

Andrew Young School of Policy Studies

Diversity and Inclusion Strategic Plan

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Mission of the Andrew Young School of Policy Studies

The Andrew Young School of Policy Studies (AYS) strengthens communities across the globe through policy research, scholarship, public engagement, and the development of leaders.

Vision of the Andrew Young School of Policy Studies

Changing the World: One Student at a Time, One Idea at a Time.

Values of the Andrew Young School of Policy Studies

- Excellence in teaching
- Critical thinking
- Leadership and public engagement
- Research & Innovation
- Diversity in all its forms
- Collaboration
- Global engagement

Philosophy about Diversity

The Andrew Young School of Policy Studies, its research centers and departments (“The School”) value and seek to advance the diversity of its faculty, staff and student bodies. Moving beyond just numbers, the School also endeavors to create an environment where diverse populations experience inclusion. The School’s overarching objective is to accomplish its mission at the highest levels of intellectual excellence, applied policy research and community service. We believe that diversity is essential to fully realizing the School’s mission and vision, and it is a core pillar of our value base. A diverse community of scholars, researchers, staff, graduate and undergraduate students and external stakeholders is critical for providing a blend of perspectives, experiences, and skills that will build strong programs at all levels.

Approach to Diversity

Diversity has several dimensions. These include but are not limited to race, gender, ethnicity, national origin, sexual orientation, age, religion and disability status. We aim to create a discrimination free environment with regards to all these dimensions. As we make progress in the areas defined above and relevant data become available, the scope

of the School's diversity strategic plan will expand accordingly. Our approach to diversity is to understand and respond to how it impacts and operates among all stakeholders. We seek to: (1) establish meaningful diversity related goals and aspirations that are aligned with those set by the University (2) assess current progress towards achieving and sustaining these goals for all groups (3) develop cost effective and broad spectrum of support strategies for achieving these goals, and (4) include all populations associated with AYS in a commitment to goal-setting and implementation. The School's diversity plan addresses these four concerns in relation to its students, faculty, staff and disabled populations.

Diversity Committee Structure

The School will develop a Standing Diversity Committee consisting of subcommittees to address the goals and initiatives of the following diversity groups—students, faculty, staff, and disability. The committee must consist of at least five members appointed by the Dean's Office who will serve for two years in rotating shifts. The committee must have representation from the School's departments and centers as well as the four diversity groups outlined in this strategic plan. The committee also must include one member from the Dean's Office to serve in an *ex officio* capacity.

Goals and Initiatives

In the following sections, we outline strategies for achieving and sustaining diversity within each of the School's four primary stakeholder groups.

Goal 1 – Student Diversity: To build and sustain the representativeness, inclusiveness and engagement of a diverse student body.

The AYS initiatives for student diversity provide undergraduate and graduate students an opportunity to engage in educational experiences that increase awareness of diversity, leadership skills, and promote intercultural growth. We will collaborate with other University programs to provide educational training, review program curricular and co-curricular activities, and survey underrepresented students.

Initiative 1. In collaboration with the Leadership Development division of Student Affairs, the School will host a Leadership Development Speaker Series to promote intercultural growth. Students will have opportunities to discover and enhance their leadership skills.

Initiative 2. The School will assess current courses, programs, and student organizations at the undergraduate and graduate levels to ensure students have the opportunity to engage in dialogue that increases awareness of diverse group membership and community issues.

Initiative 3. The School will regularly survey undergraduate and graduate students to determine unmet diversity related needs in order to plan and develop future programming.

Initiative 4. The School will develop a team that will review the retention, progression, and graduation rates for underrepresented graduate students. The School will work with the Office of Institutional Research to obtain the relevant data to assess the retention, progression, and graduation rates of underrepresented groups across all graduate programs. This will include a review of the exit interviews for underrepresented graduate students.

Goal 2 – Faculty Diversity: To build and sustain the representativeness, inclusiveness and engagement of a diverse faculty.

Georgia State University's mission is to promote diversity and inclusion and to provide the best possible education for all students. To that end, AYS will build and sustain the representativeness, inclusiveness and engagement of a diverse faculty. An important part of carrying out the School's vision means preparing students to excel in today's global and diverse workforce. This begins with diversifying the leadership and faculty that provide their education and training. Faculty diversity is essential to the learning process because it motivates students to consider different perspectives, experiences, and lines of reasoning, which will enhance their analytical and critical thinking abilities. Faculty diversity is also important in the recruitment, retention, and advancement of a diverse faculty and will strengthen the professional lives of our faculty by offering opportunities for collaboration and mentorship.

A strong, ongoing commitment to faculty diversity is important for the School's success. Thus, the School sets the following goals to achieve and maintain faculty diversity: (1) to encourage representation of the School's faculty at all ranks who are members of minority, ethnic or gender groups (African-American, Hispanic, Asian-American, women, LGBTQIQ community, and others), in accordance with the University's Diversity Strategic Plan and the University's Affirmative Action Plan; (2) to include qualified racial and ethnic minorities and women in applicant pools and interviews for faculty positions of all ranks in line with the University's Diversity Strategic Plan and Affirmative Action Plan; and (3) to encourage the retention and career progress of minority and female faculty at all ranks.

