Embracing All Voices for the Greater Good

A Plan for Diversity, Equity, and Inclusion at Georgia Tech

2022–2032

GT | Institute Diversity, Equity, and Inclusion

Becoming a Truly Inclusive Community

Georgia Tech's mission to improve the human condition through innovation and the power of technology can only be realized if we attract, develop, and empower leaders from all backgrounds. Diversity of ideas and perspectives is indeed a necessary condition for innovation and a guarantee that solutions will help fulfill the needs of more people.

When Georgia Tech was established in Atlanta in 1885, only white men were admitted as students or hired as faculty. By the 1960s, Atlanta had emerged as an epicenter of the civil rights movement and Georgia Tech began admitting women and Black students. Over the next few decades, Georgia Tech would become increasingly diverse and, not accidentally, more influential.

Today we graduate more women and minority engineers than any other technological university in the nation and our faculty and leadership ranks are more diverse than ever before. We have also emerged as one of the leading technological universities in the world: we attract some of the best students from across the United States and around the world and we conduct more sponsored research than any other technological university. Our alumni have developed new technologies and have led companies that create economic opportunity and help improve lives around the world. Without our diversity of talent, Georgia Tech would simply not be the leading institution it has become.

Yet, for all the progress we have made, much remains to be done to become a truly inclusive community where every individual with potential can thrive. Talent is distributed equally across regions, neighborhoods, and social strata. But opportunity is often not. Our progress notwithstanding, every year we see far fewer students of color and women in our classrooms and our laboratories than live in the communities we serve. And we continue to hear reports that the experiences of members of underserved communities are not as embracing as they should be.

When in 2020 our community came together to adopt a new strategic plan, it became clear that diversity and inclusion would be instrumental to maintaining our upward trajectory and delivering on our mission.

Our commitment to diversity and inclusion stems also from our institutional DNA as a public university that is committed to social mobility and social equity. Too many students with the potential to succeed at places like Georgia Tech don't make it to our campus for reasons that have nothing to do with their talent or character and all to do with the financial and social resources available to them because of where they happened to be born and raised. A leading public university like ours has an intrinsic responsibility to expand access to those with less privilege.

This 10-Year Plan on Diversity, Equity, and Inclusion is our response to these challenges and opportunities. It is focused on three mutually supporting pillars of change:

- Creating an equitable and inclusive community.

- Recruiting, retaining, and developing a diverse community of students, faculty, and staff.

- Supporting innovative and inclusive scholarship and teaching.

This plan, like the Institute's strategic plan, was created inclusively, through deep reflection, acknowledging the truth of our past, honoring our progress to date, and noting challenges. The plan contains our aspirations to become better by being known for both social and technological innovation for the greater good.

Ángel Cabrera
President
Georgia Institute of Technology

A Collective Effort

As we embarked on the process of creating Georgia Tech's first-ever DEI plan, we were pleased to note that approximately 40% of our institutional strategic plan priorities are related to diversity, equity, and inclusion objectives. The action strategies that emerged will allow us to achieve our stated aspirations and make it likely that we will create a new organizational reality.

It was an honor to work with so many willing leaders in developing this plan, and the growing enthusiasm for DEI work in our community continues to inspire us every day. It's a clear signal that we've reached a maturity and inflection point in the Institute's history where we have significant momentum that will carry us to our long-term goals.

As Georgia Tech strives to create a culture of inclusive leadership and innovation, the Institute Diversity, Equity, and Inclusion (IDEI) team will play an active role. We recognize that it takes a village, and strategic actions that need to be taken are not the responsibility of any one unit or office, but instead require a collective effort. To this end, we serve by providing direct leadership for action in some instances, and coordination and collaboration across the

Institute in other instances on this journey of shared accountability for culture transformation. In fact, we believe that everyone has a unique opportunity and responsibility to embody the values and behavioral expectations for fostering an environment of inclusion, belonging, and advocacy — and equitable outcomes for all.

With the emergence of this DEI plan, we are excited to shepherd an annual reporting process where we review our progress toward our goals for transformation and outcomes achieved. We will take the pulse of our community regularly, communicating transparently about where we are making progress and where we will need to better focus or recalibrate our course of action to reach our goals.

Yours in solidarity,

Archie W. Ervin

Archie W. Ervin
Vice President
Institute Diversity, Equity, and Inclusion

Pearl Alexander

Pearl Alexander
Executive Director
Staff Diversity, Inclusion, and Engagement

PRINCIPLES OF COMMUNITY

At Georgia Tech, we see diversity, equity, and inclusion as essential to learning, discovery, and creation.

Fostering an environment that reflects our values of diversity, equity, inclusion, and belonging for every campus member requires first and foremost operationalizing these values.

