

**Andrew Young School of Policy Studies**  
 (Note: DO= Dean’s Office; Unit = Academic Unit)

Action Item	Implementation Plan	Timeline	Measurable Outcomes	University Plan Alignment
Establish a faculty associate position in the AYSPS Dean’s Office to oversee COACHE plans, mentoring, and DEI	Ad will be developed and shared with the AYSPS management committee and Provost’s office for input. Hiring done internally.	3-8 months	New faculty associate on-boarded	Multiple areas
Increase efforts to encourage and reward interdisciplinary work	<p><b>AYS Executive Committee:</b> Recommend criteria for inclusion in Unit-level annual review guidelines. Focus on both TT &amp; NTT faculty, as well as other criteria beyond cross-silo work.</p> <p><b>Unit:</b> Implement, review and revise annual review guidance based on recommendations from AYS Executive Committee.</p> <p><b>DO:</b> Create a new recognition/ award for cross-silo scholarship; review P&amp;T manuals</p>	4-10 months	<p>Clear language added to annual review guidelines for all academic units</p> <p>New recognition award launched</p>	<p>Cross -silo work and mentorship</p> <p>Appreciation &amp; Recognition</p>
Clarify standards and expectations surrounding the P&T process, with particular attention to the concerns of women, faculty of color, and underrepresented faculty, including LGBTQIA + faculty	<p><b>Unit:</b> Devote time at faculty meetings to discuss and address DEI culture at the department level</p> <p><b>Unit:</b> Explicitly address promotion and tenure expectations (when appropriate) as well as career trajectories in annual review process and guiding documentation</p> <p><b>DO:</b> Review annual review processes for all units; add face to face meetings with dean, chair and assistant and long-term associate faculty into annual review process.</p>	6-12 months	<p>Documented DEI agenda items at a minimum of two unit meetings per year</p> <p>Annual reviews that include this information</p> <p>Schedule of meetings and follow up memo/email including all involved in these meetings</p>	<p>Faculty Recruitment, Retention, and Belongingness</p> <p>Tenure and Promotion</p>

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Improve departmental and college culture supporting promotion to full professor and full clinical professor	<p><b>DO:</b> Work with the office of the Provost to implement the University-level mentoring plan in AYSPS</p> <p><b>Unit:</b> Prepare/ revise/update mentoring plans based on guidance from the University and Dean’s office</p> <p><b>DO:</b> Organize panel (in the Fall 2021 semester) focused on promotion from Associate to Full Professor.</p>	5-12 months	<p>AYSPS mentorship plan developed</p> <p>Panel held</p>	<p>Mentorship</p> <p>Tenure and Promotion</p>
Support underrepresented faculty in grantsmanship and gaining recognition for scholarly contributions	<p><b>DO:</b> Provide funding for 1-2 underrepresented faculty per academic unit for summer grant writing workshop (e.g. USF online 8-week summer workshop <a href="https://grant.catalog.instructure.com/browse/all/grants/courses/grants-060221">https://grant.catalog.instructure.com/browse/all/grants/courses/grants-060221</a>)</p>	2-8 months	10 faculty sponsored; feedback from participants analyzed	Support for research/creative work

## COACHE Data Analysis and Action Plan: Andrew Young School of Policy Studies

During Spring 2020, GSU solicited responses to the Collaboration Academic Careers in Higher Education (COACHE) Faculty Job Satisfaction Survey. Each college was charged with analyzing the data for strengths and weaknesses and developing an action plan. The response rate for the Andrew Young School (AYS) was 56%.

The AYS Faculty Affairs Committee reviewed the data, covering these survey categories:

- Nature of Work
- Resources and Support
- Cross-Silo Work and Mentorship
- Tenure and Promotion
- Institutional Leadership
- Shared Governance
- Appreciation and Recognition
- Retention and Negotiation

### Analysis

To assess strengths and areas of possible concern, the committee identified questions in which AYS received high and low scores both relative to the university (questions on which the AYS average was significantly different than the GSU average) and absolutely (questions on which the AYS average was 3.0 or below). The committee examined overall average scores as well as scores disaggregated by faculty subgroups.

Additionally, the committee hosted virtual Town Hall meetings for all AYS faculty on January 15 and February 24, 2021. Feedback and suggestions were solicited from faculty during both sessions and incorporated into the AYS action plan.

