

Parker College of Business
Inclusive Excellence Strategic Plan

GOAL 1: Create an equitable and inclusive environment for all.

College or Central Unit Strategy 1-A – Identify and address historical and current institutional barriers, including potentials for marginalization.

Action	Target measures of success	Lead personnel and titles	Financial and other resources that will be deployed for this task	Timeline
1-A.1	The College will analyze the 2020 Campus Climate Survey results for the Parker College population to identify current and historical institutional barriers.	Dean's Office PDEIC	Time	Summer 2021 - Summer 2022
1-A.2	The College will coordinate with the respective Committees and the Office of Inclusive Excellence to adopt specific strategies to dissipate the effect of the institutional barriers or replace/eliminate the identified barriers as reasonably as possible.	Dean's Office PDEIC	Time	Summer 2022 - Summer 2023

Describe how the resources you plan to deploy will be identified and/or secured (e.g., reallocating staff time, reallocating funds, fundraising).

Reallocate faculty/staff time

Utilize College Committees to engage in analysis

Describe the evaluation tool that will be utilized to measure progress and ensure accountability.

Review by responsible parties annually

Evaluation tools to be developed

College or Central Unit Strategy 1-B – Create a transparent and sustainable organizational structure that fosters a diverse, equitable, and inclusive environment for all.

Action	Target measures of success	Lead personnel and titles	Financial and other resources that will be deployed for this task	Timeline
1-B.1	Continue reporting PDEIC activities at the College Faculty & Staff meetings.	PDEIC	Time	Continuous

College or Central Unit Strategy 1-B – Create a transparent and sustainable organizational structure that fosters a diverse, equitable, and inclusive environment for all.

<p>Describe how the resources you plan to deploy will be identified and/or secured (e.g., reallocating staff time, reallocating funds, fundraising).</p>
<p>Reallocate faculty/staff time</p> <p>Utilize College Committees to engage in analysis</p>
<p>Describe the evaluation tool that will be utilized to measure progress and ensure accountability.</p>
<p>Review by responsible parties annually</p> <p>Evaluation tools to be developed</p>

College or Central Unit Strategy 1-C – Examine and ensure physical space makes others feel accepted, valued and included.

Action	Target measures of success	Lead personnel and titles	Financial and other resources that will be deployed for this task	Timeline
1-C.1	Director of Marketing is tasked with incorporating Parker College's commitment to DEI in marketing and forward-facing initiatives, i.e. web platforms, internal posters and signage, newsletters, and other promotional materials	Dean's Office Director of Marketing	Time and allocation of financial resources as necessary	Spring 2021 initial implementation with continued revision and implementation as needed
1-C.2	Student seating areas refurbished to include accessible furnishing for mobility impaired students on each floor.	Dean's Office	Time and allocation of financial resources as necessary	Spring 2021

Describe how the resources you plan to deploy will be identified and/or secured (e.g., reallocating staff time, reallocating funds, fundraising).

Reallocate time and funds as necessary

Describe the evaluation tool that will be utilized to measure progress and ensure accountability.

Review by responsible parties annually

Evaluation tools to be developed

College or Central Unit Strategy 1-D – Incorporate research-based practices that identify and reduce implicit bias and combat discrimination with respect to any element of diversity.

Action	Target measures of success	Lead personnel and titles	Financial and other resources that will be deployed for this task	Timeline
1-D.1	All faculty searches follow Office of Inclusive Excellence protocol all committee members complete T3 Professional Training	Associate Dean for Faculty and Academic Affairs	Time	Spring 2021 and continuing
1-D.2	All faculty to complete Building a Better U training on Personal Skills for a Diverse Campus	Associate Dean for Faculty and Academic Affairs	Time	50% By Fall 2021; 75% By Spring 2022; 90%+ By Fall 2022
1-D.3	All course syllabi will contain DEI language approved by the OIE	Department Chairs	Time	Fall 2021

Describe how the resources you plan to deploy will be identified and/or secured (e.g., reallocating staff time, reallocating funds, fundraising).

Many of these require time. The training for searches was done with a several hour commitment per each faculty member. The BBU Training takes around 5 hours. These are high impact, low dollar cost interventions.

Describe the evaluation tool that will be utilized to measure progress and ensure accountability.

Reporting from department chairs and the Associate Dean for Faculty and Research on participation levels within the department and the College.

College or Central Unit Strategy 1-E – Incorporate practices to increase equity, inclusion, and intercultural understanding in employee recruiting, onboarding, performance evaluations, and other unit processes and policies in ways that allow all members of the unit to thrive and succeed.

