

Diversity Plan
Department of Public Management and Policy
Andrew Young School of Policy Studies
Georgia State University

Georgia State University, the first winner of the Higher Education Excellence in Diversity (HEED) award from *INSIGHT Into Diversity* magazine, is the most diverse campus in the University System of Georgia. GSU's strategic plan describes the composition of our students, faculty and staff as "among our greatest sources of pride." GSU President Mark Becker argues, "We must become a national model for diversity in higher education, where all combinations of gender, race and ethnicity succeed at high rates." In Fall 2013, 58% of GSU undergraduates and 59% of our graduate students were women. At the undergraduate level, 41% were black, 35% were white, 9% were Hispanic, and 12% were Asian. At the graduate level, 54% were white, 22% were black, 5% were Hispanic, and 15% were Asian. Figures for the Andrew Young School and PMAP, in particular, were similar, though we tend to be a little less white and Asian, and a little more black and Latino.

PMAP recognizes that diversity has many dimensions, including race, ethnicity, national origin, gender, sexual orientation, age, religion, and disability status. We also recognize that a diverse community of scholars, researchers, staff, graduate and undergraduate students, and external stakeholders provides a mix of perspectives, experiences, and skills that strengthens our program. The data in Section 1 shows the progress we have made toward achieving our mission. However, we recognize the need for a more formal plan and measurable action items that sustains a diverse and welcoming environment whereby diversity remains an integral part of the department's culture and activities. A more formal plan allows us to build more systematically on related efforts at GSU and the AYSPS.

PMAP's Diversity Plan provides a strategy for sustaining a diverse and welcoming environment that fulfills the mission of the MPA program to "prepare a *diverse population* of students to become leaders in public service careers as executives, managers, analysts, and policy specialists in government and nonprofit organizations."

1. Current State of Diversity

1.1 Students

Consistent with our mission of educating a diverse population of students, we recruit full- and part-time students from many settings, including public and nonprofit agencies and colleges and universities.

We recruit a steady stream of part-time, early- or mid-career students from public and nonprofit agencies in the Atlanta metropolitan area who are pursuing professional advancement. We recruit full-time students from a broad range of universities around the region and the world. These include many historically black colleges and universities (HBCUs), both in the Atlanta area (e.g., Morehouse, Spelman, Clark Atlanta) and from elsewhere in Georgia and around the Southeast (e.g., Savannah State, Jackson State, North Carolina Central). We also draw international applicants from all across the globe, including Eastern and Southern Europe, the Near East, Africa, and Asia.

PMAP's graduate programs benefit from having a very diverse student body in a college named after a leader of the civil rights movement, in a university with a very diverse student body, located in the center of a very diverse city. In Fall 2013, half (51%) of all PMAP graduate students were white and one-third (32%) were black; and one-sixth were Latino, Asian, or international. Over the 2005-2014 period (see [Table 1](#)), 63% of MPA students were female, 50% were white, 36% were black, 5% were Asian, 3% were Hispanic, 2% were two or more races, and 4% did not report their race.

As a result, virtually all classes are diverse, and classes that involve discussion, group work, or team projects almost necessarily require communicating and interacting productively with a diverse group of colleagues.

Table 1. Size and composition of MPA class, 2005-2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Average
Total Number	191	188	168	164	173	181	191	179	178	176	178.9
Percentage Distribution:											
Female	64	64	65	65	64	61	64	63	61	59	63
Male	36	36	35	35	36	39	36	37	39	41	37
White	46	48	44	50	56	56	48	50	49	52	50
Black	38	37	39	35	34	34	37	36	36	32	36
Asian	7	6	5	6	6	6	6	5	3	3	5
Hispanic	2	2	1	2	2	2	4	2	3	6	3
Multiracial	2	1	2	1	1	2	3	3	5	3	2
Unknown	6	7	9	6	2	1	3	4	3	4	4
Nonresident											
Alien	12	11	13	8	7	4	4	3	1	3	7

Retention and graduation rates do not vary much with gender or race/ethnicity (Table 2). We lose about 15% of our students by the beginning of their second year, but about 90% of those who start their second year graduate within four years. The two-year graduation rate is a little below 50%, due to the large number of part-time students, but over the past decade, that rate has differed only a percentage point or two between men and women and between blacks and whites. About 70% of those who enter the program graduate within three years; the male-female difference widens somewhat (6% more of the women than of the men graduate by this point), but the black-white difference remains one point. Three-quarters graduate within four years, and race and gender differences remain small.

Table 2. Percentage Retained and Graduated, Entering Classes for 2004-5 through 2010-11

	<u>Number Enrolled</u>	<u>% Retained Year 2</u>	<u>Year 2</u>	<u>% Graduating Year 3</u>	<u>Year 4*</u>
Total	444	86	47	70	77
Female	285	87	48	72	78
Male	159	83	46	66	74
White	222	85	45	70	78
Black	145	89	46	71	75
Hispanic	13	77	69	69	88
Asian	31	87	71	81	85
More than one race	9	56	33	56	57
Unknown	24	92	46	58	70
Nonresidential Alien	41	95	63	83	81

- Year 4 graduation rate does not include entering class of 2010-11, so it is not directly comparable to the other numbers.