### Results

#### Strengths

AYS scored significantly higher on average than GSU as a whole in several areas:

- **Dean:** pace of decision-making, communication of priorities, stated priorities, ensuring faculty input, recognition
- **Resources:** office and equipment, support for travel to present research, support for securing graduate student assistance

- **Promotion and tenure:** clarity of process, clarity of body of work
- **Retention and negotiation:** department successful at faculty retention, department and institution as places to work

### Areas of concern

Average scores of all AYS faculty were significantly below GSU\* and/or below an absolute average score of 3.0 in several areas:

	AYS	GSU
Institutional Leadership		
• Chair: support adapting to change	1.8*	3.3
Cross-silo work		
• Interdisciplinary work is rewarded in promotion	2.9	2.4
• Interdisciplinary work is rewarded in merit	2.9	2.4
• Budgets encourage interdisciplinary work	2.9	2.5
Tenure and promotion		
• Clarity of whether I will achieve tenure	3.0*	3.6
• Clarity of expectations: Broader community	2.4*	2.7
• Clarity of whether I will be promoted	2.8*	3.1
• Clarity of tenure standards	3.0*	3.4
Retention and negotiation		
• Outside offers NOT necessary in negotiations	1.9	2.0

AYS subgroup averages were below university averages and/or 3.0 or below in several additional areas.

### *Associate Professors*

	AYS	GSU
Promotion and Tenure: <i>All below GSU average</i>		
• Clarity of promotion standards	2.7	3.3
• Dept. culture encourages promotion	2.7	3.4
• Clarity of promotion criteria	3.0	3.7
• Clarity of whether I will be promoted	2.8	3.1

## Mentoring

- Mentoring of associate professors 1.8 2.2

## *Underrepresented Faculty (URF) and Faculty of Color (FOC)*

AYS GSU URF FOC

### Nature of work

- Number of students in classes taught 3.8 3.6 3.1 3.0
- Support for obtaining grants (pre-award) 2.9 3.0 2.3 2.6

### Resources and Support

- Computing and technical support 3.6 3.5 3.2 3.0

### The Department

- Colleagues committed to diversity/inclusion 4.0 4.0 3.4 3.3

### Appreciation and Recognition

- Recognition: For scholarship 3.2 3.5 2.8 2.7
- Recognition: From colleagues 3.7 3.5 3.1 3.1

## *Women*

AYS GSU Women

### Tenure and Promotion

- Clarity of promotion standards 3.7 3.4 2.9
- Clarity of body of evidence for promotion 4.0 3.7 3.3
- Clarity of time frame for promotion 3.8 3.7 3.1

### Resources and Support

- Childcare 3.0 3.1 2.9
- Salary 3.2 2.5 2.8
- Eldercare 2.7 2.3 2.4

## Proposed Action Items

Based on survey results and Town Hall feedback, the committee recommends the following action plan to address areas of concern:

1. Increase efforts to encourage and reward interdisciplinary work.

While AYS scores higher than the university as whole in this area, low absolute scores suggest that faculty believe interdisciplinary or cross-silo work is not sufficiently recognized and rewarded in merit raises and promotion decisions.

2. Clarify standards and expectations surrounding the T&P process, with particular attention to the concerns of women, faculty of color, and underrepresented faculty, including LGBTQIA+ faculty.

Addressing this action item could include efforts focused, for example, on clarifying the body of evidence used in T&P decisions, the role of fellowships in some scholarly fields, and the time frame for promotion. Though the survey was conducted before the Covid-19 pandemic, clarity regarding time frames is now particularly important and relevant.

3. Improve departmental and college culture supporting promotion to full professor and full clinical professor.

Efforts in this area could include improved mentorship for associate professors (tenured and clinical) and clarifying promotion standards, with emphasis on the importance of external letters.

4. Support underrepresented faculty in grantsmanship and gaining recognition for scholarly contributions

Faculty would benefit from increased efforts to market their research externally, thereby helping to improve their visibility – and the school's - in the research community. Such recognition would also benefit faculty seeking tenure and promotion. Senior faculty could be explicitly encouraged to, and rewarded for, including assistant and associate professors in grant applications and large projects. Additional efforts could include development of a repository of successful grant applications that faculty can review, coordinating mock review panels to provide feedback, and editorial supports.

#### 5. Better support faculty in meeting child and family responsibilities

Survey results suggested that both childcare and eldercare are areas of concern for AYS faculty, and for the university as a whole. Again, it is likely these issues became even more relevant during the pandemic. Addressing these concerns may benefit from a university-wide approach, which could include enhanced services and better information for faculty about available services, and flexibility available to faculty and their families.