

PUBLIC SERVICE AND OUTREACH

DIVERSITY PLAN

2012 - 2016

OFFICE OF THE VICE PRESIDENT FOR PUBLIC SERVICE AND OUTREACH



The University of Georgia

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The University of Georgia

Office of the Vice President for Public Service and Outreach

**Public Service and Outreach (PSO) Diversity Plan
2012-2016**

University of Georgia (UGA) Public Service and Outreach (PSO) is committed to meeting the diverse needs of its clients (e.g., community partners, customers, government entities, businesses, the public), staff, faculty, and students at all its locations. Diversity and inclusiveness are integral to the stated mission, goals, and values of UGA's PSO units.¹ The single, overarching goal of the PSO diversity plan is to sustain and enhance a learning and work environment that is diverse and inclusive, where individual differences have value and serve as a source for collective empowerment. Thus, the plan aims to help PSO fulfill its commitment to foster PSO unitwide diversity and inclusiveness. The PSO diversity plan was modeled after UGA's plan and was developed by a work group that included a representative from each of UGA's eight PSO units, and the Office of the Vice President (see page 4).

PSO embraces diversity in all forms at all its locations with the goal of creating an inclusive environment of respect for all individuals connected to PSO-unit services. Diversity includes, but is not limited to, groups defined by race, nationality, ethnicity, age, gender, sexual orientation, language, religion, disability and/or health status, gender identity/expression, veteran status, geographic origins, and socioeconomic status. For PSO, diversity also includes programming that serves a diversity of geographic locations in Georgia. This four-year diversity plan is designed to ensure that PSO remains vibrant, diverse, and inclusive of clients (e.g., community partners, customers, government entities, businesses, the public), staff, faculty, and students who are reflective of and responsive to the diversity of the state of Georgia. The goals are designed to provide PSO with a framework to uphold and exceed its level of commitment to diversity and inclusiveness.

The five goals of the PSO diversity plan are to

- 1. enhance and sustain a climate that values and welcomes diversity and inclusiveness.**
- 2. recruit, retain, and support advancement opportunities for a more diverse faculty and staff within PSO units.**
- 3. expand partnerships, programs, and services for PSO-unit work with diverse clients (e.g., community partners, customers, government entities, businesses, the public) as well as in diverse locations in Georgia.**
- 4. increase the diversity of students in PSO, with emphasis on those who are historically underrepresented.**
- 5. integrate diversity and inclusiveness into established systems of accountability.**

The goals of the PSO diversity plan will be evaluated in areas including

- diversity of faculty, staff, and students in PSO units;
- PSO faculty, staff, and student participation in programming or training promoting diversity awareness and inclusiveness; and
- funding, number, diversity, and growth of PSO programs, events, partnerships, and activities specifically oriented toward historically underserved populations.

¹ The PSO units that report to the Office of the Vice President for Public Service and Outreach are the Archway Partnership, the Carl Vinson Institute of Government, the Fanning Institute, the Georgia Center for Continuing Education, the Marine Extension Service, the Office of Service-Learning, the Small Business Development Center, and the State Botanical Garden of Georgia.

The PSO diversity plan, with its goals and objectives, is a living document that is continually evaluated and updated to address current strengths, challenges, recommendations, and accountability measures. It serves as a framework for the continual creation of an inclusive and diverse environment within PSO units.

Each PSO unit is responsible for sharing progress, major accomplishments, and obstacles regarding attainment of identified goals in the PSO annual reporting process. The Office of the Vice President will review the PSO units' progress toward achieving the PSO diversity plan's goals.

In summary, as the University of Georgia moves PSO forward, it will take a collective effort of the PSO units to accomplish its stated goals and objectives to ensure that they continue to celebrate diversity and to serve as a model for other UGA units.

Goals and Objectives

Goal #1 The PSO units will work to enhance and sustain a climate that values and welcomes diversity and inclusiveness.

Objectives

1. Provide opportunities for PSO unit faculty, staff, and students to increase their knowledge, skills, and abilities in working with diverse individuals and groups.
2. Provide exposure to other customs, traditions, societies, and ethnicities through effective interaction and engagement across diverse groups.
3. Enhance, communicate, and assure fair and equitable treatment free from harassment, discrimination, and bias.

Goal #2 PSO will work to recruit, retain, and support advancement opportunities for a more diverse faculty and staff within the PSO units.