1.2 Faculty & Staff

As shown in Table 3, slightly over half of PMAP tenure-track faculty, and three-quarters of full professors, are white men. Two African American women joined the faculty in Fall 2013, including one at the full professor level, increasing faculty diversity. Diversity will increase at least temporarily in Fall 2014, when two white males take positions at Syracuse and Georgia, replaced by a black male and a Philippine male visiting assistant professor. In addition, an Asian female assistant professor was promoted and tenured. The department has also been able to attract a more diverse group of part-time instructors (these were all white and predominantly men in 2008-9, but four African-American PTIs taught seven courses in 2013-14). A very diverse group of doctoral students taught a number of undergraduate classes in both years. In 2013-14, four doctoral students taught master's level courses: one white female, one Chinese female, one Latino male, and one Pakistani male.

Table 3. Faculty Composition: 2013-2014 compared to 2008-2009

2008-9	2013-14
Full professors	
7 white males 1 white female	6 white males 1 white female 1 black female
Associate professors	
1 white male 2 white females	2 white males 3 white females
Assistant professors	
3 white females 1 black female 1 Asian female 1 Asian male	1 white male 1 black female 1 Asian female
Non-tenure track teaching faculty	
1 white female 1 Turkish female	2 white males 1 white female

Our staff is comprised of three African American females. Elsa Gebremedhin has served as the Business Manager, responsible for overseeing the Business and Financial affairs of the department. Abena Otudor serves as Departmental Administrative Coordinator, responsible for Administrative support to the department, and Lisa Shepard serves as Departmental Academic Specialist, responsible for Academic duties of the department which includes student support. These staff members are integral members of our department and have made substantial contributions to our full range of programs and to faculty and student initiatives.

1.3. Teaching, Research & Service

A short survey was sent to PMAP faculty in June of 2014 as part of an effort to summarize teaching, research and service activities that promote diversity or equity. See Appendix 1 for a detailed breakdown of these activities. We specifically asked for course and syllabus information on:

- Topics/activities (e.g., case studies, examples) covered in classes that advance diversity or equity;

- Specific items stated in syllabi that advance diversity or equity; and
- Guest speakers of diversity (by recent semester).

For research and service activities, we asked for information on:

- Research in the last five years that advances the literature on diversity or equity;
- Professional activities (committees, civic activity, speaking engagements, etc.) that could be viewed as advancing diversity or equity.

Overall, MPA core courses raise diversity and inequality issues explicitly in a variety of contexts. The challenges inequality poses to public administrators - especially in hiring and service provision - is a key theme in Public Service and Democracy, Public Management Systems, and Leadership and Organizational Behavior. The Public Budgeting course devotes considerable time to equitable distribution of government costs and benefits, as does the Microeconomics for Public Policy class. The Law for Public Managers course teaches diversity and equity as important concepts in public law. The statistics courses typically use racial and gender differences as key puzzles to examine and often use determinants of attitudes toward same-sex marriage as an example.

Some elective courses are more extensive in their coverage. Social Policy focuses on how income, racial, and gender inequality impact policy framing, K-12 education, higher education, and welfare policy, among other issues. Nonprofit Human Resources requires a book on diversity. Courses in the Planning and Economic Development concentration cover racial/ethnic diversity, immigration, income and poverty and set as an objection that "students will understand the challenges of developing regions, cities and communities that are economically dynamic, socially equitable and environmentally sustainable."

1.4 Student Perception of Program Climate

The Graduate Student Thriving Survey was administered to a random sample of 3464 degree-seeking graduate and professional students at Georgia State University, in Spring 2014. **Table 4** indicates the number of students invited to participate in the survey and the actual response rate.

Table 4. Population, Sample and Response Rate

Source: MPA/MPP Students' perceptions of Program Climate report, GSU Office of Institutional Research, June 26, 2014

	Population	Randomly sampled	Respondents	Response rate
GSU (Combined)	6930	3464	594	17.1%
MPA/MPP	254	126	30	23.8%

Thirty (30) MPA/MPP students responded to the survey¹. Of these, 18 are male and 12 female; 17 white and 13 minority. PMA requested analysis of eighteen items²; with focus on the following comparisons:

- our master's students vs. all other GSU master's students
- male vs. female master's students in our program
- white vs. minority master's students in our program
- our female students vs female master's students in the rest of the university
- our minority students vs minority master's students in the rest of the university

MPA/MPP students had a mean score of 5.3 (where 6 meant "strongly agree") on "Students are treated with respect by the faculty in my program," significantly higher than for the university as a whole, but without significant differences between men and women or between whites and minorities in our program. Satisfaction was nearly as high for "interactions ... with students of different ethnic backgrounds" (5.0), interactions with other students in the program (4.8) and with faculty in class (4.8). Responses did not differ significantly between men and women or between whites and minorities (or between our students and master's students elsewhere in the university – except that our female students are less satisfied with their interactions with faculty).