Action	Target measures of success	Lead personnel and titles	Financial and other resources that will be deployed for this task	Timeline
1-E.1	The College will educate search committees about Georgia Southern University commitment to Affirmative Action/ Equal Employment Opportunity Policy (AA/EEOP)	Assoc. Dean for Faculty and Academic Affairs	Time	Spring 2021 and continuing
1-E.2	All faculty searches follow Office of Inclusive Excellence protocol all committee members complete T3 Professional Training	Assoc. Dean for Faculty and Academic Affairs	Time	Spring 2021 and continuing
1-E.3	Utilize existing industry resources that are specifically focused on recruitment and hiring of underrepresented populations in business disciplines to ensure faculty searches are robust in attracting such candidates for consideration.	Assoc. Dean for Faculty and Academic Affairs Department Chairs	Continued sponsorship of the PhD project	Spring 2021 and continuing

<p>1-E.4</p>	<p>All faculty and staff will be encouraged to participate in 1-2 interactive DEI seminars or courses offered online or in-person by Georgia Southern or the University System of Georgia per academic year – completion on separate semesters is recommended but not required.</p> <p>Members giving the presentations of these seminars or courses will report them as satisfying this requirement.</p>	<p>Associate Dean for Faculty and Academic Affairs</p> <p>Department Chairs</p>	<p>Time</p>	<p>1 required event for Fall 2021 - Spring 2022</p> <p>1 required event for Fall 2022 - Spring 2023</p> <p>2 events in subsequent academic years</p>
<p>1-E.5</p>	<p>The College will work with all directors of College units to assign a proper weight for the annual performance evaluation of personnel' DEI related activities by redistributing current weight allocation of Teaching, Scholarship, and Service.</p>	<p>Dean's Office</p>	<p>Time</p>	<p>Spring 2022</p>
<p>1-E.6</p>	<p>All newly recruited faculty and staff will be encouraged to complete the Building a Better U training on Personal Skills for a Diverse Campus on the faculty member's first semester or before a staff member's first probationary performance evaluation.</p>	<p>Department Chairs</p>	<p>Time</p>	<p>Fall 2021 and continuing</p>

Describe how the resources you plan to deploy will be identified and/or secured (e.g., reallocating staff time, reallocating funds, fundraising).

Funds are allocated to bring a speaker to campus for a diversity talks series one time per year. Time will be allocated by faculty and staff to complete the BBU diversity module

Describe the evaluation tool that will be utilized to measure progress and ensure accountability.

The College will require the reporting of completing these minimum DEI-related educational venues as part of the faculty and staff annual performance evaluations. This may be accomplished by amending the Annual Performance Evaluation Form (with the proper authorization of the related Georgia Southern authorities such as Human Resources and Faculty Handbook) or adding a separate new form to the Annual Evaluation Form or requesting reporting of the DEI activities in a separate section on the CV dedicated to only to these activities (section heading should be clear enough for easy identification by the evaluator such as "Diversity, Equity and Inclusion Activities.")

The assignment of dedicated weight to DEI related activities will warrant that: the evaluator will integrate these activities in their performance assessment, and that the faculty/staff member is aware that these activities are required as part of their expected performance.

College or Central Unit Strategy 1-F – Incorporate practices to increase equity, inclusion and intercultural understanding for all students.

Action	Target measures of success	Lead personnel and titles	Financial and other resources that will be deployed for this task	Timeline
1-F.1	Inclusion of the business case of adoption of DEI initiatives in the learning and work environment in strategic PCOB courses to be delivered as determined by the instructor.	PDEIC members Faculty	Time in class	Beta test in Fall 2021, revise and retest Fall 2022, deploy in Fall 2023
1-F.2	Deliberate inclusion of DEI modules in classes at multiple levels	Faculty	Time in class	Fall 2021 continuing
1-F.3	Require Parker College student organizations to hold at least one activity per semester where the content and benefits of DEI initiatives in the learning and work environment is explicitly addressed to their membership.	Faculty Advisors	Meeting Time	Introduce in Fall 2021, fully deploy in Fall 2022

Describe how the resources you plan to deploy will be identified and/or secured (e.g., reallocating staff time, reallocating funds, fundraising).

Time in class. Case preparation and evaluation.

Describe the evaluation tool that will be utilized to measure progress and ensure accountability.