Objectives

1. Evaluate and enhance current recruitment and retention strategies to achieve greater diversity among faculty and staff within the PSO units.
2. Increase faculty and staff diversity in all PSO units and at all levels, including leadership positions.
3. Expand the collection, management, and dissemination of annual data on diversity of faculty and staff in order to track growth and declines in the PSO units.
4. Ensure and communicate a consistent PSO unit-level process for performance evaluations, exit interviews, and data archives for faculty and staff.
5. Utilize existing programs or, as needed, create new ones that will provide staff and faculty with opportunities for career development and advancement.

Goal #3 PSO will work to expand partnerships, programs, and services for PSO-unit work with diverse clients (e.g., community partners, customers, government entities, businesses, the public) as well as diverse locations in Georgia.

Objective

1. Promote, develop, and enhance programming, events, partnerships, and activities oriented toward underrepresented groups and in underserved areas of the State of Georgia.

Goal #4 PSO units will work to increase diversity among students involved in PSO, with emphasis on those who are historically underrepresented.

Objectives

1. Evaluate and enhance current program and activity recruitment strategies to promote diversity among students engaging in PSO unit activities and initiatives.
2. Expand the collection, management, and dissemination of annual data on diversity of students engaging in PSO unit activities and initiatives.

Goal #5 PSO will work to integrate diversity and inclusiveness into established systems of accountability.

Objectives

1. Establish PSO baselines and conduct climate assessments that will measure improvements in diversity and inclusiveness.
2. Recognize and document PSO contributions to diversity and inclusiveness.
3. Include diversity and inclusiveness activities in PSO unit annual reports and in evaluations of faculty, staff, and administrators as appropriate.

End of Plan

PSO Diversity Work Group, June through August 2012

Trish Kalivoda, Chair, Senior Associate Vice President, Office of the Vice President for Public Service and Outreach

PSO Unit	Name	Title
Office of the Vice President for Public Service and Outreach	Gwen Moss	Director of Fiscal Affairs
Archway Partnership	Sue Chapman	Coordinator of Operations
Carl Vinson Institute of Government	Beverly Johnson	Public Service Assistant, Governmental Services and Research
Fanning Institute	Maritza Soto Keen	Public Service Associate
Georgia Center	Jann Moore	Human Resource Manager
Marine Extension Service	Tom Bliss	Research Director
Office of Service-Learning	Paul Matthews	Assistant Director
Small Business Development Center	Allan Adams	Director
State Botanical Garden	Wilf Nicholls	Director

Addendum #1
University of Georgia (UGA) Public Service and Outreach (PSO)
Recommendations for PSO Diversity and Inclusiveness

For PSO Faculty and Staff Members

- **PSO Leadership Academy Curriculum:** Incorporate diversity management training into the Leadership Academy program.
- **Diversity Certificate** (six courses) sponsored by UGA's Training and Development unit in partnership with the Office of Institutional Diversity: Perhaps have a few PSO faculty and staff members complete the certificate program to assess its content to see if it meets the needs of PSO.
- **Recruitment Best Practices Workshop** for PSO unit directors and PSO unit faculty and staff members led by Equal Employment Opportunity Office and Office of Institutional Diversity members regarding recruitment strategies.
- **Disability Best Practices Workshop, "Tools for Enhancing Disability Diversity,"** with sessions led by
 - Michelle Garfield Cook, Office of Institutional Diversity
 - Barry Argroves and Larry Tucke, Georgia Department of Labor
 - Allison Kepley and Valerie Gillis, ergonomic consultants
 - Janyce Dawkins, Equal Opportunity Office
 - Kathryn Chetney, ADA consultant in the Office of Human Resources
 - Judy James, Office of Training and Development

Addendum #2
University of Georgia (UGA) Public Service and Outreach (PSO)

Highlights of PSO Diversity and Inclusiveness Practices and Activities

Office of the Vice President

- The office of the vice president collects impact measures of geographic diversity of programming.
- The office of the vice president provides funding support for initiatives, programs, and projects that promote diversity. Examples include the
 - 50th Anniversary of the Desegregation of UGA
 - Ghana Study Abroad
 - Model African Union
 - USDA-ISE Spanish Language Pilot Program
 - Darl Snyder Lecture
 - The Black Faculty and Staff Organization

