University of Connecticut Master of Public Administration
Diversity and Inclusion Plan
Revised and Adopted January 10, 2017
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MPA Diversity and Inclusion Statement

The University of Connecticut's Master of Public Administration program is committed to the values of diversity and inclusion. We believe the success of our students requires they understand and respect the diversity of communities and cultures surrounding them.

We are committed to providing education that promotes the diversity of perspectives and experience in public policy development and practice. We seek to achieve this goal through the presence of diverse people, participation of historically underrepresented groups, and a welcoming and inclusive climate, emphasizing equity, shared power, and shared responsibility.

Introduction

We base the development of our inclusion and diversity plan on three central dimensions of diversity and inclusion: presence, participation, and climate. This plan details the measures we currently undertake and endeavour to undertake in the future to enhance diversity and inclusion within the MPA program. This plan is organized around the dimensions of presence, participation, and climate and is aimed toward achieving the following goals for recruitment, retention, and creating an inclusive climate for students and faculty.

Overall goals

Goal 1: Attract and retain faculty and students from diverse backgrounds and in particular from historically underrepresented groups.

Goal 2: Nurture a welcoming, respectful, supportive, and collegial environment for faculty and students.

Goal 3: Promote and foster diversity across the MPA curriculum and through program-level activities.

Goal 4: Equip students with the knowledge, skills and abilities needed to engage productively with a diverse workforce and citizenry and within public policy and management generally, in accordance with the NASPAA Universal Competency number five.

1. Definitions

Diversity encompasses at a minimum the *presence* of people who differ by age, color, ethnicity, gender, gender identity and expression, sexual orientation, national origin, race, religion, veteran's status, or including those with disabilities and from various socio-economic backgrounds. Inclusion encompasses not only the presence of individuals and groups, but also *participation*, thoughts and attitudes in a *climate* that fosters mutual understanding (UConn Diversity Task Force Report – August 2015 Draft, p. 3). All three concepts, *presence*, *participation*, and *climate* have multiple dimensions and require multiple measures.

Presence: the program's capacity to reach and exceed numerically proportional representation of historically underrepresented groups.

Participation: the degree to which members of historically underrepresented groups engage and succeed in all aspects of the MPA program.

Climate: the degree in which faculty, students, and staff embrace a system of beliefs and behaviors that recognizes and respects the presence of all diverse groups in an organization

1.1 Presence

The presence of diverse people includes three dimensions that can conflict in their ultimate goals. Definition A is *descriptive diversity*, i.e., optimized when all groups are represented in equal numbers (this can make for a great learning environment). Definition B is *representative diversity* and is optimized when all groups are represented according to their proportions in a comparison population (e.g., state or national census figures; it can be of legal importance). The problem with definitions A and B is that they imply an upper limit to the representation of historically underrepresented groups, namely when either parity (definition A) or proportionality (definition B) are reached. Therefore we focus on definition C of *compensatory diversity* requiring that *historically underrepresented groups* (among them women as well as African Americans and other groups) be represented *at minimum* in a representative manner, but potentially to a much greater extent.[1] While we pay special attention to definition C, we do not view any one of the three definitions of diversity as producing an 'optimal' level of diversity. Rather, we view them as indicators that can help us navigate between different manifestations of diversity to provide an optimal learning environment for our students.

We define the term "historically underrepresented groups" as groups that have been underrepresented in higher education over long periods of time (many decades or centuries) whereby we are agnostic as to the reasons for underrepresentation (past discrimination, lack of interest, or other factors). In line with definition C our goal is to *reach and exceed* proportional representation of historically underrepresented groups.

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[1] An institution of higher education that is majority African American or female would not be considered diverse according to definitions A and B, but would be considered diverse according to definition C.

1.2 Participation

While presence represents a passive concept, managing diversity and inclusion requires an active component of actual advocacy. The fabric of diversity in our MPA program must be woven within a climate in which diverse views are welcomed, respected, and actively sought. Diversity can only be sustained and supported as an integral part of institutional excellence when it is actively promoted by the entire community as part of the larger goals of equity, shared power and responsibility (UConn Diversity Task Force Report – August 2015 Draft, p. 3). Equity represents the goal of providing historically underrepresented groups with a share of resources and influence that may exceed their numerical representation to compensate for historical underrepresentation. Shared power represents the goal of involving members of historically underrepresented groups in decision making roles over resources, not just seeking their presence for passive representation (tokenism). Responsibility represents adoption of these diversity goals by the departmental community as a whole, rather than letting the responsibility for diversity rest on the shoulders of members of historically underrepresented groups primarily or alone.

