

STRENGTH *through* DIVERSITY, EQUITY, AND INCLUSION

2019-2021

**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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COSSPP Faculty, Staff, Students, Alumni, and Friends:

I am so very pleased to see the completion of the college's first ever *Diversity, Equity, and Inclusion Action Plan*. This document, and its future iterations, can be and must be a central element to college policies, investments, and actions from this point forward. To the committee members that produced this report, and most especially Co-Chairs Dr. Katrinell Davis and Dr. Brad Gomez, the entire COSSPP community thanks you for your endeavor, leadership, ideas, and collaborative spirit. The college is better for your work.

With foundations in the social sciences and an expressed commitment to desirable and just outcomes, the College of Social Sciences and Public Policy is deeply interested in issues of race, ethnicity, gender, justice, politics, identity, and economic outcomes. These issues are central to our faculty research, core to our curricula, and an integral part of our university and community engagement.

Issues and problems revolving around Diversity, Equity, and Inclusion have shaped human societies from their earliest days. It is well-documented, through social science research, that power and resources are not always distributed equally and justly. Historically, particular groups, most notably People of Color and Women, have not been provided equal opportunities to see their hard work and skills be rewarded. Given all of this, the College of Social Sciences and Public Policy has a *particular responsibility* to reflect on, respond to, and act positively in the name of Diversity, Equity, and Inclusion.

Is this Action Plan perfect? No, it is not. Will it solve our problems? No, it cannot. But this Action Plan is a meaningful step forward for the college, and I believe it can provide a model initiative for other colleges and the university in the years ahead.

We have come far, yet there is still so very far to go. Together We Can.

Tim Chapin, COSSPP Dean



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 our 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.

COSSPP Diversity, Equity, and Inclusion Action Planning Process

Building on the momentum inspired by the *COSSPP Strategic Plan*, efforts have been made to meet the challenge of creating a more diverse, equitable and inclusive College climate. To develop this plan for achieving diversity, equity, and inclusion (DEI) goals, individuals representing the College community were appointed to the Diversity and Inclusion Action Plan Committee. The Diversity and Inclusion Action Plan Committee was convened in order to create a plan that sets a course for identifying and improving the implementation of DEI initiatives in the College and aligns with goals set forth by the Institutional Strategic Plan. Diversity and Inclusion Action Plan Committee members, consisting of 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 responded to a climate survey as well as provided 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

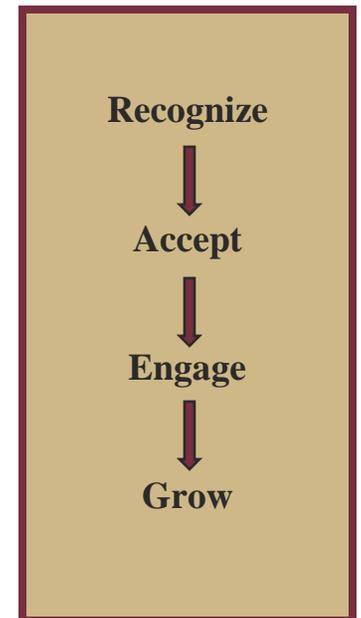
COSSPP has developed this *Diversity, Equity, and Inclusion Action Plan* with the recognition that our graduates will be leaders and participants in increasingly diverse communities and workplaces. For our graduates to be better prepared to engage in that world, the College is responsible for providing 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.¹ Thus, prioritizing 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 are welcomed, supported, and feel 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.²

In summary, diversity is represented by a range of backgrounds and characteristics among faculty, staff, and students in the College; inclusion is the purposeful effort to welcome others different from ourselves, 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.

This plan aids the College in addressing these inequalities by proposing strategies and associated tasks that will help refine recruitment and retention efforts designed to diversify the community, revisit strategies for encouraging inclusivity and accessibility in our instructional environments, and promote an equitable and inclusive climate that values transparency and accountability regarding DEI related achievements and challenges



¹ 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.

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

Aspirational Goals and Expected Outcomes

The College's *Diversity, Equity, and Inclusion Action Plan* proposes achievable short and long-term goals, objectives, and critical tasks with proposed 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, ethnicity, creed, worldview, color, religion, politics, national origin, age, (dis)ability, socio-economic status, genetic information, veterans' status, marital status, sex, sexual orientation, gender identity, gender expression, or any other legally protected group status.

EQUITY

We are committed to a policy of creating a nurturing environment and equal opportunity for all persons and nondiscrimination based on individual or group characteristics. We recognize that historically marginalized, disenfranchised, and oppressed groups face particular challenges and systemic disadvantage. We are focused on developing and enhancing procedures that effectively respond to bias, harassment, and discrimination. We further seek to redress inequities through programs, investments, and policies that reduce the impacts that structural inequalities impose on students, faculty, and staff in the College.

INCLUSION

We realize that we can successfully leverage our collective capacities by cultivating an atmosphere where all social groups are represented, included, and supported as stakeholders in the College community. We focus on implementing actionable initiatives that will foster an environment where individual differences are respected and alternate points of view are heard and valued.

The College expects to consider and implement changes—in areas for which it has the authority—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. These changes will foster greater awareness, acceptance, and capacity for diversity, equity and inclusion among faculty, staff, and students. This plan should also promote and support continued diversity of the student body and faculty and staff over time and at all levels. We further expect to incorporate diversity, equity, and inclusion in the operations, decisions, and practices of college faculty and staff.



A Diverse College

With its six academic departments and numerous interdisciplinary programs, centers, and institutes, the Florida State University College of Social Sciences and Public Policy (*the College*) addresses virtually every economic, political, and social issue facing society in the 21st 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.