Archway Partnership

- The Archway Partnership strives to increase diversity among its leadership committees within each community. While the Archway Executive Committee represents the local funding partners and, by its nature, may consist of limited diversity in terms of minorities and females, the partners are encouraged to bring a diverse group of individuals to participate on the steering committees and issue work groups. In Hart County, for example, the Educational Advisory Committee (issue work group) is purposefully made up of diverse representatives from the community with regard to gender, race, ethnicity, age, occupation, and location (e.g., agriculture, lake community, city) with the goal of communicating questions and concerns from the community to the school system.
- An initiative started in 2012 is “internationalization” of Archway communities. If Georgia communities are to successfully prepare themselves for economic development in an increasingly international marketplace, they must have a broad perspective, as must the Archway Partnership faculty. To infuse new thinking into community discussions, the Archway Partnership committed to providing an international experience for all its faculty members, selected students, and community leaders. To date, the Archway Partnership has sent groups to Costa Rica and China. Next steps include hosting Chinese delegations in Archway communities in partnership with the Carl Vinson Institute of Government and sending a group of parents and students from one community to Costa Rica (funded by the community).
- Several Archway communities have initiated or revitalized community-based leadership development programs with the goal of inclusiveness and reflection of the community’s demographics. In Pulaski County, for example, “Pulaski Tomorrow” was developed with the goal of training the next generation of leaders in the county by focusing on young professionals and implementing efforts to recruit and retain minorities and females in the organization. On average, 10% of the participants are African American and 30% are female. Other communities have targeted high school-age youth or specific professions (e.g., healthcare providers) for their leadership development efforts.
- The Archway Partnership supports community-based programs that target audiences such as Asian American, African American, and Latino parents; grandparents raising grandchildren; low-income residents with limited access to healthcare; at-risk teens; young entrepreneurs; social service organizations; farmworkers; and many others.

- Archway communities are geographically dispersed across the state, in both rural and urban settings with varied economies including manufacturing, tourism, and agriculture. Through these diverse locations, students assigned to Archway projects are exposed to unfamiliar areas and diverse clientele. In particular, students from the metro-Atlanta area and other large cities are intentionally provided with opportunities to experience rural communities. For example, Archway Partnership community tours for new graduate students in UGA's College of Public Health have acquainted these students with the possibility of working in rural health, something they might not otherwise consider.

Carl Vinson Institute of Government (Vinson Institute)

- **Faculty and Staff Diversity and Inclusiveness:** The Vinson Institute thrives as a diverse and inclusive unit of men and women with myriad backgrounds, expertise, views, and physical abilities. The faculty and staff of the Vinson Institute work collaboratively, combining their diverse strengths to provide support to municipalities, state agencies, nonprofit organizations, and public entities.
- **Student Inclusiveness:** *Example: Vinson-Roosevelt Fellows Program:* Through a partnership among the Vinson Institute, the Honors Program, and the UGA chapter of the Roosevelt Institute, a national student-run think tank, undergraduate students are provided the opportunity to spend a semester working alongside faculty mentors at the Vinson Institute. Interns gain knowledge and experience in diverse areas that include survey research, environmental policy and engineering, geographic information systems, and international housing markets. Their work helps to improve the lives of citizens across Georgia and in international cities such as Beijing and Shanghai, China.
- **Partnership Diversity:** *Example: Environmental Policy Program:* The Environmental Policy Program is working with Georgia Sea Grant on three applied research projects that benefit Georgia's coastal communities on issues related to sea level rise and flooding, and the development of a multi-institution strategic planning effort. Formal partners in these projects include Georgia Sea Grant, the City of Tybee Island, the Coastal Resources Division of the Georgia Department of Natural Resources, the Chatham-Savannah Metropolitan Planning Commission, Catalysis Adaptation Planning, LLC, government officials, and the Vinson Institute's Applied Demography Program and Information Technology Outreach Services as well as the Georgia Coastal Research Council (UGA Department of Marine Sciences). Project funds are being provided through a competitive grant award from the National Oceanic and Atmospheric Administration's National Sea Grant office and an in-kind match contribution from the City of Tybee Island, a competitive award from Georgia Sea Grant, UGA Marine Extension, Coastal Resources Division of the Georgia Department of Natural Resources, and the Sapelo Island National Estuarine Research Reserve.
- **Race, Culture, Socioeconomic Diversity:** *Example: Applied Demography Program:* The Vinson Institute's Applied Demography Program helps Georgia leaders and municipalities make informed policy decisions for the future by forecasting local, state, and regional population changes. The program has been involved in diversity training with the Executive Leadership Institute of the University System of Georgia, the Regional Leadership Institute of the Atlanta Regional Commission, Goodwill of North Georgia, the PSO Leadership Academy, SunTrust's Mentor program, and the Georgia Municipal Association. The Applied Demography Program has also been involved with Research on Hispanic Outreach with Girls Inc., Disproportionate Minority Contact within the Juvenile Justice System for the Governor's Office of Children and Families, and Projecting Hispanic Educational and Income Outcomes for Public Service and Outreach.

