Diversity Plan 2020

Master of Public Administration

Department of Social Sciences

Augusta University

Public affairs programs should strongly advocate for diversity and inclusion in public service. The Augusta University Master of Public Administration (AU MPA) program views promoting diversity in public institutions as an important goal of public affairs education. We include the need to **emphasize the importance of diversity and inclusion in public service** as part of the program's mission statement.

Over the past 20 years, the United States has become increasingly more diverse, with growth in the percentage of Americans identifying as minorities, the emergence of the Hispanic community, important protections for the LGBTQ community, and the aging of the overall population and public servants (Lopez-Littleton & Blessett, 2015; Rubaii & Calarusse, 2014). In recent years, the news is often filled with examples of public institutions, in areas such as public safety, immigration, social programs, and economic development, abusing the civil rights of minorities in the U.S. To ensure the rights of all the public are protected and to effectively and ethically serve our communities, public affairs programs need to deliberately provide attention to helping students become culturally competent (Lopez-Littleton & Blessett, 2015; Rubaii & Calarusse, 2014).

Building on the cultural competency literature (Borrego & Johnson, 2012; Rice, 2010), Lopez-Littleon and Blessett (2015) describe the concept as "to imply that an individual appreciates or respects people from other cultures and is capable of applying effective behaviors and considerations in cross-cultural situations" (p. 558). According to the authors, diversity and social equity are key components of cultural competency for public affairs programs. These concepts are so vital to public affairs education that the Network of Public Policy, Affairs, and Administration (NASPAA) dedicates one of the association's five universal learning competencies to promoting diversity and inclusion in public service. NASPAA's universal competency five requires programs to ensure graduates can "communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large."

The AU MPA Diversity Plan develops strategies for the program to implement NASPAA's universal competency five and our program's mission statement. The implementation of these strategies will foster a climate of inclusion and diversity. To fully meet both the spirit and the letter of our mission statement and NASPAA competency five, we must

1. Recruit and retain a diverse student body.

2. Recruit and retain a diverse faculty.

3. Provide an educational experience that promotes cultural competency among its graduates.

The plan is divided as follows. First, the data on the current state of diversity are presented. The data include trends in student and faculty diversity. Second, goals and strategies for recruiting and retaining a diverse student body and faculty are presented. Third, goals and strategies for providing education experiences that promote cultural competency are discussed. And lastly, the plan presents logic models for the implementation of its goals and strategies.

1. Current State of Diversity

1.1 Students

Guided by the program's mission to promote diversity and inclusion, the MPA director and faculty attempt to recruit full- and part-time students who have diverse backgrounds. The MPA director is responsible for developing and implementing recruitment strategies. The program has a current marketing plan, and a component of this plan is to recruit full- and part-time students from many types of organizations in the program's service community, Augusta-Richmond Metropolitan Area. Thus, the program currently has pipelines for recruitment from organizations such as Augusta University, local nonprofits, and cities and counties in the area.

To track the diversity of the AU MPA student body, the MPA director completes admissions and enrollment reports for each semester for newly admitted students. The reports are discussed with the program faculty. The data in this section are taken from these reports.

As can be seen in Table 1 and Figures 1 and 2, the AU MPA student body is fairly diverse, but there are areas where the program can improve, in particular recruiting more minority students. Figure 2 shows how the program is making progress in achieving this goal.

Table 1. Size and Composition of MPA Classes, 2015 – 2020

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Female	63%	65%	72%	71%	65%	63%	61%	62%	62%	64%
Male	38%	35%	28%	28%	35%	36%	38%	38%	38%	36%
White	73%	54%	59%	66%	75%	75%	69%	68%	59%	58%
Black	17%	20%	14%	14%	11%	15%	18%	16%	17%	18%
Asian	3%	0%	0%	0%	0%	0%	1%	3%	3%	6%
Hispanic/Latinx	7%	15%	14%	11%	7%	9%	3%	3%	14%	10%
Multiracial	0%	12%	14%	9%	4%	4%	3%	3%	5%	6%
Unknown	0%	0%	0%	0%	2%	0%	1%	6%	2%	2%
Total Number of Students	30	26	29	35	55	55	67	63	58	50

