities as determined in FY2022.
FY2024	Create a DEI outreach report template and include DEI reporting in the FACS Annual Report form for all departments and units for faculty, staff and students; Implement decisions made for faculty to report DEI outreach efforts from FY 2023; Highlight FACS DEI outreach activities as determined.
FY2025	Evaluate and make any necessary changes to DEI outreach report template and faculty reporting process; Highlight FACS DEI activities as determined and assess effectiveness of communications.

FACS Partnerships Goal #2: Creation of Incentives

Unit Goal 2: Create incentives for outreach faculty, staff, and students to engage in DEI-related efforts.

Key Performance Indicator 1: Create DEI community outreach award that reflects DEI efforts that extend beyond UGA to benefit the larger community, possibly with a financial prize, for which faculty, staff, and students could be eligible.

Data Source: FACS Dean’s Office, UGA Development Office, FACS Alumni Association, FACS Human Resources, other organizations focused on diversity

Annual Targets:

FY2022 Baseline	FACS Deans Office and FACS Human Resources will collaborate to consult with the UGA Development office, FACS Alumni Association, UGA Office of Institutional Diversity, and other entities at UGA focused on diversity to assess existing outreach award models.
FY2023	Create a coalition within the college to identify and clarify selection criteria and process as well as funding sources for prizes for DEI outreach award; select name for award.
FY2024	Implement selection process based on criteria identified in FY2023 for award; announce recipient and offer award at FACS Awards ceremony.
FY2025	Implement selection process based on criteria identified in FY2024 for award announce recipient and offer award at FACS Awards ceremony.

FACS Partnerships Goal #3: Build Outreach Efforts

Unit Goal 3: Utilize centrality of SSAC and other FACS units to build cooperative DEI outreach efforts in the Athens-Clarke County community.

Key Performance Indicator 1: Implement FACS MLK Day of Service and increase faculty, staff, student and alumni participation over time.

Data Source: Registration information, Evaluation completed by MLK Day of Service participants

Annual Targets:

FY2022 Baseline	Examine archives to assess continued fitness of previous MLK service projects as well as new, appropriate ones in Athens community; work with faculty, staff, student organizations, and alumni stakeholders within FACS to determine best projects.
FY2023	Review information from FY 2022 to begin implementation and planning for FY 2024.
FY2024	Implement MLK Day of Service based on stakeholder feedback; publicize on social media, television screens in Dawson & FACS 2000; gather post-MLK Day of Service feedback to guide following year's project. Have 25 FACS participants.
FY2025	Implement MLK Day of Service based on stakeholder feedback; publicize on social media, television screens in Dawson & FACS 2000; gather post MLK-Day of Service feedback to guide following year's project. Increase participation of FACS community members by 20% from FY2024.