When applied, these principles create the behavioral expectations for a community and culture where we lead with our common humanity, embrace our differences and our multiple perspectives, care for each other's psychological integrity, regularly practice behaviors that connect us with one another, act as trustworthy stewards in our actions, and show up as forward-thinking students, faculty, and staff. We have the courage to make decisions for the greater good of all, and when we fall short of who we want to be, we own our mistakes. We take responsibility to right our wrongs, restore, and renew our commitment to strive for excellence in this beloved community.

Defining Diversity, Equity, Inclusion, and Belonging

Diversity is defined as the presence or representation of the multiple and intersectional identities of all members of our community. Diversity represents the ways we identify personally, culturally, and socially. It is the spectrum and intersections of humankind—our different perspectives, ways of thinking and being, and the families, communities, groups, and cultures from which we have come. When our differences are valued, appreciated, cared for, and leveraged, our unique talents, gifts, abilities, and perspectives enrich our learning and our understanding of each other and the world. This richness of diversity offers a competitive advantage by fostering a community of sophisticated, creative thinkers and problem solvers. We thrive because we are diverse.

Equity, at its core, is about treating people fairly as individuals. This does not mean treating everyone the same, but instead requires us to ensure that everyone has the same access, opportunity, and resources to thrive and to be successful and recognized for their contributions to our community. Equity requires that we treat each person as an individual and meet them where they are—not where we preconceive or assume, they should be. It accounts for people having different circumstances and allocates resources and opportunities needed for all to flourish equally within our ecosystem.

Equity also requires us to be vigilant in evaluating our policies, procedures, and practices for their outcomes. Equity preserves and guarantees access, resources, and genuine fairness for all members of our community.

Inclusion is the intentional practice of ensuring that all voices are heard, all people matter, and we foster a culture of connection, understanding, and respect in our daily interactions. Every student, and every faculty and staff member, is a leader with the ability to positively influence others. The expectation of leaders at Georgia Tech is to ensure that students, faculty, staff, team members, alumni, and visitors feel welcome, valued, respected, and have a sense of shared power as a member of this community.

Belonging is a felt sense of complete acceptance. It is an essential human need that relates to our drive to be part of a group or something bigger than ourselves. It is achieved when we feel connected to other people, groups, and even a place or an organization, its mission, and its common goals. When we experience belonging, we feel safe to bring our whole and full selves, behave authentically, and take interpersonal risks while doing our best work. Conversely, when this sense of belonging is absent, we experience exclusion and a felt sense of disconnection. When we are deprived of this basic psychological need it affects our motivation, well-being, and ability to learn and perform at our best. Belonging is only possible when everyone feels seen, present, fully included, and confident that they will be treated fairly.

Living Our Values

Operationalizing these principles means we strive to meet these defined standards of behavior and they guide us in creating an intellectual community where these behaviors are genuinely expected and rewarded. They instill a cultural narrative of social impact that we can return to again and again to align our efforts.

Some additional key behavioral standards to support proactive culture management include:

Inclusive Leadership

Inclusive leaders are first and foremost self-aware, mindful, and understand how they affect those around them. They are socially intelligent, practice authenticity, readily connect with others, and convey decisions with compassion. They nurture a growth-mindset and cultivate purposeful and fulfilling lives that make them available to serve people in diverse environments.

In turn they can inspire and create the conditions that open doors and empower others to experience a sense of connection and belonging and appreciation for their well-being, physical and psychological safety, support, and encouragement to do their best work.

Inclusive Scholarship and Research

Inclusive scholarship involves interrogating our work, disciplinary knowledge, methodologies, and research practices to ask how they affect our knowledge production, its application, our professional practices, ourselves as scholars, and different groups, communities, and populations. Inclusive scholarship requires constant reflective practices that can affect all aspects of our academic enterprise. These can include developing STEM-focused research agendas that center around inclusion and equity issues; enhancing our capacity for educational research on inclusive pedagogical innovations; using research designs and methods that are culturally and socially conscious; applying a critical lens to our traditional disciplinary knowledge production practices; modeling consistently inclusive behaviors in our work that ensures all identities, perspectives, and opinions are represented and valued; fostering a culture of respect toward knowledge contributions; and shared responsibility for solving larger social problems.

Inclusive Teaching

Inclusive teaching practices ensure all students have opportunities to learn, thrive, and experience belonging in the classroom. Inclusive teachers have a critical awareness of their own perspectives, values, and implicit biases and ensure their classrooms enable and empower students to voice their own opinions, perspectives, consideration, and worldviews. Inclusive teaching involves supporting the multiple and intersectional identities of students in the classroom (LGBTQIA, students with disabilities, first-generation, international, underrepresented, veterans, etc.) and ensuring that all students are given equitable opportunities for learning and success. Inclusive teachers lead learning through appreciative inquiry, rely on constructivist pedagogical practices, and intentionally integrate a broad array of sources, authors, perspectives, and points of view into the curriculum. In terms of assessment, inclusive teaching provides multiple opportunities for students to demonstrate their learning through many different modes. Inclusive teaching is compassionate and caring.