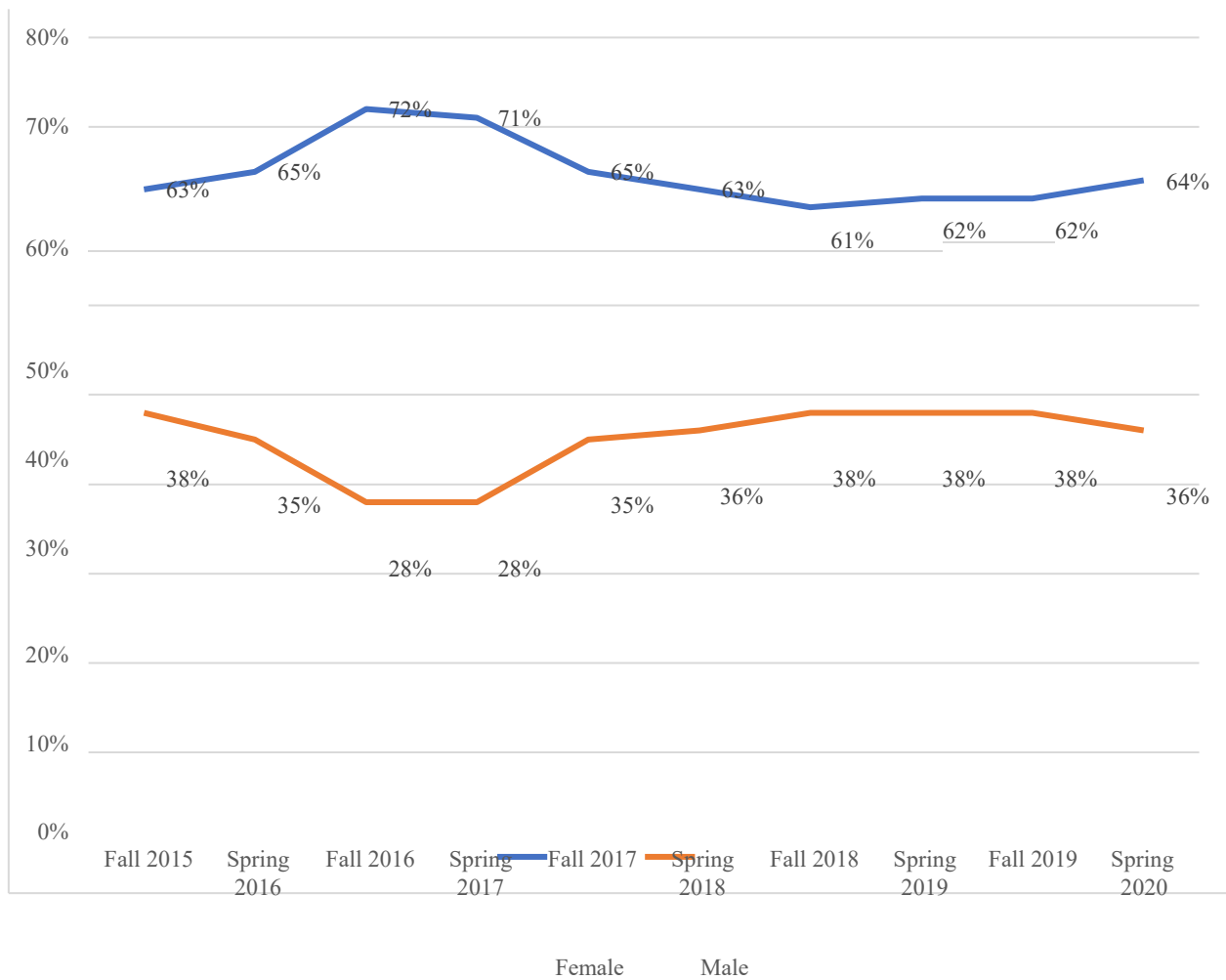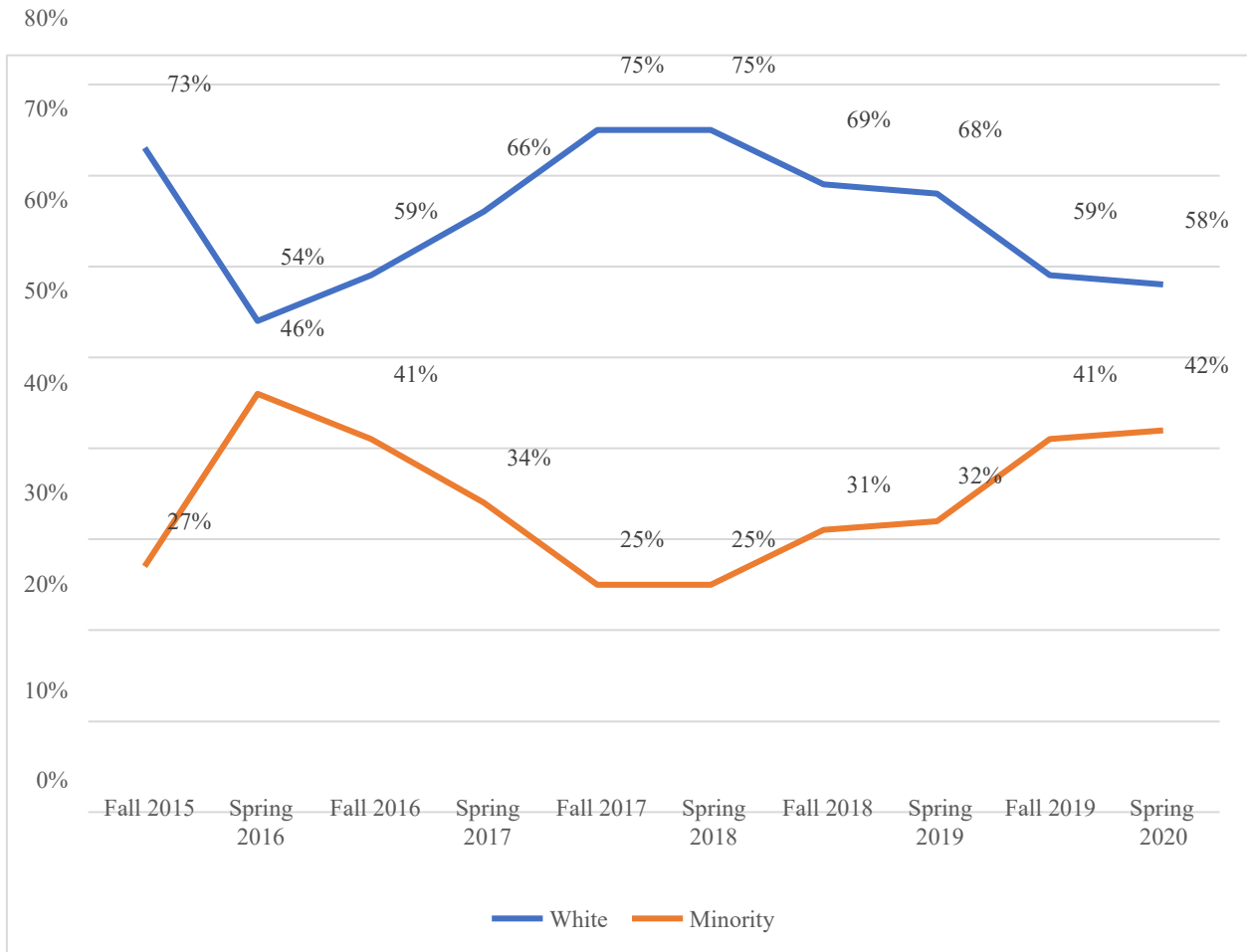*Figure 1.* AU MPA Students, Gender from 2015 to 2020

Figure 2. AU MPA Students, Race from 2015 to 2020

To understand the context of the MPA student body's composition, it is important to compare the data to the AU's overall student body and the student body of NASPAA programs. The remaining tables and figures in this section make these comparisons. The data show that the AU MPA program is fairly diverse, especially in terms of gender, but there are areas for improvement in recruiting more minority students to the program. It is important to note that the AU MPA student body is comparable to the composition of all AU students.

Table 2. AU MPA Students Compared to NASPAA Programs

	AU MPA Spring 2020	NASPAA Programs 2017-2018
Female	64%	59%
Male	36%	41%
White	58%	44%
Black	18%	24%
Asian	6%	3%
Hispanic/Latinx	10%	19%
Multiracial	6%	2%
Unknown	2%	2%
American Indian/Alaska Native	0%	2%
Native Hawaiian or Other Pacific Islander	0%	0.2%

Note. The NASPAA data is taken from the NASPAA Annual Data Report for 2017-2018. Retrieved from https://www.naspaa.org/sites/default/files/docs/2019-10/2019%20NASPAA%20Annual%20Data%20Report.pdf
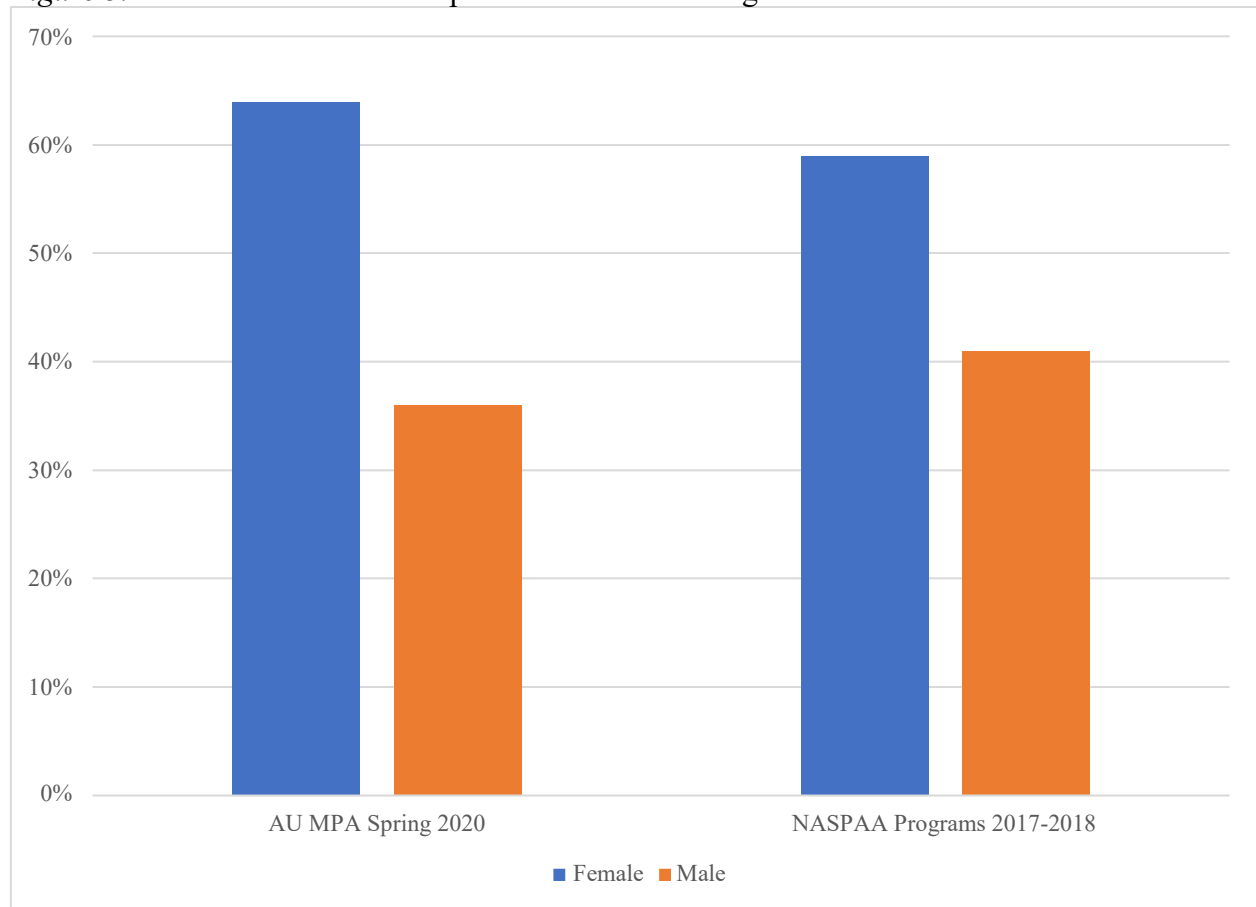
Figure 3. AU MPA Students Compared to NASPAA Programs