1.3 Climate

A climate that welcomes diversity (according to all of the above definitions) is the result of departmental culture adopting the goals set forth in this document and cannot be 'legislated' from above. It needs to grow and grows best within an atmosphere of multiculturalism defined as "a system of beliefs and behaviors that recognizes and respects the presence of all diverse groups in an organization …, acknowledges and values their socio-cultural differences, and encourages and enables their continued contribution within an inclusive cultural context which empowers all within the organization" (Rosado, 1997, p. 2). It can be encouraged by a curriculum that reflects diversity goals and addresses diversity management, as well as by diversity-relevant research and service activities on the part of MPA-faculty (for a list of diversity and inclusion related research, service, and teaching activities, see Appendix 4).

2. MPA Program Diversity Plan

2.1 Presence

2.1.1 Student Recruitment and Retention

The MPA program's diversity and inclusion statistics for Fall 2015 are displayed in Table 2 in Appendix 2. In order to further improve our student diversity profile, the MPA Program takes two major steps:

1. We make a good faith effort to *cast as wide a recruiting net as possible* in order to attract students with diverse backgrounds, including those from historically underrepresented groups, into the applicant pool.

2. We make *every reasonable effort to enroll historically underrepresented applicants* who are accepted into the MPA Program.

In addition, the MPA Program makes every effort to maintain a comfortable climate for all students in order to retain them through graduation (for a discussion of climate see section 2.3). In the following section we detail our efforts to cast a wide recruiting net through awareness and communication and to enroll and support the retention and success of historically underrepresented applicants who are accepted into the MPA program.

*Awareness and Communication: S*tudents with diverse backgrounds, including students from historically underrepresented groups, cannot be enrolled in the MPA program if they do not know it exists. Increasing the visibility and attractiveness of the program generally will especially help us to attract students from historically underrepresented groups. Thus, this part of the student diversity plan includes efforts to target students from historically underrepresented groups specifically, as well as increase the program's attractiveness generally. We seek to promote awareness and widely communicate information about the program through several efforts, including maintaining an attractive and informative DPP/MPA Program web site, maintaining up-to-date MPA informational materials, holding Open Houses and Information Sessions and through email marketing campaigns.

Recruitment Within the University: At the University of Connecticut we promote the program by distributing MPA materials at places students congregate on campus (e.g. cultural centers, the Veteran's Affairs office, undergraduate major advising offices, the Honors Program) and by attending career fairs and other similar events. MPA faculty make best efforts to promote the MPA program to high achieving students in the undergraduate classes they teach. We also market to UConn students through several avenues, such as email marketing campaigns and Information Sessions, to let them know about what the MPA program has to offer. We also recruit students into the MPA program through the undergraduate Fast-Track program, which enables high performing UConn students to earn MPA credits while still an undergraduate student.

Recruitment from Beyond the University: Outside of the University of Connecticut we make good faith efforts to communicate information about and to promote the MPA program through several different avenues. To keep the lines of communication open, the Administrative Program Director or student staff respond to MPA informational email inquiries submitted through the MPA website in a timely manner. We make every effort to maintain personal contact with prospective students that have shown an interest in the program and provide them with the opportunity to speak with faculty, current students or alumni about the MPA program and/or to sit in on classes. Finally, we maintain the MPA Program's good reputation by providing MPA students with a rigorous and relevant course of study. In addition to these general recruitment efforts, the MPA Program will make good faith efforts to address potential students from historically underrepresented groups by:

- Displaying a thoughtful and detailed diversity statement on our DPP/MPA Program web site and displaying photos and other information that highlights the existing diversity of our student body.

- Sending MPA Program materials to the cultural centers on campus.

- Coordinating with the Graduate School about application fee waivers and scholarship opportunities for students from historically underrepresented groups.

- Offering application fee waivers to specific applicants, such as those who indicate financial need or who are Americorps or Peacecorps alumni. We will also direct applicants to the Graduate School application fee waiver programs, for example waivers for active duty military or veterans.

- Identifying schools with large historically underrepresented student populations for campus and classroom visits.

- Encouraging faculty to reach out to faculty at nearby schools or schools with large historically underrepresented populations.

Enrollment and Retention: We make *every reasonable effort to attract all historically underrepresented applicants that are accepted into enrolling in the MPA Program.* It is not enough to accept an increasing number of students from historically underrepresented groups into the MPA Program if they do not ultimately enroll and succeed. Our general efforts at retention include maintaining a welcoming and supportive environment for all students (see section 2.3 about our climate). The MPA Program is committed to making every effort to convert as many accepted historically underrepresented applicants into enrollees. These include initiatives directed at recruiting all students as well as special efforts for students from historically underrepresented groups. For example,

- we invite admitted students to visit and arrange for them to speak with faculty and students. When funding is available, we will host an Admitted Student Visit day.

