

**STRENGTH *through* DIVERSITY, EQUITY, AND INCLUSION**

**2019-2020**

**College of Social Sciences and Public Policy  
Diversity, Equity, and Inclusion Action Plan**



**FLORIDA STATE UNIVERSITY**  
COLLEGE OF SOCIAL SCIENCES & PUBLIC POLICY

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**Letter from Dean Timothy Chapin**

Asdf

Signature



# STRENGTH *through* DIVERSITY, EQUITY, AND INCLUSION

## COSSPP MISSION STATEMENT

The Florida State University College of Social Sciences and Public Policy is dedicated to excellence in creating and communicating social science and public policy knowledge through leading edge research, interdisciplinary programs, and teaching. We inspire and create opportunities for our diverse student body to become the next generation of leaders, citizens, and innovators to advance scholarship, engage communities, and serve society.

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# Executive Summary

The College of Social Sciences and Public Policy at Florida State University (COSSPP) acknowledges that excellence for the public good is best achieved in diverse environments in which all community members can flourish. The legacy of this commitment to diversity, equity, and inclusion is represented in the work of the programs, units, and people who make up the college community. The COSSPP's Diversity, Equity, and Inclusion Action Plan is the manifestation of a multi-year assessment and engagement process that takes into account feedback from administrators, faculty, staff, and students for the purpose of creating a more diverse, equitable, and inclusive environment.

This plan reflects our shared aspirations in addition to our understanding that the realization of diversity, equity, and inclusion initiatives require individual and collective action as well as greater transparency and accountability at every level. The plan sets goals and lays out strategies and critical tasks to achieve these goals. It proposes new investments and measures of accountability designed to inform current practices. All were shaped by the input and ideas of the college community. While we are proud to present this document to our community, we hope that everyone understands that it is both a plan and a pledge. This action plan should be considered as one important step in our journey. However, it is far from the end of our commitment to creating a diverse, equitable and inclusive academic environment.

## **2019-2020 COSSPP Diversity, Equity, and Inclusion Action Planning Process**

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Building on the momentum inspired by COSSPP's recently launched 2018-2019 Strategic Action Plan, efforts have been made to meet the challenge of creating a more diverse, equitable and inclusive college climate. To develop an institutional plan for achieving diversity, equity, and inclusion (DEI) goals, individuals representing the college community were appointed to the Diversity and Inclusion Action Plan Committee. Throughout the 2019-2020 academic year, the Diversity and Inclusion Action Plan Committee convened in order to create a plan that sets a course for identifying and improving the implementation of DEI initiatives in the college. Diversity and Inclusion Action Plan Committee members, consisting of individuals representing COSSPP students, staff, and faculty, offered their insight and contributed to the creation of a road map that identifies goals, strategies, and critical tasks that will help cultivate an environment in which opportunities for success are inclusive and equitable and where members of the college community feel respected and heard.

While this plan is a document that will be responsive to college needs and priorities as they emerge, it was designed to initiate an assessment of the climate and opportunities to encourage the advancement of DEI goals within the college. The plan was informed by various members of the college community who contributed by responding to a climate survey as well as providing feedback at forums and focus groups that discussed the challenges and potential initiatives that might enhance current DEI goals. The individuals who played a key role in developing this plan are listed on page 4 and in the acknowledgement section at the end of the plan.



## Context and Definitions

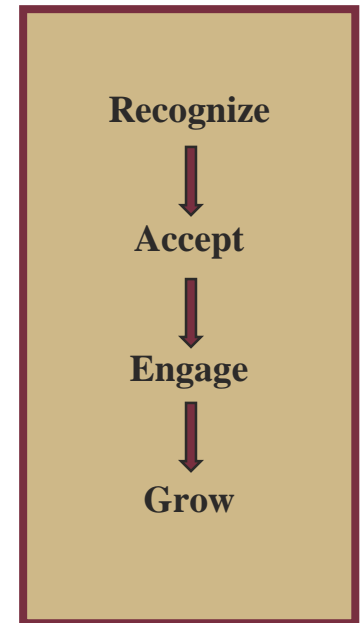
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COSSPP has developed this Diversity, Equity, and Inclusion Action Plan with the recognition that our graduates will be leaders and participants in increasingly diverse communities and workplaces in the future. For our graduates to be better prepared to engage in that world, the college is responsible for providing a supportive and welcoming environment for students, faculty, and staff from a range of backgrounds to engage in our collective teaching, research, and service activities. Research has demonstrated that workplaces and higher education institutions with a diversity of cultures, backgrounds, and perspectives are more creative, innovative, and thoughtful as they undertake their work and learning in an environment that is both more enriching and challenging due to this diversity.<sup>1</sup> Thus, working for diversity in the college not only brings attention on the range of characteristics of the individuals and groups who constitute our learning community, it strengthens us.

The College also recognizes the importance of inclusion. Inclusion is the extent to which individuals and groups with different perspectives, values, backgrounds, and life experiences feel welcome, supported and safe in the College community. One of the core values of Florida State University as listed in the University Strategic Plan is “Dynamic Inclusiveness,” which establishes the need to engage in “intentional efforts to create a strong sense of belonging that encourages deep and high-quality connections.” It is this intentionality toward inclusiveness that the College aims to articulate throughout this Diversity, Equity, and Inclusion Action Plan. Inclusion is an orientation toward explicit recognition and acceptance of others who are different from ourselves. This orientation toward inclusion does not eliminate conflict or disagreement. Disagreement is not only expected but welcome. It is through the articulation of a diversity of experiences, perspectives, and beliefs that we learn from one another and challenge ourselves. However, there is an underlying commitment to engage civilly and with consideration for others that should guide our interactions.

Finally, the College recognizes a particular responsibility to address issues of equity of access and engagement within the system of higher education. Underrepresented minorities and historically marginalized communities have been excluded from access to higher education institutions, and, when allowed entry have dealt with the effects of structural and systemic barriers including discrimination based on race, class, sex, gender identity, sexual orientation, religion, age, physical ability, and other characteristics. These barriers are experienced both prior to entering higher education institutions and arise within these institutions as well.<sup>2</sup> With increasing numbers of individuals from underrepresented minorities and marginalized communities enrolling in and being hired to work at higher education institutions, the need to focus attention on the particular concerns, issues, and support structures needed to ensure the inclusion of students, faculty, and staff is becoming ever more important.

In summary, diversity can be represented by a range of backgrounds and characteristics among faculty, staff, and students in the college; inclusion can be understood as the purposeful effort to welcome others, focus on belonging and acceptance, and engage with compassion and care; and equity can be achieved through efforts to specifically address issues and barriers that arise due to systemic and structural discrimination and exclusion of underrepresented minorities and marginalized communities in our society. The aspirations of the College in developing this plan are to increase overall diversity, ensure inclusion for all, and focus on redressing the differential impacts of structural and systemic barriers to historically marginalized and underrepresented groups.



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<sup>1</sup> E.g., Hewlett, Sylvia Ann, Melinda Marshall, and Laura Sherbin. 2013. “How Diversity Can Drive Innovation.” *Harvard Business Review* 91 (December): 30; Scott E. Page. 2007. *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies*. Princeton, NJ: Princeton University Press.

<sup>2</sup> Gabriel, Kathleen F. 2018. *Creating the Path to Success in the Classroom*. Sterling, VA: Stylus Publishing.



## Aspirational Goals and Expected Outcomes

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The College's Diversity, Equity, and Inclusion Action Plan proposes specific, achievable, and sustainable short and long-term goals, objectives, and critical tasks with timetables for execution. This plan identifies resources and points of accountability for achieving the goals and implementing tasks. It also identifies steps to ensure that the DEI plan is regularly reviewed and updated to reflect both progress towards its goals and newly identified opportunities and challenges. This is a living plan that will evolve over time with changing contexts, budgets, and opportunities to expand our efforts.

### The Aspirational Goals and the Expected Outcomes to Achieve Diversity, Equity, and Inclusion are Both Interconnected and Distinctive

#### DIVERSITY

We recognize the importance of cultivating a college community that is representative of social groups that vary by individual and group characteristics including but not limited to race and ethnicity, gender identity, sexual orientation, financial status, age, and (dis)ability status.