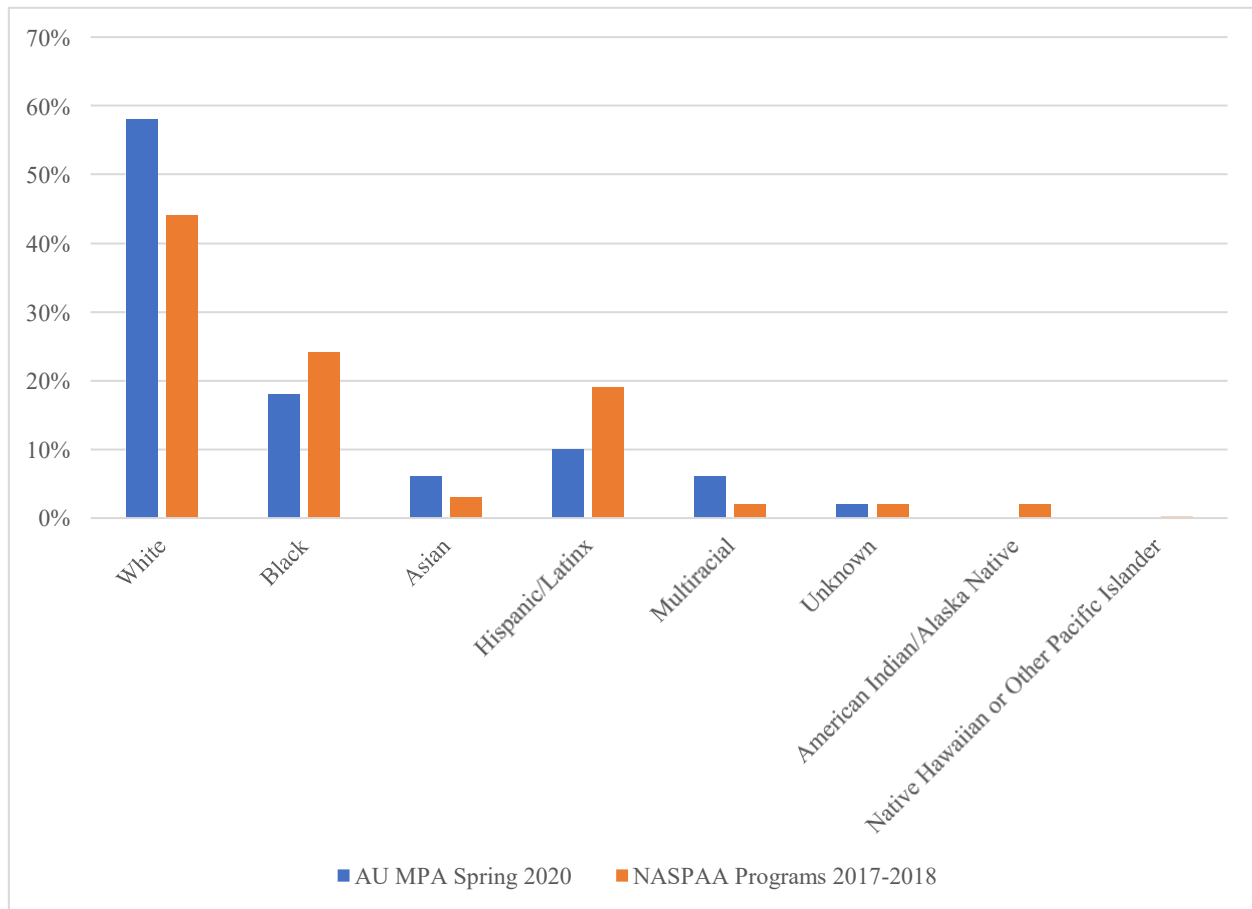*Figure 4.* AU MPA Students Compared to NASPAA Programs

Table 3. AU MPA Students Compared to the Augusta University Student Body

	AU MPA Spring 2020	AU 2019-2020
Female	64%	63%
Male	36%	37%
White	58%	54%
Black	18%	21%
Asian	6%	10%
Hispanic/Latinx	10%	7%
Multiracial	6%	5%
Unknown	2%	2%
American Indian/Alaska Native	0%	0.1%
Native Hawaiian or Other Pacific Islander	0%	0.1%