- we offer financial awards to incoming students such as graduate assistantships and one-time small scholarships.

- we work with the Graduate School to obtain graduate assistantships (GAs) or other funding for qualified students through its programs. For example, we negotiated with the Graduate School to secure Crandall-Cordero Fellowships for two Fall 2016 incoming students and we will continue to identify and recommend applicants for the Crandall-Cordero and other relevant Graduate School fellowships. The Crandall-Cordero Fellowships are aimed at admitted highly qualified students who "demonstrate a commitment to enhancing diversity in higher education and/or a commitment to enhancing diversity in their field of study"[2]

- when our budget allows, we will fund campus visits for accepted students from historically underrepresented groups or for those who indicate or exhibit financial need.

2.1.2 Faculty Recruitment and Retention

DPP and the MPA Program conducts its hiring in accordance with the University of Connecticut's affirmative action protocols. Our current faculty diversity profiles can be gleaned from Table 2 in Appendix 2 which leaves ample room for improvement, especially on the descriptive and compensatory dimensions. Thus,

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[2] http://grad.uconn.edu/financial-resources/internal-funding-opportunities/giolas-harriott-crandall-cordero-fellowships/

- The MPA program will continue to participate in college and university programs that create opportunities for hiring faculty from historically underrepresented groups.

- We will make best efforts to contact organizations like the African American Faculty and Staff Association (AAFSA) to build relationships and gain an understanding of recruiting and retaining minority faculty.

In accordance with University policy, DPP and the MPA Program believe that recruiting faculty from historically underrepresented groups requires that positions be advertised as widely as possible, including places likely to attract attention from highly qualified scholars of historically underrepresented backgrounds. Therefore, position advertising might include, but not be limited to, the following venues:

- Professional trade publications and websites

    o PA Times
    o Publicservice.org website
    o Chronicle of Higher Education
    o APSA Personnel Newsletter
    o American Sociological Association website
    o Job Opportunities for Economists
    o Diversityjobs.com website
    o FacultyDiversity.org website

- Targeted mailings or posting of the job description to organizational listservs such as:

    o Appropriate "think tanks" such as the Urban Institute or the Brookings Institution
    o Professional organizations such as the Public Management Research Association (PMRA), the Academy of Management, the Association for Public Policy and Management (APPAM).

- Additional advertising activities may include some or all of the following:

    o Contacting our peers at other institutions and suggest they let qualified individuals know about the position and encourage them to apply
    o Sending advertisements to Historically Black Universities with PhD programs
    o Publicizing positions through the Association of Diversity Officers in Higher Education (NADOHE)
    o Spreading the word about open positions by faculty members conversing at academic conferences.

Further, the MPA Program believes that maintaining an inclusive climate that is conducive to faculty success is important to recruiting and retaining faculty (see section 2.3).

2.2 Participation

We divide participation into the categories of equity, shared power, and responsibility. and discuss all three aspects below with respect to faculty and students.

Equity represents the degree to which members of historically underrepresented groups receive a share of resources that matches or exceeds their numerical representation. Since students from historically underrepresented groups receive access to the same resources that members of all groups do (equality), we do fulfill the minimum requirement of matching resources in a representative fashion. However, equity requires more than mere equality in resources. Hence we make good faith efforts to provide resources to students from historically underrepresented backgrounds that go above and beyond these resources, as we explain in this plan's previous discussion of recruitment, enrollment and retention.

In addition, the university provides to faculty and student members of historically underrepresented groups access to affinity groups (e.g., AAFSA - African American Faculty and Staff Association) and the UConn cultural centers (e.g., PRLACC - Puerto Rican/Latino American Cultural Center; see http://studentunion.uconn.edu/cultural-centers/ for a list). Finally, in terms of institutional support, there is the Office of Institutional Equity (OIE), which is responsible for diversity and equity compliance initiatives at the University (for more information see http://equity.uconn.edu/about/). In addition, we make good faith efforts to link students with alumni from historically underrepresented groups for professional networking opportunities.

Shared power represents the goal of involving faculty members from historically underrepresented groups in decision making roles bearing in mind not to overextend the service load of these individuals. Our goal is to share power equitably, not just seeking the passive representation of members of historically underrepresented groups (tokenism). The overall representation of members of historically underrepresented groups on faculty committees is fairly similar to their representation among MPA faculty so that no urgent changes appear required. However, we will remain vigilant to ensure that faculty members from historically underrepresented groups are represented on faculty and decision-making committees.

