USG Diversity Summit

Expanding the Circle of Inclusion: 2015 and Beyond

October 21, 2015
Historic Academy of Medicine
USG Diversity Summit Planning Committee

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USG Diversity Summit Program

Morning Session

7:30 a.m. Registration and Breakfast
Parlor

8:30 a.m. Opening and Welcome
Cottonwood Room

9:00 a.m. Plenary Session
Theater
Changing Faces of the USG
Jodi Johnson
Vice President of Enrollment and Student Services
Dalton State College

Tan M. Tran
Senior Research Professional
University System of Georgia

10:15 a.m. Break

10:30 a.m. Concurrent Session 1
Theater
Talent Management and Its Impact on Diversity in the USG
Marion Fedrick
Vice Chancellor for Human Resources
University System of Georgia

Linda Nelson
Associate Vice President and Chief Diversity Officer
Georgia State University

Concurrent Session 2
Library
The ‘US’ in USG: Networking to Build Effective Cultural Awareness Programs
Lorraine Evans
Office for Diversity and Inclusion
Augusta University
Lindsey West  
Assistant Professor  
Augusta University

Tasha Wyatt  
Assistant Professor/Educational Researcher  
Augusta University

Concurrent Session 3  
Crystal Dining Room  
From Anecdotes to Data: Using Climate Assessments to Drive Diversity Action Plans  
Erik Malewski  
Chief Diversity Officer and Professor of Curriculum Studies  
Kennesaw State University

Archie W. Ervin  
Vice President of Institute Diversity  
Georgia Institute of Technology

11:30 a.m. Break

11:45 a.m. Lunch  
Cottonwood Room

12:30 p.m. Keynote Speaker  
Theater  
Nancy “Rusty” Barceló  
President  
Northern New Mexico College
Afternoon Session

1:45 p.m. Concurrent Session 1
Understanding the Experiences of Transgender Individuals
Michelle Cook
Associate Provost and Chief Diversity Officer
University of Georgia

Jacklyn J. Byrd
Undergraduate Student
University of Georgia

Meg Evans
Director of the LGBT Resource Center
University of Georgia

Terrance TJ Johnson
Graduate Assistant
University of Georgia

Concurrent Session 2
Campus Communities through Diversity Peer Educator Programs
Veronica Womack
Chief Diversity Officer and Professor
Georgia College and State University

Deaje Taylor
Student Coordinator of Diversity Peer Educators
Georgia College and State University

Johniqua Williams
Student Development Specialist of Diversity Programs and the African American Male Initiative
Columbus State University

2:30 p.m. Closing Session

2:45 p.m. Adjournment
The Changing Faces of the USG
*Jodi Johnson and Tan M. Tran*

This session highlights the changing demographics within the University System of Georgia. There will be a data presentation highlighting race/ethnicity and gender changes within the System from 2004-2014. The presentation will be followed by a diverse panel of students from across the University System sharing their personal experiences and challenges in this shifting paradigm. Session attendees will leave with knowledge of emerging population trends and suggestions for best practices to take back to their institutions.

Talent Management and Its Impact on Diversity in the USG
*Marion Fedrick and Linda Nelson*

Diversity, in many organizations, is not viewed as an integral component of an organization’s talent acquisition and management strategy. This disconnection many times causes diversity efforts in organizations to be minimized and soiled. Organizations then miss the opportunity to leverage a diverse population to meet its overall goals.

This session will brief Chief Diversity Officers on current USG HR projects focused on Talent Management and the intersection of Talent Management and Diversity.

The ‘US’ in USG: Networking to Build Effective Cultural Awareness Programs
*Lorraine Evans, Lindsey West, and Tasha Wyatt*

How do we successfully engage our organizational members in effective programming as we seek to build cultural awareness on our campuses? Promoting and supporting a culturally aware organization is a complex and multifaceted process, yet many USG units successfully rise to the challenge. In this interactive workshop, participants will form teams to share their successes and challenges and to design an ‘ideal’ program at their institution. The goal is to a) provide an opportunity to learn what works in other organizations, b) learn how to overcome challenges, c) develop new program ideas, d) identify potential assessment tools, and e) learn how to improve current programs.