Inclusive Innovation

Inclusive innovation focuses on addressing and creating solutions for real-life problems and social concerns that involve equity, diversity, and inclusion challenges. Inclusive innovation is interdisciplinary, and creates connections between different stakeholders (universities, innovators, private companies, public sectors, nonprofits, community groups, and individuals) to create solutions that are transformative, culturally responsive, empathic, community driven, and aimed at improving the life of groups negatively affected by inequities. Inclusive innovation also actively involves, includes, and empowers members of traditionally excluded groups in the design and creation of socially conscious solutions.

Inclusive Entrepreneurship

Inclusive startup ecosystems make entrepreneurship accessible and understood by everyone, facilitate access to financial and social capital, and celebrate the success of champions of all backgrounds. Inclusive entrepreneurship aims to expand career options and growth by empowering members of underrepresented groups and all segments of society to create, grow, and engage in new businesses and social enterprises. With the diversity in our community, our resources, and the commitment of other leading organizations in our city and our state, this is an area where Georgia Tech is poised to lead. We can teach and empower students to not only find but also to create jobs and join with our research and corporate partners to foster a healthy and diverse regional economic development ecosystem.

GEORGIA TECH'S PLAN FOR DIVERSITY, EQUITY, AND INCLUSION

In Fall 2020, the Georgia Tech Diversity, Equity, and Inclusion Council (GTDEIC) was created to identify, discuss, and understand challenges and opportunities in the practice of diversity, equity, and inclusion. The first goal of the Council was to guide the inclusive process that culminated in Georgia Tech's DEI Plan.

The process engaged a broad cross-section of leaders to create a 10-year blueprint including 22 actionable strategies with shared ownership and accountability within units across Georgia Tech. It tells the steps we are taking to fortify the minds of current and future leaders with equanimity, courage, and resolve to lead with heart. It is a story where the spirit of inclusive leadership and innovation enables people of all backgrounds and stages of life to learn, grow, and contribute to responsible, equitable technological and human progress.

In the years ahead, Georgia Tech will achieve these strategic actions through the many intersections of academics, research, student life, work life, and campus culture.

Our Goals

1 Create an Equitable & Inclusive Community

2 Recruit, Retain, & Develop a Diverse Community of Students, Faculty, & Staff

3 Support Innovative & Inclusive Scholarship & Teaching

GOAL 1

Create an Equitable and Inclusive Community

Georgia Tech will be a national leader in modeling a culture of inclusive leadership and fostering an environment that reflects our values of diversity, equity, and inclusion.

How will we do this?

- **Design** all student and employee orientation and onboarding processes to clearly define Georgia Tech's Diversity, Equity, and Inclusion (DEI) values, principles, and behavioral expectations.

- **Create**, **equip**, and **empower** an Institute-wide DEI structure that assures coordination, support, and accountability for our DEI commitments and priorities.

- **Ensure** that all employee performance assessments promote DEI accountability and recognition.

- **Provide** physical spaces dedicated to self-reflection, inclusive representation, and cross-cultural interaction and learning consistent with our inclusive values.

- **Expand** and **resource** DEI programming within and beyond the Georgia Tech community to facilitate cross-cultural learning, increase cultural competency, and reflect the diversity of social identities within our university community.

- **Expand** commitment to gender equity, including transgender and non- binary, support programs and initiatives.

How do we measure success?

- All academic and administrative units assume ownership and responsibilities for taking strategic actions identified within Georgia Tech's DEI plan for which they have direct roles

- Impact of systemic DEI related professional development and learning on behavior, culture, and climate

- Utilization of campus cultural spaces in support of cross-cultural engagement and learning

- Increased rewards and recognition for DEI related work

GOAL 2

Recruit, Retain, and Develop a Diverse Community of Students

Georgia Tech will be a national leader in the education of traditionally underrepresented students in technology-related fields and in advancing social equity in technology and higher education.

How will we do this?

- **Invest** in Institute academic initiatives, organizations, and units designed to retain women and underrepresented student populations through degree completion.

- **Expand** recruitment strategies and programs until the percentage of women and underrepresented communities reflects college enrollment rates for Atlanta and leverages the diversity of the national population by 2030, especially in disciplines where there is currently underrepresentation.

- **Expand** practices such as admission waivers, stipends, scholarships, fellowships, completion grants, innovation grants, and funding programs to increase compositional diversity in awards to women, LGBTQIA, first-generation, limited/low-income, and underrepresented minority students.

- **Increase** initiatives to broaden the scope of social innovation and entrepreneurship, experiential learning, and graduate research programs and services for historically underserved student populations.