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. Data from FSU Institutional Research provided an 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 first-generation college student status.³

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; as of 2019, 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 gender distribution within the college 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 almost 160 full-time faculty today. Like our student body, the College's faculty is also more diverse. In 1995, only 6.6 percent of the faculty was from racial or ethnic minority groups; as of 2019, 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 and University 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.

The College is not nearly as gender balanced as its student body. As of 2019, the College faculty is 35 percent female and 65 percent male while in 1995 approximately 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 faculty, but the College still lags on this metric of female representation.

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 over the last few decades. 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. As of 2019, the College employs 43 staff. Since 1997, there has also been a roughly 10 percentage point reduction in the number of staff from racial or ethnic minorities, and College staff is over 80 percent female.

³ The data reported in this Executive Summary are presented graphically in the Appendix.

Action Plan – Goals | Strategies | Critical Tasks

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

TEACHING AND CURRICULUM

STRATEGY 1-A: Integrate diversity, equity, and inclusion content into curricula throughout the breadth of the college.

CRITICAL TASKS

- The College’s Dean shall 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.
- Academic units will be required to assess their curricula for diversity, equity, and inclusion content and, as needed, add courses and/or content to ensure that all COSSPP students engage with diversity, equity, and inclusion topics in relation to underrepresented or marginalized communities.
- The College’s Dean and its constituent units shall commit greater resources to sustaining and expanding diversity, equity, and inclusion course offerings.
- The College will work with relevant university partners to provide trainings for unit and program leadership on ways to effectively integrate diversity, equity, and inclusion into curricula and educational programming.

STRATEGY 1-B: Support and incentivize the development and embedding of content that addresses diversity, equity, and inclusion in COSSPP curricula.

CRITICAL TASKS

- The College will work with appropriate university partners to provide trainings, guidance, and/or best practices to course instructors on how to integrate diversity, equity, and inclusion into course materials effectively.
- The College will support course development that addresses diversity, equity, and inclusion through course releases and small grants.



STRATEGY 1-C: Improve the capacity of course instructors to provide a safe and welcoming environment for an increasingly diverse student population.

CRITICAL TASKS

- The College will work with relevant university partners to provide trainings (e.g., from the FSU Center for the Advancement of Teaching, Social Justice Ally Trainings from the Center for Leadership & Social Change, Allies and Safe Zones from SGA, and DIRECTO) that increase the capacity of instructors to provide a safe and welcoming environment, including managing conflict and differing points of view in both traditional classrooms and remote environments (e.g. Diversity Certificate Series, Advanced Leadership Program, EDI Office trainings).
- Encourage instructors to add a diversity, inclusion, and civility statement to syllabi in courses offered by the College.
- Create a college working group to support and advance these efforts.

RESEARCH

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

CRITICAL TASKS

- The College and its units should solicit, develop, and support multidisciplinary research clusters that focus on diversity, equity, and inclusion of underrepresented and marginalized communities.
- The College, under the auspices of the Associate Dean for Research, should develop a program to support research that focuses on diversity, equity, and inclusion of underrepresented and marginalized communities
- The College and its units should continue to communicate our shared commitment to research on diversity, equity, and inclusion of underrepresented and marginalized communities through blogs, publications, social media outlets, and websites, among other outlets.
- The College should host research symposia focused on diversity, equity, and inclusion, looking to partner with organizations such as the Civil Rights Institute, Center for Leadership and Social Change, DIRECTO, and other campus or community partners to broaden participation.
- The College should seek fundraised dollars to create a named lecture series focused upon diversity, equity, and inclusion.
- The College and its units should aggressively seek members of underrepresented groups as guest speakers at college and unit events.
- The College and its units should develop awards for faculty research on diversity, equity, and inclusion themes.



SERVICE AND OUTREACH

STRATEGY 1-E: Recognize, promote, and support college/university service and community engagement that promotes diversity, equity, and inclusion.

CRITICAL TASKS

- The College and its units should evaluate and assess how faculty are supported and recognized when they engage in community, college, and university-level service focusing on diversity, equity, and inclusion.
- The College and its units should support applied research and community-engaged work that focuses upon topics of diversity, equity, and inclusion, taking the form of form of funding, flexibility in use of professional development funds, and/or support for travel, presentations, and other public facing efforts.
- The College and its units should support faculty who develop and deliver community-engaged and/or service-learning oriented courses and course projects that focus on diversity, equity and inclusion of underrepresented or marginalized communities. Incentives could include TA support, course releases, or funds for outreach, marketing, and presenting work to communities.
- The College should develop a COSSPP award to recognize outstanding service and community engagement that promotes diversity, equity, and inclusion.



2 GOAL TWO: **Recruit and retain diverse faculty, staff, and students**

FACULTY

STRATEGY 2-A: (Recruitment) Promote applications for faculty openings from members of underrepresented groups through showcasing the College's commitment to diversity and inclusion.

CRITICAL TASKS

- The College and its units should include the College's DEI statement in faculty postings.
- The College and its units should encourage applicants for faculty positions to provide a diversity and inclusion statement as part of their application package.
- The College and its units should communicate information about mentoring programs for underrepresented faculty and the existence of faculty affinity groups to candidates.
- The College and its units will ensure that search committee members have completed the university's required training module on hiring best practices.
- The College should create a post-doctoral program for members of underrepresented groups, selected through an open competition across the college.
- The College and its units should work with FSU Human Resources to develop a recruitment plan to expand the pool of applicants from underrepresented groups.

STRATEGY 2-B: (Retention) Provide an even more conducive environment for underrepresented faculty to succeed and be promoted and/or achieve tenure.

CRITICAL TASKS

- The College will work with units to create a college-level mentoring program for tenure-track and specialized faculty from underrepresented groups.
- The College will continue to support college-level affinity groups for faculty from underrepresented groups, organized and led by faculty from these groups.
- The College should explore the creation of a short-term visitor program for faculty from underrepresented groups, possibly in partnership with HBCUs, selected through an open competition across the college.