Exit survey data since Fall 2010 support the conclusion that we have created an inclusive environment. University exit surveys show that, even at entry into the program, MPA students ranked themselves at 4.91 on a 6-point scale on "Working with individuals who are culturally different from you," and their self-assessment rose by 0.55 (to 5.46) by the time they completed the program. Our alumni survey in Spring 2014 showed that 96% of 77 MPA graduates considered themselves prepared to "communicate and interact effectively with a diverse and changing workforce and

¹ The sample size limits the reliability of the results and the conclusions that can be drawn.

² Survey questions 1, 4, 32 to 34, 36, 45 to 52, 66, 67, 70, and 71.

citizenry,” and 52% said they were “very prepared.” In addition, 91% said PMAP faculty were good or excellent in terms of “attention to different points of view in class.” (Responses did not differ significantly between whites and others on either question.)

2. Goals, Objectives, Strategies & Actions

PMAP’s Diversity Plan is written with the institutional context in mind. Georgia State University’s 2011-2016 Diversity Strategic Plan is aligned with one of the goals of the university’s 2011-2016/21 strategic plan which is “to continue to position the University as a model of academic success for diverse populations and to lead among research institutions in producing engaged citizens of the 21st century.” (GSU Diversity Strategic Plan, p.1). Wording for Goal 1 (Objectives 1, 2 and 3) of our plan is taken verbatim from GSU’s 2011-2016 Diversity Strategic Plan.

Similarly the Andrew Young School of Policy Studies (AYSPS) “seeks to advance the diversity of its faculty, staff and students” and to “create an environment where diverse populations experience inclusion.” (AYSPS Diversity and Inclusion Strategic Plan, p.1) The AYSPS diversity and inclusion strategic plan documents current progress, and outlines strategies for achieving and sustaining diversity within each of the School’s three primary stakeholder groups: (i) student body diversity; (ii) faculty diversity; and (iii) staff diversity. That plan provides guidance on strategies and actions.

GOAL 1: To build and sustain the representativeness, inclusiveness and engagement of a diverse student body, faculty, and staff

OBJECTIVE 1: A representative, inclusive, and engaged student body

A. Representativeness

- a. Sustain diversity of applicant pool by expanding outreach to minority undergraduates here in PMAP, in GSU more generally, and at HBCUs in the metropolitan Atlanta area
- b. Sustain diversity of applicant pool by developing better marketing to employees of government agencies and nonprofit organizations, especially in downtown Atlanta
- c. Sustain diversity of student body by keeping a high retention rate
- d. Sustain diversity of alumni by assuring a high graduation rate
- e. Action steps:
 - i. Monitor diversity of applicant pool; update report every semester
 - ii. Develop better marketing plan for undergraduates
 - iii. Explore possibility of emails promoting our master’s programs to majors in political science, sociology, African American studies, etc.
 - iv. Explore similar strategy with Morehouse, Spelman, and Clark Atlanta

- v. Develop better marketing plan for employees of government agencies and nonprofit organizations
- vi. Explore possibility of hiring GRAs to make contacts with local, state, and federal agencies in downtown Atlanta to distribute flyers, put up posters, send out emails
- vii. Monitor retention, progression and graduation (RPG) by race and gender using information from GSU's Office of Institutional Research
- viii. Send emails to our students advertising GSU programs to enhance diversity and cultural awareness (<http://odaa.gsu.edu/diversity/gsu-diversity-passport/>)
- ix. Support and mentor minority doctoral students and those whose research addresses diversity and equity issues
- x. Increase awareness of Andrew Young School's Career Services Office

B. Inclusiveness & Engagement

- a. Promote a culture of respectful interaction with and among students
- b. Promote use of teams that span difference among students
- c. Use classroom speakers and school/department/school events to advance respectful appreciation of different views and diverse topics
- d. Promote PMAP student clubs
- e. Develop more extra-curricular activities that engage students across departments
- f. Provide mentoring opportunities

OBJECTIVE 2: A diverse, inclusive and engaged faculty

A. Representativeness

- a. Recruit diverse applicant pool
 - i. Use standard advertising methods to promote diversity
 - ii. Maintain contacts with directors of doctoral programs that produce diverse graduates
 - iii. Network at professional conferences to identify high quality candidates
 - iv. Fund doctoral student travel to professional conferences to build our reputation for diversity in doctoral education
- b. Seek diverse candidates for adjunct and visiting positions as gateways
- c. Retain diverse faculty
 - i. Provide high quality mentoring and career development
 - ii. Sustain welcoming, inclusive faculty environment

- iii. Ensure annual evaluations suggest a clear plan of action for faculty success

B. Curriculum

- a. Integrate diversity/equity topics into courses
- b. Help faculty locate/acquire curriculum materials
- c. Support development of special topics courses that address diversity/equity

C. Accountability

- a. Examine departmental culture and climate, including allocation of resources
- b. Promote connection to AYSPS and GSU diversity planning initiatives
- c. Analyze faculty decisions to leave: Did department take appropriate actions to encourage faculty member to stay?