Figure 5 AU MPA Students Compared to Augusta University Student Body
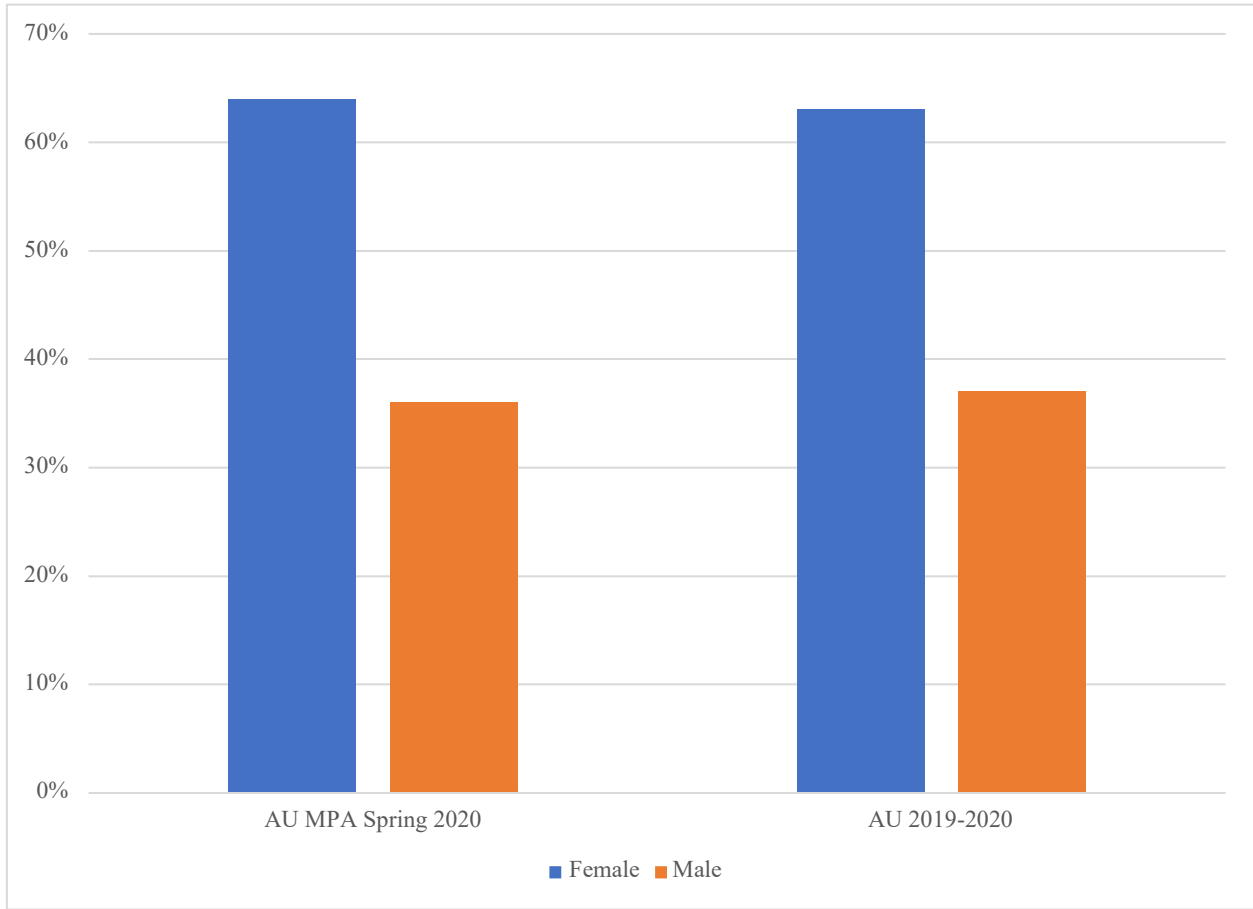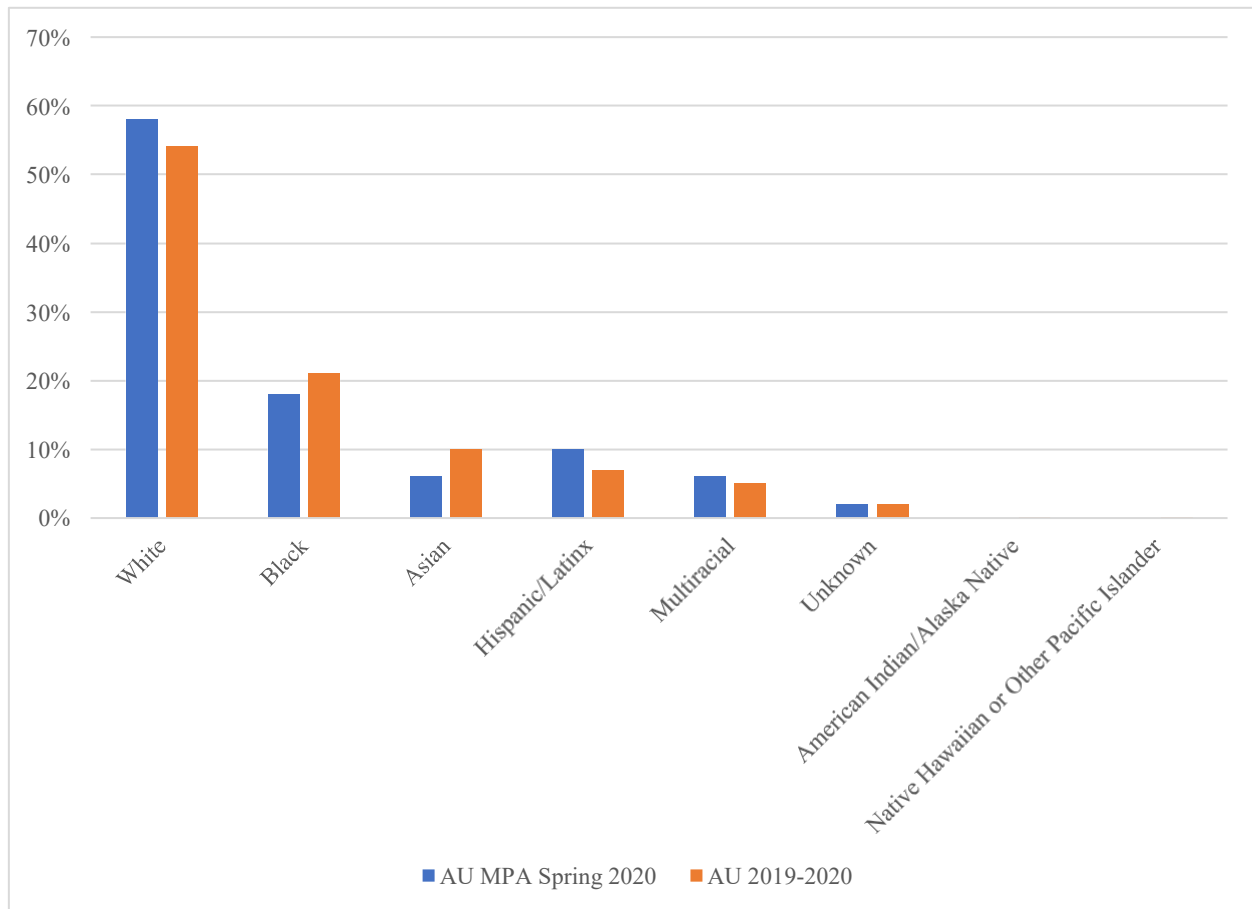
Figure 6 AU MPA Students Compared to Augusta University Student Body

1.2 Faculty

Next, the breakdown of the AU MPA faculty are compared to AU's overall faculty and the faculty of NASPAA programs.

For more detail, the current MPA nucleus faculty is provided below and presented as percentages in Table 4.

- Assistant Professor and Interim MPA Director (as of July 1, 2020), Asian, Female, Tenure-Track
- Professor and Interim Chair of Social Sciences (as of July 1, 2020), White, Male, Tenured
- Professor, White, Female, Tenured
- Associate Professor, White, Female, Tenured
- Associate Professor, White, Female, Tenured
- Associate Professor, Black, Male, Tenured
- Associate Professor, White, Male, Tenured
- Assistant Professor, White, Female, Tenure-Track

Table 4 compares AU's MPA faculty with NASPAA's faculty, and Table 5 compares AU's MPA faculty with AU's overall faculty. The information is also Figures 7-10. Compared to other NASPAA programs, the AU MPA faculty are fairly diverse. Compared to the overall AU faculty, the AU MPA faculty is more diverse in terms of gender.

Table 4. Size and Composition of the MPA Nucleus Faculty

	AU MPA Faculty	NASPAA Faculty, 2017-2018
Female	63%	63%
Male	38%	37%
White	75%	66%
Black	13%	13%
Asian	13%	9%
Hispanic/Latinx	0%	6%
Multiracial	0%	1%
American Indian/Alaska Native	0%	1%
Native Hawaiian or Other Pacific Islander	0%	2%

Note. Due to rounding, percentages may not add to 100. The NASPAA data is taken from the NASPAA Annual Data Report for 2017-2018. Retrieved from https://www.naspaa.org/sites/ default/files/docs/2019-10/2019%20NASPAA%20Annual%20Data%20Report.pdf

Table 5. Size and Composition of the MPA Nucleus Faculty Compared to Augusta University Faculty

	AU MPA Faculty	Overall AU Faculty, 2019
Female	63%	47%
Male	38%	53%
White	75%	65%
Underrepresented Minority	25%	24%
Unknown	0%	10%