STRATEGY 2-C: (Retention) Ensure that faculty, especially those from underrepresented groups, are not inordinately burdened by service activities within departments, the college, and the university.

CRITICAL TASKS

- The College will work with units and programs to document and share information on department, college, and university service commitments by faculty.
- The College and its units will appropriately document and credit faculty for service related to diversity, equity, and inclusion.
- The College will work with the Office of Faculty Development and Advancement to mentor and advise faculty on appropriate service levels, as well as provide to report concerns and address problems related to burdensome service levels.

STAFF

STRATEGY 2-D: (Recruitment) Expand recruiting efforts for staff positions to increase the likelihood of applicants from underrepresented groups.

CRITICAL TASKS

- The College and its units should include the College’s equal opportunity employer (EOE) statement in staff postings.
- The College and its units will seek to advertise open staff positions in outlets more likely to reach of underrepresented groups.
- The College and its units will ensure that search committee members to complete the university’s required training module on hiring best practices.

STRATEGY 2-E: (Retention) Implement actions and opportunities that encourage staff members from underrepresented groups to thrive in their positions.

CRITICAL TASKS

- The College and its units will develop a staff award for outstanding diversity and inclusion efforts.
- The College will work with relevant university partners to provide trainings for staff on ways to promote integrate diversity, equity, and inclusion within our units.

GRADUATE STUDENTS

STRATEGY 2-F: (Recruitment and retention) Pursue activities to increase the number of applicants to the College's graduate programs from underrepresented groups.

CRITICAL TASKS

- The College will create a task force to make recommendations that can yield increasing numbers of graduate applications from members of underrepresented populations. This work should include input from and partnership with The Graduate School.
- The College and its units will review existing recruiting efforts and seek to improve recruitment strategies, materials, and orientations to promote engagement with members of underrepresented populations.
- The College will work with key university groups, including the CARE program, the Career Center, and the Office of Graduate Fellowships and Awards, to promote engagement with members of underrepresented populations.

STRATEGY 2-G: (Retention) Strengthen our welcoming and safe environment for graduate students from underrepresented groups.

CRITICAL TASKS

- The College will continue to promote and support affinity groups for graduate students from underrepresented groups.
- The College will support affinity group events for graduate students from underrepresented populations.
- The College and its units will promote the academic success of underrepresented groups through expanded mentoring and programming efforts.
- The College and its units will more clearly communicate appropriate procedures for reporting issues of discrimination, micro-aggressions, and related issues through the university's online reporting tool report.fsu.edu.



3 GOAL THREE: Create and sustain a college culture of inclusion and acceptance among students, faculty and staff

STRATEGY 3-A: Clearly, widely, consistently, and firmly communicate the importance of diversity, equity, and inclusion as central to the College’s strategic priorities.

CRITICAL TASKS

- The College should encourage units to develop their own Diversity, Equity, and Inclusion Action Plans, with relevant linkages to the College’s plan.
- The College and its units will integrate diversity, equity, and inclusion-related goals and strategies into their strategic plans.
- The College and its units will showcase diversity, equity, and inclusion in its marketing strategies and communications.
- The College and its units will 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 inside of and outside of FSU.
- The College and its units will promote cultural competency or other training programs to faculty, staff, and students.

STRATEGY 3-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

- The College and its units will actively seek to recruit representatives of historically marginalized communities into leadership positions.
- The College and its units will promote, model, and implement programs that expand diversity, equity, and inclusion among faculty, staff, and students.
- The College will partner with relevant student groups to create an award for students who have demonstrated extraordinary leadership in the study and/or advancement of diversity, equity, and inclusion.

STRATEGY 3-C: Promote programs, events, and networking that furthers the College's diversity, equity, and inclusion objectives.

CRITICAL TASKS

- The College and its units will make diversity, equity, and inclusion programming a priority in the allocation of financial resources.
- The College and its units will expand programming on diversity, equity, and inclusion by faculty and students from underrepresented groups.

- The College will continue to sponsor networking events each semester to promote inter-unit and interdisciplinary engagement on diversity, equity, and inclusion priorities for faculty, staff, and students.
- The College and its units will provide programmatic support for showcasing diverse and inclusive worldviews and political views.
- The College will incentivize faculty/staff completion of the Florida State University Diversity & Inclusion Certificate and will encourage the College's undergraduate and graduate students to participate in the University's Diversity & Inclusion Student Ambassadors program.

STRATEGY 3-D: Identify and implement best practices and administrative procedures that foster policies that create, nurture, and sustain a respectful, collegial, inclusive, and equitable work and educational environment for all faculty, staff, and students.

CRITICAL TASKS

- The College will clearly communicate definitions as established in this plan for “inclusion,” “equity,” “diversity,” “under-represented communities,” and other critical terms on its website.
- The College and its units will utilize continue educate faculty, staff, and students about appropriate university procedures for documenting concerns related to diversity, equity, and inclusion, and work to ensure appropriate responses in partnership with the university EDI and Title IX offices.
- The College and its units will work with university and appropriate outside groups to deliver programs designed to equip faculty, staff, and students with effective communication strategies for effective dialogue and engagement on controversial topics (e.g. The National Coalition Building Institute at FSU).
- The College will establish a prominent link on the COSSPP website to the University's Diversity and Inclusion webpage (diversity.fsu.edu).

STRATEGY 3-E: Ensure that the physical, technological, instructional environments are accessible for all mental and physical abilities, body types, and presentations.

CRITICAL TASKS

- The College and its units will seek to make college events and presentations accessible to participants with visual, audible, or ambulatory impairments.
- The College and its units will work with the university's EDI office, the Division of Student Affairs, and other campus partners to support LGBTQIA+ faculty, staff, and students, as well as promote gender non-conforming and transgender inclusivity.
- The College and its units will work with appropriate university partners (e.g. the Office of Accessibility Services and the University Counseling Center) and ensure the completion of required trainings to provide support services for students, faculty, and staff with mental health challenges.



