

DIVERSITY, EQUITY, *and* INCLUSION

in Public Affairs Graduate Programs

School of Public and
Environmental Affairs
1315 E. Tenth Street
Bloomington, Indiana

“A REAL LEADER
HUNGERS
FOR THE RESPONSIBILITY
OF MAKING A
DIFFERENCE.”
- PAUL H. O'NEILL



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INTRODUCTION

This report is the product of a Capstone course within Indiana University's School of Public and Environmental Affairs (SPEA) Master of Public Affairs (MPA) programs, one of the programs accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). Capstone courses represent the culmination of a graduate course of study in many NASPAA accredited MPA programs. The courses provide students with the opportunity to apply the knowledge and skills they have gained during their course of study to a professional project. Client organizations assess and critique students' work to help familiarize them with the post-graduation work environment.

For this Capstone project, our team worked to develop a research-based document for use by NASPAA and the Public Policy and International Affairs program (PPIA).

THE NETWORK OF SCHOOLS OF PUBLIC POLICY, PUBLIC AFFAIRS, AND PUBLIC ADMINISTRATION (NASPAA)

The Network of Schools of Public Policy, Affairs, and Administration (NASPAA) has a mission to "ensure excellence in education and training for public service and to promote the ideal of public service" ("About NASPAA," n.d. NASPAA is the international accreditor of graduate education programs in public affairs or public administration (MPA), public policy (MPP), and public and nonprofit

management. NASPAA has over 300 member programs throughout the United States and 14 other countries. NASPAA members are academic institutions that may seek NASPAA accreditation for their qualifying master's programs. Receiving accreditation through NASPAA is a deliberate process of several phases that includes an accreditation institute, an eligibility application and fee, and standards-based approval by the NASPAA Commission on Peer Review and Accreditation (COPRA). Approval for accreditation is also preceded by submission of a self-study report and a site visit. These phases serve to ensure that NASPAA accredited programs provide high-quality degrees.

NASPAA's additional capacities include: producing the *Journal of Public Affairs Education* to promote issues within public affairs education; hosting a student simulation competition; and hosting annual conferences to promote public service education and training. Additional information about NASPAA can be found on the organization's website ("An Overview of NASPAA," n.d.).

THE PUBLIC POLICY AND INTERNATIONAL AFFAIRS PROGRAM (PPIA)

The Public Policy and International Affairs program (PPIA) is a nonprofit organization whose mission is "to promote the inclusion and full participation of underrepresented groups in public service and to advance

their leadership roles throughout civic institutions serving domestic and international affairs” (“PPIA Statement of Purpose,” n.d.). For over thirty years, PPIA has been working toward increasing diversity in public service because it believes “our society is best served by public managers, policy makers, and community leaders who represent diverse backgrounds and perspectives.” PPIA’s mission is congruent with NASPAA goals and NASPAA serves as a PPIA sponsor. Many NASPAA member programs are also dues-paying members of PPIA.

Many NASPAA members partner with PPIA to deliver services to underrepresented students. PPIA provides services to underrepresented students through fellowship programs, consortiums, and outreach to ensure that these students are equipped with resources and experience to enter the public policy field and confront diversity issues. Students who participate in PPIA go on to professions that advocate for diversity, equity, and inclusion initiatives in various sectors of society. NASPAA values partnerships between member programs and PPIA as it is one way for programs to demonstrate their commitment to diversity, equity, and inclusion. Additional information about PPIA can be found on the organization’s website (“PPIA Statement of Purpose,” n.d.).

This report will be used to advance PPIA’s mission and vision in graduate education through its partnership with NASPAA. PPIA

provided direct assistance in our background research and review of literature.

REPORT STRUCTURE

NASPAA and PPIA identified measures and standards for promoting diversity, equity, inclusion, and cultural competency in NASPAA accredited graduate programs. Our aim is to link data from accredited programs regarding diversity, equity, inclusion, and cultural competency strategies in practice to NASPAA standards and to identify recommendations for improving diversity, equity, and inclusion among all member programs. To achieve this goal, we created and implemented a survey and used existing NASPAA data to evaluate graduate programs based on their ability to fulfill four designated outcomes: (1) engagement with community members and community-based organizations; (2) programming and curricula that promote the values of diversity, equity, inclusion, and cultural competency; (3) cultivation of a climate of inclusiveness; and (4) reduced attrition among traditionally underrepresented graduate students.

