

**North Carolina State University**  
**School of Public and International Affairs**  
**Department of Public Administration**  
**Diversity Plan & Strategic Initiatives**

**NC State Mission**

*As a research-extensive land-grant university, North Carolina State University is dedicated to excellent teaching, the creation and application of knowledge, and engagement with public and private partners. By uniting our strength in science and technology with a commitment to excellence in a comprehensive range of disciplines, NC State promotes an integrated approach to problem solving that transforms lives and provides leadership for social, economic, and technological development across North Carolina and around the world.*

**NC State Vision**

*NC State University will emerge as a preeminent technological research university recognized around the globe for its innovative education and research addressing the grand challenges of society.*

**NC State Values**

*Consonant with our history, mission, and vision, North Carolina State University affirms these core values:*

- *Integrity—in the pursuit, creation, application, and dissemination of knowledge*
- *Freedom—of thought and expression*
- *Respect—for cultural and intellectual diversity*
- *Responsibility—for individual actions and service to society*
- *Stewardship—in sustaining economic and natural resources*
- *Excellence—in all endeavors*

**Goal 4: Enhance organizational excellence by creating a culture of constant improvement**

*An excellent university is pervasively excellent. The standard of excellence applies to all NC State faculty and staff and to all departments, institutes, centers, and units. But excellence is not a static target. Achieving excellence requires constant attention, self-assessment, inclusion, and the courage to change and adapt.*

*Strategies*

- *Enhance institutional pride among all staff, faculty, and students.*

- *Encourage diversity and inclusion.*
- *Facilitate work/life balance.*
- *Promote collaborations among faculty and staff.*
- *Configure university support services for efficiency and effectiveness.*
- *Align resource allocation with strategic priorities.*
- *Diversify financial resources* (See The Pathway to the Future: NC State’s 2011-2020 Strategic Plan, <http://info.ncsu.edu/strategic-planning/overview/pathway-to-the-future/>).

### **School of Public and International Affairs Diversity Plan**

The School of Public and International Affairs (SPIA) at North Carolina State University recognizes and respects the differences that define each of us as individuals, including gender, color, ethnicity, age, disability, sexual orientation, gender identification, and beliefs. We recognize that a diverse mix of faculty, students, and staff promotes respect for the differences that constitute society. The School is committed to promoting and supporting diversity by providing and encouraging a multiplicity of views and perspectives in our teaching, research, engagement, and all other activities. We will actively recruit members of under-represented groups to apply for admissions into our educational programs and the ranks of our faculty, and will provide reasonable accommodation to students and faculty with disabilities.

Specific program-level activities include making special efforts to identify, recruit, and hire diverse faculty into available tenure track and adjunct teaching positions. These activities entail aggressive advertising of positions in traditional and nontraditional professional outlets, personal communications with public administration faculty at other institutions, and personal outreach to potential candidates who would enhance the diversity profile of our faculty. Where feasible, we will leverage the N.C. State “target of opportunity hire” policy and resources from the Office of the Provost. (Adopted 2006; Revised 2012) <http://www.provost.ncsu.edu/admin-resources/sops/sopTargetofOpportunityHires.php>

### **Department of Public Administration Diversity Plan**

The Department of Public Administration (PA) supports the following program-level strategies and initiatives to expose MPA students and PA faculty to various dimensions of diversity and prepare students to communicate and interact productively with a diverse and changing workforce and citizenry. As a faculty, we recognize the educational benefits of diversity when creating and sustaining an inclusive learning environment. In adopting and pursuing our MPA diversity plan, the PA faculty affirms our commitment to the fundamental value of equity as an integral component of the program’s mission (formerly adopted by the PA faculty summer 2013).

In the Department of Public Administration, the following faculty members are identified as members of the nucleus in our self-study report (SSR): Rajade Berry-James, Thomas Birkland, James Brunet, Richard Clerkin, Charles Coe, Jerrell Coggburn, Dennis Daley, David Garson, Richard Kearney, Branda Nowell,

James Swiss and Mary Tschirhart (all tenure or tenure-track), and Dr. Tracy Appling (a non tenure-track teaching assistant professor and internship director). In the upcoming academic year (2013-14), several transitions will affect our faculty. Mary Tschirhart will have left NCSU to join The Ohio State University faculty. Beginning Fall 2013, Jennifer Kuzma will join our senior faculty through the Chancellor's Faculty Excellence Program, Jeffrey Diebold will join our tenure-track faculty as our policy expert and Seeun Ryu will join our non-tenure track faculty as a postdoctoral scholar of public budgeting.