Delivery of the business case for DEI and DEI modules might be through a lecture, class or homework assignment, quiz, or material posted in a Folio module and reported in syllabus.

Faculty will report their inclusion of DEI modules and activities in Annual Evaluation forms.

College or Central Unit Strategy 1-G – Engage in inclusive and culturally sensitive communications and marketing practices that consistently, clearly, and boldly communicate the message that Inclusive Excellence is central to our success. .

Action	Target measures of success	Lead personnel and titles	Financial and other resources that will be deployed for this task	Timeline
1-G.1	Director of Marketing is tasked with incorporating PCOB's commitment to DEI in marketing and forward-facing initiatives, i.e. web platforms, internal posters and signage, newsletters, and other promotional materials.	Associate Dean for Students and External Affairs Director of Experiential Learning and Student Success	Time and allocation of financial resources as needed	Spring 2021
1-G.2	Inclusion of a statement of commitment to Strategic Pillar 3 Inclusive Excellence in College recruitment materials.	Assoc. Dean for Students and External Affairs Director of Marketing and Communications	Time and document revision	Fall 2022
1-G.3	Maintain and regularly update Parker College of Business DEI website as part of the Parker College of Business website to post and share related topics, issues, articles and teaching tools.	PDEIC Director of Marketing	Time	Fall 2021 continuing
1-G.4	DEI section to be included in the Eagle Executive publication	Director of Marketing and Communication	Time and page allocation in magazine	Spring 2022 and continuing

Describe how the resources you plan to deploy will be identified and/or secured (e.g., reallocating staff time, reallocating funds, fundraising).

The Parker College Office of Marketing and Communications will provide for greater coverage of DEI and other events within Parker College.

Describe the evaluation tool that will be utilized to measure progress and ensure accountability.

As the Parker College update material in preparation for AACSB Re-accreditation all materials will be reviewed for desired content.

GOAL 2: Increase the representation of diverse students, faculty, staff, and community partners at all levels of the University.

College or Central Unit Strategy 2-A – Incorporate research informed employment recruitment strategies and processes to eliminate conscious and implicit bias, and employ other promising practices to recruit diverse staff, faculty, and administrators from underrepresented communities. (Note: If your College or Unit works with multiple populations, please address each separately).

Action	Target measures of success	Lead personnel and titles	Financial and other resources that will be deployed for this task	Timeline
2-A.1	All faculty searches follow Office of Inclusive Excellence protocol where all committee members complete T3 Professional Training	Associate Dean for Faculty and Academic Affairs	Time	Spring 2021 and continuing
2-A.2	Directed recruitment efforts for underrepresented groups	Assoc. Dean for Faculty and Academic Affairs	Sponsorship funds for the PhD Project	Continuing

Describe how the resources you plan to deploy will be identified and/or secured (e.g., reallocating staff time, reallocating funds, fundraising).

Funding for the PhD project sponsorship will be provided. Time for completion of recruitment training will be allocated to staff and faculty. Current Parker College students will be recruited for involvement in the recruiting and application review.

Describe the evaluation tool that will be utilized to measure progress and ensure accountability.

All search committees will have to show completion of training prior beginning search.

College or Central Unit Strategy 2-B – Use effective strategies and practices to retain diverse staff, faculty, and administrators from underrepresented communities.

Action	Target measures of success	Lead personnel and titles	Financial and other resources that will be deployed for this task	Timeline
2-B.1	Support Affinity Groups for Faculty, Staff , and Students	PDEIC Chair	Time and ad hoc funding	Fall 2023 and continuing
2-B.2	Structured mentoring of faculty	PDEIC Chair	Time	Spring 2022 and continuing
2-B.3	Facilitate mentoring of students in Parker College	Director of Experiential Learning and Student Success	Time and mentor match software	Spring 2023 and continuing
2-B.4	Train leaders to manage diverse faculty/staffs	Dean's Office Personnel	Time commitment to training	Spring 2021 and continuing

Describe how the resources you plan to deploy will be identified and/or secured (e.g., reallocating staff time, reallocating funds, fundraising).

Stay interviews, i.e. How do we keep people here? What keeps you at GS and what are the pressure points so we can retain you?

Dean's Office Administration is completing the Diversity MOOC offered by Central Florida.

Describe the evaluation tool that will be utilized to measure progress and ensure accountability.

Completion of stay interviews for all faculty following 3rd year review.

College or Central Unit Strategy 2-C – Incorporate research informed student recruitment strategies and processes to eliminate conscious and implicit bias, and employ other promising practices to recruit diverse undergraduate and graduate students from underrepresented communities.

