

ANDREW YOUNG SCHOOL OF POLICY STUDIES
DIVERSITY EFFORTS AND PLAN

MISSION OF THE ANDREW YOUNG SCHOOL OF POLICY STUDIES

To improve the design, implementation, and evaluation of policy through research, teaching, and outreach.

VISION OF THE ANDREW YOUNG SCHOOL OF POLICY STUDIES

To improve the human condition by improving the policies under which our society operates, internationally, nationally, and locally. To look to the life work of Andrew Young as an example to guide our mission. To be an internationally recognized center of excellence for our policy work in our areas of expertise.

PHILOSOPHY ABOUT DIVERSITY

We believe the idea of diversity is honored by the name we have taken for our college. We believe there are many dimensions to being an open institution where the views and participation of all are invited. Our diversity plan recognizes this and includes what we teach; whom we teach; what we research; our faculty, our advisory board, and our staff composition; and our outreach programs. We believe that this holistic approach is essential to allow all of our stakeholders to reach their full potential. In turn, this will help our college to excel. We have moved steadily toward our diversity goals, and we have invested significant resources and effort in our diversity programs, but we also recognize that our work in this area is an ongoing process.

Our overarching objective is to do the best job possible to accomplish the mission of the college. We strive to hire the best teachers, researchers, outreach leaders, administrators, and support staff we can find and we believe that diversity in our board, faculty, research associates, and students is essential to bring the mix of views to the table that will continue to make our programs stronger.

Policy research and policy implementation are very often about perspective, and what better way to bring perspective to scholarship and the classroom than with faculty and students and subjects of concern that are drawn from diverse cultural and ethnic backgrounds? There is more than a little truth to the old saying "where you stand depends on where you sit." Nor can the study of international policy be rich without a diverse mix of faculty and students, and a curriculum that

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matches this mix. Certainly we live in a time when there is a great need to increase the understanding of other cultures.

ADVISORY BOARD

Our advisory board is composed of community and national leaders that, among other things, reflects and guides our diversity philosophy. They are a highly accomplished group and outstanding supporters of the college. In terms of race and gender they are 5 African American women, 2 African American men, 5 white women, and 5 white men. They have expertise in a wide range of business and professional areas and provide a tremendous advisory resource to the college. As turnover or expansion of our board occurs, our goal is to maintain a highly diverse board membership.

STUDENTS AND TEACHING

The AYSPS seeks to attract minorities, women, and international students through its curricula, relationships with a wide range of organizations, and recruitment efforts on and off campus. Our goal is to have a diverse student body in terms of gender, race, ethnicity, and country of origin. To a large degree we have accomplished that goal. Our student body is very diverse. About 60 percent of our students are female and about 50 percent are African American. The undergraduate urban policy and human resources programs have proven very effective in recruiting minorities and women. In terms of student makeup, we are as diverse as any policy school in the country. In particular, we have stressed the addition of foreign and African American students, and we make special efforts to increase the overall diversity of the student body.

MINORITY STUDENT RECRUITMENT GUIDELINES AND PRACTICES

To recruit minority students from the GSU student population:

- 1) We go to all the sorority and fraternity rooms and talk about our programs in a scheduled meeting each semester.
- 2) We meet with the various athletic teams on campus to tell and conduct interactive and informative sessions to increase their interest in our programs.
- 3) We go to almost every GSU 1010 class (27 this fall) to talk about the programs in the Andrew Young School.

- 4) We make sure the Office of Diversity Education Programs has information about all of our programs.
- 5) We meet with representatives of the undergraduate admissions office staff and student advisement center staff to make sure these staff members can talk about our programs.
- 6) We work with the Office of Career and Job Search Services to make sure they develop programs such as government and nonprofit opportunities that attract applicants and students to our programs.
- 7) We make sure any eligible minority student receives information about any scholarships available, which pass through our academic assistance office. This has resulted in a Gates Millennium Scholar (the only one chosen from GSU) who was from the Andrew Young School. Then we publicize information about the scholarship recipient, so other students can come to talk to us about opportunities.
- 8) Departmental brochures and other information regarding degree programs are sent to historically black colleges and universities, and faculty and staff often attend job fairs and related events where minorities and women may be expected to attend.
- 9) We have added courses that reflect diverse interests and, where appropriate, our reading assignments reflect diverse views.
- 10) We work with the Office of African American Student Services and Programs in planning and participating in programs of interest to both units such as the Southeastern Model Organization of African Unity.
- 11) We maintain contacts with public and nonprofit agencies, universities and colleges, and other sources of students, including minorities and women.
- 12) We offer Graduate Research Assistantships and scholarships to qualified minorities and women in order to attract them to graduate degree programs.