The diversity plan for the NCSU Department of Public Administration addresses the following NASPAA diversity standards:

**Standard 3.2 Faculty Diversity:** The program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members;

**Standard 4.4 Student Diversity:** The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, and student support services; and

**Standard 5.1 Universal Required Competencies:** To communicate and interact productively with a diverse and changing workforce and citizenry.

### **Diversity Outcomes**

To promote diversity among the PA faculty, students and alumni; to ensure that our graduate students and alumni can effectively engage with a diverse and changing society; and to foster a climate of inclusiveness at North Carolina State University, we are committed to the following curricular and co-curricular strategies to expose students to diverse perspectives:

### **Standard 3 Matching Operations with the Mission: Faculty Performance**

**Goal of Faculty Diversity:** The MPA program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members.

**Faculty Diversity Strategies:** The program will utilize resources available from the Provost to recruit underrepresented faculty, actively participate in Building Future Faculty as a way to identify talent, and participate in campus-sponsored activities that promote cultural competency.

### **Faculty Diversity Outcomes**

**Recruitment:** The Department of Public Administration engages in best practices to recruit tenure-track, non-tenure track and adjunct faculty. As a strategy to promote diversity in the recruitment process, Jade Berry James also serves as a faculty liaison in the Office of Institutional Equity & Diversity at NC State. In this role, she supports "OIED's efforts to foster an inclusive and welcoming campus climate, enhance the university's ability to recruit and retain a diverse faculty and staff, and support ongoing university efforts to increase the cultural competence of NC State students" (See NCSU OIED Faculty Liaisons to the Office for Institutional Equity & Diversity, <http://oied.ncsu.edu/faculty/oied-faculty-liaisons/>). In our self-study year, Dr. Berry-James served as a university recruiter at The Institute on Teaching and Mentoring four-day conference sponsored by The Compact for Faculty Diversity. The Institute is the largest gathering of minority faculty scholars in the country and, by way of invitation, is an ideal place to recruit diverse faculty for available positions at NC State. In addition, we will market

vacant positions in Diverse Issues in Higher Education and in professional networks like the National Forum for Black Public Administrators and the Conference for Minorities in Public Administration.

The department also engages in flexible and opportunistic practices that recruit diverse faculty through the Building Future Faculty (BFF) program, target of opportunity hires, the Chancellor's Faculty Excellence interdisciplinary cluster hiring program, spousal hires as well as scholarly post-doctoral and visiting professor appointments. In our self-study year (SSY), PA faculty met with two BFF participants interested in pursuing an academic career in public administration (see BFF program description, <http://oied.ncsu.edu/faculty/building-future-faculty-program/>). Also, three female faculty members were recruited in support of our faculty diversity recruitment strategies. In fall 2012, Dr. Jennifer Miller was hired as a post-doctoral scholar to support our policy analysis curriculum in the fall 2012 and left the faculty in spring 2013 to accept a tenure track position in California. Dr. Jennifer Kuzma was heavily recruited through the chancellor's Faculty Excellence initiative (see Faculty Excellence program description, <http://provost.ncsu.edu/special-initiatives/chancellors-faculty-excellence/>) and will join NC State as a member of the PA faculty in fall 2013. Seeun Ryu was hired as a postdoctoral scholar in budgeting for 2013-14 (with the possibility of renewal for 2014-15).

**Retention:** The Department of Public Administration participates in university efforts to retain women and under-represented faculty. Faculty retention, satisfaction and engagement are important to NC State. The department chair of public administration utilizes the university counter-offer process to retain key faculty who received offers or are in the process or negotiating employment with another institution.

**Climate of Inclusion:** The department chair accepts the responsibility of creating a climate of inclusion for all members of the faculty. As part of the CHASS Dean's leadership team, Dr. Coggburn regularly attends the leadership retreat at the start of the academic year and implements recruitment and retention strategies throughout the year. The department also actively encourages Assistant Professors to connect with the Office of Faculty Development's Assistant Professors Learning Community, <http://ofd.ncsu.edu/upcoming-events-2/current-events/assistant-professors-learning-community/>.