We will frame the activity with a brief review of faculty/staff demographics in Georgia, outline ways to develop a culturally aware organization and then highlight a successful cultural competency program as a practical example. Teams will then brainstorm and develop a ‘new’ pilot program to build cultural awareness in their institution that targets a specific group, such as faculty, staff, or students, or a program that is open to all campus members.
Each team will complete a worksheet that includes their program details, targeted audience, intended outcomes and ways in which their program will be assessed. We will compile these worksheets to create a file of their ideas and disseminate them electronically at a later date.

**From Anecdotes to Data:**
**Using Climate Assessments to Drive Diversity Action Planning**  
*Erik Malewski and Archie W. Ervin*

With so many needs on our campuses, how do we know where to focus our efforts? Do you find yourself pulled in many directions and unsure where to take action? This session will explore how two different USG institutions collected data on their campus climates and used that data to drive action-planning processes. Participants will learn how these Institutions developed their survey instruments, how they utilized their data to develop action plans, and the impact they are having on overall diversity agendas at each institution. Presenters will offer tips and insights and reveal their successes, failures, and things they have learned along the way. Participants will leave with example frameworks for how to use data to drive planning processes and how to measure the impact of those plans once they are implemented.

**Understanding the Experiences of Transgender Individuals**  
*Michele Cook, Jacklyn J. Byrd, Meg Evans, and Terrance TJ Johnson*

Many institutions consider themselves as “LGBT-friendly.” Yet, how prepared are they to serve transgender people well? Those with the best of intentions may not have the skills and knowledge they need to provide skilled support. This session is for professionals wanting to become more comfortable and competent working with people who are transgender and/or gender-nonconforming.

The session will present general information about transgender communities, including terminology and common transgender experiences. This session will provide participants with information that may help them better understand the transgender experience, the discrimination transgender individual’s encounter, and the ways in which they can make sure that transgender members of their campus feel welcome. The session goals are to:

- Present clear, balanced, and accurate information about the lives of transgender people.
- Communicate to audience members the discrimination that transgender people face and how they can be allies.
- Provide an opportunity for participants to see the issue in a personal and positive way.
Transforming Campus Communities through Diversity Peer Educator Programs
Veronica Womack, Deaje Taylor, and Johniqua Williams

Do you find yourself trying to plan diversity initiatives alone on your campus? Are you looking for more student engagement? If you answer yes to either question, you will find this session to be a very helpful. The session will focus on the role of Diversity Peer Educator (DPE) programs in promoting diversity and inclusion at USG institutions. This session will highlight DPE programs at two USG institutions to feature the importance of student engagement and participation in fostering positive change at institutions of higher education. The session will include an overview of these programs including how these groups were formed, how they are utilized at institutions for cultural transformation, and tips on how to engage the millennial generation’s student leader. The session will end with a Q&A opportunity.
Barceló received her Bachelor of Arts degree in social work from Chico State College, her Master of Arts degree in recreational education from the University of Iowa, and her Doctor of Philosophy degree in higher education administration. Barceló formally took office on July 1, 2010 as president of Northern New Mexico College (NNMC). Prior to her appointment as president of NNMC, she served as vice president and vice provost for equity and diversity at the University of Minnesota.

From 2001 to 2006, Barceló served as vice president and vice provost for minority affairs and diversity at the University of Washington, and from 1996 to 2001, she served as associate vice president for multicultural and academic affairs at the University of Minnesota. Barceló held various positions at the University of Iowa from 1975 to 1996, including assistant provost and assistant dean with the Office of the Provost.

Barceló brings a national reputation and a 30-year career in higher education at the university level to NNMC, as the College continues a transition to a high-quality four-year institution offering baccalaureate degrees in 14 disciplines, and a graduate-level program in the advanced planning stage. Her teaching experience is extensive; she has served as an affiliate faculty, affiliate assistant professor, adjunct faculty, and adjunct assistant professor.

Barceló has served on numerous campus committees and boards; national and regional committees and boards; and community committees and boards. She has written numerous publications, including Chicana/Latina Studies: The Journal of Mujeres Activas, and one that is forthcoming, a chapter in a book by Sylvia Hurtado on diversity and institutional transformation in universities. She is recognized nationally for her excellent professional presentations. Barceló has received many awards, including the National Association for Chicana and Chicano Studies (NACCs) 2012 Scholar, a prestigious academic award bestowed by NACCs.