Strategic Plan for Diversity and Inclusive Excellence 2022

UNIVERSITY OF GEORGIA
Warnell School of Forestry & Natural Resources

<u>Diversity Plan Working Groups</u>

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- Yenie Tran/Young Alumni Committee
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Faculty, Staff, Students, Alumni

Under-Represented Minorities, often abbreviated as URM, is a term often used when discussing diversity and inclusion. The demographics of the student body and the employee pool varies within each school and college at the University of Georgia. The definition of URM as used in this document is based on the Fall 2021 or Fall 2022 student demographics of the Warnell School of Forestry and Natural Resources as reported by the Office of Institutional Research (OIR).

Students

Total student enrollment in Fall 2021 was 486 with the gender split 50/50 between male and female students. There were 242 students who identified as female, 242 as male, and 2 who did not report their gender. Undergraduate students skewed more female (53%) while graduate students were tilted nearly the same toward males (54%). UGA students (overall) are 58.8% female and 41.1% male.

Ethnic and racial diversity is less than the overall campus averages. Nearly 87 percent of undergraduate students identify as white compared to slightly more than 73 percent of graduate students. Overall, 66% of UGA students identify as white.

Undergraduates also reported as Hispanic or Latino (4.5%), Black or African American (3.0%), two or more races (3.0%), Asian (1.9%), and two did not respond (0.8%). Georgia residents comprise 91.4% of Warnell undergraduates and all are US citizens. Students from rural areas comprise 24.4%, those receiving Pell Grants account for 28.8%, and 10.2% are first-generation college students.

Graduate students reported as two or more races (5.0%), Hispanic or Latino (3.2%), Asian (2.7%), American Indian or Alaska Native (1.4%), and Black or African American (1.4%). Another 12.3% of graduate students did not report a race or ethnicity. Georgia residents comprise only 39.1% of the graduate enrollment with non-Georgia residents accounting for 47.3% and international students another 13.6%. Only 6.7% identify as from rural areas and 7.2% as first-generation college students.

Staff

OIR does not provide demographics of staff members by unit. Our internal information for Spring 2021 showed 97 staff members with 50 male (51.5%) and 47 female (48.5%). Of the five staff directors who report to the Dean, 3 of 5 (60%) are female.

Currently 18 staff members (18.6%) are non-white with the remaining 79 white (81.4%). Staff ethnic and racial diversity is greater than that of our undergraduates but less than that of our graduate students.

Faculty

Ethnic and racial diversity among faculty members is more like that of the graduate student population than the undergraduate students. Of 69 faculty members reported by OIR, 75.4% identify as white. Faculty who identified as Asian were 8.7%, American Indian or Alaska Native 2.9%, and Hispanic or Latino 1.4%. Eight faculty members (11.6%) did not report their race or ethnicity.

While our female faculty numbers have increased significantly over the past decade, at present only 18.8% of faculty are female compared to 81.2% who are male. With a graduate student population that is 46% female, the future should see additional female hires given that the "pipeline" from which faculty will be recruited is nearing gender parity.

Summary

The data appear to suggest that gender diversity is not a significant issue in the Warnell School among our students or staff. We are on a positive trajectory increasing the number of female faculty members, but continued progress here will likely take many years to achieve.

As used in this Diversity and Inclusive Excellence Plan, URM should be understood as
- Ethnicity or race other than white for students, staff, or faculty
- Female gender for faculty

Inclusive Excellence Priority #1: Building an Inclusive Living/Learning Environment that Supports Access and Success for Diverse Students

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University Inclusive L/L Environment Goal 1.1: Increase enrollment of underrepresented students at undergraduate and graduate levels

Unit Goal 1.1: Same as University Goal 1.1

> **Key Performance Indicator 1**: Number of professional program applications from underrepresented groups
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> **Data Source**: Associate Dean for Academic Affairs
>
> **Annual Targets:**
>
> | FY2022 Baseline | Establish baseline (3-year average) and target |
> |---|---|
> | FY2023-26 | 2% annual increase until target reached |
>
> **Key Performance Indicator 2**: Number of visits to top sending high schools with diverse student populations, and those with active 4-H and Agricultural Education programs
>
> **Data Source**: Associate Dean for Academic Affairs
>
> **Annual Targets:**
>
> | FY2022 Baseline | Establish baseline of visits to diverse high schools; develop plan to maintain and grow outreach to top sending schools |
> |---|---|
> | FY2023-26 | Implement plan |

University Inclusive L/L Environment 1.2: Increase need-based student scholarships for undergraduate and graduate students

Unit Goal 1.2: Increase need-based student scholarships and assistantships

> **Key Performance Indicator 1**: Total dollar value of need-based scholarships
>
> **Data Source**: Unit annual report
>
> **Annual Targets:**
>
> | FY2022 Baseline | Establish baseline (3-year average) |
> |---|---|
> | FY2023-26 | 2% annual increase |

Key Performance Indicator 2: Number of School-funded graduate assistantships to graduate students from underrepresented groups

      Data Source: Graduate Office

      Annual Targets:

FY2022 Baseline	Establish baseline (3-year average)
FY2023-26	Monitor

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

Unit Goal 1.3: Same as University Goal 1.3

      Key Performance Indicator 1: Percentage of faculty and staff who completed the Certificate in Diversity and Inclusion (CDI)

      Data Source: Dean's Office

      Annual Targets:

FY2022 Baseline	Establish baseline
FY2023-26	5% annual increase

      Key Performance Indicator 2: Diversity and inclusion events

      Data Source: Diversity Committee Report

      Annual Targets:

FY2022 Baseline	Diversity & Inclusion mission statement, webpage, plan
FY2023-26	At least 1 diversity and inclusion event per semester

University Inclusive L/L Environment 1.4: Expand mentorship for underrepresented students

Unit Goal 1.4: Same as University Goal 1.4

      Key Performance Indicator 1: Number of faculty and alumni enrolled in UGA mentorship program

      Data Source: Warnell Alumni Office

      Annual Targets:

FY2022 Baseline	Establish baseline (fall '21)
FY2023-26	2% annual increase

Inclusive Excellence Priority #2: Recruiting and Retaining a Diverse Workforce to Advance our Mission in the 21st Century

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

Unit Goal 2.1: Same as University goal 2.1

Key Performance Indicator 1: Number of underrepresented faculty, staff, and postdoctoral fellows-in hiring pools

Data Source: OIR, Warnell Grad Affairs, Warnell Academic Manager, Warnell HRRepresentative

Annual Targets: base on 3-year averages

FY2022 Baseline	Establish current baseline
FY2023-26	Increase number of underrepresented candidates in employee hiring pools and interview finalists

Key Performance Indicator 2: Percent of faculty that have taken the search committeetraining offered by the Office of Faculty Affairs

Data Source: Warnell Dean's office

Annual Targets:

FY2022 Baseline	Establish baseline; set annual increase goals
FY2023-26	Increase annually by goals set in FY22

Key Performance Indicator 3: Increase percentage of faculty trained in holistic admissions

Data Source: Warnell Graduate Affairs

Annual Targets:

FY2022 Baseline	Establish holistic admissions framework and training module (basedon materials from 2020 UGA grad school workshop)
FY2023-26	Increase number of graduate faculty members who have completed holistic admissions training by 10% per year

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

Unit Goal 2.2: Same as University goal 2.2

> **Key Performance Indicator 1**: Community building activities established for faculty, staff, graduate assistants, and postdoctoral fellows
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> **Data Source:** Warnell Dean's Office
>
> **Annual Targets:**
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> | FY2022-26 | Add at least one community building activity per semester that gives particular attention to creating an inclusive environment (e.g., cultural foods potluck, coffee hour with leadership) |
> |---|---|
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> **Key Performance Indicator 2**: Diversity and inclusion events
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> **Data Source:** Warnell Diversity Committee
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> **Annual Targets:**
>
> | FY2022-26 | As per Warnell 2020-25 Strategic Plan, host at least 1 new diversity and inclusion event per semester to current event list |
> |---|---|

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

Unit Goal 2.3: Same as University goal 2.3

> **Key Performance Indicator 1:** Percentage of faculty and staff who have earned Diversity Certificate
>
> **Data Source:** Warnell Diversity Committee
>
> **Annual Targets:**
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> | FY2022-26 | As per Warnell 2020-25 Strategic Plan, increase percent of faculty and staff with Diversity Certificate by 5% annually |
> |---|---|
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> **Key Performance Indicator 2**: Establish and annually accept nominations for an Excellence in Diversity and Inclusion Award for Faculty and Staff
>
> **Data Source:** Warnell Dean's Office
>
> **Annual Targets:**
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> | FY2022 Baseline | Establish award and criteria |
> |---|---|
> | FY2023-26 | Solicit nominations and grant awards annually |

Inclusive Excellence Priority #3: Expanding Partnerships and Outreach to Strengthen Diverse Communities

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

Unit Goal 3.1: Increase Warnell's visibility in top sending high schools with diverse student populations, and those with active 4-H andAgricultural Education programs

> **Key Performance Indicator 1:** Number of schools visited

> **Data Source:** Warnell Recruiting office; Carol Catoe and Wendy Gaines

> **Annual Targets:**

FY2022 Baseline	Establish baseline of school visits; develop plan to maintain and grow outreach to top sending schools
FY2023 - 26	Implement plan

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

Unit Goal 3.2: Expand partnerships and outreach efforts among diverse and underserved communities

> **Key Performance Indicator 1:** Number of programs offered to diverse and underservedcommunities

> **Data Source:** Associate Dean for Outreach (Annual reporting data from EAS & CEU)

> **Annual Targets:**

FY2022 Baseline	Establish baseline; Identify needs and opportunities; develop plan
FY2023 - 26	Implement plan

> **Key Performance Indicator 2:** Number of participants in programs offered to diverse and underserved communities

> **Data Source:** Associate Dean for Outreach (Annual reporting data from EAS & CEU)

> **Annual Targets:**

FY2022 Baseline	Establish baseline; Develop data collection strategy
FY2023 - 26	Collect and report data

University Partnerships Goal 3.3: Improve and expand communications with community partners regarding the university's diversity and inclusive excellence commitment

Unit Goal 3.3: Communicate Warnell's commitment and effort with community partners regarding the school's diversity and inclusive excellence commitment.

Key Performance Indicator 1: Social posts Facebook and Instagram) that communicate Warnell's commitment and effort with community partners regarding the school's diversity and inclusive excellence commitment

Data Source: Warnell Communications Office (Meltwater and social stats)

Annual Targets:

FY2022 Baseline	Assess baseline levels and develop plan to increase postings
FY2023 - 26	Implement plan and monitor