#### EQUITY

We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of individual or group characteristics. We are focused on developing and enhancing procedures that effectively respond to bias, harassment, and discrimination. Due to the history of segregation in the United States and the intergenerational impacts of social, economic, and political inequities, we are working to ensure that our community is representative and receptive to the concerns of individuals who have been marginalized by these structural and cultural inequalities.

#### INCLUSION

We realize that we can more successfully leverage our collective capacities by cultivating an atmosphere where diverse social groups are represented and included as stakeholders in the college community. We focus on implementing actionable initiatives that will create and improve how group differences are respected and alternate points of view are heard.

The College expects to implement changes to strategic plans; academic and personnel policies; admissions, promotion, and retention procedures; academic and enrichment programming; curriculum and training; decision making processes and governance; among other areas of College operations and activities to further the goals of this plan. We expect that these changes will foster greater awareness, acceptance, and capacity among faculty, staff, and students to engage with respect amidst diversity and difference. We also expect that the makeup of the student body and faculty and staff within each department will become increasingly diverse over time and at all levels. We further expect to institutionalize attention to diversity, equity, and inclusion in the operations, decisions, and practices of College faculty and staff.



## A Diverse College

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With its six academic units and seventeen interdisciplinary programs, center, and institutes, the Florida State University College of Social Sciences and Public Policy addresses virtually every economic, political, and social issue facing society in the 21<sup>st</sup> century. Indeed, the scientific study of human society and social relations is at the core of what we do. Inherent in this work is a recognition that societies thrive when they leverage the diversity of their people, create cultures of inclusiveness, and seek equity for all. The College, itself, thrives when diversity, equity, and inclusion are affirmed. Indeed, two of the College's five expressed core values attest to the centrality to this:

- We foster a diverse and inclusive college culture, welcoming all into a robust and free exchange of ideas.
- We recruit and retain diverse faculty, students, and staff of the highest quality.

At the onset of its work, the Diversity and Inclusion Action Plan Committee sought to gauge the level of diversity within the College, among its students, faculty, and staff. The available data allowed for the assessment of the College's racial and ethnic diversity and gender diversity over the past quarter century. For the College's student population, the data also afforded the opportunity to evaluate military/veteran status and first-generation college student status. Unfortunately, due to the lack of available data, the Committee was unable to evaluate diversity along other dimensions, such as economic background, sexual orientation, or political orientation—dimensions that are frequent source of social conflict and exclusion. It is the Committee's hope that data regarding these dimensions, and perhaps others, will be collected in the future. Nevertheless, this investigation reveals a College that is growing in both size and diversity.<sup>3</sup>

Since 1995, the College's undergraduate student population has more than doubled! This extraordinary growth has been coupled with a significant increase in the racial and ethnic diversity of the College's majors. In 1995, just over 22 percent of the College's students were from racial or ethnic minority groups; today, that figure is 46.5 percent. Most of this growth is from an increase in the percentage of Hispanic/Latino students, whereas the percentage of African American students in the College has grown at a slower rate. The FSU student body at large is roughly 41 percent non-white.<sup>4</sup> The gender distribution within the College has remained relatively balanced and stable over time. Males compose a slight majority, about 52 percent of the College's students; this stands in contrast to the University as a whole, which is about 57 percent female. Roughly 1-in-5 students within the College are first-generation university students. And about 3 percent of the College's students currently serve or have previously served in the U.S. military.

The College faculty has also grown over the last twenty-five years, increasing from 106 full-time faculty in 1995 to 140 full-time faculty today. Like our student body, the College's faculty is also more diverse. Yet racial and ethnic diversity and gender diversity in faculty representation still lag, and a significant portion of the College's growth in these areas has occurred in response to recent College initiatives. In 1995, only 6.6 percent of the faculty was from racial or ethnic minority groups; today, 26 percent of the College faculty is from these groups. The data reveal, however, that the College's growth in racial and ethnic diversity has been sporadic, and strong retention efforts are needed to stave off potential losses in this area. From 2004 to 2007, the College saw an increase from 12 to 28 minority faculty; yet, by 2010, those gains had largely evaporated. College initiatives and investments in recent years have brought another significant increase in racially and ethnically diverse faculty, growing from 20 in 2015 to 37 in 2018. The College must focus its efforts on faculty mentorship and faculty retention if it hopes to make these gains in racial and ethnic diversity permanent.

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<sup>3</sup> The data reported in this Executive Summary are presented graphically in the Appendix.

<sup>4</sup> Data on the university at large are from the 2019 Fact Sheet, Florida State University, Office of Institutional Research, <https://ir.fsu.edu/facts.aspx>





The College is not nearly as gender balanced as its student body. Today, the College faculty is 35 percent female and 65 percent male. In 1995, only 25 percent of the faculty in the College were female. The College did not break the 30 percent barrier until 2015. Recent initiatives have increased the number of women in the College from 37 in 2015 to 49 in 2018., but the College still lags on this metric of female representation.

Because the diversity of the College faculty is partially determined by the diversity of its respective fields of study, the Committee attempted to acquire diversity data from the primary professional associations in each. These data were publicly available in only three disciplines: Economics, Political Science, and Sociology. Of these, Sociology is the most diverse; over half of the doctorates awarded in the discipline are earned by women and a quarter by members of racial or ethnic minorities. In Political Science 40 percent of new PhDs are women and 12 percent are racial or ethnic minorities. In Economics roughly one-third of new PhDs are women and less than 10 are racial or ethnic minorities. Clearly, this variation by field influences the availability of PhDs from underrepresented groups in the short term and affects the College’s efforts to diversify its faculty. However, it also serves as a reminder that the College should do its part to affect the long-term supply of scholars by recruiting and training more female students and more minority students into these underrepresented fields.

Finally, the data show that, despite the doubling of the College’s undergraduate student population, there has been a reduction in the number of College staff since 1997. In the early 2000s, there was a significant increase in the number of College staff, growing from 48 staffers to 71, but this proved to be short-lived. Today, the College employees 43 staff. Since 1997, there has also been a roughly 10 percentage point reduction in the number of staff from racial or ethnic minorities. The College staff is over 80 percent female.

Florida State University has been named a Diversity Champion School by *Insight into Diversity* magazine in 2016, 2017, 2018, and 2019. Diversity Champions exemplify an unyielding commitment to diversity and inclusion throughout their campus communities, across academic programs, and at the highest administrative levels.

“Florida State University is a visionary leader among campus communities striving for diversity and inclusion. As a Diversity Champion school, Florida State exceeds everyday expectations, often eclipsing even its own goals, and develops successful strategies that serve as models of excellence for other higher education institutions.” *Insight into Diversity*



# 2019-2020 Action Plan – Goals | Strategies | Critical Tasks

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## **1** GOAL ONE: Strive for diversity, equity, and inclusion in the College’s curriculum, teaching, research, service and community engagement

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### TEACHING AND CURRICULUM

STRATEGY 1-A: Integrate diversity, equity, and inclusion courses into college curricula.

#### CRITICAL TASKS

- The College should direct academic units to evaluate the extent to which students in College majors and graduate degree programs are exposed to coursework that prepares them to address issues of diversity, equity, and inclusion in relation to underrepresented or marginalized communities.
- The College should work with academic units to add courses or adjust course content in majors and graduate degree programs to ensure that all COSSPP students are exposed to topics of diversity, equity, and inclusion in relation to underrepresented or marginalized communities.
- The College should investigate the viability of a required College level course or other mechanisms to ensure that all COSSPP majors are exposed to issues of diversity, equity, and inclusion in relation to underrepresented or marginalized communities.
- The College should commit resources to sustaining diversity, equity, and inclusion course offerings.
- Heads of all graduate and undergraduate programs and curriculum committees should participate in a college-wide training (e.g., from the FSU Center for the Advancement of Teaching) on effectively integrating diversity, equity, and inclusion into departmental curricula and courses.

STRATEGY 1-B: Embed content that addresses diversity, equity, and inclusion in courses.