4 GOAL FOUR: Enhance accountability and effectiveness of diversity, equity, and inclusion within the College of Social Sciences and Public Policy and its units

STRATEGY 4-A: Measure and assess progress on college diversity, equity, and inclusion initiatives

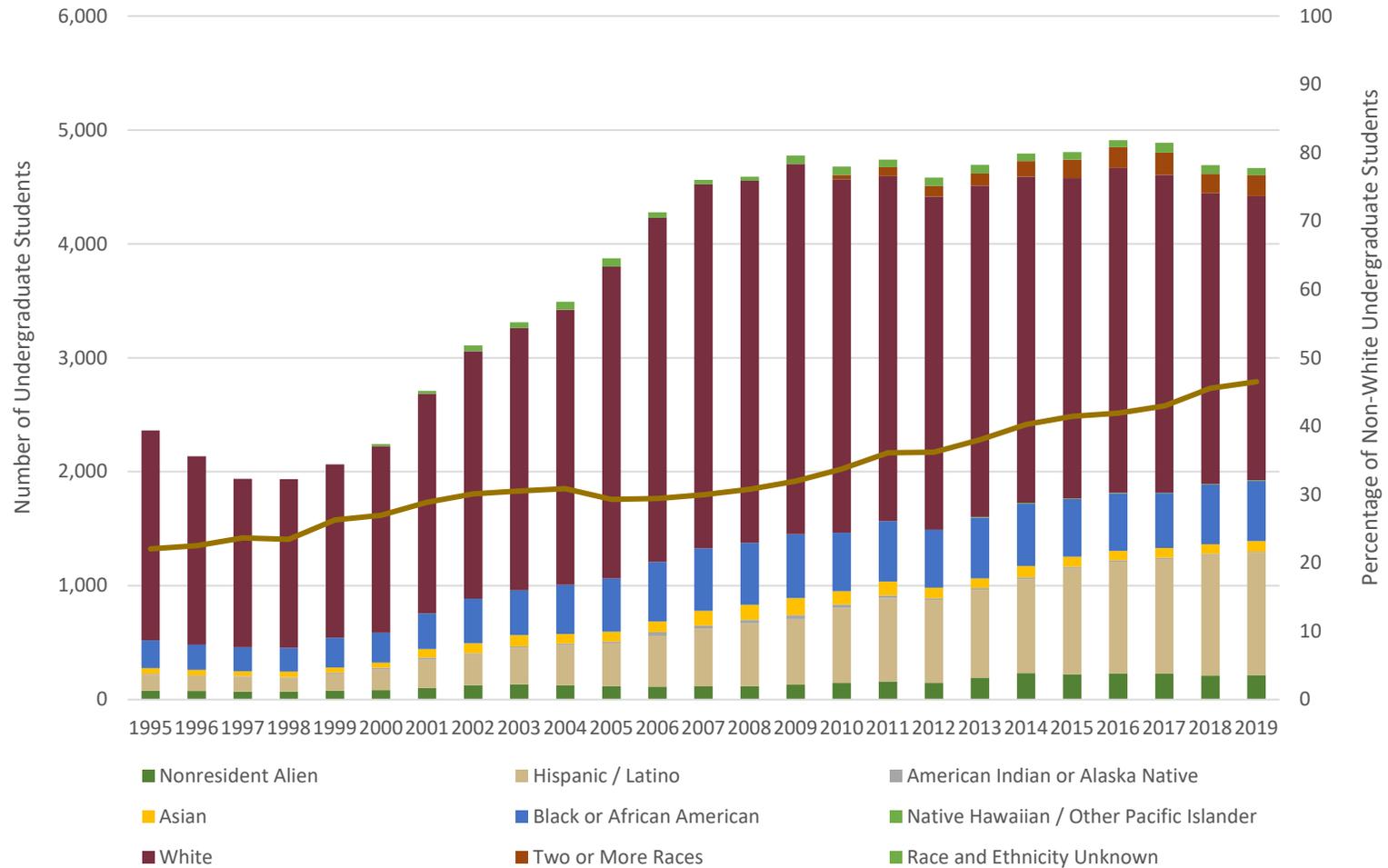
CRITICAL TASKS

- The College will appoint a task force to specify the metrics and methods by which the College and its units will evaluate efforts to promote diversity, equity, and inclusion, with these metrics to be established no later than January 2023.
- The College and its units will draw upon data from FSU Institutional Research to annually communicate data on diversity, equity, and inclusion benchmarks and milestones.
- The College will require unit heads to report annually on efforts and progress toward enhancing diversity, equity, and inclusion within their unit as part of their annual evaluation.
- The College shall report DEI data at the annual faculty meeting.
- The College will convene a task force every five years to report progress on this Action Plan and make improvements as needed.