OBJECTIVE 3: A diverse, inclusive and engaged staff

A. Representativeness

- a. Recruit and retain diverse staff

B. Inclusiveness and engagement

- a. Promote team membership
- b. Engage staff in ongoing PMAP activities

C. Professional development

- a. Promote career development and advancement
- b. Connect staff with university-wide professional development and networking activities

D. Accountability

- a. Collaborate in other diversity planning initiatives at AYSPS and GSU
- b. Ensure that PMAP provides input to AYSPS Standing Committee on Staff Diversity and Career Development

OBJECTIVE 4: Inclusion and engagement of students, faculty and staff with disabilities

A. Representativeness

- a. Promote department culture sensitive to the special needs of and resources for persons with disabilities
- b. Ensure that faculty are aware of Office of Disability Services

- c. Ensure that students are aware of Office of Disability Services
- B. Accountability
 - a. Provide a path for complaints/suggestions

GOAL 2: Build and sustain outreach and community service to diverse communities and institutions

OBJECTIVE 1: Build and sustain outreach and community service to communities and institutions whose leadership and services are to diverse populations

- A. Build relationships with local political, government, and nonprofit leaders of color
- B. Build relationships with local governments and nonprofit organizations that serve diverse populations

OBJECTIVE 2: Enrich the classroom by involving people of diverse backgrounds as classroom speakers or non-tenure track instructors

- A. Enhance use of diverse pool of guest speakers
- B. Sustain and enhance use of diverse part-time instructors and doctoral students as teachers
 - a. Identify diverse pool of instructors
 - b. Provide assistance to new instructors to ensure positive teaching experiences
 - i. Teaching preparation workshops
 - ii. Teaching mentors
 - iii. Classroom observations and feedback
- C. Promote classroom projects dealing with diversity
- D. Invite minority leaders to department/school-wide events

GOAL 3: Promote research on policy topics related to equity and diversity

OBJECTIVE 1: Conduct ethical and culturally-sensitive research

- A. Promote academic freedom to conduct research that advances work on institutionalized inequity and discrimination
 - a. Identify subtle or indirect barriers to academic freedom to pursue related research
 - b. Promote applied policy and advocacy research consistent with Promotion & Tenure Guidelines
 - c. Ensure annual evaluations suggest a clear plan of action for faculty success
- B. Promote collaboration with faculty from other disciplines and universities

- C. Promote presentations and placement of research in appropriate professional outlets that target diversity and social policy

OBJECTIVE 2: Promote diversity as part of University's strategic research initiatives

3. Next Steps

This plan remains a work in progress, one that will continue to evolve based on updates to AYSPS's diversity and inclusion and strategic plan, as well as continued input from PMAP faculty.

PMAP has made progress on all three goals outlined in Section 2 above. We have already modified our mission to capture our commitment to educating a diverse group of graduate students, and will continue efforts to maintain a diverse and inclusive student body. We will also continue to work closely with the various guidance and counseling offices that are already in place in PMAP, the AYSPS and at GSU to ensure high retention and graduation rates.

The various teaching, research and service initiatives of PMAP faculty showcase an impressive array of activities that bode well not only for our Department and University, but for our profession as well. We recognize the importance of providing support and resources to faculty and students whose courses and research address diversity and equity issues.

Efforts to recruit a diverse faculty fall short if we do not focus on retention and career progress of minority and female faculty. To that end, PMAP will continue to work with the AYSPS Diversity and Inclusion Strategic Planning committee, and other relevant university units to review best recruitment and retention strategies used. Similar efforts are needed for our very diverse staff, with specific focus on professional development opportunities and career advancement.

Appendix 1: Faculty survey of specific diversity-related activities (June 26, 2014)

TEACHING

The statistics/research methods classes (PMAP 8121 and PMAP 8131) taught by Greg Lewis include variations of his own research as examples. When studying crosstabs, students typically look at factors that influence support for same-sex marriage and the impact of race and sex on grade levels in the federal service. When studying regression analysis, he uses the same examples but more sophisticated techniques. Students examine, for instance, how much of the pay gap between men and women and between blacks and whites can be explained by differences in educational attainment and work experience. Students discuss these examples in class and some homework assignments are based on them. The course syllabus mentions these examples.

In teaching PMAP 3801: Public Administration and Politics, Jurée Capers discusses the Civil Service during which she covers affirmative action and representative bureaucracy as “challenges to the civil service’s merit system.” In teaching PMAP 8010: Social Policy the topic of equity is a theme throughout the course, but some specific topics where equity and diversity are emphasized are the following:

- The Racialization of Social Policy—political framing—discuss the process of racialization; the benefits and consequences of radicalized policies, examples of when radicalized rhetoric and policies have altered opportunities for equitable outcomes.
- K-12 Education—discuss the implications of segregation—both in at the district level and within schools; discuss the level of equality in school choice reform efforts and efforts to make them more equitable.
- Higher Education—readings assigned on access to higher education; variation in enrollment related to affirmative action policies; selectivity; and minority electoral representation; discuss the value of diversity in higher education.
- Inequality, Poverty, and Welfare Policy—politics of inequality—questions and readings on why income inequality occurs, the implications of income inequality, and the potential policy solutions.

In teaching PMAP 8311: Urban Demography and Analysis, Cathy Liu covers topics including racial/ethnic diversity, immigration, income and poverty. In PMAP 8321: Economic Development Policy, Cathy Liu covers diversity, creativity and economic Development. In both classes, the syllabus includes the following statement: “Students will understand the challenges of developing regions, cities and communities that are economically dynamic, socially equitable and environmentally sustainable.”