#### CRITICAL TASKS

- The College should partner with the FSU Center for the Advancement of Teaching to provide guidance and best practices to course instructors on how to effectively integrate diversity, equity, and inclusion into course materials.
- The College should facilitate course development that addresses diversity, equity, and inclusion through course releases, small grants, or other means.



**STRATEGY 1-C: Improve the capacity of course instructors to provide a safe and welcoming environment to address the challenges and opportunities that may arise from an increasingly diverse student population.**

**CRITICAL TASKS**

- Incentivize trainings (e.g., from the FSU Center for the Advancement of Teaching) that increase the capacity of instructors to provide a safe and welcoming environment.
- Initiate a college-wide book club on diversity, equity, and inclusion and incentivize participation from at least one member of each department.
- Investigate adding a diversity and inclusion statement to all syllabi in courses offered by the College to set the tone for a safe and welcoming classroom environment.

**STRATEGY 1-D: Enhance the evaluation of faculty teaching.**

**CRITICAL TASKS**

- Use evidence-based strategies to develop evaluation tools and uniform standards at the College level to address the fact that student evaluations of teaching and courses have been shown to be subject to implicit bias and may disproportionately negatively impact faculty of color and women.
- Deemphasize standard teaching evaluations in all promotion procedures given that standard evaluations are known to be biased and potentially discriminatory.
- Incorporate annual faculty peer evaluations for Assistant Professors and bi-annual peer evaluations for Associate Professors, and equivalent ranks for Specialized Faculty, into the teaching evaluation procedures in the College.
- When deficiencies are identified in the teaching evaluations of faculty, engage in peer evaluations to confirm deficiencies and restorative approaches before engaging in punitive responses.

**RESEARCH**

**STRATEGY 1-E: Recognize, value, and promote research that focuses on diversity, equity, and inclusion of underrepresented or marginalized communities.**

**CRITICAL TASKS**

- Solicit, develop, and support college-level research clusters that focus on diversity, equity, and inclusion by providing seed money to promote research projects and grant seeking activities across and within departments.



- Clearly communicate the College’s commitment to research that is oriented toward diversity, equity, and inclusion of underrepresented and marginalized communities in policy domains and society in general. Feature such research on College blogs, publications, social media, and websites, among other outlets.
- Host a college-level research symposium focused on diversity, equity, and inclusion on an annual or biannual basis. Consider partnering with the Civil Rights Institute, Center for Leadership and Social Change, or other campus or community partners to broaden participation.
- Work to create a named lecture to bring national leaders focusing on diversity, equity, and inclusion. The named lecture should be College and/or donor funded and competed for by departments on an annual basis.
- Develop a college-level award for research that features diversity, equity, and inclusion themes.
- Demonstrate college support for and provide credit through promotion and tenure processes for international research activities.

## SERVICE AND OUTREACH

**STRATEGY 1-F: Recognize, promote, and value outreach and community engagement that addresses diversity, equity, and inclusion.**

### CRITICAL TASKS

- Ensure that faculty outreach efforts that focus on topics of diversity, equity, and inclusion are enabled by the College through funding, more flexibility in how professional development funds are used, or other administrative support to facilitate travel, presentations, and other public facing efforts to demonstrate the value and policy-relevance of College activities.
- Reward faculty who develop and deliver community-engaged and/or service-learning oriented courses and course projects that focus on equity and inclusion of underrepresented or marginalized communities. Rewards could include but are not limited to TA support, course release credits, weighting these courses more heavily, or project costs for outreach, marketing, and presenting the work to communities.
- Reward faculty, particularly junior faculty, who engage in community-level service focusing on diversity, equity, and inclusion. Rewards could include assignment of a TA or RA to support research and teaching activities or access to college level merit-based raises when administrative discretionary funds are provided for this purpose.
- Develop a COSSPP award to recognize outstanding community service that promotes diversity, equity, and inclusion.



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## **2** GOAL TWO: **Recruitment and retention of faculty, staff, and students**

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### **FACULTY**

**STRATEGY 2-A: (Recruitment)** Increase attractiveness of new lines for members of underrepresented groups and inform faculty candidates of the College's commitment to diversity and inclusion.

#### **CRITICAL TASKS**

- Include an equal opportunity employer (EOE) statement in faculty postings.
- Require applicants for faculty positions to provide a diversity and inclusion statement in addition to the teaching and research statement.
- Provide information about the mentoring program for underrepresented junior faculty and the affinity groups to potential candidates from underrepresented groups (see Strategy 2-B).
- Develop a program where scholars (ABD, post-docs, and junior faculty) are invited to experience FSU as a prospective faculty member at the College of Social Sciences and Public Policy, similar to the Future Faculty Career Exploration Program (FFCEP) at Rochester Institute of Technology.
- Encourage departments to include links to the College's (and their own) Diversity, Equity, and Inclusion Action Plans.

**STRATEGY 2-B: (Retention)** Improve the conditions for underrepresented faculty to settle and find a more productive environment that increases the likelihood of a successful tenure process.

#### **CRITICAL TASKS**

- To promote the development of social and professional networks, the College shall establish a short-time visitor program with faculty from underrepresented groups, particularly faculty from HBCUs. The short-term visitor will interact with faculty and graduate students through a variety of activities. Once a department wins the line, this department cannot apply the following semester, allowing other departments to apply for this line.
- Institutionalize a college-level mentoring program for junior tenure-track and specialized faculty from underrepresented groups, as a supplement to the mentoring program offered in each department. The college-level program should work with junior faculty to understand the process for promotion and tenure, focusing on advising the junior faculty on the most efficient use of start-up funds and other resources available.



- Continue to support the creation of and institutionalization of affinity groups for faculty from underrepresented groups. The Office of the Dean will help in promoting affinity groups through luncheons, to provide underrepresented faculty a safe space for discussion and gain strength in numbers to address the common difficulty that underrepresented faculty face in the College.
- Create a pre- and post-doctoral position for a member of an underrepresented group. Departments can compete for this position each year. A department that is awarded the one-year position will not be able to participate in this program in the following year so as to allow for rotation of this opportunity.

**STRATEGY 2-C: (Retention) Shield junior faculty and faculty from underrepresented groups (women and faculty of color, in particular) from excessive requests and pressure to contribute to service activities of departments, the college, and the university.**

#### **CRITICAL TASKS**

- Establish standards and limitations for department, college, and university service commitments by junior faculty especially of those from underrepresented groups.
- Provide a guidance statement for junior faculty and departmental/institute leadership to clarify these standards and expectations.
- Units should identify and implement opportunities for rewarding faculty service related to diversity, equity, and inclusion objectives and goals. Rewards could include but should not be limited to TA or RA support, course release credits, or access to college-level merit-based raises when administrative discretionary funds are provided for this purpose.
- Provide junior faculty with an institutional mechanism for reporting behaviors that are contrary to this principle.

## **STAFF**

**STRATEGY 2-D: (Recruitment) Widen the pool of applicants for staff jobs to increase the likelihood of applicants from underrepresented groups.**

#### **CRITICAL TASKS**

- Advertise job postings for departmental staff positions in the *Chronicles of Higher Education* and *Inside Higher Ed* to increase the diversity in the pool of applicants.
- Increase participation in career fairs at neighboring community colleges and local universities, especially HBCUs, to fill staff positions.



**STRATEGY 2-E: (Retention)** Implement actions that encourage staff members from underrepresented groups to stay longer in their positions.

**CRITICAL TASKS**

- Develop a staff award for diversity and inclusion.
- Implement departmental workshops for diversity and inclusion training that would be for both faculty and staff.

## GRADUATE STUDENTS

**STRATEGY 2-F: (Recruitment)** Increase the pool of applicants to the College’s graduate school programs from underrepresented groups and communicate the College’s commitment to diversity, equity, and inclusion.

**CRITICAL TASKS**

- Add a diversity and inclusion statement to the application materials to inform applicants of the College’s commitment to diversity and inclusion and to encourage students from underrepresented groups to apply to the graduate programs offered at the College. Clearly state that the provision of this statement will not dictate the final decision towards admission.
- Create a special event (e.g. information session, visitation weekend) for underrepresented populations to attend in conjunction with the COSSPP academic units. Participation in this program could allow for admissions fee waivers.
- Develop and implement an information session for undergraduate students, in particular underrepresented groups, in conjunction with the CARE program and the Office of Graduate Fellowships and Awards, that shares information—graduate school preparedness for COSSPP departments, admissions requirements, and scholarships and fellowship opportunities—encouraging the students to apply early.