Appendix

Figures

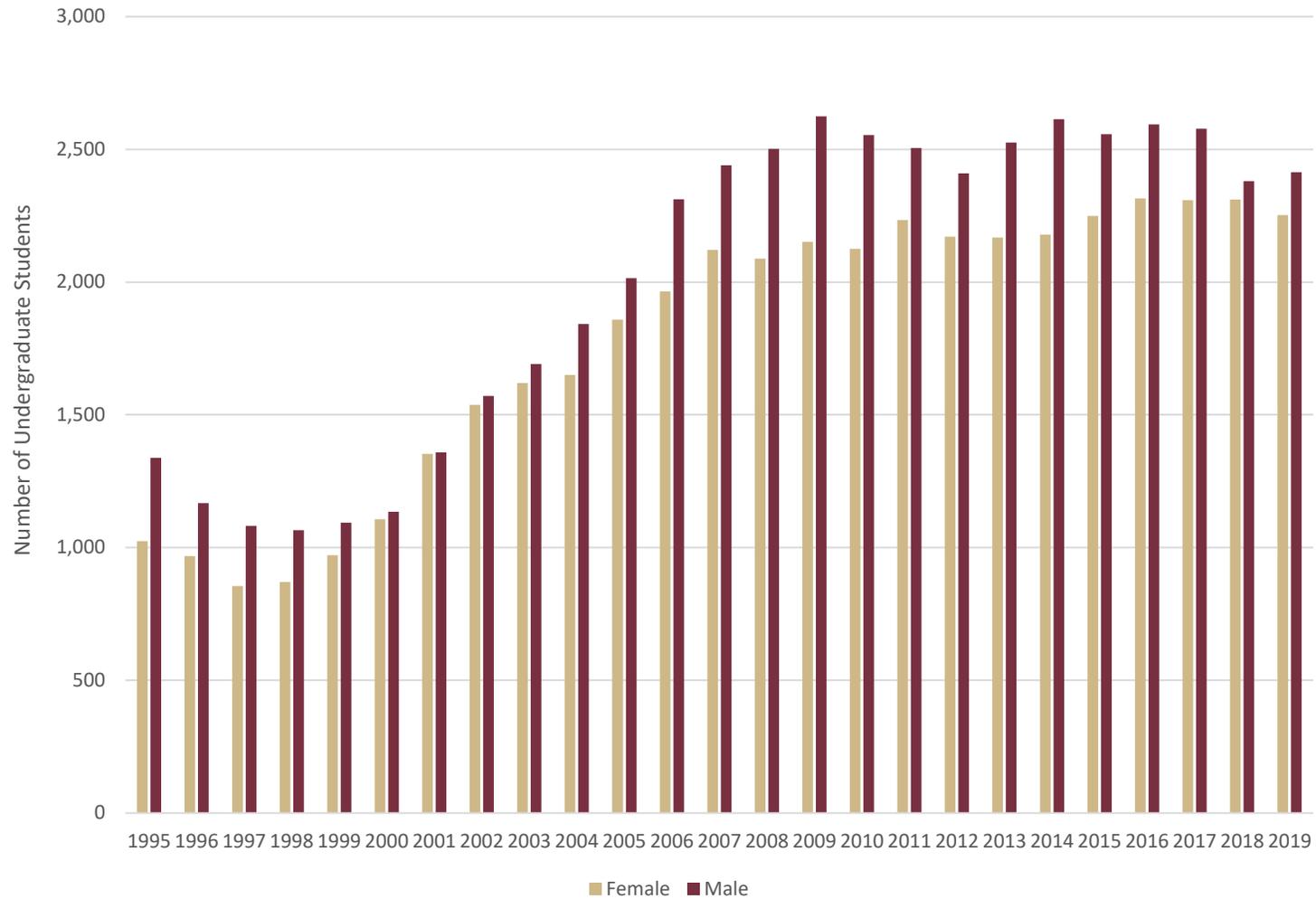
College of Social Sciences and Public Policy Enrollments by Race-Ethnicity (1995-2019)



Source: Florida State University, Institutional Research.