Senior members of the faculty also accept the responsibility of welcoming new colleagues into the department and help to make the department an inclusive working environment for new faculty. PA faculty participates in the Collaboration on Academic Careers in Higher Education (COACHE) survey to assess the campus climate for faculty at NC State (see <http://upa.ncsu.edu/srvy/empl>). In addition to assessing our climate, several faculty members have participated in the faculty ADVANCE Program for emerging and senior leaders. During the SSY, Dr. Coggburn completed two diversity leadership workshop series, *Leadership for a Diverse Campus* and the *Climate Workshop for Academic Departments* that were offered by the Office for Faculty Development (<http://oied.ncsu.edu/advance/new-diversity-leadership-workshops/>) and in the year before our SSY (SSY-1), Dr. Berry-James completed the workshop series, *Developing Diverse Departments* for women and faculty of color (<http://oied.ncsu.edu/advance/workshops/leadership-development-workshops/>). Dr. Coggburn also completed the *Developing Diverse Departments* workshop series 2010-11.

In the SPIA, female faculty from Public Administration, Political Science, Leadership in Public Sector, and International Studies meet monthly (Wednesdays during the academic year) to discuss leadership

opportunities, scholarly collaboration and to provide social opportunities. The SPIA Women's Group was spearheaded by Dr. Branda Nowell in our SSY-1 and continued throughout the SSY.

While there is no formal mentoring program for faculty, the department considers mentoring key to the success of new and mid-career faculty. Junior faculty are sheltered from the demands of service work and are encouraged to collaborate on scholarly works with senior faculty in the department. Because we recognize that women and under-represented faculty are at-risk of feeling isolated when joining academic departments, senior faculty assist in connecting women and under-represented faculty to diverse faculty in departments outside of SPIA. Dr. Nowell has conducted extensive research with faculty in the Department of Psychology as well as Natural Resources, and Dr. Berry-James has worked with faculty in Communications, Statistics and Social Work through senior faculty introductions.

To foster a climate of inclusiveness, faculty, graduate students and members of their families routinely socialize at off-campus department-sponsored events (e.g., Durham Bulls baseball games, department retirements parties, back to school picnics and holiday parties).

#### **Standard 4 Matching Operations with the Mission: Serving Students**

**Goal of Student Diversity:** The MPA program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, and student support services.

**Student Diversity Strategies:** The MPA program will secure available resources from the Graduate School to support its diversity recruitment efforts; the MPA program will use its dedicated appropriation for student diversity to provide financial assistance to underrepresented students; and the MPA program will work to achieve a reasonable balance between in-service and pre-service students; and the MPA program will target recruitment (ads) to outlets that reach underrepresented students.

#### **Student Diversity Outcomes:**

**Recruitment:** At NCSU, the Graduate School provides recruitment funds to increase graduate student enrollment while maintaining or increasing student quality. To aid in recruitment of new graduate students, funded projects include campus visitation program/recruitment weekends, travel to recruitment fairs/conferences, and development of recruitment displays/materials. Each year, the Department of Public Administration competes for this dedicated pool of recruitment dollars from the Graduate School. While up to \$2,000 may be requested from the Graduate School, the department receives the required match from the CHASS Office of the Dean.

Since 2008, the SPIA has focused on three overarching goals: (1) Growth; (2) Enhanced reputation and visibility for SPIA and its academic programs; and (3) Alumni and donor development. The Department of Public Administration is one of two academic departments housed in SPIA. We have aligned ourselves with university priorities, CHASS initiatives and SPIA goals.

Our graduate recruitment strategies have been focused on growing graduate student enrollment and simultaneously improving student quality. Our previously funded initiatives focused on enhancing our student recruitment efforts by highlighting faculty research, showcasing student interests and expanding our partnerships among regional affiliates. Our MPA program struggles to balance the

applicant pool with in-service graduate students who have worked in federal, state or local government. Each year, our priorities differ based on the year's previous yield from our recruitment efforts.

We are committed to using the best recruitment strategy possible to attract highly-qualified graduate students into our MPA program, using one of two recruitment strategies: (1) by increasing PA's visibility so that more students know about our graduate degree programs; and (2) by recruiting high performing students who are committed to public service values.

In the past year we significantly increased our MPA enrollment by 77%, up from 22 in Fall 2011 to 39 (Fall 2012). Given the results of our recruitment efforts, we pursued the following outreach efforts for in-service (practitioner) MPA applicants:

- Career Sites with regional and local public and nonprofit agencies;
- Recruitment Fairs at colleges and universities that have historically graduated our best applicants;
- Specialized Marketing with ads strategically placed in program booklets and conference materials in nonprofit organizations that provide scholarships to students of color; and
- Identifying new talent pools among public service employees who work in federal, state and local governmental agencies, among employees who work at public colleges and universities, and among private sector employees who bridge the public/private/not-for-profit organizations.