EXTERNAL MINORITY STUDENT RECRUITMENT

We conducted, jointly with the Coca-Cola Company in Fall of 2001, a student leadership conference that brought 90 high school student leaders to campus for a leadership training event featuring a diverse group of prominent Atlanta area community leaders (www.gsu.edu/~wwwsps/events/2001/studentleadership/).

The group of high school students was roughly evenly split between white and African American, males and female, and urban and rural.

We look for unique opportunities to recruit minority students and seek to use every occasion to add diversity to our student body. For example, several years ago we created a fiscal training course for Jamaican government officials, and recruited a black student in that program, to our Ph.D. program in economics. After completing his Ph.D. he has taken positions at the USDA and later at Tulane University (and has become a US citizen). He is now the Director of Research for the Department of Revenue forecasting for the District of Columbia. Another African American economics Ph.D. student came to us through an unusual arrangement with his employer, the CIA. After completing his Ph.D. he accepted a faculty position at Morehouse College.

We also promote the needs of minority students in AYSPS through a variety of activities. Each year, we actively recruit undergraduate economics majors who are eligible for the American Economics Association Summer Minority Scholarship Program. This program helps prepare students for graduate work in economics, and is highly competitive. Three of our students were selected for this program in summer 2001. No other school in the country had more.

Three former African American students, who received their economics Ph.D.s from our economics department, are faculty members at Morehouse College.

To recruit International Students:

- 1) We have developed a concentration on Africa, and on the training of African students in economics. At present, our graduate students in economics include representation from South Africa, Tanzania, Uganda, Nigeria, Kenya, Senegal, and Egypt.
- 2) We are establishing a relationship with Africa University in Zimbabwe that will lead to bringing their students to GSU for graduate degree programs and possibly future exchange programs.
- 3) Our Master's program for Indonesian students, a \$2 million USAID funded program, recruits students primarily from the outlying provinces, and thus adds a rich mixture of ethnic and religious backgrounds.
- 4) We send information about our masters and doctoral programs to over 50 overseas countries and most major educational institutions, and write cover letters in the native language whenever possible, encouraging people to apply to our programs.

- 5) We have registered with several international organizations, which disseminate information about academic programs to eligible international students.
- 6) The Carolyn Young Scholarship Fund, supported and funded by the generosity of Andrew and Carolyn Young, is used to support students of African heritage from the Caribbean or Africa. Currently three students are being supported by this fund.
- 7) We have completed the application process and have been chosen to be a host institution school for a number of international fellowship programs including Muskie, IREX, Mandela and Fulbright, among others.
- 8) We encourage our international graduates to keep in touch with us and to send us students interested in our programs
- 9) Our faculty members are involved in international research, teaching, and exchange programs, and this increases our visibility and name recognition when students think about applying for college overseas.
- 10) We have a staff member (Sue Fagan) who has over 25 years of expertise in evaluating foreign credentials, and this allows us to do most international credential evaluation in house, versus having the applicant pay to have his/her foreign transcript evaluated (in most cases this costs upwards of \$100.00).

FACULTY AND STAFF COMPOSITION

Of the 84 non-support staff in the Andrew Young School (faculty, research faculty, non-tenure track teaching faculty) we are 1 Hispanic female, 3 Hispanic males, 2 African American females, 3 African American males, 28 white females, 45 white males, 2 Asian American males and 2 self-classified as "other."

The birth origins of our faculty are Bolivia, Bulgaria, China, Ethiopia, Korea, Mali, Spain, and the United States.

Our support staff includes 24 whites, 19 African Americans, and 2 Asians.