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

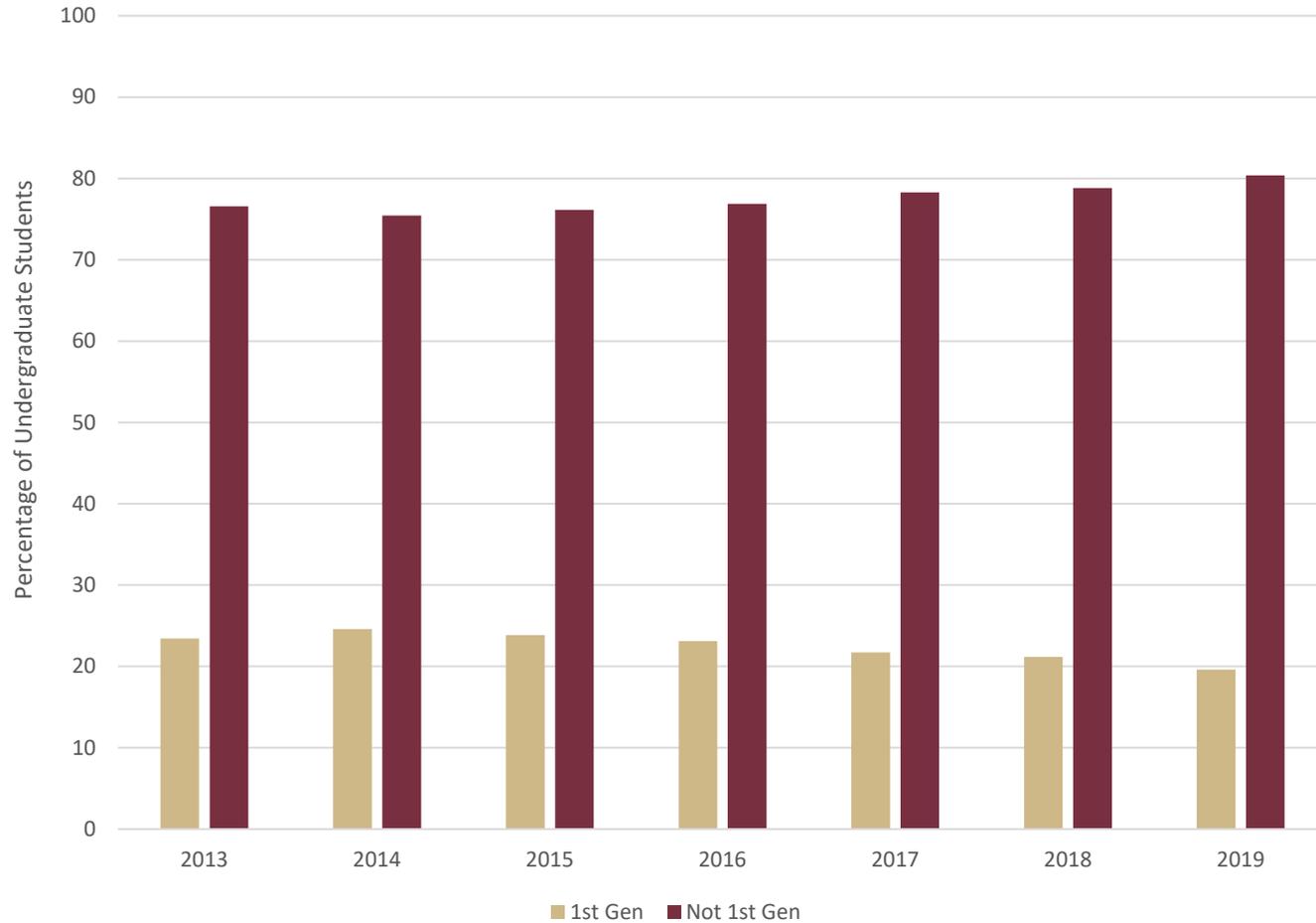


Source: Florida State University, Institutional Research.

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 1st Generation College Student Status (2013-2019)

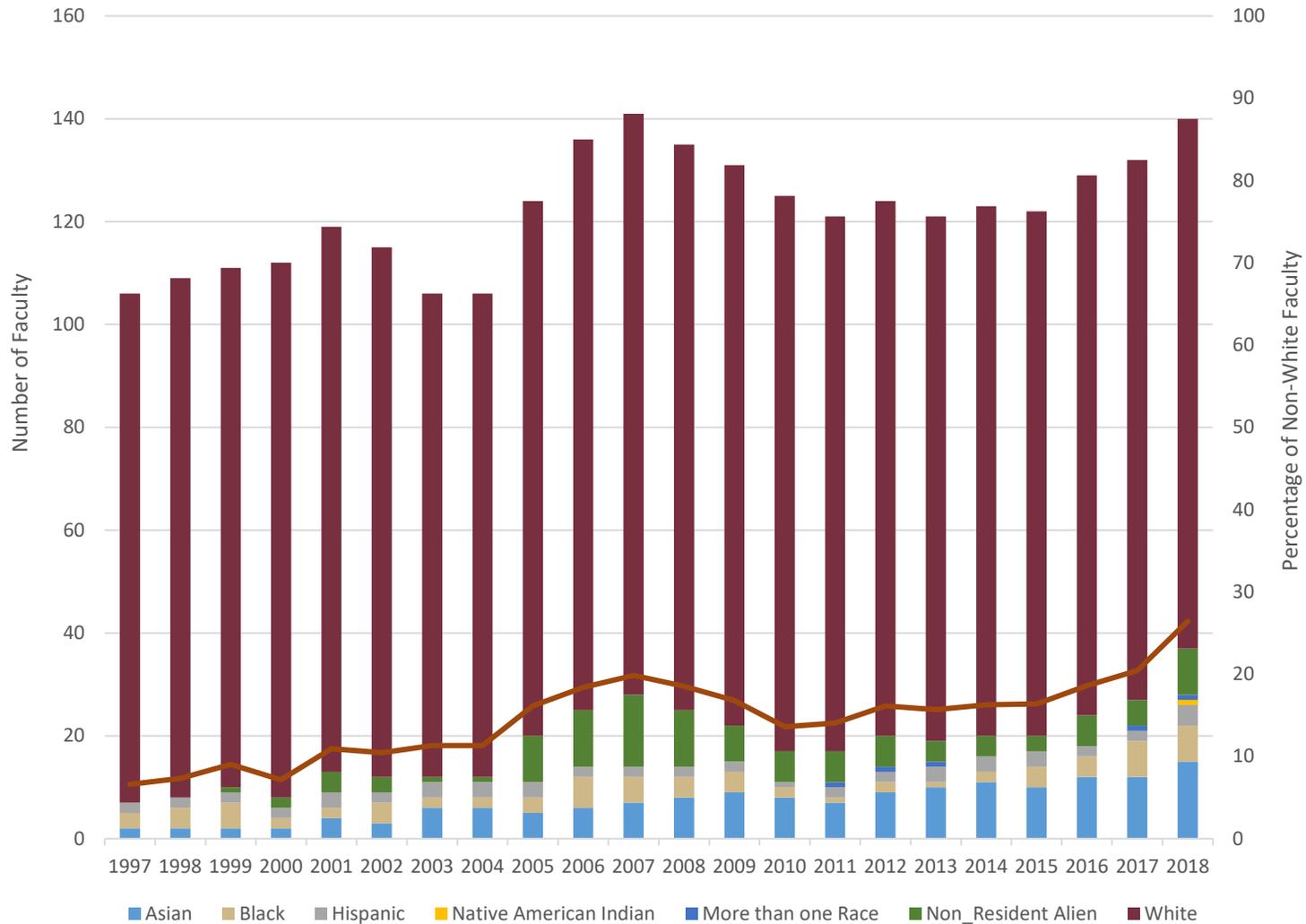


Source: Florida State University, Institutional Research.

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.