Responsibility represents joint adoption of our diversity goals by the MPA community as a whole, rather than letting the responsibility for diversity rest on the shoulders of members of historically underrepresented groups alone. We intend to measure the degree to which everybody in the department shares in the responsibility for diversity and inclusion efforts as part of the survey described in the following section.

2.3 Climate

A climate that welcomes diversity (in all of its dimensions) is the result of departmental culture reflective of the goals set forth in this document. This cannot be legislated from above but it can be encouraged through the measures we take to increase diversity (in all of its dimensions). It can also be encouraged through a curriculum that places importance on diversity and diversity management. A welcoming climate is important not only for the recruitment of prospective students, but for the retention and success of current students. And it is important to attract and retain new faculty. Below we detail some of the measures that ensure a welcoming climate in the MPA program.

2.3.1 Curriculum and Classroom Practices

   To foster an environment that respects diversity and exemplifies inclusion wherein all students are able to participate and learn, the MPA program aspires to implement a curriculum as well as classroom practices that place importance on diversity, diversity management, and inclusion.

   We will make best faith efforts to incorporate diversity and inclusion practices at both the MPA program and individual levels. Program practices focus on activities that promote and enhance our diversity as an organization while individual practices address faculty, staff, and student relations as well as classroom environments. We aspire to provide stand-alone courses, professional development seminars, and certificate/specialization options to support the study of diversity and diversity management as it relates to the practice of public administration. Faculty might promote welcoming classroom climates by creating syllabus diversity statements, constructing diversity learning objectives, and motivating students to recognize and celebrate differences. This two-tiered approach allows the MPA program to actively promote the values of diversity and inclusion at all levels and ensure such promotion does not become the responsibility of one individual or group, but rather the culture of the MPA program as a whole.

   Currently, our curriculum includes specific competencies that focus on diversity and inclusion. While faculty across our curriculum incorporate classroom discussions and topics that explore several aspects of diversity, equity and inclusion, these competencies are explicitly covered in our core courses such as "Theory and Management of Public Organizations," and "Human Resource Management." These competencies include:

- Ability to thrive in a diverse workplace
- Ability to lead and manage a diverse workforce
- Understanding of how to create an inclusive workplace climate and culture

Additionally, the MPA program offers several elective courses that can support and promote diversity, such as "Social Policy," and "Race and Public Policy." Please see Appendix 3 for an example of diversity-related topics covered in these core and elective courses.

2.3.2 Other Elements of the MPA-Program

   The small nature of the MPA Program facilitates frequent faculty-student interaction. The program's Administrative Program Director acts as the ombudsman for student issues, and on the Department's HuskyCT site for advising and program information we include an area for student support services. This area is accessible to all MPA and Fast-Track students, and includes links to University support services such as the University Cultural Centers, the University Office of Veteran's Affairs, International Student and Scholars services, Center for Students with Disabilities, and the Counseling and Wellness Center. This area also includes the contact information for the MPA Administrative Program Director as ombudsman for student issues.

   Additionally, the MPA Program makes good faith efforts to bring in speakers (e.g. in the Professional Development Seminars, as class guest speakers, or in the Policy Speakers Series) that represent diverse groups and that might appeal to a diverse audience. Further, our Alumni Council maintains an alumni mentoring program that provides further networking opportunities for students.

2.3.3 Evaluation of Diversity and Inclusion Climate

The MPA Program promotes a welcoming environment for all students and faculty through a number of concrete steps. In the future we will evaluate the MPA program's diversity climate by conducting annual surveys in the fall semester (see Appendix 6 for survey instrument). These surveys will assess to what degree all members of our community feel welcome and the degree to which they feel empowered to share their views. Particular attention will be paid to the degree to which members of historically underrepresented groups feel welcome and empowered in our program's culture and to what degree their views are not only respected when expressed but actively sought.

The surveys will ask for examples of what works well in the program with regard to diversity and inclusion (in all of their dimensions) and what does not work well. With regard to the presence of diverse groups among our student body and faculty we will record the degree to which their demographic composition of student body and faculty is viewed as sufficiently diverse and the degree to which this diversity translates into an inclusive learning environment. We will also ask to what degree our website communicates our commitment to diversity and inclusion and ways we may improve its design.

With regard to participation, all respondents will be asked to what degree they feel that they share equitably in the departments resources (equity) and have influence on their distribution (shared power). Further, respondents will be asked to what degree they feel they share responsibility for diversity in all its aspects in the MPA Program.