FACULTY RECRUITMENT GUIDELINES AND PRACTICES

We want to increase the representation of African American, in particular, and other minorities on our faculty and among our research associates. Our plan is to continue an aggressive recruitment program to achieve this objective. "Aggressive recruitment" means our continuing to do all of the following:

- Advertise position openings in traditionally African American, Hispanic, and other minority read outlets.
- Make special arrangements to increase our chances of success in attracting minority faculty. Minority faculty candidates in economics and public administration (especially African Americans) are few in number and are highly sought after in the current academic job market. So, we recognize that we need to do something extraordinary to enhance our comparative advantage. In one case, we offered the faculty member a regular faculty position even though we knew he would be on leave the first two years. In another case, we agreed to transfer our “incentive money” to the College of Education to partially fund a position for the candidate’s wife.
- Use our comparative advantages to continue to make our positions as attractive as possible to African Americans. We ask Ambassador Young to write or visit with prospects to tell them about the great accomplishments of the School, and about his vision for how we can affect the world. We have hosted receptions for candidates, where Ambassador Young has played an important role. We stress the attractiveness of Atlanta as a diverse and hospitable place to live.
- Offer to assist the spouses of job candidates to find suitable employment or housing. Generally we seek to address whatever spousal concerns exist, yet on two occasions we offered positions to outstanding African American newly minted Ph.D.s in economics. Both indicated that spousal objections held them back from accepting our offer.
- Seek out highly accomplished African American and other minority faculty for senior position openings. The Department of Economics offered a full professorship with tenure to a senior African American economist with experience at Emory University and the Federal Reserve Bank; however he chose to remain in his present position.
- Make personal contacts and use informal networks to identify and recruit African American faculty. In addition to strict adherence to all regular affirmative action policies, we make special efforts through publicity, personal contacts, and professional networks to make job opportunities known to potential applicants and to interest minorities and women in opportunities available at GSU. For all openings, potential minority and women applicants are identified

and contacted by members of departmental search committees and other faculty.

Institutional Development

We are committed to developing relationships with HBCUs in this country and institutions in Africa and the Caribbean to develop mutual programs. We have invested significant resources in this activity and we intend to continue and build on these successful efforts.

- We are in our second year of a collaborative teaching and research program with Albany State University. Our faculty advises and directs the work of students at ASU, and is in the process of developing a distance-learning program that will provide them with training that will facilitate their entry into GSU's Ph.D. programs in Policy Studies, Public Administration, and Economics. We are also working with the US Fish and Wildlife Service to recruit minority employees to that agency. One Albany State student has obtained a position as a result of this effort. We developed and solicited all of the funding for this program, and we teach many of the courses on our budget.
- We have an exchange agreement with the University of the West Indies, and plan to do joint research and teaching. We have begun this relationship, and have made preliminary campus visits.
- The Environmental – Experimental laboratory visited the University of the North and the University of Pretoria in South Africa to develop a program of teaching and research. This visit was sponsored by Andrew Young School resources, and was attended by about 50 African students and officials.
- Professors Bahl and Cummings have visited the University of Botswana to hold discussions about joint programs.
- The Andrew Young School is assisting Anambra State in Nigeria in the establishment of a new state university - the Anambra State University of Science and Technology - at the request of the state's governor, Governor Chinwoke Mbadinuju, The Andrew Young School team visited the proposed campuses of the new university and is assisting them in developing its curricula.
- The Andrew Young School has established a cooperative link with the Institute for Local Government Studies (ILGS) in Ghana. The ILGS is charged with training local government officials in relevant

economics and public policy issues, and is pursuing status as a degree-granting academic institution in Ghana. The two organizations are cooperating to identify funding for technical assistance and training programs and ILGS has expressed interest to collaborate with the Andrew Young School on a joint Masters in Public Administration once it achieves its degree-granting status.

- The Andrew Young School is working together with the Uganda Management Institute (UMI) in Kampala, Uganda, in a variety of ways. Most importantly, UMI is a key local partner for the Andrew Young School for the School technical assistance and training projects in support of Uganda's decentralization program. In addition, UMI and the Andrew Young School are cooperating to identify funding for further joint technical assistance and training programs. UMI has further expressed interest in establishing a joint long-term institutional capacity building project that would focus on collaborative research and allow UMI faculty to attend the Andrew Young School's Fiscal Policy Summer Training Program.
- Professors' Alm and Bahl hosted the departmental leadership from the University of the Western Cape in South Africa (HBCU) to discuss a joint program and contributed a brief to their program development.
- Professor Bahl, Ambassador Andrew Young and Ambassador John Hicks escorted University of Pretoria officials to New York to meet with the Ford Foundation, and this led to the award of a \$250,000 grant for Education Economics to the University of Pretoria.