This report provides background information about NASPAA and its promotion of the four outcomes mentioned above; a review of relevant literature and other important information about diversity, equity, and inclusion; an explanation of the methodology used throughout the survey process; a presentation of the final survey data and

relevant NASPAA data; data analysis and discussion; and a series of recommendations from select NASPAA accredited programs to successfully promote diversity, equity, and inclusion in their degree programs.

DEFINITIONS

The following are definitions of relevant terms:

COPRA: *The Commission on Peer Review and Accreditation* is NASPAA's specialized accreditation body for master's programs in public administration, public affairs, and public policy ("COPRA - Commission on Peer Review and Accreditation," 2017). To obtain NASPAA accreditation, programs must undergo a rigorous peer review process ("About NASPAA Accreditation," 2017).

Cultural Competency: *Cultural competency* is a standard applied to students graduating from NASPAA accredited programs. "Culturally competent" students have the ability to apply their knowledge, understanding, and problem-solving abilities in new or unfamiliar environments, and within broader or multidisciplinary contexts related to public affairs, administration, and policy ("Standard 5 Matching Operations with the Mission: Student Learning," 2009).

Diversity and Inclusion: For the purposes of this document, we employ the definition for *diversity and inclusion* established by Gaynor et al. (2017). *Diversity and inclusion* in this context refers to the promotion of norms of acceptance and respect regarding personal characteristics including race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical disability, religious beliefs, political beliefs,

or ideologies (Gaynor, Alkadry, Blessett, & Cram, 2017).

Student Services: *Student services* refer to student advising on topics including financial aid, program completion, and career pursuits ("Standard 4: Matching Operations - Serving Students," 2017).

Underrepresented Students: *Underrepresented students* are students who (1) are first-generation university students, (2) come from low-income backgrounds, and/or (3) are a part of historically underrepresented minority groups.

BACKGROUND

This section details NASPAA's set of suggested standards, or "outcomes," to assess the progress of NASPAA accredited programs in enhancing diversity, equity, and inclusion. NASPAA identified these outcomes in partnership with the Capstone faculty advisor. The outcomes are as follows: (1) engagement with community members and community-based organizations; (2) programming and curricula that promote the values of diversity, equity, inclusion, and cultural competency; (3) cultivation of a climate of inclusiveness; and (4) reduced attrition among traditionally underrepresented graduate students.

NASPAA's existing resources on these topics shaped our explanations of each outcome. The existing resources include: one-pagers on NASPAA's four areas of focus, including student diversity resources, faculty, curriculum, and climate; COPRA's recommended resource documents; and COPRA-identified practices for accredited programs to meet NASPAA standards.¹ We include examples of practices for achieving each outcome with the outcome explanations to illustrate

the intent of each outcome. These lists of practices are supplementary and introductory, not exhaustive.

OUTCOMES

Outcome 1: Engagement with community members and community-based organizations.

Definition: Member programs cultivate relationships with community members and organizations to produce a benefit to both internal stakeholders and the external community.

NASPAA does not provide a definition for "community engagement" in its program documents. We derived the above definition based on our synthesis of relevant information in ten COPRA-promulgated NASPAA accredited program diversity plans.² The information in the diversity plans also led us to a 2015 study on community engagement and higher education institutions from W.J. Jacob, S.E. Sutin, J.C. Weidman, and J.I. Yeager in the Pittsburgh Studies in Comparative and International Education, which we used to further explicate this outcome. According to Jacob et al.: "community engagement in

¹ With each cohort review, COPRA seeks to identify good or emerging examples of how programs have approached pieces of the accreditation process. COPRA does not recommend one program's work over another, as the needs and contexts of programs vary, but commends these schools for their public spiritedness in sharing them. Each document represents one way a program has discussed its conformance with the 2009 Standards, however the inclusion does not constitute an endorsement by COPRA.

² The diversity plans are available on NASPAA's website:
<https://accreditation.naspaa.org/resources/peer-examples/>

higher education [consists of] sustainable networks, partnerships, communication media, and activities between Higher Educational Institutions and communities at local, national, regional, and international levels. Engagement activities between communities and higher education may be formal or informal."

