

Writing a Diversity Plan Worksheet

Program/Curriculum	
School Mission, Values	
Department Mission, Values, Diversity Statement	
Program goals and objectives	
Develop and ID resources to implement D&I strategies	
Climate survey to understand the impact of targeted actions	
Identify D&I across curriculum	
Identify D&I within courses	
Strategies and resources to recruit diverse guest speakers, presenters	
Measures & Tracking	
Program Evaluation/Closing the Loop	
Faculty	
Targeted sources for recruiting faculty from diverse backgrounds	
Support structure for faculty (Retention)	
Training & Development	

Measures & Tracking	
Evaluation/Closing the Loop	
Students	
Strategies and resources to recruit/retain students from diverse backgrounds	
Evaluate equitable retention/completion rates	
Measures & Tracking	
Evaluation/Closing the Loop	

Metrics to consider:

- Strategies to engage diverse groups
- Timeline and locus of responsibility
- Comprehensive student enrollment data
- Faculty and staff diversity reporting

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Writing a Diversity Plan: A workshop on crafting a thoughtful, measureable, and effective plan

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Poll

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NASPAA Accreditation Standards

- Standard 1 - Managing the Program Strategically
- Standard 2 - Matching Governance with the Mission
- Standard 3 - Matching Operations with the Mission: Faculty Performance
- Standard 4 - Matching Operations with the Mission: Serving Students
- Standard 5 - Matching Operations with the Mission: Student Learning (5 universal competencies)

Diversity & Inclusion

The concept of diversity encompasses **acceptance** and **respect**. It means **understanding** that each individual is unique, and **recognizing** our individual **differences**.

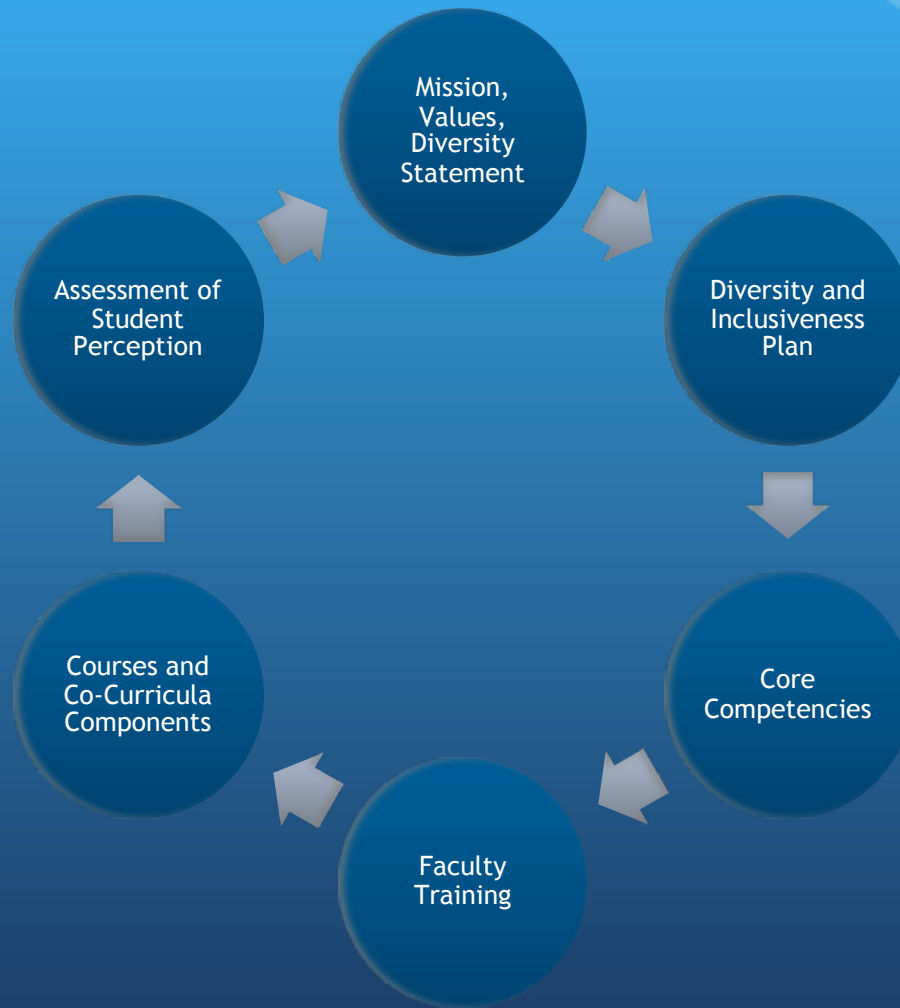
These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a **safe, positive, and nurturing environment**.

It is about understanding each other and **moving beyond simple tolerance** to **embracing** and **celebrating** the rich dimensions of **diversity** contained within each individual.

Linking diversity to program objectives

- What are the objectives of your program?
- Does your mission statement articulate the importance of diversity in meeting student and programmatic needs for quality education?
- When students graduate from your program, what types of knowledge, skills, and behaviors will students have related to diversity, inclusion, and cultural competence?
- Is there a mechanism to evaluate the effectiveness of strategies designed to promote diversity, inclusions, and cultural competence?