Action	Target measures of success	Lead personnel and titles	Financial and other resources that will be deployed for this task	Timeline
2-C.1	Director of Marketing is tasked with incorporating PCOB's commitment to DEI in marketing and forward-facing initiatives, i.e. web platforms, internal posters and signage, newsletters, and other promotional materials.	Associate Dean for Students and External Affairs Director of Experiential Learning and Student Success	Time and financial resources as necessary	Spring 2021 and continuing
2-C.2	Facilitate mentoring of students in Parker College	Director of Experiential Learning and Student Success	Time and mentor match software	Spring 2023 and continuing

<p>Describe how the resources you plan to deploy will be identified and/or secured (e.g., reallocating staff time, reallocating funds, fundraising).</p>
<p>Time for faculty and staff, software for mentor matching</p>
<p>Describe the evaluation tool that will be utilized to measure progress and ensure accountability.</p>
<p>Regular analysis of student population characteristics and achievement using the University interactive dashboard.</p>

College or Central Unit Strategy 2-D – Use effective strategies and practices to enhance retention, progression, and graduation of diverse undergraduate and graduate students from underrepresented communities. (Note: If your College or Unit works with multiple populations, please address each separately).

Action	Target measures of success	Lead personnel and titles	Financial and other resources that will be deployed for this task	Timeline
2-D.1	Support training of faculty on how to enhance retention, progression and graduation of diverse undergraduate and graduate students from underrepresented communities.	Dean's Office PDEIC	Funds for travel to conferences and training	Fall 2021 and continuing
2-D.2	Support learning opportunities, ie. brown bag lunches, common read book club, etc... amongst faculty on how to incorporate diversity related topics in class	PDEIC	Application for University grant to purchase materials for common read.	Fall 2021

Describe how the resources you plan to deploy will be identified and/or secured (e.g., reallocating staff time, reallocating funds, fundraising).

Time and travel funding.

Research Academic Impressions membership for faculty and seek outside sponsorship.

Describe the evaluation tool that will be utilized to measure progress and ensure accountability.

Review of faculty/staff annual reports

College or Central Unit Strategy 2-E – Develop, assess, and strengthen both external community partnerships and campus collaborative partnerships that further the goals of the Inclusive Excellence Action Plan.

Action	Target measures of success	Lead personnel and titles	Financial and other resources that will be deployed for this task	Timeline
2-E.1	Internships with diverse businesses. Work with faculty to do projects with diverse businesses	Dean's Office Faculty	Time	Fall 2022 and continuing
2-E.2	Continue to increase diversity of the Parker College Advisory Board members in terms of all aspects of diversity	Dean's Office	Time	Spring 2021 and continuing

GOAL 3: Facilitate access to achievement, success, and recognition for underrepresented students, faculty, staff, and alumni.

College or Central Unit Strategy 3-A – Using mentoring and student success initiative data, identify and mitigate any existing gaps in achievement between majority and underrepresented students in retention, graduation rates, leadership opportunities, recognition, and disaggregated student learning outcome assessment data.

Action	Target measures of success	Lead personnel and titles	Financial and other resources that will be deployed for this task	Timeline
3-A.1	Using data..., identify any existing gaps in achievement between majority and underrepresented students in retention, graduation rates...	Associate Dean for Student and External Affairs	Time and the University dashboard	Fall 2021 and continuing
3-A.2	Listening sessions with students	Director of Experiential learning, PDEIC Chair, Assoc. Dean of Student and External Affairs	Time	Spring 2022 and continuing
3-A.3	Finalize building out internship participation data	Director of Experiential Learning and Student Success	Time	Spring 2022 and continuing
3-A.4	Using demographic data collected at the university level and academic benchmarks established by advisement, conduct econometric analysis to identify and quantify factors that contribute to the achievement gaps in academic success for underrepresented students and the probable variables that contribute to student outcomes.	Director of Experiential Learning and Student Success	Time	Continuing

3-A.5	Establish student and faculty focus groups to validate statistical results, identify additional or alternative contributors to academic achievement, and measure the sentiment towards possible interventions.	PDEIC Chair Director of Experiential Learning and Student Success Associate Dean for Faculty and Academic Affairs	Time	Fall 2024 and continuing
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Describe how the resources you plan to deploy will be identified and/or secured (e.g., reallocating staff time, reallocating funds, fundraising).
Time is the most pressing resource here as well as access to university demographic data.
Describe the evaluation tool that will be utilized to measure progress and ensure accountability.
Annual program reports

College or Central Unit Strategy 3-B – Identify and mitigate any existing gaps in achievement and recognition between majority and underrepresented faculty and staff in retention, tenure and promotion, post-tenure reviews, professional opportunities, leadership opportunities, and recognition.