Within Jacob et al's community engagement definition, we elaborate on the definition of "sustainable networks" to indicate the creation of long-term partnerships with a range of organizations and institutions. Further, the partnering organizations should range in structure and mission and expose students to community members of differing characteristics including race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical disability, religious beliefs, political beliefs, or ideologies.³

The objective of community partnerships is to promote opportunities for students to participate in a wide range of collaborations, and ultimately contribute to the success and skill development of students, as well as to the success of the accompanying program and external organizations.

Further, based on our distillation of NASPAA's accredited program diversity plans that included a definition of community engagement, "community

engagement" also extends to the use of member program resources to provide direct benefits to the external community and external organization partners.

Based on the member program diversity plans identified by COPRA, we identify the following practices to achieve the community engagement outcome:⁴

- Create or sustain formal and informal relationships with policy, advocacy, and service organizations that focus on diverse populations to engage students with organization staff, members, and constituents in policy discussions, research efforts, or classroom instruction (NASPAA Accreditation Institute, 2015).
- Identify and highlight expertise in the external community. For example, a program may invite diverse speakers into their classrooms from outside organizations (Georgia State University, 2014).
- Create formal and informal relationships with diverse local, state, national, and international leaders to facilitate the exchange of learning opportunities for program faculty, staff, and students (Hubert H. Humphrey School of Public Affairs, 2012).
- Use minority and women-owned businesses when outside

³ See the "diversity and inclusion" definition in the Definitions section.

⁴ There are no COPRA resources on community engagement.

contractors are necessary to execute program-sponsored events (Hubert H. Humphrey School of Public Affairs, 2012).

- Create service-learning opportunities in diverse communities for program faculty, staff, and students (Hubert H. Humphrey School of Public Affairs, 2012).
- Support accessibility of diverse community groups by providing meeting spaces and subsidizing costs for renting meeting spaces (Hubert H. Humphrey School of Public Affairs, 2012).
- Reward faculty service within the program and in external organizations that advance public policies affecting disadvantaged and under-served populations (NASPAA Accreditation Institute, 2015).

Outcome 2: Programming and curricula that promote the values of diversity, equity, inclusion, and cultural competency.

Definition: Member programs incorporate a focus on diversity, equity, inclusion, and cultural competency into programming and course curricula and materials.

We derived this definition from NASPAA's "Curriculum Diversity Resources."⁵ We also developed accompanying definitions for "programming" and "curricula" from

NASPAA documents in order to further elaborate on the outcome definition. The "Curriculum Diversity Resources" document led us to NASPAA's "Curriculum Resources," which includes recommendations for how member programs may foster a climate of inclusiveness.⁶ We used these recommendations to craft "programming" and "curricula" definitions.

"Programming" refers to program-sponsored events, initiatives, group activities, organized discussions, student clubs, and associations. Facilitating programming that features diversity, equity, and inclusion conversations, norms, and values provides students with knowledge, attitudes, and skills necessary to succeed in a diverse society ("Curriculum Resources," 2017). Moreover, NASPAA expects programs to consider climate, mission, and context when incorporating a focus on diversity, equity, inclusion, and cultural competency into programming ("Curriculum Diversity Resources," 2017). This stipulation corresponds to NASPAA's fifth accreditation standard, which addresses student learning and competency. Within this standard, NASPAA states programs should "implement and be accountable for delivering its distinctive, public service mission through the course of study and learning outcomes it expects its graduates

⁵ Found at <https://accreditation.naspaa.org/resources/diversity-resources/curriculum-2/>.

⁶ Found <https://naspaaccreditation.files.wordpress.com/2017/12/curriculum-strategies.pdf>

to obtain” (Standard Five, Matching Operations - Student Learning 2013).

“Curricula” refers to all courses and coursework offered in a program (“Curriculum Resources,” 2017).

Furthermore, NASPAA recommends that special consideration should be given to course content, classroom behavior, and student biases, backgrounds, and skills when incorporating a focus on diversity, equity, inclusion, and cultural competency into course curricula and materials (“Curriculum Diversity Resources,” 2017). Coursework that incorporates diversity, equity, and inclusion highlights diverse authors, opposing viewpoints, and points of contention regarding course topics. These practices contribute to an inclusive classroom environment that encourages students’ cultural competency by challenging students’ prior biases, allowing students to have a more comprehensive understanding of course topics, and providing representation for students of different backgrounds and viewpoints. Cultivating an inclusive learning environment also entails recognizing and addressing student issues, biases, and backgrounds as they contribute to student perspectives on course topics.