**STRATEGY 2-G: (Retention)** Create a welcoming and safe environment for graduate students from underrepresented groups.

**CRITICAL TASKS**

- Organize a meet and greet for graduate students and faculty. While this event will be open to all graduate students and faculty, it will be focused on the new members of the COSSPP community. The organizers will invite leaders from affinity groups and recognized student organizations (for graduate students) in the University to introduce their groups and invite new graduate students and faculty to join.
- Continue to promote and support affinity groups for graduate students from underrepresented groups. The Office of the Dean will help in promoting affinity groups through luncheons, to provide underrepresented graduate students a safe space for discussion and gain strength in numbers to address the common difficulty that underrepresented graduate students face in the college.



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# 3

## GOAL THREE:

### Enhance diversity, equity, and inclusion effectiveness and accountability within the College of Social Sciences and Public Policy

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#### STRATEGY 3-A: Enhance the Effectiveness of Diversity, Equity, and Inclusion Efforts

##### CRITICAL TASKS

- Support departments in integrating diversity, equity, and inclusion-related goals and strategies into their strategic plans by providing an opportunity to obtain resources to meet those strategies.
- Specify the metrics and methods by which the College and individual units evaluate their efforts to become more diverse, equitable and inclusive. For example, analyze 1) the relationship between the distribution by race and gender of applicants and admitted students to ensure no bias and 2) the proportion of fellowships and scholarships granted to graduate students from underrepresented groups. These metrics and methods can be unit specific with the guidance of the Office of the Dean.

#### STRATEGY 3-B: Assure Accountability in Diversity, Equity, and Inclusion Efforts

##### CRITICAL TASKS

- Require department chairs and institute directors in the College to report regularly on progress toward enhancing diversity, equity and inclusion within their respective units.
- Establish benchmarks and milestones for measuring the College's progress toward meeting established diversity and inclusions objectives.
- Collect data to publish internally and externally with the intention of monitoring the College's progress toward its diversity and inclusion objectives.
- Facilitate the use of data for the College and units to make informed graduate admissions and hiring decisions by sharing diversity, equity, and inclusion data for each program through various means—including internal websites and annual faculty meetings with the Dean.
- Assure external transparency by posting benchmarks and milestones for measuring the College's progress toward meeting established diversity and inclusion objectives on websites.





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## **4 GOAL FOUR: Create and sustain a college culture of inclusion and acceptance among students, faculty and staff representing a comprehensive range of diversity in race, gender, and viewpoints.**

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**STRATEGY 4-A:** Clearly and firmly communicate the importance of diversity and inclusion as central to the College’s strategic priorities.

### **CRITICAL TASKS**

- Regularly communicate and transmit tracking data on the progress of the College and its units in meeting diversity, equity, and inclusion benchmarks and milestones.
- Ensure diversity, equity, and inclusion objectives and priorities are incorporated into all College and departmental marketing strategies and communications.
- Include language that strongly encourages diversity, equity, and inclusion in job descriptions and performance criteria for college hiring. Further, a link of the College’s diversity plan should be added to job ads.
- Encourage faculty, staff, and students to communicate the value of diversity, equity, and inclusion in media—podcasts, commentary, blog articles, research summaries, etc.—targeted to the larger community in and outside of FSU.
- Implement cultural competency or other sensitivity training programs for faculty, staff, student advisors, and graduate and undergraduate directors.

**STRATEGY 4-B:** Appoint and support leaders among faculty, staff, and students who develop and implement diversity, equity, and inclusion opportunities for mentoring, programming, teaching, and research.

### **CRITICAL TASKS**

- Actively recruit representatives of historically marginalized communities into college-level leadership positions.
- Develop and implement workshops on effective leadership strategies for promoting, modeling, and implementing programs that ensure diversity, equity, and inclusion among faculty, staff, and students.
- Evaluate the COSSPP leadership structure to identify and address areas where decision-making processes and hierarchies might inhibit the advancement of concerns, perspectives, and issues related to historically marginalized populations.



- Encourage undergraduate and graduate student involvement and leadership of historically marginalized backgrounds through competitive and prestigious opportunities, including scholarships and awards.
- Create an award for undergraduate and graduate students who have demonstrated extraordinary leadership in the study and/or promotion of diversity, equity, and inclusion.
- Institutionalize support and mentoring for those contributing to diversity, equity, and inclusion teaching, service and research (e.g. formal administrative appointments, course releases for instructors, academic or professional certification credit for students, etc.).

## STRATEGY 4-C: Promote programs, events, and networking that furthers the College's diversity, equity, and inclusion objectives.

### CRITICAL TASKS

- Feature research on diversity, equity, and inclusion at college events such as Policy Pubs, funded speaker programs, and FSU Ted Talks.
- Sponsor semesterly lunches to encourage inter-unit and interdisciplinary engagement on diversity, equity, and inclusion priorities for faculty, staff, and students.
- Provide program support for diverse and inclusive worldviews within disciplines to include interdisciplinary teaching, research and mentoring.
- Increase student participation in diversity and inclusion events by working with the Assistant Dean for Academic Affairs to develop a diversity, equity, and inclusion certification or specialized studies track (e.g., course credit, professional development credit, experiential learning, leadership opportunities, etc.).
- Prioritize scheduled programming held by marginalized and diverse groups in terms of schedule and availability of event space.
- Establish a page on the COSSPP website devoted to College and campus resources specific to LGBTQ+ faculty, staff, and graduate students.
- Formally include diversity, equity, and inclusion priorities in the allocation of financial resources for diversity, equity, and inclusion programming at the College level.
- Create a College portal to encourage collaborative engagement on grant applications and enhance access to grants and funding for marginalized and diverse faculty.



**STRATEGY 4-D:** Identify and implement “best practice” programs that foster, create, nurture, and sustain a respectful, collegial, inclusive, and equitable work and educational environment.

**CRITICAL TASKS**

- Clearly communicate definitions for “inclusion,” “acceptance,” “equity,” and “diversity” (as well as “exclusion,” “intolerance,” and “homogeneity”) on the COSSOP website to provide touchstone for decision-making, classroom instruction, and program evaluation for College units, students, and faculty.
- Establish well-defined and transparent procedures and protocols for documenting concerns related to diversity, equity, and inclusion (inclusive of microaggression and bias against marginalized populations) and ensure timely and thorough institutional responses to incidents of intolerance not covered by Title IX.
- Establish mediation and facilitations strategies for addressing conflicts that might emerge relating to diversity, equity, and inclusion.
- Implement programs designed to equip faculty, staff, and students with effective communication strategies and tactics for effective dialogue and engagement on controversial topics.
- Investigate the possibility of creating a well-defined diversity, inclusion, and equity code of conduct as well as a best practice resource not currently covered by FSU, inclusive of above listed critical tasks under Strategy 4-D.

**STRATEGY 4-E:** Ensure that the physical, technological, instructional environments are accessible for all abilities, body types, and presentations.