Action	Target measures of success	Lead personnel and titles	Financial and other resources that will be deployed for this task	Timeline
3-B.1	Collect historical and recent data on faculty and staff retention and promotion by demographic group at the operating unit level	Assoc. Dean for Faculty and Student Affairs	Review demographic data of faculty	Fall 2022 and continuing
3-B.2	Compare AACSB 2020 Guiding Principles and Standards and Interpretive Guidance and the Parker College's by-laws related to promotion and tenure to identify diversity blind-spots in our procedures.	Faculty Governance Committee	Review by faculty Governance Committee with by-law change suggestions	Fall 2021-Spring 2022

<p>Describe how the resources you plan to deploy will be identified and/or secured (e.g., reallocating staff time, reallocating funds, fundraising).</p>
<p>Reallocated time as necessary</p>
<p>Describe the evaluation tool that will be utilized to measure progress and ensure accountability.</p>
<p>Review by responsible parties annually</p> <p>Evaluation tool to be developed</p>

College or Central Unit Strategy 3-C – Use effective strategies and practices to advance diverse staff, faculty, and administrators from underrepresented communities that prepare them for leadership opportunities. (Note: If your College or Unit works with multiple populations, please address each separately).

Action	Target measures of success	Lead personnel and titles	Financial and other resources that will be deployed for this task	Timeline
3-C.1	Employ strategies and practices to support advancement of diverse staff, faculty and administrator	Dean's Office PDEIC	Time	Spring 2022 and continuing

<p>Describe how the resources you plan to deploy will be identified and/or secured (e.g., reallocating staff time, reallocating funds, fundraising).</p>
<p>Reallocated time as necessary</p>
<p>Describe the evaluation tool that will be utilized to measure progress and ensure accountability.</p>
<p>Review by responsible parties annually</p> <p>Evaluation tool to be developed</p>

College or Central Unit Strategy 3-E – Effectively engage with alumni and communicate Inclusive Excellence Updates and advancements.

Action	Target measures of success	Lead personnel and titles	Financial and other resources that will be deployed for this task	Timeline
3-E.1	Maintain and regularly update Parker College of Business DEI website	Director of Marketing and Communication PDEIC	Space on website and time	Fall 2021 and continuing
3-E.2	Include DEI materials in the Eagle Executive publication	Director of Marketing and Communications PDEIC	Time and space in the publication	Fall 2022 continuing

<p>Describe how the resources you plan to deploy will be identified and/or secured (e.g., reallocating staff time, reallocating funds, fundraising).</p>
<p>A main resource here is time and access to data from the University. Additionally, support from the internal Marketing and Communications team as well as space in the Eagle Executive magazine will be provided.</p>
<p>Describe the evaluation tool that will be utilized to measure progress and ensure accountability.</p>
<p>Review by responsible parties annually</p> <p>Evaluation tool to be developed</p>

GOAL 4: Implement strong, genuine, and consistently communicated culturally inclusive practices that reinforce the strategic plan and the Inclusive Excellence Action Plan.

College or Central Unit Strategy 4-A – Allocate funding, time, and commitment to implement required annual Inclusive Excellence training for all students, faculty, and staff.

Action	Target measures of success	Lead personnel and titles	Financial and other resources that will be deployed for this task	Timeline
4-A.1	Annual Faculty Diversity Development Event	PDEIC	Time and allocation of financial resources as needed	Fall 2021 and continuing
4-A.2	All faculty to complete Building a Better U training on Personal Skills for a Diverse Campus (5 hours)	Assoc. Dean for Faculty and Academic Affairs	Time	Fall 2021 and continuing
4-A.3	Educate/Train department chairs how to effectively evaluate and include DEI training on the annual evaluation process.	Dean's office	Time for training	Fall 2022

College or Central Unit Strategy 4-A – Allocate funding, time, and commitment to implement required annual Inclusive Excellence training for all students, faculty, and staff.