Our recruitment efforts to improve our graduate program's visibility are closely connected to our admission practices that focus on increasing the number of in-service and underrepresented minority students enrolling in our MPA program. To do this, we recruited at national (APPAM, ASPA, COMPA, etc.) and regional (SECOPA, NECOPA, Social Equity Leadership Conference, etc.) conferences and career fairs and state agencies. In addition, we advertise our program in conference booklets and community events that are supported by under-represented groups (e.g., historically black colleges and universities as well as historically black fraternities and sororities like Alpha Kappa Alpha, Delta Sigma Theta, Alpha Phi Alpha, Omega Psi Phi, and 100 Black Men).

**Admission Practices:** As a graduate-only department in the college, we rely on university funding and one-time dollars to recruit and enroll graduate students; however, due to obvious funding limitations, we can guarantee graduate assistantships for only a few of the best and brightest students through the university's GSSP program (tuition benefits, health care benefits and an annual stipend of \$8000). In SSR-1 and SSR, we prioritized graduate assistants based on merit, giving special consideration to our diversity goals. In SSR-1 (AY 2011-12), we provided five (5) assistantships, all of which were awarded to females, with one of them awarded to an underrepresented student. In SSR (AY 2012-13), we provided five (5) graduate assistantships to MPA students. Of the 5 assistantships, 4 were awarded to females, and 2 of those awards went to underrepresented students.

Each semester, the department provides tuition support to all of the under-represented MPA students who enroll in at least 3 credits. This diversity award comes from an account that is earmarked to help diversify North Carolina state and local governments and is applied directly to the tuition bills of enrolled students. In Fall 2012, five (5) full time students each received \$1000, and six (6) part-time students each received \$500; in Spring 2013, five (5) full-time students each received \$1500, and five (5) part-time students each received \$500.

In our self-study year, we had 39 MPA students who enrolled in fall 2012, but we were able to offer only three of them GSSP funding. Of the 39 MPA students, 11 were in-service students and 4 were underrepresented minorities. We advertised our graduate programs in the following events to expand our recruitment reach to underrepresented groups: Social Equity Leadership Conference (June 2013), Alpha Kappa Alpha Sorority Pearls with a Purpose Fundraising Event (October 2012), and Conference of Minorities in Public Administration (February 2013). We also attended a recruitment fair at UNC – Pembroke, specifically to recruit Native American students and other underrepresented minorities into the MPA program. We updated our program recruitment brochure in June 2013 to include pictures of underrepresented students and to showcase prominent black and female alumni from our program. To increase our program awareness in the public and nonprofit sector, we mailed new program brochures to all state agencies and nonprofit organizations listed in the greater Raleigh telephone directory. In addition, faculty and program staff disseminated program brochures at the following conferences and diversity events: National Association for Public Affairs and Administration Annual Conference (Oct 2012), Fall Visit NC State (October 2012), City of Knightdale (December 2012), Spring Visit NC State (February 2013), North Carolina A&T Recruitment Fair (April 2013), North Carolina Central University Recruitment Fair (April 2013), NC State Auditor's Staff Appreciation Event (June 2013).

**Student Support Services:** Faculty in the department participate in the Lavender Graduation exercises, a cultural celebration that recognizes GLBT students and acknowledges their achievements and contributions to the university. In addition, faculty in the department provide research support for students to work on projects that foster and improve the climate of inclusion in the department. For example, this past year, four MPA students worked on developing a social equity knowledge base hosted on OIED's website at NC State and five MPA students worked on hosting the social equity leadership conference, held June 5 - 7, 2013. We will also utilize the student and faculty diversity resources offered through the CHASS Dean's Office as it relates to student support service and faculty/staff engagement. These efforts are led by Joseph Johnson, Student Diversity Coordinator (established Spring 2012) and Dr. Juliana Nfah-Abbenyi, Director of Diversity Programs & Faculty/Staff Diversity (established Spring 2013).

### **Standard 5 Matching Operations with the Mission: Student Learning**

**Student Learning Goal:** The MPA program will prepare students to communicate and interact productively with a diverse and changing workforce and citizenry.

**Student Learning Strategy:** Faculty in the MPA program may choose to include diverse perspectives through course content, faculty engagement, or service learning opportunities.