**CRITICAL TASKS**

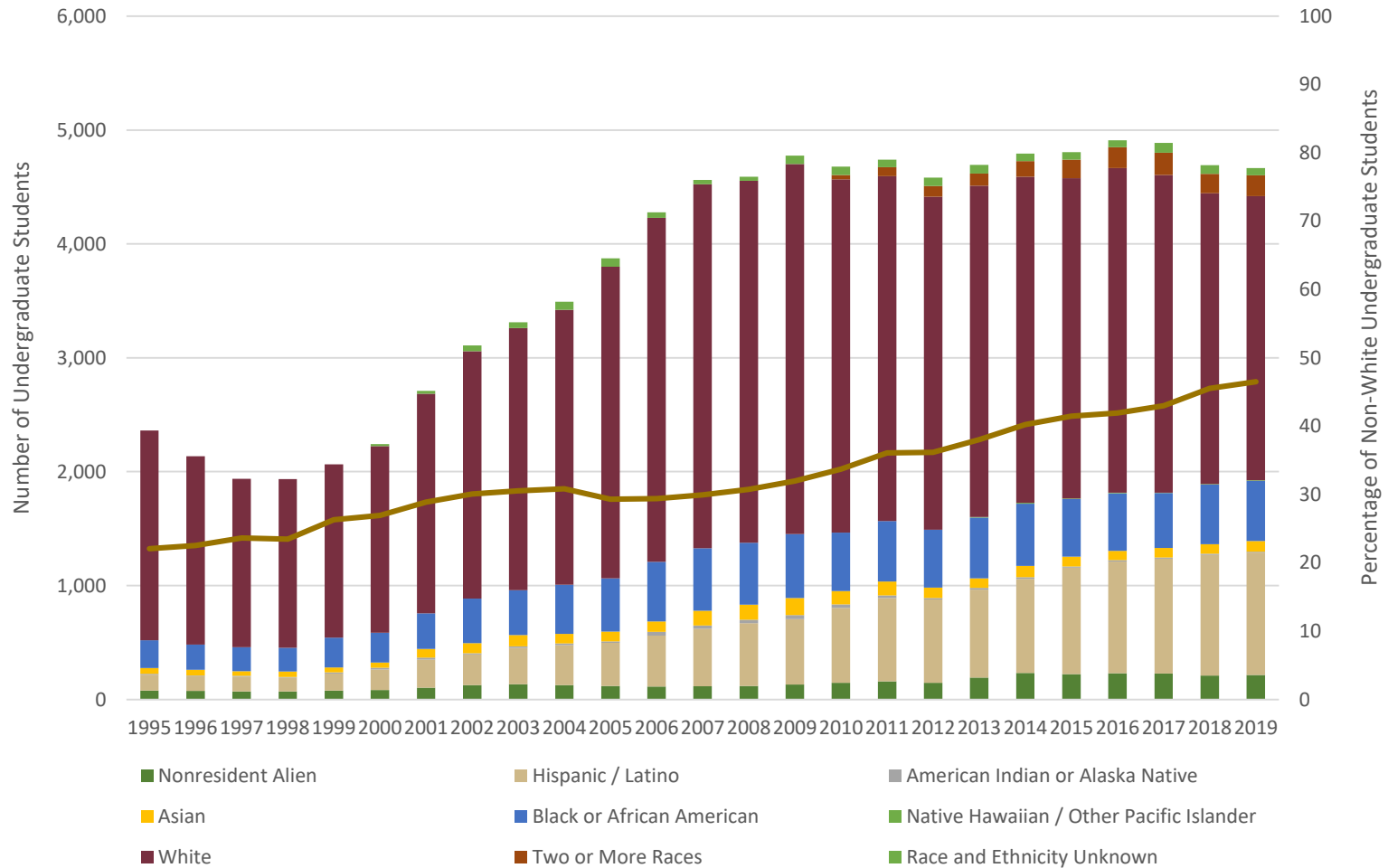
- Work with facilities management to check on a yearly basis that buildings and classrooms are consistent with ADA guidelines and accommodate the needs of all abilities and body types.
- Require that college events and presentations are physically, visually, and auditorily enhanced (e.g. provide preregistration to see if “signing” is needed or ensure that off-campus events are accessible).
- Create and disseminate an LGBTIQ+ inclusive guide as a reference to inform policies and practices.
- Mobilize a transgender representative focused work group to outline necessary tasks that move the College towards trans-inclusivity, such as installing gender neutral bathrooms on all floors, normalizing the use of various gender pronouns, create and include a guide to help transitioning faculty, staff, and students navigate services needed for changing names, acquiring new email, etc.
- Enhance physical and technical environment to support inclusion along a comprehensive range of diversity, including those facing physical challenges outside the average (e.g., stature, visual impairment, etc.).



# Appendix

## Figures

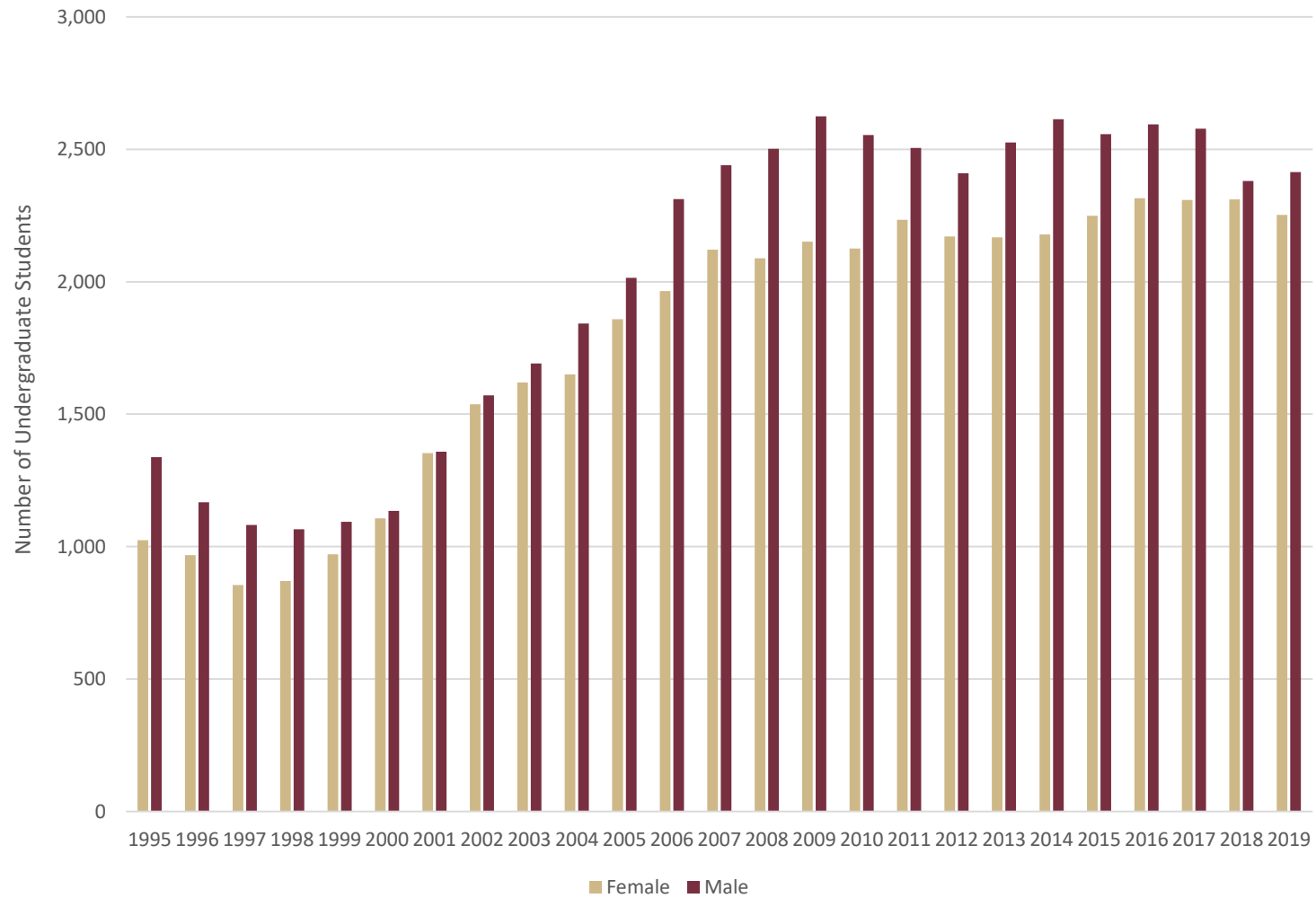
**College of Social Sciences and Public Policy Enrollments by Race-Ethnicity (1995-2019)**



Source: Florida State University, Institutional Research.