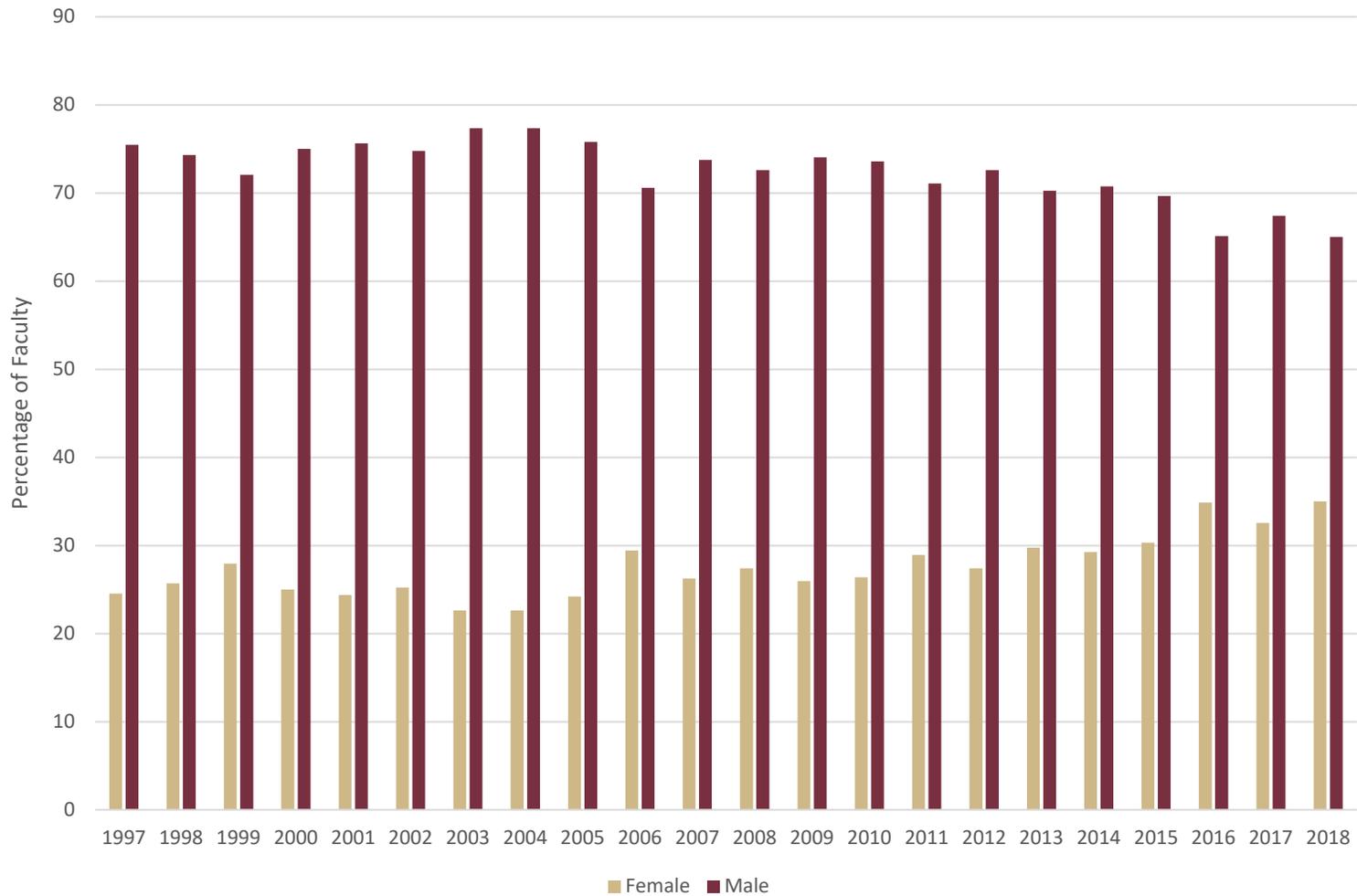
College of Social Sciences and Public Policy Faculty by Race-Ethnicity (1997-2018)



Source: Florida State University, Institutional Research.