- **Increase** accountability and incentives for unit departments, colleges, schools, students, staff, and faculty that promote the psychological safety of students by addressing cultural, ethnic, gender, sexuality, or ability related barriers, among others, in environment, processes, and language.

How do we measure success?

- Parity in admissions, enrollment, retention, and graduation rates by degree level and discipline for underrepresented students across a spectrum of identities by 2032

- Increased engagement of historically underserved students with social innovation, entrepreneurship, experiential learning, and graduate research programs

GOAL 2

Recruit, Retain, and Develop a Diverse Community of <u>Faculty</u>

Georgia Tech and each of its units will be recognized as exemplars among technological research universities for our relentless commitment to breaking new ground in addressing faculty equity, diversity, and inclusion.

How will we do this?

- **Develop** and **instill** a consistent and continual cultural narrative of how we thrive on diversity, equity, and inclusion by living our values, modeling inclusive behaviors, ensuring equity in processes, and rewarding performance to change the composition of the faculty and Institute leadership to increasingly reflect the demographic diversity of society at large.

- **Utilize** faculty evaluation processes and criteria that reflect and support our DEI values and best practices to yield increased diversity outcomes in hiring, retention, promotion, and tenure.

- **Develop** high-quality culturally, racially, and gender-sensitive mentoring, coaching, and sponsorship (both formal and informal) to increase diverse faculty success.

- **Develop** a diverse faculty recruitment pipeline that includes early identification and contact, relationship-building activities, and opportunities to access faculty appointments through postdoctoral fellowships and other early career faculty appointments.

How do we measure success?

- Increased compositional diversity of faculty at all ranks

- Parity in performance outcomes for career progression and advancement for all faculty by 2032

- Ensure all processes and procedures reflect accountability for achieving equitable outcomes in retention, recruitment, and development for faculty at all ranks

GOAL 2

Recruit, Retain, and Develop a Diverse Community of Staff

Recruit and retain a world-class workforce where all staff feel supported, valued, respected, productive, and engaged.

How will we do this?

- **Improve** flexibility of pay policies and practices to routinely make equitable adjustments based on the Atlanta market for all staff.

- **Innovate** in the ways we attract, develop, and retain compositional diversity of staff leadership to increase gender, racial, LGBTQIA, and abilities representation across the Institute.

- **Implement** systemic, equitable professional development that serves the advancement and fulfillment of staff.

- **Develop** exceptional people leaders who consistently demonstrate self-awareness, emotional intelligence, cultural competency, inclusiveness, and responsibility for a culture of inclusive innovation and excellence.

How do we measure success?

- Increased compositional diversity of staff at all levels

- Parity in professional development opportunities and performance outcomes for career progression in staff by 2032

- Ensure all processes and procedures reflect accountability for achieving equitable outcomes for staff and for people managers demonstrating inclusive practices

GOAL 3

Support Innovative and Inclusive Scholarship and Teaching

Fulfill our commitment as a public university by centering diversity, equity, and inclusion in our scholarship and teaching to expand the full participation of marginalized and nontraditional learners; model social and ethical responsibility; and make Georgia Tech a university known for social and technological innovation.

How will we do this?

- **Pursue** curricular innovations that prepare Georgia Tech students to be cross-culturally competent, globally minded leaders.

- **Ensure** that our academic scholarship and research address diversity, inclusion, and social justice issues in technology environments to transform our local, regional, and national culture.

- **Create** equitable and inclusive learning and research environments through inclusive teaching and mentoring practices.

How do we measure success?

- Increased faculty use of inclusive teaching methods and outcomes

- Increased number of DEI/social justice curricular and co-curricular innovations and outcomes by 2032

- Increased academic scholarship and research innovations that include DEI components

Accountability

Georgia Tech is committed to an annual process of monitoring and reporting our progress toward DEI plan completion. All goal and strategy owners will be responsible for informing the Institute what strategic actions they will take to further the goals and report on key metrics and performance indicators year-over-year. The Executive Leadership Team (ELT), in collaboration with IDEI and the GTDEIC, will review the outcomes. Areas needing more attention will be addressed and those where goals have been achieved will be celebrated or rewarded accordingly.

To this end, **year-one goals** are focused on foundational activities that will best position the Institute for incremental success. It is a year of gaining agreements with strategy owners, identifying baselines for measuring progress, and investing resources through a new budget process to fund, incentivize, and reward people, initiatives, programs, and technologies to further our DEI goals.

- We will communicate, adopt, and fully integrate the DEI plan across the Institute.

- We will increase the diversity of our campus community by embedding DEI strategies into staff and faculty recruiting, student enrollment, and access practices.

- We will create spaces for cultural exchange and learning by students, faculty, and staff that enhances a sense of belonging by all members of the Georgia Tech community.

- We will address the psychological safety of the workforce through engagement that encourages learning innovation (climate assessment, ongoing leadership development, educational experiences, L.O.V.E. GT, etc.).

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