### College of Social Sciences and Public Policy Enrollments by Gender (1995-2019)

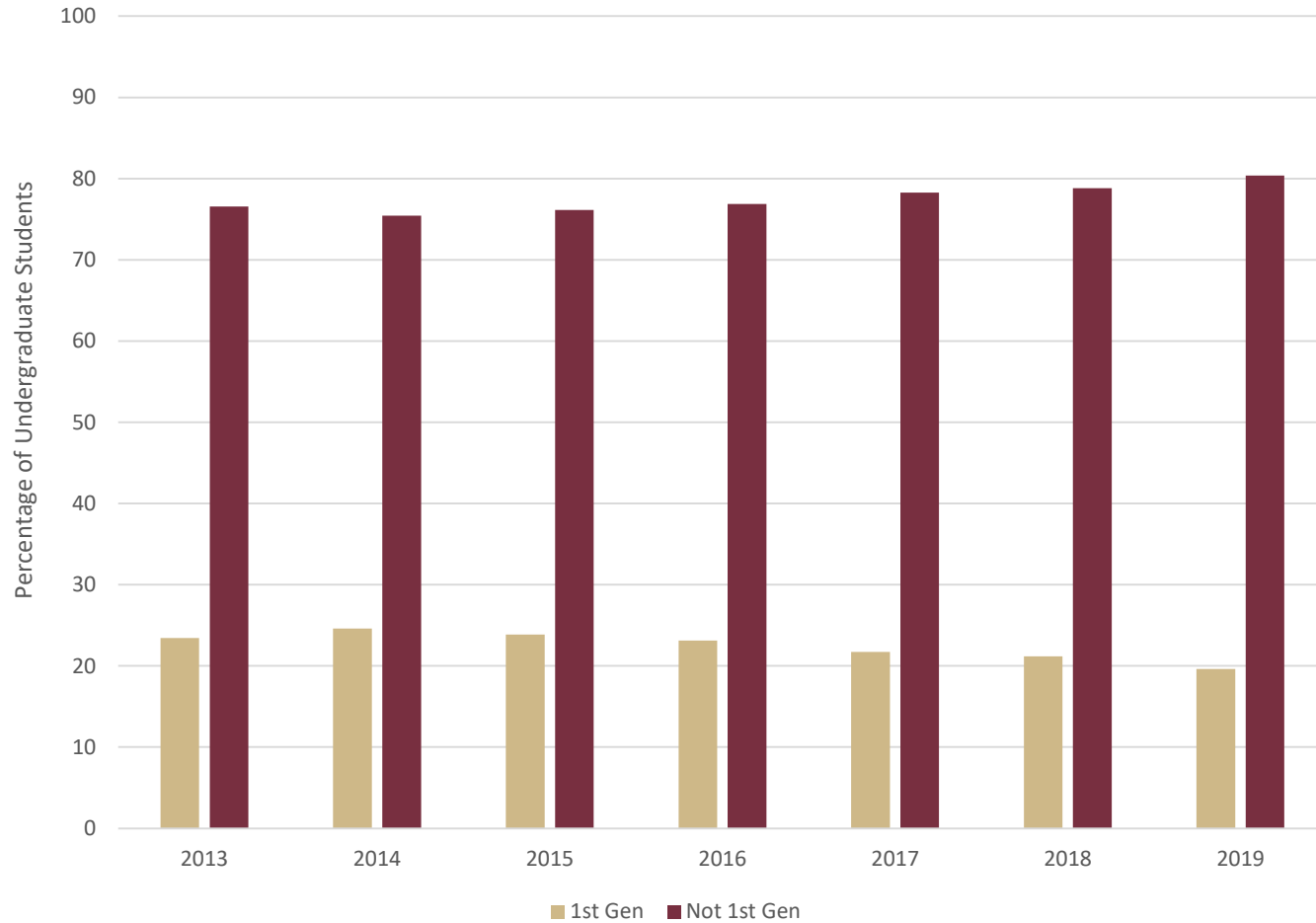


Source: Florida State University, Institutional Research.

Note: Historically, Florida State University has not collected data asking individuals if they hold non-binary gender identities.



## College of Social Sciences and Public Policy Enrollments by 1<sup>st</sup> Generation College Student Status (2013-2019)

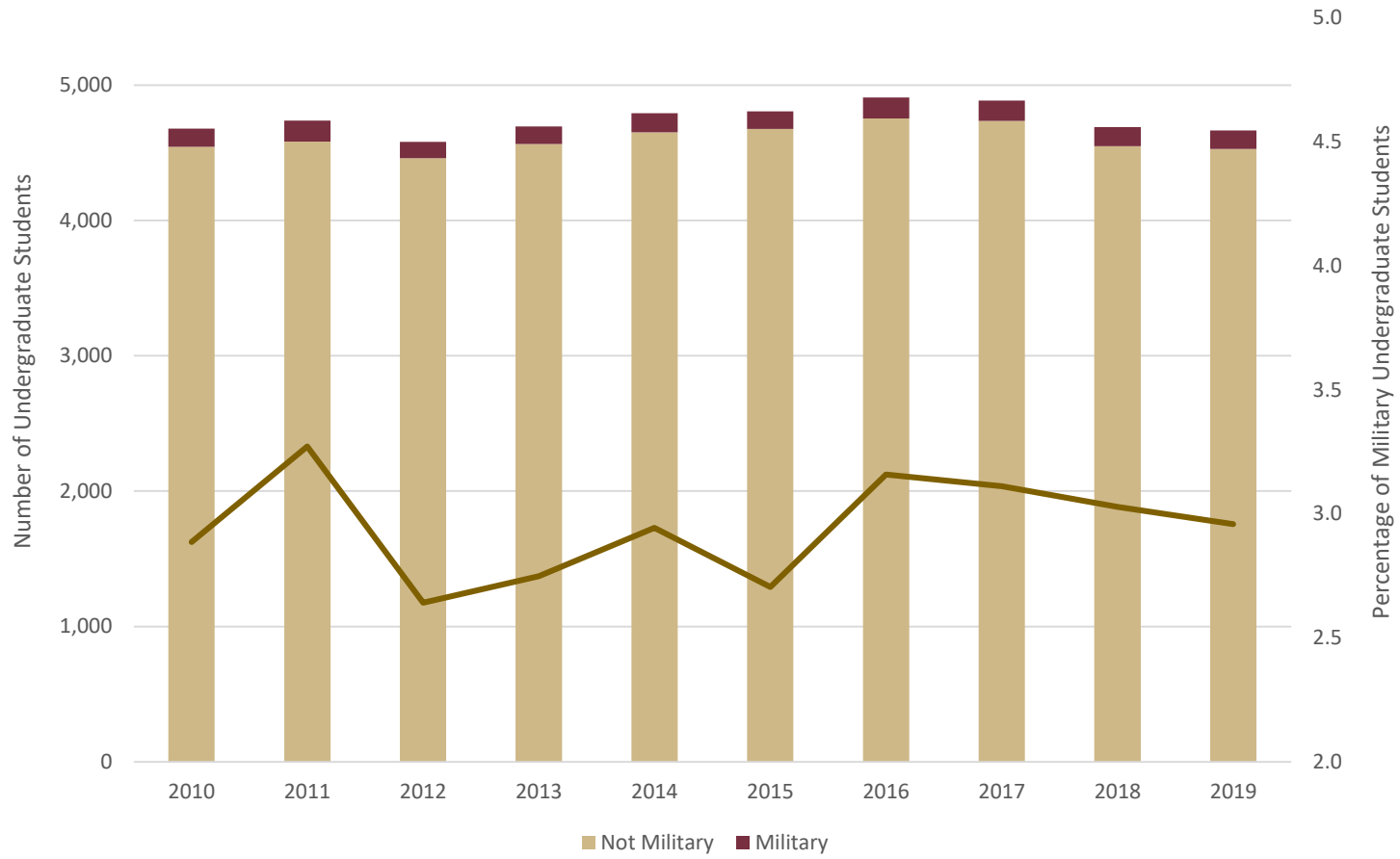


Source: Florida State University, Institutional Research.

Note: First generation was determined for students who completed a FAFSA, and whose Mother and Father did not indicate a highest degree of Baccalaureate or higher.