Example: Tax and Expenditure Data Center – MARTA Study: The Vinson Institute recently studied the economic impact of the Metropolitan Atlanta Rapid Transit Authority (MARTA) on the Atlanta metropolitan region. The study assessed the impacts in terms of jobs, personal income, and total economic activity as a result of the Authority’s operating and capital expenditures over the period from 2007 to 2011. In addition, faculty estimated the impact of increased labor mobility on the region, providing stakeholders essential information in the economic development planning process.

Example: Georgia Conference of Black Mayors – Underserved Rural Populations Project: The Vinson Institute has partnered with the Georgia Conference of Black Mayors to develop a needs assessment of underserved populations in rural communities. The project is open to all rural communities with part-time elected officials that are facing issues related to, but not limited to, loss of citizens 30 years of age and younger, decaying infrastructure, water and sewer challenges, leadership development, and economic development. This project is funded by The Mary Reynolds Babcock Foundation.

- **Regional Diversity:** *Example: Human Resource Management Project:* The Vinson Institute conducts classification and compensation studies for communities and systems of various sizes and complexity across the state of Georgia. Examples include the City of Brunswick; Bacon, Crisp, Dooly, Spalding, and Telfair Counties; the Georgia Emergency Management Association; and East Georgia and Bainbridge Colleges. Classification and compensation studies provide many benefits to communities including
 - improved ability to attract and retain employees, adding to the tax base of that community;
 - reduced employee pay dissatisfaction resulting in lower turnover, improved training budgets due to fewer employee separations, and preserved institutional knowledge; and
 - improved administrative and human resource management infrastructure for each community.

In addition to classification and compensation studies, the Vinson Institute conducts executive searches and develops personnel policies and procedures and staffing analyses.

- **Diversity of Ability:** *Example: Department of Behavioral Health and Developmental Disabilities:* The Vinson Institute coordinates several projects for the Department of Behavioral Health and Developmental Disabilities (DBHDD) to increase the level of quality of services provided for persons with mental health issues and developmental disabilities. These projects provide training, certification, professional development, information delivery, and technical assistance to community mental health providers and DBHDD hospitals across the state of Georgia. The Vinson Institute’s partnership with DBHDD contributes to the development of support systems and systems of care that allow persons with diagnoses to live productive lives in their own communities.
- **Cultural and Worldview Diversity:** *Example: International Center:* The Vinson Institute’s International Center works closely with emerging governments across the globe to provide technical assistance and comprehensive training and development programs for their officials and personnel. The cultural exchange that results benefits Georgia officials and communities as well as their global partners, especially in fostering opportunities for economic development. This work has included the governments of Seoul, Korea; Beijing, China; Liberia; Macedonia; and others.

Fanning Institute

- The Fanning Institute actively seeks to serve diverse clients and communities. The Fanning Institute is also intentional in assembling diverse faculty-staff-student teams to work with clients and communities. For example,
 - In the Fanning Institute's Polk County work around economic and community development, the team reflects the demographics of the county and includes African American and Spanish-speaking Latino faculty members. Additionally, the team comprises faculty members with expertise in economic development, community planning, and education.
 - An assessment of Camp Best Friends, summer camps in Atlanta, Georgia, was conducted by a faculty team specifically diverse in gender, race, and ethnicity. Members have expertise in education, youth programming, program evaluation, and facility management.
- Fanning Institute faculty developed diversity training for national Girls Inc. resulting in each affiliate creating a diversity statement to help guide their work.
- Fanning Institute faculty developed a diversity and cultural competency workshop for Vision 2030, an initiative of the Greater Hall County Chamber of Commerce.
- Fanning Institute and Carl Vinson Institute of Government faculty presented to Vision 2030 and the Greater Hall County Chamber of Commerce a demographic overview and conducted a guided discussion in August 2012.
- Fanning Institute faculty direct a summer leadership program for Latino youth and a second leadership program for migrant youth.
- Fanning Institute faculty direct a summer program for foster youth (primarily minority youth).
- Fanning Institute faculty direct a parent and student weekend for academically prepared Latino youth interested in attending UGA.
- Fanning Institute faculty is developing four service-learning modules on Latino demographics, culture, education, and immigration (and related issues). The Office of Service-Learning assistant director Paul Matthews and PSO communications staff are partnering with Fanning on this project.
- With a UGA Research Foundation poverty and the economy grant, Fanning Institute faculty is completing research on Latinos and the use of social capital.
- Fanning Institute faculty work with the Office of Admissions in its outreach to middle school Latino youth. In 2011, faculty participated in four middle school campus programs.
- Fanning Institute faculty developed a one-day leadership program for Latino 10th graders that is supported by a contract with UGA's Office of Admissions and funded through a grant with the Goizueta Foundation.