The Diversity and Inclusion Committee will pay special attention to any climate problems for students as well as faculty members. For example, are students from historically underrepresented groups experiencing any form of discrimination or exclusion either formally or informally (e.g., micro-aggressions)? Are the mechanisms the department has in place to deal with these potential climate problems sufficient? And do the students or faculty members have suggestions on what the MPA Program might do to improve these mechanisms? The surveys will be used together with other measures of diversity to identify areas in which our efforts need to be focused in the future.

Appendix 1: Measurement of Diversity and Inclusion

Presence

Appendix 2 contains MPA Program diversity and inclusion statistics for the fall semester of 2015. We measure representational diversity by the degree to which the groups mentioned in the introduction are represented in our faculty and student body and how far our MPA Program is away from equal representation (definition A). We measure representational diversity (definition B) by comparing diversity in our department to diversity in the overall population of the United States. We measure compensatory diversity (definition C) by assessing to what degree representation of women, African Americans, Hispanics, and other historically underrepresented groups exceed representational diversity (using the same measures). The diversity measures we use range from 0 to 1 whereby zero represents a given diversity measure's 'worst case scenario' while 1 represents the measure's target. The formula and explanation of the measure and our fall 2015 statistics are presented in Appendix 2.

Participation

We measure equity by the degree to which members of historically underrepresented groups receive resources at least proportional to their representational share and ideally exceeding their representational share. We will measure shared power by the degree to which members of historically underrepresented groups are represented in positions of decision making (administrative positions, committees, etc.). Finally, we aspire to measure responsibility by the degree to which members of the historically privileged group (White males) are committed to diversity goals as measured by a survey of attitudes towards diversity in our MPS program (see section 2.3).

Climate

We aspire to measure the diversity and inclusion climate in our MPA program through surveys we plan to conduct periodically asking to what degree diversity is reflected in the curriculum and whether all members of our community feel welcome and the degree to which they feel empowered to share their views (see section 4.3). The surveys will be used together with our other measures of diversity to identify areas in which our diversity and inclusion efforts need to be focused in the future. These surveys represent part of our diversity plan going forward.

Appendix 2: MPA Program Diversity and Inclusion Statistics, Fall 2015

Our diversity and inclusion measure differs from Blau's Index of Heterogeneity in that it can be computed for more than one type of demographic characteristic at a time, with a maximum of 1 that is not only reached for infinite groups but also for finite groups, and with goals that can differ from equal representation. Our diversity and inclusion measures take the following general form:

$$D = 1 - \frac{\sum |d_i - t_i|}{\sum |w_i - t_i|}$$

In this formula, D is a diversity coefficient, d is the current demographic composition of the MPA program (student body or faculty), t the target demographic composition for a given diversity measure, w is the "worst case scenario" for a given diversity measure, and i is the index of the ith demographic category. The target t depends on the diversity measure in question; for descriptive diversity (definition A) it would be equal proportions in each demographic category; for representative diversity (definition B) it would be population proportions of each category (in one case the adult Connecticut population with Bachelor's degrees and in the other case the overall population of the United States); and for compensatory diversity it would be reached if the sum of all non-White and female categories would approach unity.

The "worst case scenario" also depends on each diversity measure and assumes that all members of the MPA program belong to a single demographic group. For descriptive diversity (definition A) the "worst case scenario" is that all department members belong to any individual demographic group, for representative diversity (definition B) that they belong to the smallest demographic group in the respective comparison population, and for compensatory diversity (definition C) that they belong to the White and male demographic category exclusively. Each diversity measure, descriptive diversity D_A, representative diversity D_B, and compensatory diversity D_C, takes on values between zero (0) and one (1) whereby zero denotes the absence of diversity (the "worst case scenario") and 1 its maximum (reaching the target). The quantity in the numerator represents the absolute difference between the current department composition and a given diversity measure's target composition, and the denominator represents the absolute difference between a given diversity measure's "worst case scenario" and the target, that is the total possible distance between the worst and best compositions for each measure. The proportion D then is the proportion of the total possible distance between "worst case" and target that the department has already completed.

The "worst case scenario" for representative diversity D_B is that the smallest group in the population dominates the organization. This scenario has never existed in the USA where the majority group (White Americans) dominated institutions, but it existed in Apartheid South Africa and still exists in many other countries with a colonial history. As a result, the diversity coefficient D_B will always be positive in the US even in organizations that are White male only. To compensate for this problem the representative diversity coefficient can be corrected using the following formula:

$$D_B' = \frac{D_B - D_{Wm}}{1 - D_{Wm}}$$

In this formula D'_B is the corrected representative diversity coefficient, D_B is the uncorrected one and D_{Wm} is the uncorrected representative diversity coefficient for a scenario

where all organization members are White male. This correction results in a value between zero (White male only) and one (population representative target) with a value of .5 representing the midpoint. With this correction all diversity coefficients fall between the values of zero and one representing the difference between a White-male-only scenario and the respective diversity measure's target distribution. Table 1 provides the current composition of the MPA student body in fall 2015 and the corresponding composition of the MPA faculty (top two rows). It further provides the targets for descriptive, representative, and compensatory diversity (rows 3-5) and the corresponding 'worst case scenarios' (rows 6-8). Table 2 presents the three diversity coefficients computed from the numbers in Table 1 for students in the top row and faculty members in the bottom row.