### College of Social Sciences and Public Policy Enrollments by Military Status (2010-2019)

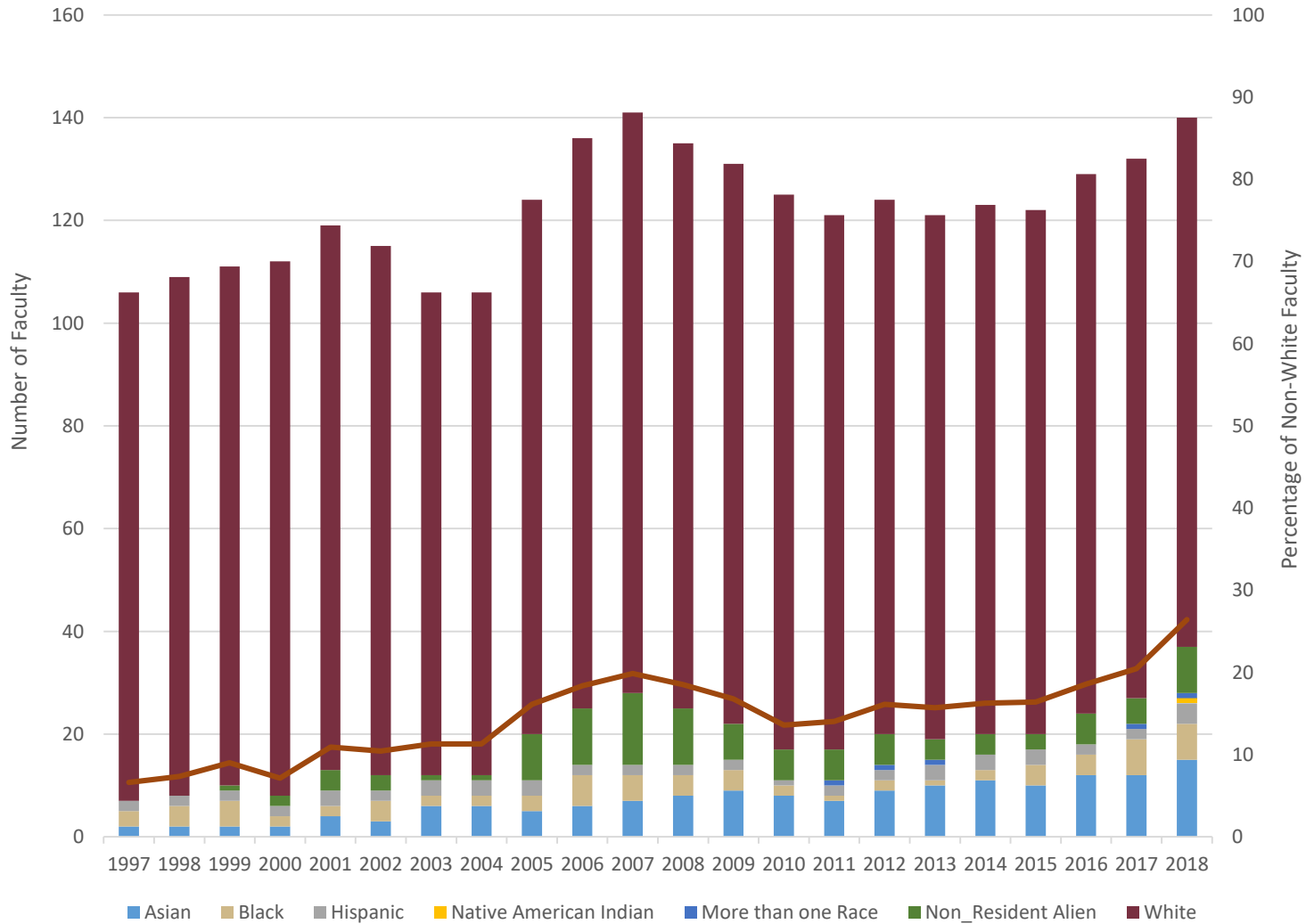


Source: Florida State University, Institutional Research.

Note: Military status is collapsed and includes veterans, dependents, active duty, reservists, and National Guard.



### College of Social Sciences and Public Policy Faculty by Race-Ethnicity (1997-2018)

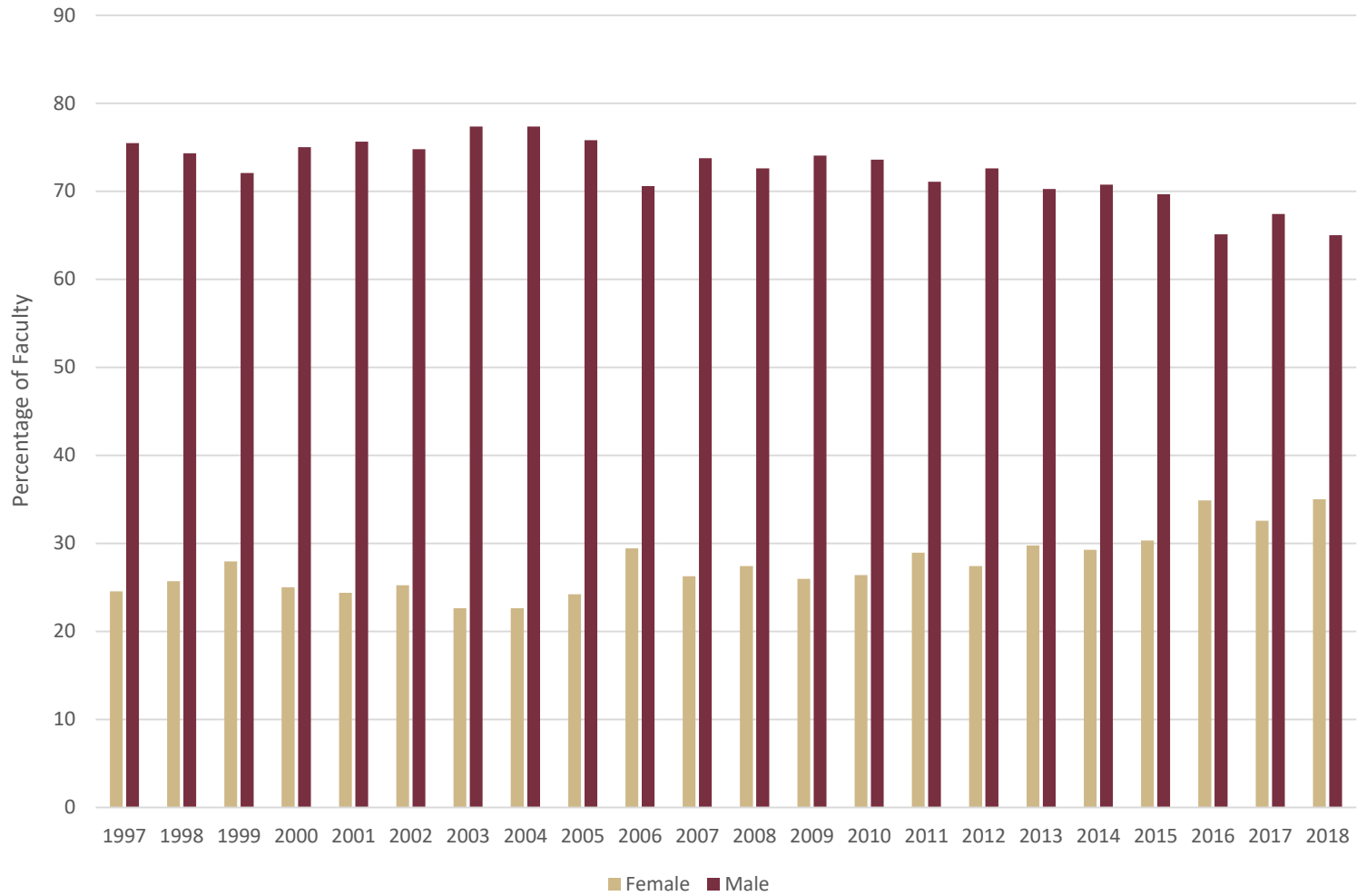


Source: Florida State University, Institutional Research.