The Georgia Center for Continuing Education (the Georgia Center)

- The Georgia Center offers employee training classes centered on cultural differences so that the Georgia Center's diverse customers and guests can be served better.
- The Georgia Center offers cultural competency training for its new employees that includes English/Spanish classes for Latino employees. The Georgia Center also provides training materials in Spanish.
- The Georgia Center employs the following strategies to recruit a diverse workforce: (1) employs high school students with the Athens-Clarke County VOICE program (students need training experience but have limited skills); (2) hires staff using UGA-ability (employable community workers with limited skills); (3) participates in job fairs with the Georgia Department of Labor for hiring temporary staff; (4) participates in job fairs with UGA's Career Services for hiring students; (5) hires local-community instructors from diverse backgrounds to support specific community classes addressing diversity within the Georgia Center's Professional and Personal Development unit.
- The Georgia Center engages in ongoing renovation and updates to facilities to better serve diverse customers and guests.
- A sampling of the professional and personal development courses offered by the Georgia Center in FY2012 is listed below.

- **Diversity of Languages**

- Korean-English Medical Interpreter Program
- Spanish-English Medical Interpreter Program
- American Sign Language
- French, Italian, Spanish
- Global TESOL Certificate Program (Teaching English to Speakers of Other Languages)
- English as a Second Language teaching courses (ESL)
- Spanish-English legal interpreter
- Professional Interpreter in Education – Parent Outreach liaison for K-12 (assisting Hispanic parents who do not know English and helping to get children enrolled in schools)
- Korean-English Professional Interpreter in Education
- Principles of Turfgrass – Spanish Certificate Course
- Principles of Marketing Research – Internationally with over 60 countries represented

- **Diversity of Age**

- Reading workshops (ages K-12)
- Teen Camps
- Pre-College – High school juniors and seniors
- Duke-Tip – Academic Adventure (5th-6th grade); Scholar Weekend (8th-11th grade)
- Adult Courses – Osher Lifelong Learning Institute for those aged 50 and older
- Professional Gerontology Certificate Program
- Office of Academic Special Programs and the Science Fairs and other programs – youth Georgia Science & Engineering (juniors and seniors in high school)
- Northeast Georgia History Contest for high school juniors and seniors
- SAT, GRE, LSAT test preparation

- **Diversity of Ability**

- Empower Students with Disabilities course
 - Dealing with Autism
 - Sign Language class
- The Georgia Training Approval system reviews and evaluates all training that is provided to early care and education professionals in the State of Georgia. The training must meet quality standards that impact the care environment for children ages birth to five in child care centers, group, and family homes. Approved trainings may be offered to early care and education professionals throughout Georgia in English or Spanish, and the participants receive Georgia Department of Early Care and Learning Licensing credit. Georgia Training Approval is housed at the Georgia Center for Continuing Education and is supported by an annual contract from the Georgia Department of Early Care and Learning.

Marine Extension Service

- The Marine Extension Service is working to increase the diversity of students attending its educational programs.