NASPAA’s “Curriculum Resources” document identifies the following practices as possible approaches for creating programming and curricula that promote the values of diversity, equity, inclusion and cultural competency (“Curriculum Resources,” 2017):

- Invite speakers that highlight multiple world views and underrepresented groups.
- Utilize texts, videos, and case studies in course materials that focus on issues of diversity.
- Develop formal opportunities for students to assess a course’s ability to create an inclusive environment (for example, via end-of-year course evaluations, surveys, or forums).
- Provide resources and support for faculty to recognize students’ prior biases and individual backgrounds, and to formulate a plan to address these perspectives in the classroom.
- Require an explicit diversity statement in all course syllabi.

Outcome 3: Cultivation of a climate of inclusiveness.

Definition: Member programs bring together program stakeholders—including students, faculty, alumni, and employers—to develop, integrate, and implement initiatives that promote learning in a safe, positive, and nurturing environment. Program environments should promote values of diversity, equity, and inclusion.

NASPAA does not provide an explicit definition of “climate of inclusiveness.” We constructed the above definition using NASPAA’s “Creating an Inclusive Climate Resources” document, which includes recommendations for how member programs may engage in inclusiveness and outreach (“Creating an Inclusive Climate Resources,” 2017). We used the

components of these recommendations addressing inclusiveness to craft the “climate of inclusiveness” definition.

NASPAA emphasizes the importance of actively engaging with stakeholders as part of the process of cultivating a climate of inclusiveness. Collaboration with stakeholders allows programs to engage with program challenges and concerns, including the creation of an inclusive climate (“Creating an Inclusive Climate Resources,” 2017).

NASPAA identifies the following practices as possible approaches for achieving this outcome (“Creating an Inclusive Climate Resources,” 2017):

- Articulate the program’s commitment to diversity by issuing statements of support, purpose, and action.
- Conduct workshops on diversity and inclusion or host cultural events for students, faculty, and staff.
- Populate the program website and marketing materials with stories, comments, and images of student experiences with diversity, and how the opportunity to study with people from different cultural and ethnic backgrounds can contribute to cultural competencies.
- Partner with other university offices to conduct a climate assessment of the program.
- Establish measures that evaluate the program’s progress toward diversity, inclusion, and cultural and linguistic competence and establish accountability measures for tracking data on diversity efforts.
- Develop mechanisms for open communication that encourage feedback on program climate issues.
- Encourage faculty and students to engage in diversity-related research.

NASPAA also identifies recruitment and retention of diverse faculty as a strategy for promoting a climate of inclusiveness.⁷ Diverse faculty support values of diversity and inclusion by providing representation for diverse students, as well as exposing students to relationships with people of different backgrounds and viewpoints. According to NASPAA, practices for recruiting and retaining a diverse faculty include (“Faculty Retention and Development Resources,” 2017):

- Recruitment: seeking partnerships with external stakeholders to recruit practitioners, and giving special consideration to candidates who have incorporated diversity into their research and teaching agendas, or who have experience working in diverse environments.
- Retention: creating flexible and accommodating policies and practices to address faculty needs,

⁷Found <https://accreditation.naspaa.org/resources/diversity-resources/faculty-4/>

and considering diversity-related work in teaching, research, and service for promotions and tenure reviews.

Outcome 4: Reduced attrition among traditionally underrepresented graduate students.

Definition: Programs increase the graduation and retention rates of historically underrepresented students by recruiting, admitting, and providing support for students who reflect the diversity of the communities the program serves ("Standard 4: Matching Operations - Serving Students," 2017).

NASPAA's fourth accreditation standard (Standard 4.4) explicitly reinforces this outcome: "The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, and student support services." According to NASPAA Standards, transparent, accountable, ethical, equitable, diverse, and participatory recruitment and student services are best poised to increase graduation rates and reduce attrition rates ("Standard Four Self-Study Instructions," 2009). NASPAA currently expects programs to have created and implemented a mission-based diversity plan, as one component of conformance with Standard 4.4. The aim of a diversity plan is to achieve program and mission-specific diversity goals as well as to assess student services ("Matching Operations with the Mission: Serving Students Standard 4," n.d.).