### College of Social Sciences and Public Policy Faculty by Gender (1997-2018)

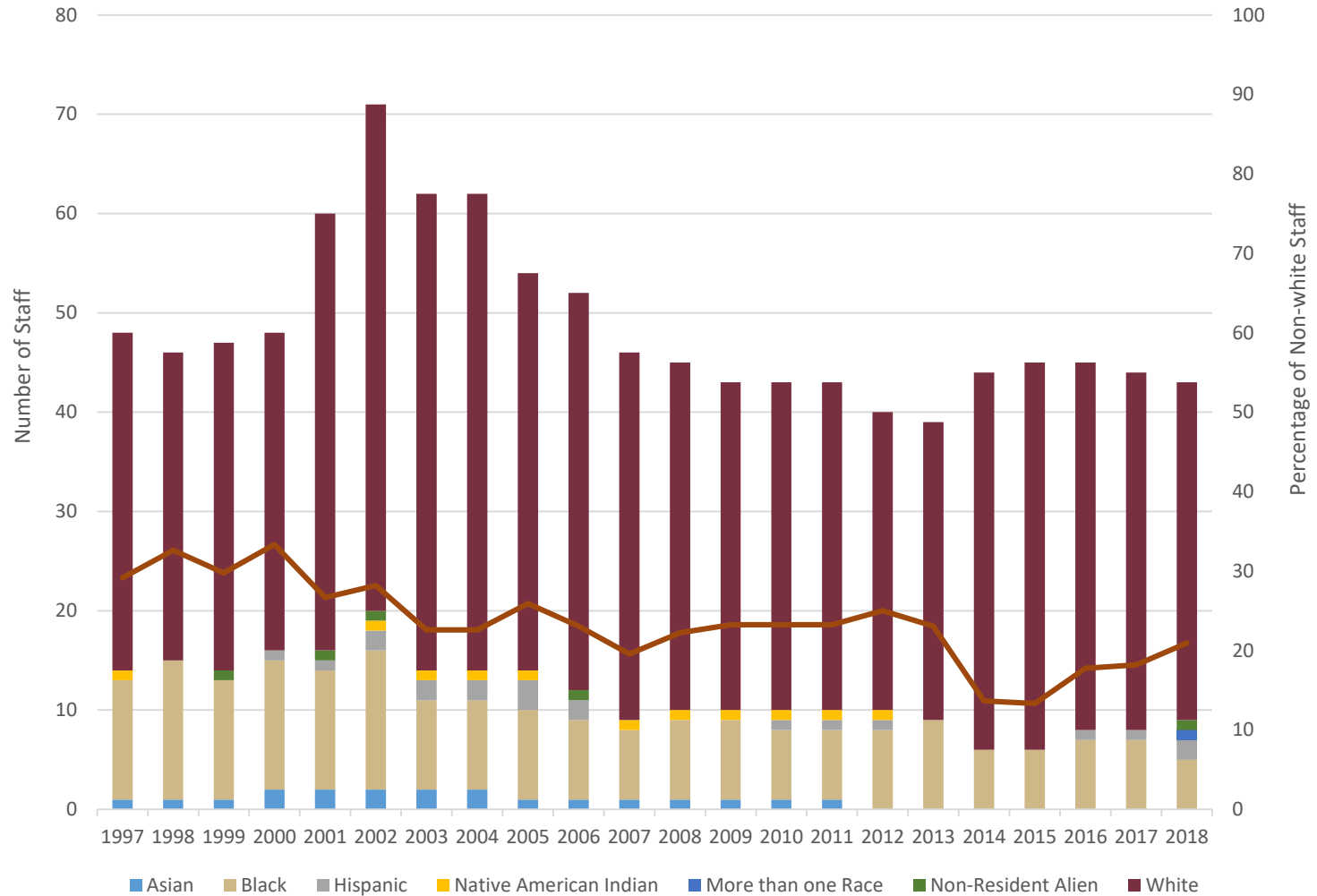


Source: Florida State University, Institutional Research.

Note: Historically, Florida State University has not collected data asking individuals if they hold non-binary gender identities.



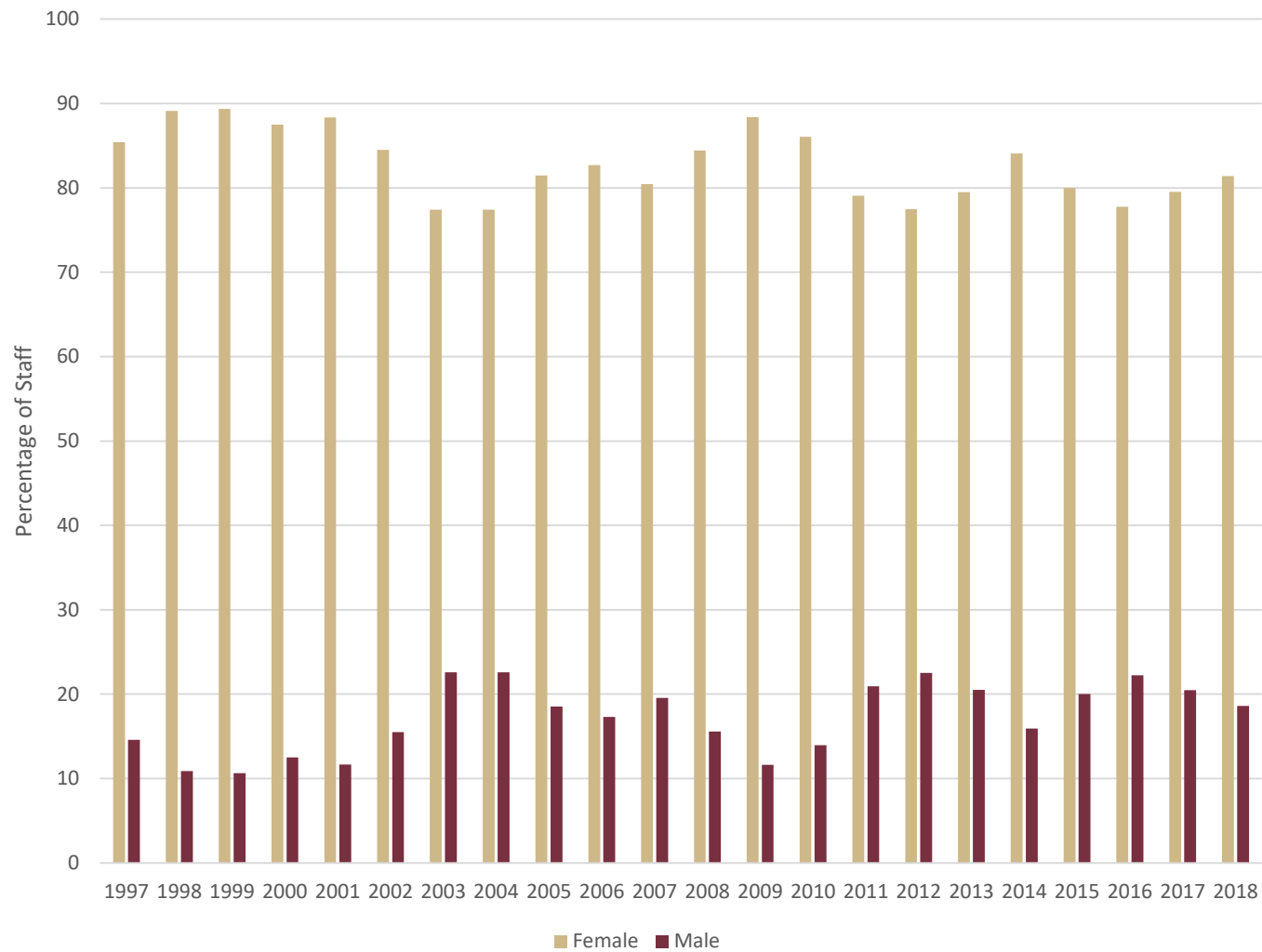
### College of Social Sciences and Public Policy Staff by Race-Ethnicity (1997-2018)



Source: Florida State University, Institutional Research.



### College of Social Sciences and Public Policy Staff by Gender (1997-2018)



Source: Florida State University, Institutional Research.

Note: Historically, Florida State University has not collected data asking individuals if they hold non-binary gender identities.



## Acknowledgements

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### A. Data Acquisition and Consultations

- Tonja Guilford, Chief of Staff, College of Social Sciences and Public Policy
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### B. Faculty and Staff Listening Session Participants

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### C. Undergraduate and Graduate Listening Session Participants

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