Several of the courses taught by Joseph Hacker cover topics related to diversity and equity. The Planning Theory course (PMAP 8021) revolves around claims from diverse

and often difficult stakeholder groups. Two sections focus exclusively on Social Justice. In PMAP 3411 (Contemporary Planning), considerable time is spent on issues of equity in the planning process throughout each planning section. Two sections: Planning Theory and Social Issues focus deeply on topics such as Environmental Justice, Affordable Housing, and substantive and procedural approaches to equity. Diversity is part of the conversation but not the point in the exercise. In PMAP 8921 (Transportation Planning), an entire section is devoted to issues of equity in transportation, coverage, payment, costs, etc. Kenyata Smiley from ARC spoke in that class on equity and mobility programs at the Atlanta Regional Commission. Two other courses: Urban Demography and analysis (PMAP 8311) and Planning Theory and Analysis (PMAP 4401) have sections dealing with equity and measures therein. This conversation is filtered through the topics of housing and gentrification.

Katherine Willoughby uses a case in PMAP 8171: Public Management Systems and Strategies that includes consideration of preferential hiring for veterans.

In teaching the research methods course (PMAP 8121) Ted Poister shows students how to control for race, gender, and socio-economic status in some of the examples and assignments.

In two of the three courses that Bill Kahnweiler teaches every year there is an entire text chapter on “Diversity” (in all its forms, not just the obvious ones such as race, ethnicity, gender, and sexual orientation—e.g., values differences among people, personality differences, generational differences, etc.) and he devotes an entire class session on this topic. Class activities include case studies, discussion questions, sharing of work experiences of “diversity/inclusion/equity (and lack thereof)”, the issue of policies promoting and valuing diversity being necessary but insufficient, and a host of other angles on this broad topic. The third course touches on diversity/equity but not to the degree the other two do. Some students in all three courses choose to examine an aspect of diversity/equity in more depth in a research project which is a required deliverable in all three courses. The third course, which does not cover diversity to the extent the other two do, does spend an entire class period on work-life integration (we used to call it “balance”) allowing the linkage of diversity and equity to a whole host of issues, policies, and practices pertaining to this arena. With some groups (depending mainly on class size), Kahnweiler has encouraged students to take a real honest look at themselves, and in that process see if and to what degree their attitudes, beliefs and actions truly walk the talk about “valuing diversity.” For example, hiring people who are “just like us,” preference for working with people “just like us” because it tends to be easier/less work, etc. Kahnweiler’s syllabi reveal his intention to create a learning environment in which people feel safe to express their perspectives, however unpopular or controversial those might be, and his commitment to foster diverse viewpoints being shared in the room.

The course description for Disaster Mitigation and Recovery (PMAP 8291) taught by Ann-Margaret Esnard states: “Societal risk from natural hazards and disasters is on the rise. This course focuses on social, environmental and economic impacts of disasters on communities with emphasis on formulation of pre-disaster (mitigation) and post-disaster (recovery) planning and policy strategies.” Accordingly, discussions focus on (i) pre- and post- disaster vulnerability and related factors such as race, age, income, education, disability status, housing quality; and (ii) representation and inclusion of diverse groups of stakeholders on various task forces that create plans and formulate policies

William Waugh teaches PMAP 8271 (Disaster Policy and Emergency Management) and PMAP 8281 (Disaster Relief and Humanitarian Assistance). Both courses address social capital issues and functional need populations. A diverse group of guest lecturers from a variety of emergency management and humanitarian relief agencies and organizations are regularly invited to the class. In the year 2013-2014, four of six guest lecturers (Colonel Eric Robinson, Brenda Stirrup, Linda Byers, and Samuel Wilkins) were African-American.

In teaching PMAP 8161: Public Budgeting and Finance, Bart Hildreth recently added explicit attention to expenditure fairness (benefit incidence; gender budgeting) to go along with the traditional focus on tax fairness (tax equity and tax incidence). Exams often have questions requiring the computation of tax incidence.

When teaching 8161, Greg Streib references current policy issues regularly, including a blog on his course web page, where issues of diversity and equity come up and are discussed in class frequently. The class includes discussions on tax fairness (“who pays”).

Dennis Young teaches Micro-Economics for Public Policy (PMAP 8141) and Nonprofit Finance (PMAP 8213) where discussion of pricing to accommodate needy groups or financing of re-distributional services arises. Fairness discussions are handled in an economic sense, including the difference between economic efficiency and equity.