**Student Learning Outcomes:** MPA students are exposed to diversity through the MPA curriculum. In addition, several of our faculty engage in service-related activities that cut across academic disciplines to enhance graduate student exposure to diverse perspectives. Below are a few examples from our SSY:

- Richard Clerkin is the director of the nonprofit certificate program and the advisor for the Graduate Association in Public Administration (GAPA). In his advisory role Dr. Clerkin worked with graduate students in public administration and international studies to secure a US Institute of Peace grant. The grant funded a student-led conference, "Inter-Americas Peacebuilding", on March 14, 2013, where local nonprofit leaders and governance experts

discussed national and global perspectives on peacebuilding efforts in Latin America and in the local region.

- Just this past year, Dr. Berry-James co-hosted the 12th Annual Social Equity Leadership Conference, where more than a dozen graduate students presented papers and/or worked as members of the conference planning committee. Specifically, six MPA students (Toy Beeninga, Amina Shah, Susie Camilleri, Hayden Dawes, Teresa Young, Melanie Reister) worked with Dr. Berry-James to develop the NC State OIED Social Equity Knowledge Base which includes hundreds of research articles on social equity (see <http://oied.ncsu.edu/selc>). The primary goal of the Knowledge Base is to examine causal networks that influence the values, interests, motivations and positions of key actors that implement public policies. To date, more than 1,100 people have viewed the social equity resources on the Knowledge Base.

In their course of study, graduate students have had an opportunity to take PA 598 Cultural Competence in the Public sector. This course has been offered once a year in the past two years and will be offered again in Fall 2013. PA 598 provides students with a basic understanding of standards for culturally and linguistically appropriate programs and services. It was designed to help students utilize culturally competent decision-making in the public and nonprofit sectors and relies on problem-based learning to support effective and appropriate cultural interaction. Utilizing case studies, problem-based simulations and online lectures, the course emphasizes the practical applications of cultural competence. In addition, through service learning, students conduct an organizational assessment to examine how cultural competence affects organizational domains in the public and nonprofit sectors (i.e., organizational values, governance, planning and monitoring, communication, staff development, organizational infrastructure, and services/interventions).

In several of the MPA elective courses, faculty invite guest lecturers to present diverse perspectives from the public and nonprofit communities. Our guest lecturers are often long-standing members of Raleigh, Cary and Durham public sectors. Below is a partial list of the guests who lectured in our core or elective courses on diversity topics:

- Marvin Connelly, Ed.D., is the Assistant Superintendent of Student Support Services in the Wake County Public School System (WCPSS). In PA 515, he guest lectured on *The Wake County Student Assignment Plan* (Fall 2012) and on *Implementation of the McKinney Vento Homeless Education Assistance Act in Wake County* (Spring 2013).
- KL Thigpen MSW was the project manager of a pilot program, PLM Families Coordinated Intake Center for women and families experiencing homelessness. As part of a research service learning initiative in PA 515 (Fall 2012 and Spring 2013), Ms. Thigpen guest lectured on the challenges of assessing safety risks and barriers to shelter and housing.

An Equal Opportunity/Affirmative Action Employer

Thursday, August 8, 2013

Dear Dr. RaJade Berry-James,

I have reviewed the Diversity Plan & Strategic Initiatives for the School of Public and International Affairs and Department of Public Administration. The plan supports the university's strategic plan to promote diversity and inclusion. In addition, it demonstrates the Department of Public Administrations commitment to fostering an inclusive, accessible, and diverse intellectual and cultural campus experience related to the mission of North Carolina State University (NC State).

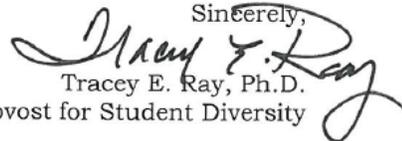
It aligns with the university's mission as it relates to diversity. That includes facilitating efforts to ensure equity and opportunity, increasing awareness of diversity issues through education, strengthening relationships across diverse groups, and promoting cultural competence development, thereby fostering a welcoming and respectful campus.

In addition, the plan supports the vision and goals to foster an inclusive campus community of students, faculty, and staff who value and inspire personal, academic, and professional excellence through

- Cultivating a community in which individuals demonstrate respect toward one another.
- Facilitating campus efforts to increase participation, retention, and success of students, faculty, and staff from historically underrepresented groups.
- Ensuring that NC State is an equitable and inclusive environment, one that is free from prohibited discrimination and harassment.
- Providing effective awareness and enrichment programming to the NC State community.

If you should have any questions or I can be of further assistance in this process, do not hesitate to contact me at (919) 515-9243.

Sincerely,



Tracey E. Ray, Ph.D.

Assistant Vice Provost for Student Diversity