Note. Due to rounding, percentages may not add to 100. The Augusta University data for the demographics of all the university's faculty is only available in three categories: White, underrepresented minority, and unknown.
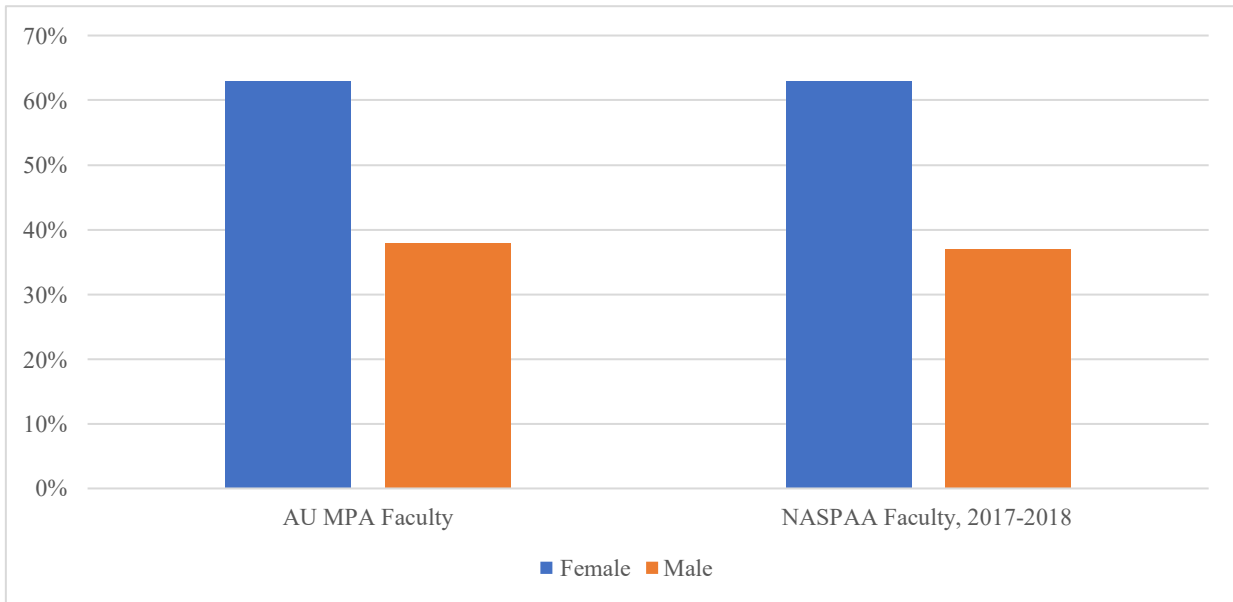
Figure 7. AU MPA Faculty Compared to NASPAA Faculty

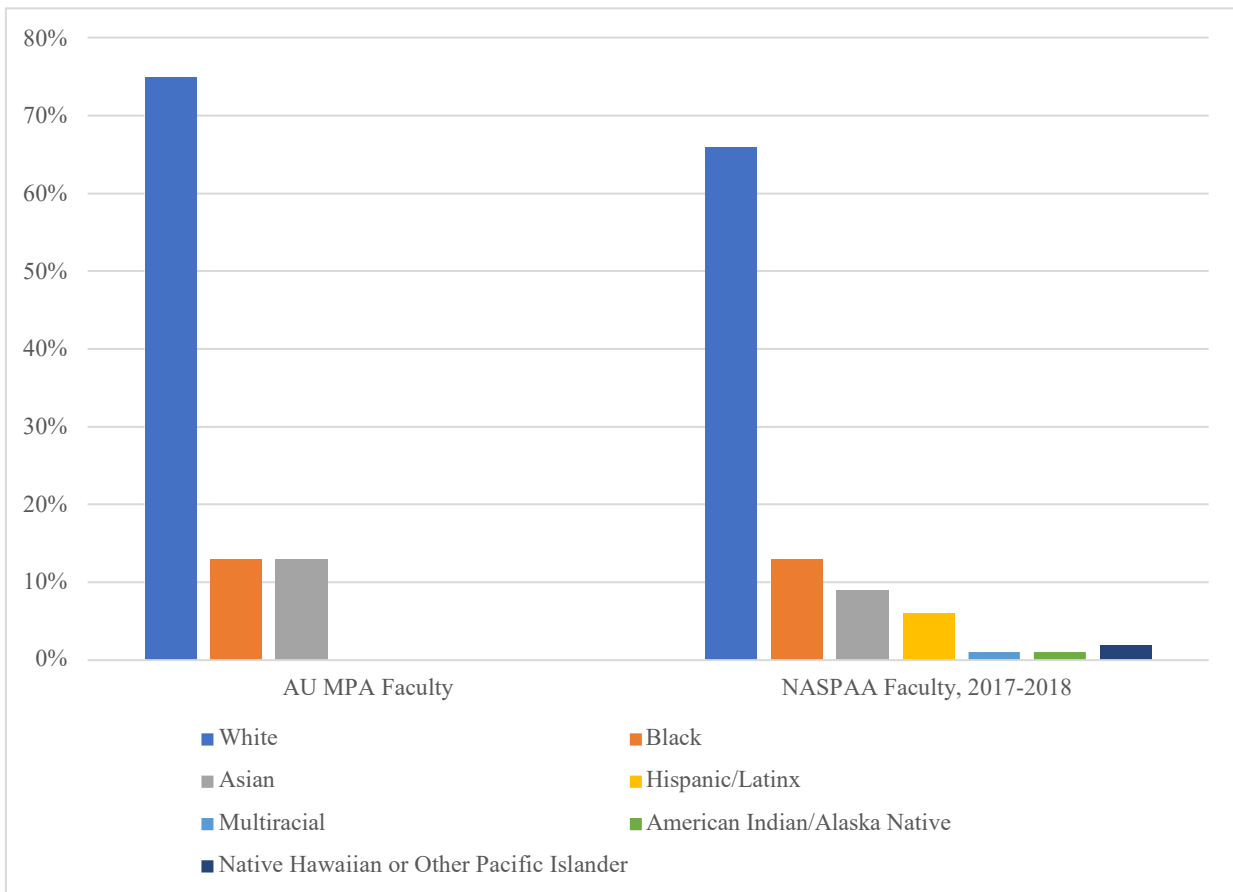*Figure 8.* AU Faculty Compared to NASPAA Faculty