Action	Target measures of success	Lead personnel and titles	Financial and other resources that will be deployed for this task	Timeline
4-A.4	Dean's Office Administration to complete Diversity MOOC offered by Central Florida	Dean's Office	Time	Spring 2021

<p>Describe how the resources you plan to deploy will be identified and/or secured (e.g., reallocating staff time, reallocating funds, fundraising).</p>
<p>Metric(s): Develop an appropriate measure on the evaluation.</p>
<p>Describe the evaluation tool that will be utilized to measure progress and ensure accountability.</p>
<p>Complete training of the AG group to include in annual evaluations.</p>

College or Central Unit Strategy 4-B – Foster communications and data-driven decisions by maintaining a centralized, institution-wide repository of data and metrics related to Inclusive Excellence goals and objectives.

Action	Target measures of success	Lead personnel and titles	Financial and other resources that will be deployed for this task	Timeline
4-B.1	Provide an update on progress/new developments on Inclusive Excellence efforts in the Parker College once per year at Faculty Meeting.	PDEIC Dean's Office	Time	Spring 2022
4-B.2	Provide annual report on progress made on IEP to Dean's Office and OIE	PDEIC	Time	Fall 2021

<p>Describe how the resources you plan to deploy will be identified and/or secured (e.g., reallocating staff time, reallocating funds, fundraising).</p>
<p>Time and access to University level data.</p>
<p>Describe the evaluation tool that will be utilized to measure progress and ensure accountability.</p>
<p>Completion of stated activities</p>

College or Central Unit Strategy 4-C – Incentivize and require new programming and initiatives for students, faculty, and staff that enhance diversity, equity, and inclusion.

Action	Target measures of success	Lead personnel and titles	Financial and other resources that will be deployed for this task	Timeline
4-C.1	Creation of the Parker Faculty Fellow in Diversity, Equity and Inclusion	Dean's Office	1 course release per academic year, summer financial support	Spring 2022 and continuing
4-C.2	Provide incentives for faculty to explore using Open Educational Resources (OER) for the purpose of enhancing retention and progression of underrepresented student populations.	University Level	University provision of funding Faculty submit proposals	Fall 2022 and continuing
4-C.3	Parker College: Student organizations use "Best Practices Guide for Planning Inclusive Events" as provided by OIE	Faculty Advisors	Time	Fall 2023 and continuing
4-C.4	Encourage undergraduate and graduate students to present research related to DEI at the annual Inclusive Research Symposium	Faculty Faculty advisors Director of Office of Experiential Learning and Student Success	Time	Fall 2023 and continuing

Describe how the resources you plan to deploy will be identified and/or secured (e.g., reallocating staff time, reallocating funds, fundraising).

Time

Describe the evaluation tool that will be utilized to measure progress and ensure accountability.

Review by responsible parties annually

Evaluation tool to be developed

College or Central Unit Strategy 4-D – Create peer networks and other ongoing mechanisms that allow faculty, staff, and students to intentionally be in regular dialogue that considers the ways in which diversity, equity, and inclusion influence their daily job tasks (including, but not limited to, inclusive teaching practices and curricula).

Action	Target measures of success	Lead personnel and titles	Financial and other resources that will be deployed for this task	Timeline
4-D.1	Sponsor Annual Faculty Diversity Development Event	PDEIC	Time and financial resources as necessary	Fall 2021
4-D.2	Diversity Module included in courses at all levels of the curriculum	Faculty	Time in class, access to materials, training for faculty and staff	Fall 2021 and continuing

<p>Describe how the resources you plan to deploy will be identified and/or secured (e.g., reallocating staff time, reallocating funds, fundraising).</p>
<p>Time, funding for training and access to data.</p>
<p>Describe the evaluation tool that will be utilized to measure progress and ensure accountability.</p>
<p>Regular reporting on activities and debriefing of participants.</p>

Central Unit and College Action Plans serve as a specific strategy-centered and dynamic roadmap for Georgia Southern University over the next five years. The four goals outlined in the plan — creating an equitable and inclusive environment for all; increasing the representation of diverse students, faculty, staff, and community partners at all levels of the University; facilitating access to achievement, success, and recognition for underrepresented student, faculty, staff and alumni; and implementing strong, genuine, and consistently communicated culturally inclusive practices that reinforce the strategic plan and the Inclusive Excellence Action Plan — encompass the full spectrum of the Georgia Southern University community and require the time, energy, and dedication of all Georgia Southern University stakeholders. This plan provides a pathway to advance Georgia Southern University’s Strategic Plan and Inclusive Excellence Action Plan, and thus, achieves our goal of being a model for Inclusive Excellence.