Table 1: Diversity Statistics (Proportions) for MPA Program and Comparison Populations						
	Male	Female	White[1]	Black[1]	Hispanic	Other[1]
MPA Students Fall 2015	.497[2]	.503[2]	.684	.084	.097	.135
MPA Faculty Fall 2015	.625	.375	.875	.125	.000	.000
Target A: Descriptive	.500	.500	.250	.250	.250	.250
Target B: Representative[4]	.492	.508	.633	.122	.166	.079
Target C: Compensatory	0.000	1.000	.000	Sum of non-White groups = 1.000		
Worst Case A: Descriptive	Any group p = 1.000		Any group p = 1.000			
Worst Case B: Representative	1.00	.000	.000	.000	.000	1.000
Worst Case C: Compensatory	1.00	.000	1.000	.000	.000	.000
[1]) Non-Hispanic; [2]) Estimated; [4]) USA General Population :American Community Survey (2015)						

Table 2: Diversity Coefficients Fall 2015			
	Descriptive D_A	Representative D'_B	Compensatory D_C
MPA Students Fall 2015	.650	.872	.410
MPA Faculty Fall 2015	.400	.568	.250

Appendix 3: Diversity-Related Topics Covered in Core and Elective Courses

Faculty promote and support diversity through topics covered in several required and elective MPA courses.

Theory and Management of Public Organizations (MPA core course) topics: Representative Bureaucracy; Diversity Management; and Leading Diverse Work Teams.

Human Resource Management (MPA core course) example topics: How HR functions and employee motivation are influenced by implicit bias, stereotypes, and gendered workplace interactions; Workplace diversity and equity laws and policies; Work-life policies and family-leave policies (implications for both women and men in the workplace).

Project Management (new course) example topics: Leading and managing diverse teams; leading teams comprised of individuals with diverse communication and learning styles.

Race and Public Policy (Elective course) example topics: Using Race to View the Policy Process; Education Policy; Process and Outcomes of Racializing Public Policies; Representation: Problem or Solution?

Social Policy (Elective course) example topics: The Color of Social Policy; Inequality; Economic, Political, and Social Marginalization of Underrepresented Groups.

Appendix 4: Diversity and Inclusion Related Research, Teaching, and Service Activities

Research

MPA faculty research encompasses several areas that support and promote diversity and inclusion. Their work has been published in journals such as *JPART*, *Social Science Quarterly*, *Gender, Work & Organization*, *Engineering Studies*, and *Public Organization Review* and presented at several conferences. Their past and current research includes the following areas:

- Race and ethnic politics in public administration and public policy.
- How organizations contend with contextual differences, such as diversity among employees or the presence of public managers who are racial or ethnic minorities.
- Work experiences of women in engineering.
- Leadership, gender, and performance evaluation.
- Gender and career paths of Federal regulatory agency leaders.
- Leadership, gender, age diversity, and innovation in public organizations.

Teaching

Faculty promote diversity through topics covered in several required and elective MPA courses:

- Theory and Management of Public Organizations (MPA core course) topics: Representative Bureaucracy; Diversity Management; and Leading Diverse Work Teams.
- Human Resource Management (MPA core course) example topics: How HR functions and employee motivation are influenced by implicit bias, stereotypes, and gendered workplace interactions; Workplace diversity and equity laws and policies; Work-life policies and family-leave policies (implications for both women and men in the workplace).
- Race and Public Policy (Elective course) example topics: Using Race to View the Policy Process; Education Policy; Process and Outcomes of Racializing Public Policies; Representation: Problem or Solution?
- Social Policy (Elective course) example topics: The Color of Social Policy; Inequality; Economic, Political, and Social Marginalization of Underrepresented Groups.

Service

MPA faculty members engage in multiple service activities that promote diversity:

- University Diversity Task Force, University of Connecticut (University-wide task force).
- Diversity and Inclusion Committee, University of Connecticut Department of Public Policy.

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- Research Advisory Committee, Solving the Equation: The Variables for Women's Success in Engineering and Computing, an AAUW Research Report.
- The Project for Equity, Representation, and Governance, Texas A&M University.
- Working with the Connecticut Sexual Abuse and Assault Education Planning team.