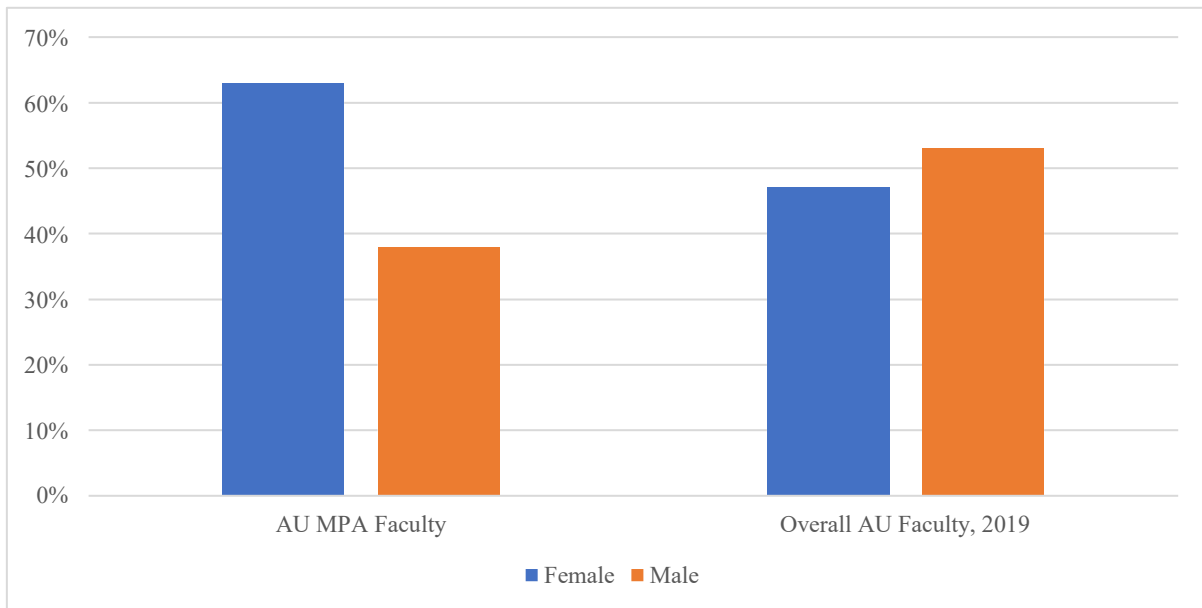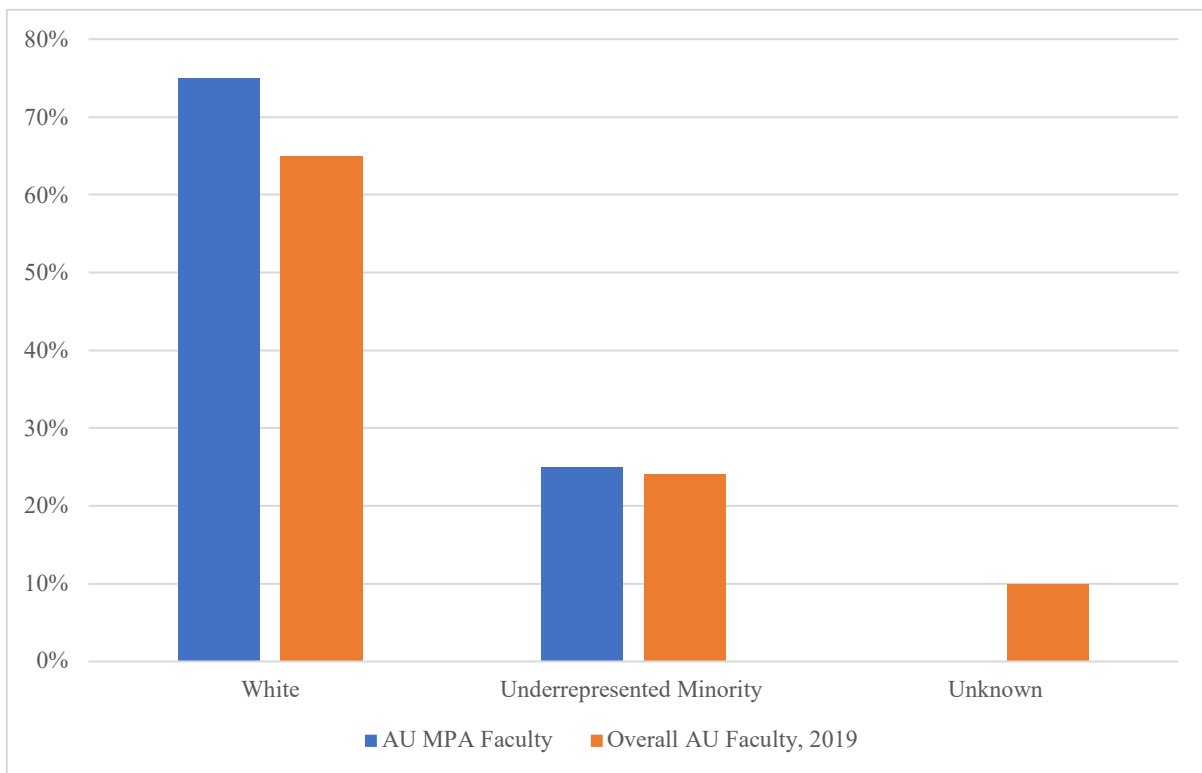*Figure 9.* AU MPA Faculty Compared to Overall AU Faculty

Figure 10. AU MPA Faculty Compared to Overall AU Faculty

1.3 Student Perception of Program Climate

To assess student's perception of the program's climate of diversity, a question was included in a student assessment survey conducted in the spring of 2020. A large majority of students agree or strongly agree (over 80% of surveyed students) that the MPA program promotes a climate of diversity and inclusion with only one student indicating the program does not promote such a climate. The overall results are included in the figure below.

Figure 11. AU MPA Student Perception of Program Climate, Spring 2020
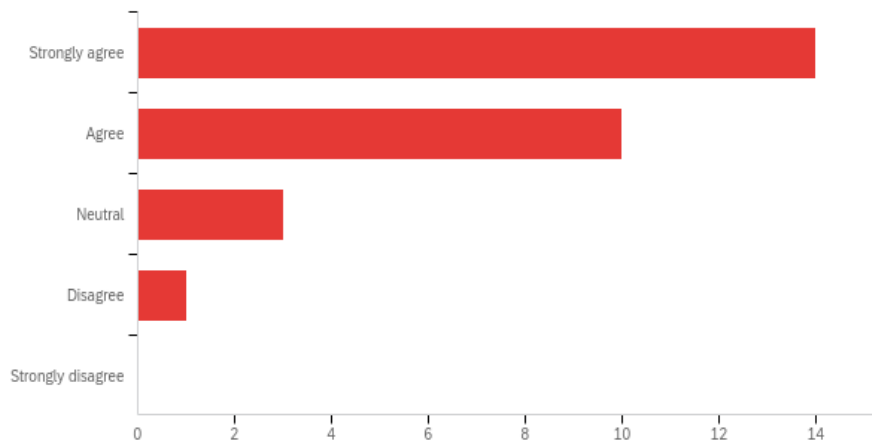
Note: The results are from a question on the 2020 Student Assessment Survey administered by the MPA program. Twenty-eight of fifty students completed the survey, which is a response rate of 56%.

Going forward, to collect better data on how students view the climate of diversity and inclusion in the AU MPA program, we will do the following.

- First, the MPA director will add the survey question (reported in Figure 11) to the MPA program's exit survey, ensuring that each graduating student gets the opportunity to express their opinion about the program's climate of diversity and inclusion.
- Second, the MPA director and faculty will develop and administer an annual AU MPA Climate Survey. The data will be included as a part of the program's annual assessment report. To develop an annual Climate Survey, we plan to consult with public affairs programs at University of Colorado at Denver and the University of Connecticut as they administer a climate survey.

1.4 Faculty Research and Service Work

To further assess the program's efforts to promote diversity and inclusion, we detail the important research and service work being done by AU MPA faculty. Below are recent examples of efforts by faculty to promote diversity and inclusion in their research and service work.