Brad Wright advances diversity in class by assigning groups for projects in ways that maximize the diversity in each group. He assigns groups to create diversity within group but tries to make the membership look roughly the same across groups. This effort entails focusing on student race/ethnicity, gender, age, and whenever possible performance (i.e. each group will have a mix of students that performed poorly, well and great on a previous assignment). To advance equity, he grades all exams blind. When Brad Wright teaches PMAP 8111: Public Service and Democracy, he discusses a number of topics related to equity and diversity including stakeholders and stake holder analyses, public participation in government, representative bureaucracy and some HR law/cases on employee discrimination/rights in the workplace. He often uses religion (and sometimes disability/ADA) as an example to set up some basic principles including

the use and reasoning behind the rational, heightened and strict scrutiny tests. Depending on the examples that come up in the news during class, there are often discussions on how race might influence public reaction (examples include Trayvon Martin and contemporary local events). In PMAP 8431: Leadership and Organization Behavior) Brad Wright discusses diversity and its influence on group performance (process and outcome) drawing from the OB and HR literatures

Carolyn Bourdeaux teaches PMAP 8111: Public Service and Democracy with significant coverage of diversity or equity, over several sessions:

- Class 1: Introduction, covers (among other topics) how self-governing arrangements can have a propensity to exclude groups and in fact to some degree hinge on limiting access to the public good being provided.
- Class 2: Review of the US Constitution and Dilemmas of Democratic Institutions, covers (among other topics) the progression towards inclusion and franchise in the Amendments to the Constitution as one of the critical ways it has evolved.
- Class 3: The Spoils System and 19th Century Public Administration, covers the spoils system and the rise of machine politics founded in part on the support marginalized immigrant groups and how access to democratic institutions and public resources in public administration were leveraged in this era. Includes discussion of a case of public corruption in La Paz, Bolivia that strongly features the ethnic divide between the Aymara Indians that form an “underclass” in Bolivia, the ruling elites, and international community and how the different groups may perceive corruption and the role of public administration.
- Class 5-6: The Challenge to the Administrative State, covers (among other topics), how the effort to remove corruption and create an efficient public administration had unanticipated consequences. The discussion begins with the rise and fall of Robert Moses who was hailed as a hero as he built great public works and then his fall as people began to realize that he had displaced and marginalized (particularly) black and Latino communities. The lecture then covers the national change in consciousness about equal rights through the influence of the civil rights movement as well as the women’s rights movement (among other shifts) and includes a discussion of Great Society programs and various efforts to address poverty and race in the administrative state (including through empowerment efforts, public participation, and representative bureaucracy). The readings include Administrative Evil, covering how public administration was complicit in the Holocaust, and Frederickson’s New Public Administration, which proposes that the appropriate role of administrators is as an advocate for social justice.
- Classes 11-13: Ethics in Public Administration, covers (among other topics) fairness and equity as a value in the public sector; case studies include ones that address diversity, equity and fairness, including cases discussing discrimination in hiring (in the case of a gay employee) and minority contracting (in the context of the LA police department addressing outreach to the minority community after the Rodney King incident), as well as discussion of the Atlanta Public School District cheating scandal, which also encompasses a significant element of discussion about fairness, race and class.

John Thomas covers diversity issues as part of discussing human resources management in PMAP 8431: Leadership and Organizational Behavior. The class discusses participatory decision-making at length, covering processes designed in part to involve diverse groups in decision-making. Furthermore, the class is divided 5-6 times per semester into small groups of 3-4 students to discuss specific case dilemmas. Group assignments are made to achieve diversity in terms of gender, race, and other elements (e.g., U.S./international student).

Jim Martin teaches PMAP 3021: Citizenship, the Community and the Public Sector. The course focuses on citizenship from the perspective of the local community. As a result, the class discussions reflect the racial and gender diversity among the members of the class. In addition, the history of Atlanta and the importance of racial issues in the development of the city are discussed. A substantial part of one class involves a discussion of the difference between the concepts of “equality” and “equity”. Finally, a number of students with disabilities have taken this course, and a conscious effort is made to remove barriers to full and successful participation in the course by students with disabilities. One of the requirements of the course is a service-learning project working with a nonprofit in the community. Often these projects involve organizations that serve minority and disadvantaged populations. A frequent guest speaker is Mr. Lovell Lemons, an African-American who is the director of the Georgia State University Office of Civic Engagement, who makes a presentation to the class on the importance of civic engagement.

Jim Martin also teaches PMAP 8411: Law for Public Managers, and PMAP 4411: Introduction to Law for Public and Nonprofit Managers, in which he covers issues of diversity in society and equity because they are important concepts in public law. The course, among other things, attempts to engage students in discussions of the concepts of equal protection of the law and equity embraced in the 5th and 14th Amendments to the Constitution and the Civil Right Act of 1964.

Jim Martin teaches PMAP 8203: Law and Advocacy for Nonprofit Managers as a survey of the law that relates to the formation and operation of nonprofit organizations and the laws that apply to advocacy by nonprofit organizations. Jim Martin emphasizes the importance of the nonprofit sector in ensuring diversity in society. With that focus, the course then attempts to provide the students with understanding of the legal issues that face a nonprofit manager. The course requires students to work in teams to analyze and make recommendations for improvements in the advocacy activities of a nonprofit organization in the community. Often these organizations serve minority and disadvantaged individuals.

By GSU policy, every course syllabus is expected to include the university's "American with Disabilities (ADA) Statement." For example, Jim Martin's syllabus states: "I encourage students with disabilities to take this course. If you are a student who wishes to request an accommodation for a disability, you may do so by registering with the Office of Disability Services. You may only be accommodated upon the issuance by the Office of Disability Services of a signed Accommodation Plan, and you are responsible for providing a copy of that plan to me and all of your other instructors of classes in which you seek accommodations."