Appendix 5: Diversity-Related Activities: At a Glance

Task	When / How Often	Who
Student Recruitment		
Display diversity statement on website	Imminent	MPA Program Director
Send MPA-Program materials to cultural centers	Each semester	Administrative Program Director and Graduate Assistants
Coordinate with graduate school about Crandall-Cordero Fellowships	Completed until spring 2018	Department Chair, Erin Melton
Coordinate with graduate school regarding fee waivers	Spring 2016	Erin Melton and the Administrative Program Director
Identify schools with large historically underrepresented populations for classroom visits	Ongoing	Department Chair
Ask faculty to reach out to faculty at nearby schools with large historically underrepresented populations	Each recruitment cycle	Diversity and Inclusion Committee
Recruit students from historically underrepresented groups at UConn for recruitment	Each recruitment cycle	Administrative Program Director
Faculty Recruitment		
Participate in college and university hiring programs for faculty from underrepresented groups	Ongoing	Department Chair and Faculty
Build relationships with organizations such as AAFSA	Ongoing	Diversity and Inclusion Committee and Faculty
Advertise job descriptions in professional trade publications and websites	When hiring	Search Committee
Targeted mailings of job descriptions to NASPAA public administration programs	When hiring	Search Committee
Contact peers at other institutions	When hiring	Search Committee
Advertisements to HBCUs with PhD programs	When hiring	Search Committee
Publicize jobs through NADOHE	When hiring	Search Committee
Spread the word about hiring at conferences	When hiring	All DPP Faculty
Other Tasks		
Recruit alumni mentors for students from historically underrepresented groups	Ongoing	Administrative Program Director, Diversity and Inclusion Committee and Alumni Council
MPA Diversity Survey	Annual at the end of fall semester	MPA Program Director, and

		Administrative Program Director
Faculty SWOT Analysis	Completed	Diversity and Inclusion Committee
Establish Standards of Conduct regarding Diversity and Inclusion	Summer 2016	Diversity and Inclusion Committee
Diversity in Speaker Series	Ongoing	Speaker Series Coordinator
Diversity in Professional Development Seminars	Ongoing	Program Director, Nonprofit Leadership Program and the MPA Program Director
Diversity in class guest speakers	Ongoing	All MPA faculty
Annual Diversity Report	Annual in Summer	Diversity and Inclusion Committee

Appendix 6: Diversity and Inclusion Survey Instrument

University of Connecticut Master of Public Administration
Diversity and Inclusion Survey

You are invited to participate in the Department of Public Policy Program's Diversity and Inclusion survey. The purpose of the survey is to assess the diversity and inclusion climate in the DPP and to help us spot any problems and make improvements where needed. Your participation in the survey will involve answering questions regarding your attitudes toward and experiences with diversity and inclusion in the DPP.

Participation in the survey is voluntary and you can skip any questions you do not wish to answer. Taking the survey will take approximately 10 to 15 minutes. All responses will be kept confidential and results will only be reported in aggregate form. This means that responses you give will not be attributed to you individually.

Should you have any questions about this survey, please contact Thomas Craemer via e-mail at thomas.craemer@uconn.edu or via phone at (646) 549-2082.

In what Department of Public Policy program are you currently enrolled?

[ ] Master of Public Administration (MPA)
[ ] Master of Public Policy (MPP)
[ ] Fast-Track program

First, we are interested whether you feel welcome in the Department of Public Policy (DPP) and empowered to share your views:

1) How much do you agree or disagree with the following statements?

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I feel welcome in the DPP					
I feel empowered to share my views in the DPP					
I feel that my views are respected in the DPP					
I feel that my views are actively sought from **faculty members** in the DPP					
I feel that my views are actively sought from					

fellow students in the DPP					

Next, we are interested about your perceptions of diversity among DPP faculty:

2) How much do you agree or disagree with the following statements?

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I would describe the racial and ethnic composition of the DPP faculty as diverse.					
I would describe the gender composition of the DPP faculty as diverse.					
I would describe the views of the DPP faculty as diverse.					

What about your perceptions of diversity among the DPP student body?

3) How much do you agree or disagree with the following statements?

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I would describe the racial and ethnic composition of the DPP student body as diverse.					
I would describe the gender composition of the DPP student body as diverse.					
I would describe the views of the DPP student body as diverse.					

4) In your view, how much does the DPP website overstate, understate, or correctly state the following:

	Strongly Under-states	Somewhat Under-states	Correctly States	Somewhat Overstates	Strongly Overstates
The current level of diversity among the DPP student body					
The current level of diversity among DPP faculty					
The DPP's commitment to diversity and inclusion					

Next, we are interested in your experiences with the DPP's diversity and inclusion climate. Remember, your responses will be confidential.