A Culturally Competent Program



Diversity Plan Components

- Clear and explicit goals and objectives
- Timeline and locus of responsibility
- Comprehensive student enrollment data
- Faculty and staff diversity reporting
- Targeted sources for recruiting faculty from diverse backgrounds
- Support structure for faculty and staff to receive training
- Strategies and resources to recruit diverse guest speakers, presenters, and other personnel
- Strategies to engage diverse groups
- Climate survey to understand the impact of targeted actions
- Development of feeder programs and pipelines to recruit students from diverse backgrounds
- Resources dedicated to implement identified strategies



Standard 3

Matching Operations with the Mission: Faculty Performance

Faculty Performance - NASPAA

- The program's faculty members will be academically or professionally qualified to pursue the program's mission.
- The program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members.
- Program faculty will produce scholarship and engage in professional and community service activities outside the university appropriate to the program's mission, state of their careers, and the expectations of the university.

Faculty Diversity: Representation



- Recruitment
 - Those at the front of the classroom play an important role in exposing students to various ideas, methodologies, perspectives, and experiences.
 - Develop and invest in targeted strategies and identify sources for recruiting diverse faculty.

Faculty Diversity: Representation

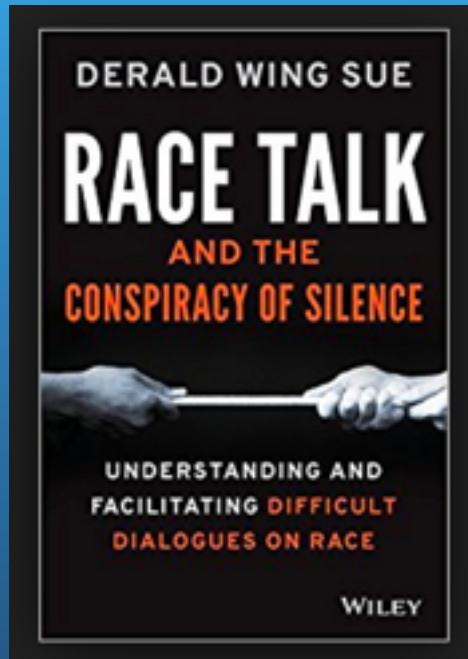
- Retention
 - Identify diverse tenured faculty to mentor junior faculty of the same race/ethnicity
 - Invite diverse faculty from other schools and departments to events and activities
 - Acknowledge & be responsive to different experiences of underrepresented faculty in the academy



Faculty Training & Development

- Develop a mechanism for faculty members to participate in the diversity and inclusiveness planning process
- Host workshops around topics of diversity and cultural competence
- Sponsor annual diversity trainings to support the development of multicultural approaches to existing courses
- Partner with other programs or submit funding proposals that cover the cost of diversity and cultural competency trainings
- Value the research conducted and service performed by faculty of color
- Cultural competence assessments

Faculty Diversity: Training & Development



- Identify resources to aid in the facilitation of difficult dialogues
- See Handout

Faculty Diversity: Overcoming Challenges

- Get buy-in from senior administrators and faculty
 - Issues of diversity and cultural competence should not be solely an issue of concern for underrepresented faculty
 - Exposure to diversity and cultural competence for peers and students should not be the responsibility of only underrepresented faculty
- Contribute to the research and scholarly efforts to raise awareness of cultural competency
- Advocate for the development of specialized courses in diversity, cultural competency, and social equity

Discussion

- Does your program invest in professional development opportunities to ensure faculty are capable of facilitating discussions, creating assignments, and fostering a learning environment supportive of diversity, inclusion, and cultural competence?



Standard 4
Matching Operations with the
Mission: Serving Students

Standard 4: Serving Students

- Before a student even enters a classroom, Standard 4 ensures that programs match their recruitment and admissions processes to their mission.
- The recruitment and service processes should be transparent, accountable, ethical, equitable, diverse, and participatory. A program should encourage diversity in its student body to help prepare students for the workplace of the 21st Century (NASPAA Standards)

Does your mission reflect a commitment to student diversity?

- “Prepare a diverse cadre of leaders for graduate study and careers in the public service arena” (Syracuse University)
- “Respect—for cultural and intellectual diversity” (NC State)
- “The Humphrey School of Public Affairs inspires, educates, and supports innovative leaders to advance the common good in a diverse world.” (University of Minnesota)

Recruitment & Admissions

- Analysis of current enrollment data to understand trends and focus on areas of improvement related to recruiting diverse students
- Recruitment plan to include diverse institutions (HSI/HBCU)
- Analysis of admissions data to examine equitable admissions practices
- Evaluation of program cost compared to student demographics; availability of financial aid; strategic fundraising to support completion of low-SES students

Student Retention

- Comprehensive retention analysis to identify unequitable outcomes
- Expectations for learning in a diverse setting (classroom etiquette, cultural competence training at orientation)
- Proactive student services support
 - Mentoring, Coaching, Advising
- Student groups focused on diversity/inclusion
- Faculty support
 - Ensure faculty representation matches student representation
 - Faculty training in diversity/cultural competence
- Climate survey
 - Understand students' perceptions of program and organizational culture/climate

Preparation for working in a diverse world

- Issues of diversity/cultural competence infused throughout the curriculum
- Intentional team-based learning; role playing; case studies
- Programming that exposes student to diverse perspectives and thoughts
- Service-learning opportunities; internships

**Standard 5 - Matching
Operations with the
Mission: Student Learning
(5 universal competencies)**

Student Learning - NASPAA

- Required competencies will include five domains: the ability
 - To lead and manage in public governance;
 - To participate in and contribute to the policy process;
 - To analyze, synthesize, think critically, solve problems and make decisions;
 - To articulate and supply a public service perspective; and
 - To communicate and interact productively with a diverse and changing workforce and citizenry.