NASPAA provides programs with resources for addressing diversity, equity, and inclusion issues in recruitment, admissions, and student support services. NASPAA program documents identify the following practices as possible approaches to successful recruitment and admissions of historically underrepresented students ("Student Recruitment and Retention Resources," 2017; "Matching Operations with the Mission: Serving Students Standard 4," n.d.):

- Invest in creative recruiting strategies and marketing materials that emphasize program diversity efforts and opportunities for financial aid assistance.
- Recruit from underrepresented minority alumni groups as well as from professional organizations, government programs, and student exchange programs that serve underrepresented students.
- Maintain an attractive and informative website that conveys diversity goals, values, and outcomes.
- Offer fee waivers to underrepresented students.
- Provide and promote scholarship opportunities for underrepresented students.
- NASPAA identifies these additional practices to enhance student support services:
- Provide a faculty and alumni mentoring program that serves underrepresented students.

- Establish support groups for underrepresented students (“Student Recruitment and Retention Resources,” 2017).
- Develop leadership and advocacy training programs for students and incorporate diversity training into existing leadership development workshops (“Student Recruitment and Retention Resources,” 2017).

NASPAA designed these outcomes to help member programs develop and measure their diversity, equity, and inclusion efforts. These four outcomes also inform our approach to collecting and organizing information from NASPAA member programs on these topics.

LITERATURE REVIEW

This section provides a brief review of academic research related to each outcome measure. We examine relevant research on initiatives undertaken by education programs to: (1) engage with community members and community-based organizations; (2) create programming and curricula that promote the values of diversity, equity, inclusion, and cultural competency; (3) cultivate a climate of inclusiveness; and (4) reduce attrition among traditionally underrepresented students.

Notably, there is a general lack of large-scale, empirical studies on programming designed to improve diversity, equity, and inclusion outcomes in higher education institutions, and there are even fewer studies on public affairs programs in particular. Of the research we identified, we include eight sources in this literature review that we perceive to be compelling for several reasons: the sources cited here summarize evidence across multiple studies, provide comprehensive examples of interventions or initiatives, include a study with a significant sample size, or are affiliated with a reputable institution. Several of the studies we cite apply to multiple outcome measures, and so the studies do not discuss the four NASPAA outcomes in mutually exclusive silos. Taken together, the literature cited below suggests NASPAA's outcome measures align with best practices in the field, although there is room for NASPAA to

improve its metrics for assessing diversity, equity, and inclusion among its accredited programs.

First, we examine research relevant to NASPAA's first outcome: engagement with community members and community-based organizations. In the book "Community Engagement in Higher Education: Policy Reforms and Practice," W.J. Jacob, S.E. Sutin, J.C. Weidman, and J.I. Yeager provide an in-depth examination of several community engagement strategies employed by five higher education institutions (Jacob et al., 2015). The book is part of a series from the Pittsburgh Studies in Comparative and International Education, designed to examine trends in education initiatives. The book identifies community engagement as formal or informal sustainable networks, partnerships, communication media, and activities between higher education institutions and communities at local, national, regional, and international levels (Jacob et al., 2015). Because NASPAA does not provide a definition for "community engagement," we used the Jacob et al. definition for the first NASPAA outcome because it is both credible and comprehensive.

The book's comprehensive examples of higher education institutions' community engagement initiatives and their impacts on students provides compelling evidence for community engagement as a tool for encouraging diversity, equity, and inclusion. Examples include community

engagement efforts in higher education institutions in China, South Africa, the United Kingdom, and the United States. Although the authors focus on international examples, the broader principles remain relevant across countries.

Additionally, Jacob et al. (2015) provide context for the linkages between community engagement, which relates to NASPAA's first outcome, and curricula, which relates to NASPAA's second outcome. The authors assert that while community engagement is a core function of higher education institutions, teaching and research goals often eclipse community engagement efforts. Accordingly, they argue that these three core functions should be combined, not compartmentalized. For example, they suggest that efforts "should be made to link teaching and research with community engagement initiatives" in order to "capitalize on a synergistic relationship" that exists between the core functions (Jacob et al, 2015). Community engagement and curricula are, or should be, inextricably mixed, and best practices for achieving each will complement the other. Accordingly, NASPAA's guidelines for promoting community engagement, as per the first outcome, and for cultivating curricula, as per the second outcome, should be cohesive.