RESEARCH

Greg Lewis devotes the vast majority of his research agenda to diversity issues. Even the articles that do not mention diversity categories in the title address them in passing – e.g., whether veterans’ preference decreases employment of women and minorities in state and local government and whether outstanding performance ratings have the same impact on career success for women as for men and for minorities as for whites.

Recent articles by Greg Lewis on the impact of race, sex, sexual orientation, and immigrant status on employment and pay in the public sector include:

- “The Employment of Veterans in State and Local Government Service,” *State and Local Government Review* (forthcoming). With Rahul Pathak.
- “The Representation of Immigrants in Federal, State and Local Government Work Forces,” *Journal of International Migration and Integration* (forthcoming). With Cathy Yang Liu and Jason T. Edwards.
- “Sexual Orientation, Work Values, Pay, and Preference for Public and Nonprofit Employment: Evidence from Canadian Postsecondary Students,” *Canadian Public Administration* Vol. 56 (2013): 542-64. With Eddy S. Ng.
- “Performance Ratings and Career Advancement in the U.S. Federal Civil Service,” *Public Management Review* Vol. 15 (2013): 740-61. With Seong Soo Oh.
- “The Impact of Veterans’ Preference on the Composition and Quality of the Federal Civil Service,” *Journal of Public Administration Research and Theory* Vol. 23 (2013): 247-66.
- “An Analysis of Gender Pay Disparity in the Nonprofit Sector: An Outcome of Labor Motivation or Gendered Jobs?” *Nonprofit and Voluntary Sector Quarterly* Vol. 42 (2013): 1268-87. With Lewis Faulk, Lauren Hamilton Edwards, and Jasmine McGinnis.
- “Stemming Inequality? Employment and Pay of Female and Minority Scientists and Engineers,” *Social Science Journal* Vol. 48 (2011): 397-403. With Seong Soo Oh.
- “Modeling Nonprofit Employment: Why Do So Many Lesbians and Gay Men Work for Nonprofit Organizations?” *Administration & Society* Vol. 42 (2010): 720-68.
- “Representation of Lesbians and Gay Men in Federal, State, and Local Bureaucracies,” *Journal of Public Administration Research and Theory*, Vol. 21 (2011): 159-80. With David W. Pitts.
- “A Major Difference? Fields of Study and Male-Female Pay Differences in Federal Employment,” *American Review of Public Administration* Vol. 39 (2009): 107-24. With Seong Soo Oh.

Recent articles by Greg Lewis on public opinion on LGBT rights include:

- “Support for Gay and Lesbian Rights: How and Why the South Differs from the Rest of the Country,” *American Review of Politics* Vol. 34 (2013-2014): 271-297. With Reynold S. Galope.
- “Gay, Lesbian, and Bisexual Voters in the 2000 US Presidential Election,” *Politics & Policy* Vol. 39 (2011): 655-78. With Marc A. Rogers and Kenneth Sherrill.
- “The Polls and Proposition 8: Why Did Californians Reject Same-Sex Marriage?” *California Journal of Politics & Policy* Vol. 3 (2011): Article 19. With Charles W. Gossett.
- “The Friends and Family Plan: Assessing the Impact of Knowing Someone Gay on Support for Gay Rights,” *Policy Studies Journal* Vol. 39 (2011): 217-38.
- “Does Believing Homosexuality Is Innate Increase Support for Gay Rights?” *Policy Studies Journal* Vol. 37 (2009): 669-93.

Research by Juree Capers that advance the literature on diversity or equity include:

- Meier, Kenneth J. and K. Jurée Capers. “Representative Bureaucracy,” in B. Guy Peters and Jon Pierre, *Handbook of Public Administration*. Thousand Oaks, CA: Sage Publications.
- Naff, Katherine and K. Jurée Capers. “The Complexity of Descriptive Representation and Bureaucracy: The Case of South Africa.” Forthcoming in *International Public Management Journal*.

Cathy Liu's research agenda includes a significant focus on immigrants which is demonstrated by the list of her recent research accomplishments:

- Liu, C. Y. and *Edwards, J. (2014) Immigrant Employment through the Great Recession: Individual Characteristics and Metropolitan Contexts. *Social Science Journal*, forthcoming.
- Liu, C. Y., *Miller, J. and Wang, Q. (2014) Ethnic Enterprises and Community Development. *GeoJournal*, forthcoming.
- Zhu, P., Liu, C. Y., and Painter, G. (2014) Does Residence in an Ethnic Community Help Immigrants in a Recession? *Regional Science and Urban Economics*, forthcoming.
- Lewis, G., Liu, C. Y., and *Edwards, J. (2014) The Representation of Immigrants in Federal, State and Local Government Work Forces. *Journal of International Migration and Integration*, forthcoming.
- Liu, C. Y. (2013) Latino Immigration and the Low-skill Urban Labor Market: The Case of Atlanta. *Social Science Quarterly*, 94 (1) 137-151.
- Liu, C. Y. (2012) The Causes and Dynamics of Minority Entrepreneurial Entry. *Journal of Developmental Entrepreneurship*, 17 (1):125003-1-23.
- Liu, C. Y. (2012) Intrametropolitan Opportunity Structure and the Self-employment of Asian and Latino Immigrants. *Economic Development Quarterly*, 26 (2):178-192.