RESEARCH AND OUTREACH

There are important opportunities for using our research and outreach activities to further the goals of diversity. We have taken advantage of these opportunities thus far, and will continue to do so. Among the current activities are:

- We and our partners, The J. Mack Robinson College of Business, operate the Ron Brown Institute in South Africa, a program to develop young black public and private leaders. We do this as lead agency, but in collaboration with a South African University.
- We have a joint study abroad program to South Africa with Morehouse College, another HBCU. Last spring we offered a course on the South African economy taught by Dr. Glen Ross, an African American Ph.D. from GSU, who is a Morehouse faculty member. Students were drawn from both Morehouse and GSU.

The net subsidy from the Andrew Young School for this activity was about \$20,000. This program will be repeated this year.

- We have bid jointly on research projects with Morehouse College and with Albany State University (both HBCUs).
- We are the host of the Diversity Leadership Academy of Atlanta sponsored by The Coca-Cola Company. The Atlanta-based American Institute will operate the Academy for Managing Diversity in conjunction with the Andrew Young School of Policy Studies. The program is designed to build diversity management skills and capabilities of leaders from various Atlanta community sectors so they can leverage diversity and further the missions of the organizations they lead. The Academy will be open to leaders from all sectors within the Atlanta community: government, education, non-profit, and private industry, and will require an investment of one full day per month over five months, to build skills and competencies to lead in the area of diversity management. The GSU/AYSPS contributions to this program are pro bono. [See: www.gsu.edu/~wwwsps/events/2001/2001diversitytraining]
- We are the home of the Office of Community Outreach and Partnership (OCOP). The goals of OCOP are to: a) establish and strengthen community based relationships, b) develop a structured University wide service learning program, c) to promote community outreach within the University, and d) to organize a foundation for a University-wide outreach initiative. This program enhances students' appreciation for the racial, ethnic, socioeconomic, and religious diversity of the community in which the University is located and supports principles that encourage the productive and positive management of diversity in a way that gives voice and influence to all parties that share a common organizational goal.
- Dr. Sibusiso Nkomo of University of Pretoria serves as Distinguished Visiting Professor of Public Management in the Andrew Young School. Dean Bahl holds a similar position in the University of Pretoria.
- We have a faculty exchange agreement with the University of West Indies.
- One crucial element of the International Studies Program (ISP) has been our ability to recruit, retain, and promote outstanding Ph.D. students from many developing and developed nations around the world. Current graduate research assistants of the ISP; who

represent the countries of Bolivia, China, Russia, South Africa, and Uganda; exemplify this.

- The International Studies Program and Department of Economics run the Indonesia Masters Program, which has brought 35 students from vastly different cultural backgrounds from Indonesia to participate and earn their Masters in Economics degree at Georgia State University this year. We expect this program to be repeated for several years. Such a large group of international students helps to promote a diverse and more globally focused atmosphere in the Economics program. We can directly attribute the success of the ISP to the quality and diversity of the graduate students engaged in the program.
- In addition to promoting diversity through the recruitment of our graduate students, we also try to bring diversity to the University through visiting scholars. In the past few years we have had visiting scholars from Armenia, China, Indonesia, Moldova, Russia, and South Africa.

Action Plan

The following actions are pillars of our diversity strategy:

- 1) Continuously revise and update this document. This document is meant to be a comprehensive reflection of our philosophy, guidelines, and practices on diversity. This is a continuous effort and the document will be updated regularly to reflect this. This document includes examples both of successes and failures to continue to spur creative initiatives.
- 2) Continue our efforts to recruit a diverse student body as discussed above (pp. 2-5).
- 3) Continue to aggressively recruit minority faculty as detailed above (pp. 5-6) and to develop creative new recruitment initiatives.
- 4) Continue to develop mutual programs with HBCUs and other institutional initiatives as detailed above (pp. 7-10).
- 5) Continue a program of research and service that enhances the attractiveness of the Andrew Young School of Policy Studies to potential minority faculty and students.