Office of Service-Learning (OSL)

- OSL programs, professional development, mini-grants, and awards are intentionally open to all faculty career tracks (e.g., tenure-track, public service, academic professional, lecturer, research scientist).
- Service-learning with Latino communities: This continues to be an “engagement hub.”
 - OSL and Fanning Institute faculty, with support from Public Service and Outreach communications office staff, are developing a series of modules that will help prepare faculty members and students to understand and engage more effectively with Latino communities.
 - Latino service-learning and Latino Interest Group meetings throughout the year provide a venue for exploring issues, meeting community partners, and sharing ideas.
 - Three participants in the Service-Learning Fellows Program have focused efforts on Latino-oriented service-learning work.
 - Mini-grant funding.
- **Types of Service-Learning Activities**
 - While OSL does not “manage” most service-learning placements with the community, many service-learning courses engage with populations that reflect the Athens community’s diversity. For instance, some programs in the School of Social Work engage students with aging populations and with youth with burn injuries. Terry College students have worked with Latino youth at Garnett Ridge Boys & Girls Club. Pharmacy students do pre-professional experiences with migrant workers, children with medical conditions, and with employees of Athens-Clarke County. College of Education students help tutor African American and Latino children in after-school settings.
 - UGA’s Campus Kitchen project, housed in the Office of Service-Learning, focuses on food recovery and redistribution to target senior hunger, in collaboration with the Athens Community Council on Aging.

- End-of-course student surveys demonstrate that students in service-learning courses report diversity-related outcomes. Results indicate that
 - 87.2% of students agreed that service-learning projects “helped me better understand people of different ages, abilities, cultures, or economic backgrounds.”
 - 79.7% agreed that service-learning projects “encouraged me to seek additional opportunities to learn about people of different ages, abilities, cultures, or economic backgrounds.”
 - 70% agreed that service-learning projects “made me aware of some of my own biases and prejudices.”
- **Community Partners:** Community partners engaging with UGA through service-learning represent the diversity of the community locally and statewide and include agencies focused on the needs of diverse groups such as English-learning children and adults, older adults, children with particular medical conditions, African American children, adults and families living in poverty, Latino children and adults, students placed at risk academically, and many more constituencies.

Small Business Development Center (SBDC)

- The SBDC is working to diversify its workforce.
- The SBDC Office of Minority Business Development sponsors targeted programs statewide through the SBDC field network focusing on government procurement, financing, and certifications.
- The SBDC has contracted with the Women’s Economic Development Agency in Atlanta, Georgia, to provide specific business startup training and counseling to Latino-owned businesses.

State Botanical Garden of Georgia (the Garden)

In stark contrast to the historical custom of catering to the more affluent members of society, botanical gardens today have become important centers for education, display, environmental research, and advocacy to all.

- With free admission and daily access from 8 a.m. to dusk (except for some holidays) the Garden’s goals are for maximum usage by a diversity of visitors that now number over 200,000 annually. The Garden has made significant improvements in wheelchair access through installation of door openers in the Garden’s Visitor Center and administration building. However, the lack of public transportation into the Garden continues to restrict access for those without personal vehicles. More positively, the Garden recently secured funding for bus transport to enable more schools in economically challenged circumstances to visit the Garden.
- The Garden tries to keep its educational programming for children (approximately 150 per year) as accessible as possible. It is inclusive of all ages and interests, and while many have modest fees, others are free of charge. More recently the Garden has become part of a service-learning after-school program focusing on food gardens and nature explorations. Also, the Garden has finalized selection of a designer for the new Children’s Garden scheduled to open in 2014. Intentions are that admission to the Children’s Garden will be free and access will be available to all regardless of socioeconomic standing or physical abilities.

- Internationally, the “Our Shared Forests” program links the Garden’s children’s education programming to Ecuador’s Maquipucuna Junior Naturalist Program. The partnership includes programming related to re-ecosystem health, coffee plantations, and rainforest removal and its effect on Georgia’s migratory birds. The program includes teacher kits for school awareness, and science nights.
- Programs for adults (over 150 per year) include a range of activities with and without fees. The Garden has initiated programming in coastal Georgia and has plans for taking Athens-based courses across the state.
- The Garden’s volunteer opportunities are inclusive of people of diverse abilities and backgrounds. Currently, people with disabilities are on the visitor center team that greets visitors and is responsible for information materials and deliveries.
- While the annual Gardens of the World Ball fundraiser remains a “big-ticket item,” the Garden has established a far more affordably priced “Cultures & Cuisine” event in the International Garden to celebrate and bring awareness of other regions and peoples. In 2012 the event concentrates on Spanish America.
- The Garden is working with UGA’s Institute of African Studies to celebrate the Institute’s 25th anniversary. Activities will include
 - a family day (for youth of younger ages);
 - the annual Johnstone Lecture featuring a speaker on African Medicinal Ethnobotany; and
 - the Garden’s 2012 Perennial Plant Symposium featuring ornamental plants from Africa.

End of Unit Highlights