First, we will ask you whether you have ever heard someone make disparaging comments about a number of groups.

5) Have you ever heard a **student** make disparaging comments about … (please check all that apply).
( ) gay, lesbian, or bisexual persons?
( ) non-native English speaking persons?
( ) persons of a particular socio-economic background?
( ) persons of a particular religious background?
( ) persons with a disability?
( ) persons of particular racial or ethnic background?
( ) persons with particular political views?
( ) women?
( ) None of the above

6) Have you ever heard a **faculty member** make disparaging comments about … (please check all that apply).
( ) gay, lesbian, or bisexual persons?
( ) non-native English speaking persons?
( ) persons of a particular socio-economic background?
( ) persons of a particular religious background?
( ) persons with a disability?
( ) persons of particular racial or ethnic background?
( ) persons with particular political views?
( ) women?
( ) None of the above

7) How much do you agree or disagree with the following statements about your **classroom experiences** while a student in the DPP?

	Strongly Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I have felt isolated when group work was required for class assignments.					
Classmates have asked me to speak on behalf of all members of my racial or ethnic group.					
Faculty have asked me to speak on behalf of all members of my racial or ethnic group.					

1) Have you ever felt discriminated against in the MPA program because of … (check all that apply)
( ) your age?
( ) your disability status?
( ) your socio-economic status?
( ) your gender?
( ) your race or ethnicity?
( ) your religious beliefs?
( ) your sexual orientation?
( ) your accent?
( ) your political views?
( ) None of the above

2) If you have ever experienced harassment while a student in the DPP, in what form was it expressed? (Check all that apply)
( ) No harassment experienced
( ) Glances
( ) Verbal comments
( ) Written comments (including electronic)
( ) Exclusion from social events
( ) Threat of physical violence
( ) Physical assault or injury
( ) Other forms (please specify? ____)

3) How familiar or unfamiliar are you with the University's resources for addressing diversity complaints?
Very familiar
Somewhat familiar
Neither familiar nor unfamiliar
Somewhat unfamiliar
Very unfamiliar

4) If you have suggestions how these mechanisms can be improved, please submit them here: _____

The following questions ask whether you feel the need to hide some aspects of your identity in order to fit in at the DPP.

5) How much do you agree or disagree with the following statement:
"I feel I need to hide _____ in order to fit with the DPP."

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Some aspects of my religion					
My political views					
My sexual orientation					

Finally, we have a number of demographic questions. Remember that we will keep all answers confidential. You will not be identified and results will only be reported as group averages.

6) What semester and year did you begin taking graduate level PP courses? Please enter the semester and year in the space below – for example if you began in the fall semester in 2015, please enter Fall 2015.
_____

7) Are you …?
A part time graduate student
A full time graduate student
Other (Please Specify) _____

8) Outside of the university, are you currently …?
Employed full time
Employed part time
Self-Employed
Not employed

9) Were you born …?
   Male
   Female

10) Do you identify as …?
    Male
    Female

11) What is your sexual orientation?
    Heterosexual
    Bisexual
    Gay or Lesbian
    Other (please specify: _____)

12) What year were you born _____

13) In what country where you born?
    USA [Skip question 14]
    Other (Please Specify) _____

14) How many years have you lived in the US? _____

15) Is English your first language?
    Yes
    No

16) Are you a veteran?
    Yes
    No

17) Please indicate your racial and ethnic background by checking all that apply:
    African American / Black
    American Indian / Alaskan / Aleut
    Asian / Pacific Islander
    Chicano / Latino / Hispanic
    Middle Eastern
    White / Caucasian
    Other (Please Specify: _____)

18) With what religious faith community, if any, do you identify?
    _____

19) Do you currently have any disability?
    Yes
    No
    Prefer not to disclose

20) Finally, we are interested whether you have had personal experience with government programs. As a reminder, all of your answers are confidential.

Have you or your family ever received any of the following services? (Please check all that apply):

Temporary Assistance for Needy Families (TANF)
Supplementary Nutrition Assistance Program (SNAP)
Medicaid / Medicare
Section 8 / Housing Assistance
Free or Reduced Lunch
Women, Infants and Children (WIC)
Energy and Utility Assistance Program
Other (please specify _____)
None of the above
Prefer not to disclose

This is all the questions we have for you today. Thank you very much for completing this survey. Should you have any questions about this survey you may contact Thomas Craemer via e-mail at thomas.craemer@uconn.edu or via phone at (646) 549-2082.

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