Student Learning - NASPAA

- The program will identify core competencies in other domains that are necessary and appropriate to implement its mission.
- The program will define its objectives and competencies for optional concentrations and specializations.
- The program will ensure that students learn to apply their education, such as through experiential exercises and interactions with practitioners across the broad range of public affairs, administration, and policy professions and sectors.

Skills for Public Service Professionals

- Describe the concept of diversity as it relates to individuals and populations
- Incorporate strategies for interacting with persons from diverse backgrounds
- Recognize the ways diversity influences policies, programs, and services
- Facilitate communication among individuals, groups, and organizations
- Convey data and information to professionals and the public using a variety of approaches
- Develop new and/or evaluate existing social equity indicators, tools, and measurement scales

Diversity & Inclusion in the Curriculum

Across the Curriculum

- Ensure that issues of equity, inclusion, diversity and cultural competence (among others) are included in all courses throughout your program
 - Introductory
 - Budgeting
 - Research Methods/Statistics
 - Policy
 - Organizational Theory
 - Human Resources
 - Elective Courses
 - Capstone/Qualifying Exams
 - All others

Throughout the Course

- Course Syllabus
 - Learning Outcomes
 - Diversity and Inclusion Statement
- Readings
- Clips/Documentaries
- Written Assignments
- Case Studies
- Guest Speakers
- Other areas of your course...

Course Syllabus

Diversity and Inclusion Statement

The Department of Public and Non Profit Administration's academic mission is immeasurably enriched by students with diverse experiences. Our finest efforts as intellectual beings heavily rely on the exchange of ideas. Interactions in our classrooms amongst persons and groups with diverse backgrounds, ideologies, and experiences facilitate these efforts by allowing us all to be more reflective about the varied historical and social contexts in which we work and learn. For faculty and students to continue being leaders in public administration, we must ensure that we consider the diversity of all who comprise our communities and foster a climate in which those diverse influences are respected and valued.

In this course, we will challenge each other's thinking while working collaboratively to ensure that the classroom is a space of safety and bravery. **Our classroom offers an environment where individuals of varying opinions, experiences, and backgrounds are able to be free to learn without fear of being silenced.** Evidence of these efforts will manifest in readings, lectures/class discussion, seminars, and group projects. Aspects of diversity include, but are not limited to, race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, religion, age, ability, and veteran status.

Students who would like to be identified in a manner other than what is indicated on the course roster can contact me privately via phone, email, web conference (Skype, Facetime, Google Hangout) or face-to-face meeting to indicate name, pronoun and any other preferences they may have.

Course Readings

- Recognize historical PA voices are not diverse
 - Overwhelmingly white and male
 - Void of historical/social context
- Supplement theories/voices with diverse perspectives
- Diverse scholars in and outside of public administration

Video Clips/Documentaries

- Use documentaries that offer diverse and inclusive perspectives
 - Organizational Theory and Change
 - Documentary in Peru - managing conflict
- Use Ted Talks to explore topics
 - Variety of topics/alternative perspectives
 - Diversity of speakers

Written Assignments

- Assignments can include:
 - In what ways does X impact (in)equity?
 - How has cultural competence (or a lack of) shaped your topic?
 - What intercultural misunderstandings or miscommunications have contributed to the problem?
 - How are culturally-based social values connected?
 - What are the impacts of culturally-based value conflicts?
 - What strategies can strengthen social equity?

Activities

- Provide opportunities for targeted internships/service learning projects that expose students to diverse organizations and constituents
- Explore study abroad or exchange programs with programs from across the country and around the world
- Create diverse feeder programs to allow students exposure to a broad range of cultures and backgrounds
- Support teaching and training around diversity and cultural competency
- Invite guest speakers from underrepresented backgrounds
- Use case studies focused on diverse environments/topics

Discussion

Do diversity and inclusion topics appear across the curriculum or only in specific courses? If so, where are they? If not, where can they be incorporated?

Are these topics only taught by specific professors? If so, how can you share the responsibility to all faculty?

How can your program strengthen the presence of diversity and inclusion in the curriculum?

Is your program intentional about how diversity and cultural competence is integrated into existing programs?

Measuring and Evaluating

Lessons Learned

Discussion

- What will you take back to your school, department, program?
- What will you immediately implement upon returning to campus?
- Are there areas related to D&I plans that you would like to learn more about? Need additional assistance with?

THANK YOU!!!

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