Initiative 1. The School will establish a Standing Committee on Faculty Diversity. This committee will monitor relevant data on the School's faculty diversity status from the Office of Institutional Research. On an annual basis, the committee will assess the status and progress the School's recruitment, hiring, retention, and promotion of diverse faculty members and prepare a report on its findings for the Dean with recommendations.

Initiative 2. The School will work closely with Georgia State University's Office of Underrepresented Faculty, Office of the Advancement of Women, Office for Opportunity Development and Diversity Education Planning, and other relevant University units to ensure that appropriate and effective faculty recruitment, selection, placement, evaluation, compensation, and career development policies and practices are being clearly articulated and implemented as well as set standards in accordance with other

NASPAA schools.

Initiative 3. The School will seek funding and resources from internal and external sources to compete effectively on a national level in the recruitment and hiring of underrepresented faculty and administrators and to support their professional development, retention, and promotion by the School.

Initiative 4. For all new faculty, the academic unit chair/director will discuss mentoring and development needs. For new faculty from underrepresented groups, there will be specific attention to special conditions or circumstances that will be helpful to include within the mentoring relationship. As needed, the chair or director can identify resources outside the unit that provide professional and career opportunities for the new faculty member.

Initiative 5. The School will address Lesbian, Gay, Bisexual, Transgendered, Queer, Intersex and Questioning (LGBTQIQ) issues of faculty and conduct a needs assessment to identify and address gaps in the recruitment, development and retention of these faculty members.

Goal 3 – Staff Diversity: To build and sustain the representativeness, inclusiveness and engagement of a diverse staff.

Achieving and sustaining a diverse professional staff team is integral to the mission of the School. Faculty members, students, community and other external entities and individuals interact extensively with staff members, and it is critical that we are represented and supported by a diverse and talented staff team. Our aim is to implement policy that not only maintains the current levels of diversity but also endeavors to improve it in any way possible. We will continue carving out strategic pathways for advancing, mentoring and developing staff members in order to provide a meaningful and fruitful work environment, which will ultimately lead to better quality recruitment and higher retention rates as well.

Initiative 1. The School will establish a Standing Committee on Staff Diversity. This committee will monitor relevant data on the School’s staff diversity status from the Office of Institutional Research. On an annual basis, the committee will assess the status and progress of the School’s staff diversity, staff retention, career development resources and support available to staff and prepare a report on its findings for the Dean with recommendations.

Initiative 2. The School will work closely with Georgia State University’s Department of Human Resources and the Opportunity Development Office to assure that appropriate and effective staff recruitment, selection, placement, evaluation, compensation, and career development policies and practices are being clearly articulated and implemented as well as set standards in accordance with other NASPAA schools.

Initiative 3. The School will continue and expand on policies and procedures in place designed to encourage recruitment, hiring, mentoring, career/skill development and retention of minorities, especially those groups identified as historically underrepresented.

Initiative 4. The School will formalize and expand on staff career development accounts to support training, travel, and other career development resources beyond those already available at the University. The research centers and departments should help the School recognize competencies necessary to help advance the staff to higher positions internally and should be supportive of their efforts to prepare themselves for advancement.

Initiative 5. The School will address LGBTQIQ issues of staff and will conduct a needs assessment to identify and address gaps in the recruitment, development and retention of these staff members.

Goal 4 – Disability Diversity: To support the inclusiveness and engagement of students, faculty and staff with disabilities.

AYS will engaged in an ongoing effort to be accessible to those with disabilities by creating policies and procedures consistent not only with GSU and the State of Georgia, but also federal law pertaining to students, employees and visitors with disabilities. These policies and procedures will be adopted from the Office of Disability Services' New Student Services Guidelines, the ADA Employee Accommodation Policy and Procedures. Some other resources are the GSU Accessibility Map, and the Web Accessibility Policy. The ADA Amendments Act of 2008 significantly expanded the definition of "disabled," and has resulted in a larger number of individuals eligible for services.

The School aims to be aligned with the University's objectives relating to disability diversity to create an inclusive facility climate for those with disabilities by improving institutional and educational access through the principal of Universal Design, in adherence with Board of Regents policies and both state and federal laws. Universal Design in education seeks to create a campus environment in buildings, curricular materials, and communications that is usable by all members of the institutional community. This is also a proactive approach that takes into account the full range of possible disabilities that our faculty, students, staff and visitors to our facility may present, and AYS will continue to make efforts to facilitate and comply.

Initiative 1. The current AYS building is not in compliance with some of the requirements of the ADA Amendments Act of 2008, specifically access to the building during off hours. The AYS Space Committee overseeing the move to our future home at 55 Park Place will consider this and make recommendations for compliance.

Initiative 2. The School will follow all University employment policies relating to disabilities to insure that we comply with the ADA Amendments Act of 2008.

Initiative 3. The School will continue to address problems of ADA compliance within the School.

Initiative 4. The School will develop mechanisms to insure that information on the School's website is in compliance with the GSU Web Accessibility Policy and also accessible by persons with disabilities.

Initiative 5. The School will actively take part in the centralized coordination of University communications regarding disability issues through the Office of the Provost.