- **Dr. Allison Foley** engages in numerous community outreach projects that advance diversity and inclusion in Augusta University and the overall Augusta community. She serves as Director of AU's Center for Social Science Research, which promotes research in areas of diversity, such as immigration policy, criminal justice issues, and gender differences in public opinion. In 2017, Dr. Foley along with MPA student Allison Vick and AU colleague Dr. Candace Griffith completed a survey of citizen satisfactions with the Sheriff's Department of Richmond County, Georgia. Dr. Foley tirelessly works in advocating awareness of issues related to intimate partner violence, including coordinating events for the community's Sexual Assault Awareness Month and Domestic Violence Awareness Month programs and assisting AU's Title IX efforts. In recognition of our outreach, Dr. Foley won AU's main service award in 2018. When it comes to peer-reviewed research, Dr. Foley focuses on criminal justice issues of gender and intimate partner violence. In a recent article in *Masculinities and Social Change,* Dr. Foley and colleagues analyze a program to end gender-based violence.
- **Dr. Augustine Hammond** engages in research related to community development, nursing home regulation, and teaching and learning. Recently, Dr. Hammond has worked with a team analyzing the learning impact of AU's Model UN Program, such research promotes the importance of interacting and learning from the political systems of other nations. In his service work, Dr. Hammond has helped AU's African and Caribbean Students Association and served as co-director of the University System African Council's Southeast Model African Union Conference.
- **Dr. Melissa Bemiller** conducts research examining factors surrounding homicide of young children. Recently, Dr. Bemiller's research in this area has been funded by two large grants, which will address issues of non-accidental childhood trauma in Georgia and throughout the nation. These grants are significant, totaling close to $700,000 in funding. Dr. Bemiller's grant work represents a significant service to AU and the community. Additionally, Dr. Bemiller serves as a leader in the international Homicide Research Working Group.
- **Dr. Martha Ginn** engages in research in the areas of public law, political communication, and politics and terrorism. Dr. Ginn's research has been published in some of the top peer-reviewed journals in political science, including the *Journal of Politics.* Her service and research address a number of diversity issues. For instance, Dr. Ginn recently was part of a team that analyzed voter turnout after terrorism in seven urban communities in the U.S. The results of this analysis were published in *Behavior Sciences of Terrorism and Political Aggression.* In her service work, Dr. Ginn has helped promote study abroad at AU and helped with marketing and enrollment management. In a recent book chapter in *The Public Affairs Manual*, Dr. Ginn and Dr. Hatcher discussed strategies for public administration programs to recruit and retain diverse students.
- **Dr. Marty-Kate Lizotte** is a nationally recognized scholar of gender and public opinion. In 2020, she published *Gender Differences in Public Opinion: Values and Political Consequences* with Temple University Press. She has published articles on the topic in impactful journals. Dr. Lizotte's research has been quoted in national publications, such as *The Washington Post, The New York Times,* and *Vox.* In her service work, Dr. Lizotte assists AU's Title IX efforts.
- **Dr. Rhucha Samudra** studies issues of poverty and social programs. Recently, she has published research in *The Review of Black Political Economy,* examining cash assistance

programs in the U.S. and research in *Journal of Rural Research & Policy,* analyzing the nation's rural homelessness. While working at The College at Brockport, Dr. Samudra served as a member of the Rochester-Monroe County Anti-Poverty Initiative Policy Working Group.

- **Dr. Wesley Meares** focuses on research and service work in the areas of housing policy, urban revitalization, and community development. His research in these areas address issues of diversity by examining pollution in urban areas, housing programs, mental health, and walkability. In his service work, Dr. Meares has contributed to housing studies in Louisville, Kentucky and by working with the Continuum of Care in the Augusta community.

- **Dr. William Hatcher** researches health policy, community development, and public budgeting. His research has appeared in journals such as the *Journal of Public Affairs Education*, the *American Journal of Public Health*, *Journal of Mental Health,* and *Journal of Public Health.* His health policy research deals with a number of issues related to diversity and inclusion. For instance, he has researched the presidential funding requests for the Ryan White Program, which provides health services to economically disadvantaged individuals living with HIV/AIDS. The Ryan White Program is one of the major sources of support for minority patients with HIV/AIDS. In his service work, Dr. Hatcher served as special editor for a forum dedicated to sustainable development published by the *Journal of Appalachian Studies.* The forum included research on community development efforts in Appalachia, one of the nation's poorest regions.

2. Goals and Strategies

2.1 Recruit and retain a diverse student body

The AU MPA strives to recruit a diverse student body reflective of the community that the program serves. Section 1.1 of this plan detailed the demographics of the student body. To continue recruiting and retaining a diverse student body, the AU program will do the following.

First, the program will maintain a representative pool of applicants by having a robust marketing and promotion effort throughout the Augusta community, including reaching out to nearby organizations and institutions of higher education. The program tracks its applicants through the MPA director completing two reports per year detailing the characteristics of the students admitted.

Second, the program needs to ensure that students are retained and advance toward graduation. In recent years, the program has improved its retention of students and the time that it takes for students to graduate. In 2015, the program's graduation rate was close to 60%. Since 2015, we have made key changes in our program's curriculum, and we have strengthened how we advise students. This has increased our overall graduation to 80% for cohorts admitted in Summer 2020 to Spring 2020. From Summer 2013 to Spring 2020, 245 students applied to the AU MPA program. Of these applicants, 195 were accepted, 50 were rejected, and165 students enrolled in the program. In Spring 2020, 42 of 165 students were still in the program. Of the other 123 students, 99 students have graduated, and 24 students did not graduate, which is a graduation rate

of approximately 80%. Table 6 and 7 presents the demographics of the 123 students who were admitted to the program and have progressed through to either graduate or not graduate. As can been seen in Table 6, men are less likely to graduate the program, compared to women. Additionally, black students are less likely to graduate, compared to other minorities and white students.

Table 6. Differences Between Graduates and Non-Graduates, Summer of 2013 to Spring 2020

	Female	Male	Total
Graduated	66 (87%)	33 (70%)	99
Transferred, moved, dropped for an unknown reason, or dropped out for academic reasons	10 (13%)	14 (30%)	24
Total	76	47	N = 123

Table 7. Differences Between Graduates and Non-Graduates, Summer of 2013 to Spring 2020

	White	Black	Hispanic/Latinx	Asian	Other	Total
Graduated	74 (85%)	16 (64%)	5 (83%)	2 (100%)	2 (50%)	99
Transferred, moved, dropped for an unknown reason, or dropped out for academic reasons	13 (15%)	8 (32%)	1 (17%)	0 (100%)	2 (50%)	24
Total	87	25	6	2	4	N = 123

As detailed in Tables 6 and 7, the overall graduate rate for the program is close to 80%, but the program needs to focus on improving the graduation rates of all our students, in particular our African American students and our male students. Additionally, the program needs to continue its work recruiting diverse students. From Summer 2013 to Spring 2020, 70% of the program's students identified as white and 30% identified as minorities.

We are confident that the program's curriculum and advising efforts will help improve graduation rates of our students. These efforts help us retain our students and are detailed below.

- We streamlined our course schedule rotation to ensure that students can progress to graduation in a timely manner.
- We added more electives to the MPA curriculum to give our students more options, which helps them progress faster toward graduation.

- We practice intensive advising where the MPA director meets regularly, especially during their first semester, with students to develop a plan of study and adjust that plan of study to ensure students are progressing toward graduation.
- We created a mentoring program for new students. During their first semester in the program, new students are paired with alumni.

To implement the goal of **recruiting and retaining a diverse student body**, the AU MPA will continue to work on the following strategies.

1. Recruiting a diverse pool of applicants.
2. Retaining students and advancing them to graduation.

2.2 Recruit and retain a diverse faculty

To cultivate an environment of diversity and inclusion, the AU MPA program strives to have tenured/tenure-track faculty, part-time faculty, and guest speakers who are representative of our student body and the community that we serve. Section 1.2 of this plan detailed the composition of the current MPA faculty, compared to faculty working for NASPAA programs and AU's overall faculty.

When conducting faculty searches, the chair of the search committees, normally the MPA director, shares the job advertisement with organizations and associations that will help ensure a diverse applicant pool. The following associations are normally contacted by email and/or through social media.

- Women in Public Administration
- ASPA's Conference of Minority Public Administrators
- ASPA's Section for African Public Administration
- ASPA's Section for Chinese Public Administration
- ASPA's Section on Korean Public Administration
- The LGBT Advocacy Alliance (ASPA)

Since 2015, the program has conducted three faculty searches. The program hired an MPA director at the associate professor level and two assistant professors. For the searches, the program received a diverse pool of applicants, especially the two searches for assistant professors. From these searches, the program hired two women and one white male.