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

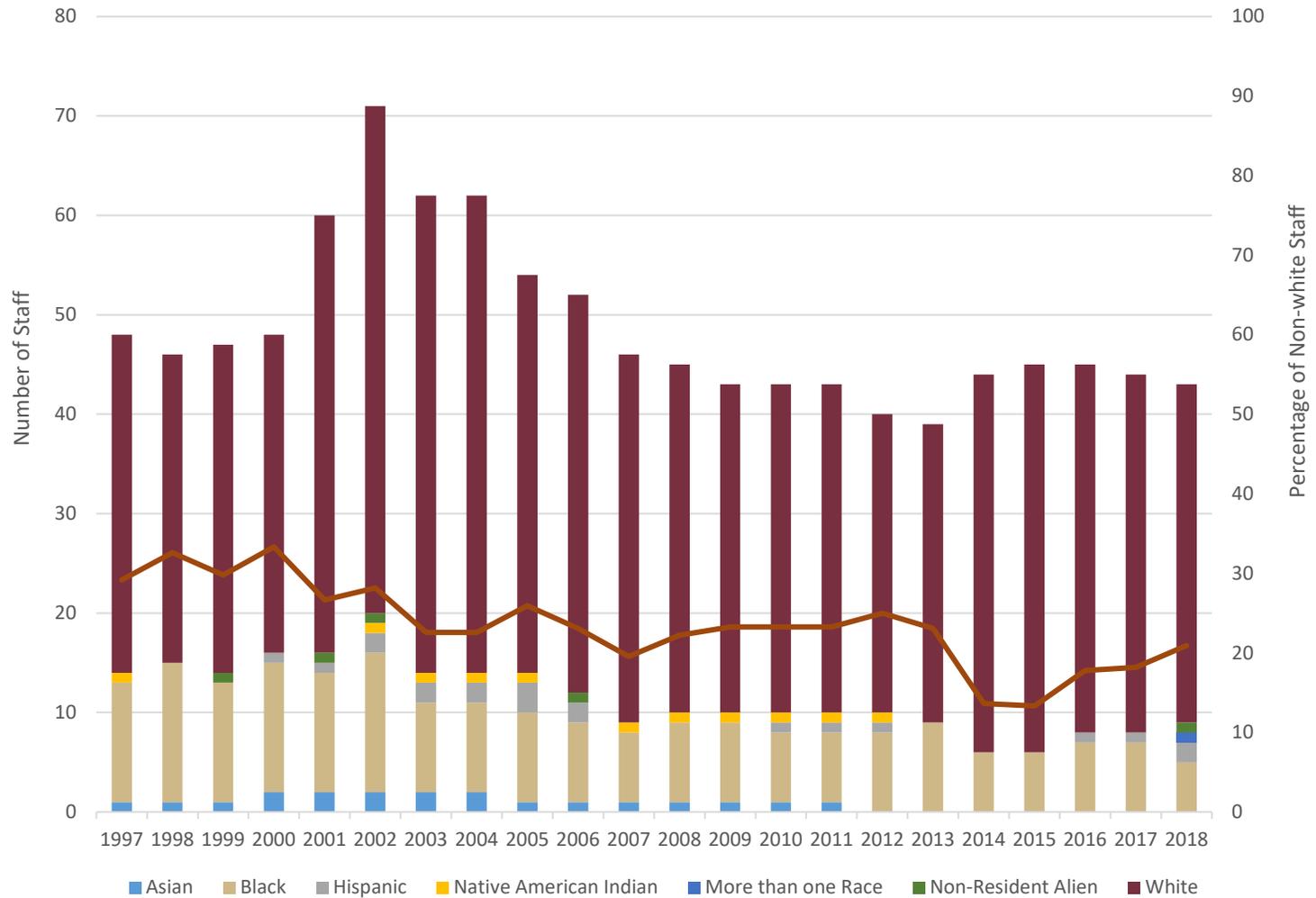


Source: Florida State University, Institutional Research.

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

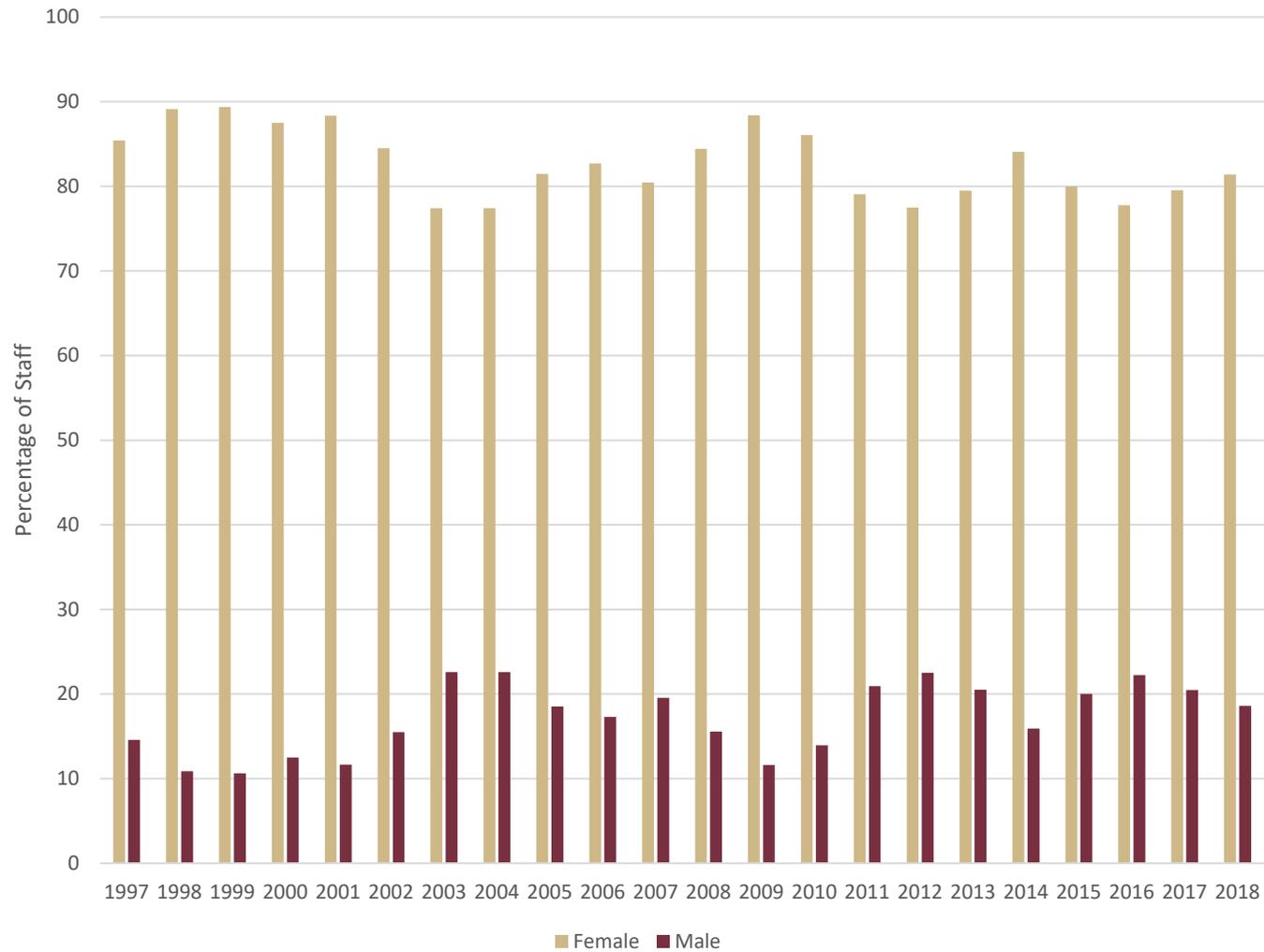


College of Social Sciences and Public Policy Staff by Race-Ethnicity (1997-2018)



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.



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