- Liu, C. Y. and Painter, G. (2012) Immigrant Settlement and Employment Suburbanization: Is There a Spatial Mismatch. *Urban Studies*, 49 (5): 979-1002.
- Liu, C. Y. and Painter, G. (2012) Travel Behavior among Latino Immigrants: The Role of Ethnic Concentration and Ethnic Employment. *Journal of Planning Education and Research*, 32 (1): 62-80.
- Liu, C. Y. (2011) Employment Concentration and Job Quality for Low-Skilled Latino Immigrants. *Journal of Urban Affairs*, 33 (2): 117-142 (lead article). (Reprinted in "Immigration, Ethnicity, and the Life of Cities", *Journal of Urban Affairs Virtual Issue*, June 2012.)
- Liu, C. Y. (2009) Ethnic Enclave Residence, Employment, and Commuting of Latino Workers. *Journal of Policy Analysis and Management* 28 (4): 600-625. (Reprinted in "Home Sweet Home: Recent Research in Housing & Community Development Policy", *Journal of Policy Analysis and Management Virtual Issue*, October 2010.)

John Thomas's recent book (*Citizen, Customer, Partner: Engaging the Public in Public Management*) has a strong focus on equity, especially on seeing that historically underrepresented publics are treated more equitably by government.

Katherine Willoughby's new book (*Public Budgeting in Context*) has sections on participatory budgeting and gender budgeting.

Bill Kahnweiler's research on enhancing the professionalization and the positive impact of the human resource field on organizational effectiveness promotes assurances that the organization is attracting, motivating, developing, and retaining a highly diverse (defined multiple ways) work force.

Ann-Margaret Esnard's research focuses on the impact of catastrophic disasters on vulnerable populations, including low income and marginalized populations, the importance of ethnic and diaspora advocacy groups in assisting Haiti earthquake survivors, both in Haiti and those who came to the United States. These topics are addressed in her new book: Esnard and Sapat, *Displaced by Disasters: Recovery and Resilience in a Globalizing World* (Routledge Press: Taylor and Francis).

Bart Hildreth's recent books include discussions of expenditure and tax fairness. *In Budgeting: Politics and Power* (Oxford University Press, first and second editions), Lewis and Hildreth discuss both tax and spending fairness. In the edited ICMA "green book" on local finance (*Management Policies in Local Government Finance*), several chapter authors discuss diversity from a finance perspective. An article in *Public Integrity* (Winter 2011-12) focuses on social equity and the willingness to pay taxes. A research project underway for presentation in Fall 2014 examines the distribution of burdens and benefits in federal, state and local budgets.

Jim Martin has conducted research on the procedure and standard of proof for the determination of intellectual disability for the purposes of exclusion from the death penalty pursuant to *Atkins v. Virginia*. This research has influenced the debate on this issue in the Georgia General Assembly.

SERVICE

In terms of service to the profession that advances diversity issues, Greg Lewis chaired the faculty advisory board of the Public Opinion Project of the Williams Institute at UCLA. In the American Political Science Association, Lewis chaired both the Lesbian, Gay, Bisexual and Transgender Political Science Caucus and the Sexuality and Politics section. He reviews LGBT-related manuscripts for a wide array of political science and sociology journals, plus the Journal of African American Studies, and the Journal for the Scientific Study of Religion, Group Processes & Intergroup Dynamics.

Cathy Liu's professional activities include:

- “Welcoming Cities and Counties: Immigration Policy at the Local Government Level” Race, Ethnicity and Place (REP) VII Conference, Fort Worth, TX, October 2014.
- “Immigrants in Cities”, GSU Cities Initiative and School of Public Health Cities Conversation Series, Atlanta, GA, April 2014.
- “The Causes and Dynamics of Minority Entrepreneurial Entry”, Nonprofit Policy Forum, Georgia State University, April 2013.
- “Immigrants and Ethnic-owned Businesses in Georgia”, Town Hall Forum on “The Economics of an Arizona Law: What would it mean to Georgia”, co-hosted by Asian American Legal Advocacy Center, the Latin American Association and Georgia Association of Latino Elected Officials (GALEO), Atlanta, GA, September 2010.

As AYSPS Dean, Bart Hildreth worked closely with Ambassador Andrew Young on a number of initiatives to extend ties to the diverse Atlanta community.

Bill Kahnweiler served on the AYSPS Faculty Diversity Committee Member, 2009-12.

Ann-Margaret Esnard serves on the Association of Collegiate Schools of Planning Planners of Color Interest Group and serves as a mentor to junior faculty of color.

Jim Martin serves as an Associate Juvenile Court Judge in the Family Drug Court which works with drug-dependent women to achieve sobriety and to allow them to be reunited with their children.

Juree Capers, Ann-Margaret Esnard and Bart Hildreth were members of the department's “Ad hoc Diversity Committee” in 2014.