To increase the diversity of our faculty, we can take two additional steps. First, when there is a need for adjunct instructors, we can actively recruit a diverse part-time faculty. Second, for classes where guest speakers play an important role, we can actively solicit guest speakers who are diverse in every possible way— including viewpoint.

To implement the goal of **recruiting and retaining a diverse faculty**, the AU MPA will put in place the following strategies.

1. Having an MPA director and faculty who are active in the field's professional associations.
2. When there is a job search for an MPA faculty member, the search committee chair will work with the field's professional association and PhD programs in the field to share information about the open position.
3. When there is a need for adjunct instructors, the MPA director and the chair of the Department of Social Sciences can actively recruit diverse faculty.

2.3 Provide an educational experience that ensures graduates are culturally competent

In order to promote an environment of diversity and inclusion, the AU MPA ensures that issues of diversity, inclusion, fairness, and cultural competency are addressed in the program's curriculum.

When developing the curriculum's emphases on cultural competency, the program relied on research in the area. Carrizales (2010) recommends curriculum components include 1) knowledge of local and national demographics, societal disparities, and policy and legal issues surrounding diversity; 2) a self-reflection component that includes societal biases; 3) a skills-based component that focuses on communication skills; and 4) a community-based component that includes internships and other experiential learning offerings. Our current curriculum covers all of these components as detailed in the table on the next page and the preceding paragraphs.

Table 7. Cultural Competency in the AU MPA Curriculum

Cultural Competency Curriculum Component	Current Coverage in MPA Curriculum
Knowledge-based	PADM 6000, 6050, 6200, 6300, 6650
Self-reflection	PADM 6000
Skills-based	PADM 6000, 6150, 6750
Community-based	PADM 6750, 6900

<u>Knowledge-based</u> curriculum components include an understanding of the importance of cultural competence, local and national demographics, discussion of definitions, societal disparities and social equity, and an understanding of the legal and policy implications that come with cultural competency. These components are covered in a range of courses in our current curriculum. Social equity is introduced in PADM 6000, Survey of Public Administration. The personnel and leadership issues associated with cultural competence, including legal issues, are covered in PADM 6150, Leadership and Ethics. The course includes modules on diversity and leading diverse organizations and on gender, culture, and leadership. Social disparities, particularly in connection with economic development and taxation policies are covered in PADM 6300, Public Budgeting. They are reintroduced in PADM 6650, Public Policy Analysis in class discussions on major policy areas such as education, health, welfare, and taxation. Assessment of these components is done in the various classes, in the form of case study analyses or exams.

The <u>self-reflection</u> component is found in PADM 6000, Survey of Public Administration, when students complete the course's cultural competency module.

Skills-based curriculum components focus primarily on communication skills. Our curriculum places a strong emphasis on communication skills, written and verbal, throughout, and in particular, PADM 6000, Survey of Public Administration; PADM 6150, Leadership and Ethics; and PADM 6750, Program Evaluation. In PADM 6750, students work in a team, with a real client on a project. This requires students to practice effective communication skills as they work with teammates and clients. Communication skills are assessed throughout coursework in the program, but one of the ways we assess student's mastery of universal competency 5 is through the peer evaluation process in PADM 6750.

Community-based curriculum components include service-learning projects and internships. In these situations, students must actually demonstrate they can communicate effectively with a diverse constituency. This is assessed through the peer evaluations in PADM 6750 and the site supervisor evaluation for the internship.

In addition to ensuring cultural competency throughout the MPA curriculum, the program also tries to ensure diversity in invited guest speakers for our class and in our Town and Gown speakers' series.

To implement the goal of **providing an educational experience that ensures graduates are culturally competent**, the AU MPA will put in place the following strategies.

1. Ensure the program continues to integrate cultural competency in its curriculum.
2. Seek diversity in class and event speakers.
3. Plan events and professional development focusing on the importance of diversity and inclusion.

Appendix: Implementation of the Plan

Goal One: Recruit and Retain a Diverse Student Body

Objectives	Strategies	Action Steps	Evaluation Methods
A student body that is representative of the program's community	Maintain a representative pool of applicants Market the program to diverse communities and organizations Work toward securing funding (graduate assistantships and scholarships) for MPA students	Implement plans to market the program to Paine College, diverse groups in the community, and historically underrepresented groups/programs/organizations internally and externally. This will include direct contact, if allowed, continued contact, recruiting and presentations and developing relationships with appropriate offices, faculty and administrators. Target market programs at Augusta University(i.e. CJ) Work with TGS and Emily Crider to identify openings for students and work with appropriate office to identify scholarships and funding for students.	Prepare admissions reports monitor the program's enrollment trends Annual MPA assessment report Annual NASPAA report
Practice intrusive advising	Maintain in-person advising for students in their first semester Prepare plans of study for each new student Continue to implement MPA alumni and MPA new student mentoring in PADM 6000, Survey of Public Administration	Make in-person advising mandatory for students in their first semester (Due to pandemic this was partially relaxed, but has been reinstituted. Mentors will be assigned during the first semester that a student enters the program. Intrusive advising will be implemented each semester for current and incoming students.	Advising is assessed through questions on the MPA Exit Survey Annual MPA assessment report

Goal Two: Recruit and Retain a Diverse Faculty

Objectives	Strategies	Action Steps	Evaluation Methods

Recruit a diverse applicant pool for open faculty positions	Promote open positions in appropriate forums Partner with ASPA chapters and NASPAA to help promote job openings	Partner with Augusta University's Office of Diversity and Inclusion Partner with the American Society for Public Administration's Conference of Minority Public Administrators, Section on Chinese Public Administration, Section for Women in Public Administration, and The LGBT Advocacy Alliance Section to advertise faculty positions Network/advertise at	Chair of the search committee will monitor the diversity of applicant pools The diversity of the MPA faculty will be monitored through annual NASPAA reports
Retain diverse faculty members	Provide mentorship opportunities to tenure-track faculty Provide needed resources such as graduate assistantship support to tenure-track faculty	Formalize mentorship program for new MPA nucleus faculty with attention to diversity issues and resource availability Director will work with department chair to ensure the new faculty	The program will monitor the performance of faculty, especially during their time as tenure-track
Recruit diverse adjunct instructors	When there is a need for adjunct instructors, the MPA director and the chair of the Department of Social Sciences can actively recruit diverse faculty.	The MPA director and DSS Chair will keep and maintain a diverse pool of potential adjuncts to select from if the opportunity arises.	The diversity of the MPA faculty will be monitored through annual NASPAA reports

Goal Three: Provide an Educational Experience that Ensures Graduates are Culturally Competent

Objectives	Strategies	Action Steps	Evaluation Methods
Ensure the program continues to integrate cultural competency in its curriculum.	Continue to provide mentorship opportunities for students Highlight issues of diversity in the program's courses as detailed in Section 2.3 of this plan Promote diverse speakers and adjuncts Promote outreach and service-learning projects with diverse organizations	Continue to integrate the cultural competency plan in PADM 6000 Continue mentoring program for new students Emphasize issues of diversity in the program's courses, in particular PADM 6000, Survey of Public Administration and PADM 6150, Leadership and Ethics	Annual MPA program assessment report Annual NASPAA report Annual climate survey to MPA students
Plan events that focus on diversity in public administration	Hold events either in the class or outside of the class that promote diversity	Encourage faculty to recruit diverse speakers for courses. When holding events for the program, the program is committed to recruiting diverse presenters/speakers	Annual MPA program assessment report
Recruit diverse adjunct instructors	When there is a need for adjunct instructors, the MPA director and the chair of the Department of Social Sciences can actively recruit diverse faculty.	The MPA director and DSS Chair will keep and maintain a diverse pool of potential adjuncts to select from if the opportunity arises.	The diversity of the MPA faculty will be monitored through annual NASPAA reports

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