According to a 2011 study from the University of Georgia, community engagement also may be understood in terms of benefits to both the institution and

the external organization. The quantitative study surveyed 132 institutions and culminated in a benefit-cost analysis of community engagement. According to that study, the benefits of community engagement for both the institution and the community outweigh institutional costs (Simpson, 2011). Although the individual community engagement initiatives undertaken by the 132 schools are particular to those schools, the generalizable result of community engagement conducted by higher education institutions is overwhelmingly positive. Ultimately, this study reinforces community engagement as a suitable measure of program enhancement, as explicated by NASPAA's first outcome. However, the study does not address diversity, equity, and inclusion as specific benefits of community engagement.

The Harvard Business Review article "Why Diversity Programs Fail" explores the benefits of community engagement for diversity, equity, and inclusion. The article provides a meta-analysis for diversity, equity, and inclusion initiatives in both academic and workplace environments, summarizing evidence across multiple studies (Dobbin & Kalev, 2016). The authors underscore improving engagement and maximizing opportunities for contact with diverse people as evidence-based strategies for achieving diversity, equity, and inclusion goals. They cite several studies demonstrating that contact between groups reduces bias. An example of this strategy in practice is the integration

of soldiers of different races in World War II. According to sociologist Samuel Stouffer, “whites whose companies had been joined by black platoons showed dramatically lower racial animus and greater willingness to work alongside blacks than those whose companies remained segregated.” Stouffer concluded that white soldiers who fought with black soldiers ultimately viewed their black counterparts as soldiers akin to themselves (as cited in Dobbin & Kalev, 2016). Exposure to and engagement with different groups is a proven method for discouraging bias and encouraging tolerance. Accordingly, this example provides support for NASPAA’s first outcome aimed at community engagement as an evidence-based strategy for achieving diversity, equity, and inclusion goals.

The Harvard Business Review article also pertains to NASPAA’s second outcome: programming and curricula that promote the values of diversity, equity, inclusion, and cultural competency. The article’s focus on improving engagement and maximizing opportunities for contact with diverse people as strategies for improving diversity, equity, and inclusion within an institution or organization has wide applicability. For example, the article’s discussion of engagement includes engaging with subject matter, not simply with external organizations. The article asserts that if people are prompted to “act in ways that support a particular view, their opinions shift toward that view. Ask them to write an essay defending the death penalty,

and even the penalty’s staunch opponents will come to see some merits.” Accordingly, NASPAA’s second outcome incorporates this principle: NASPAA program documents specify that when incorporating a focus on diversity, equity, inclusion, and cultural competency into course curricula and materials, special consideration should be given to student biases and backgrounds. We elaborated on this principle in the outcome definition by including the stipulation that course curricula highlight diverse authors, opposing viewpoints, and points of contention regarding course topics to challenge students’ prior biases and allow students to gain a more comprehensive understanding of course topics. The Harvard Business Review discussion of cognitive dissonance supports the merit of these practices in terms of diversity, equity, and inclusion goals.

The NASPAA published Journal of Public Affairs Education also published an article, entitled “Exploring Cultural Competency Within the Public Affairs Curriculum,” which also addresses the need to promote diversity, equity, inclusion, and cultural competency per NASPAA’s second outcome measure (Carrizales, 2010). The author defines “cultural competency” as “specific actions or policies within an organization that enable it to more effectively serve its culturally diverse populations” (Carrizales, 2010). The article then examines cultural competency in the context of higher education curricula. According to the article, the importance of

cultural competency in course curricula relates to its effects beyond the classroom. The author asserts that “cultural competency initiatives within the public sector allow for increased effectiveness of the public sector and the public it serves.” Furthermore, the author discusses studies of the effects of cultural competency training in higher education institutions on healthcare and social work professionals. The results of these studies indicate that cultural competency training improves “the knowledge as well as the attitudes and skills of health professionals” and “affects patient satisfaction.” The article also states that in the public sector, “cultural competency discourse in academia sets the necessary foundation for future public administrators working in increasingly diverse populations.” In essence, cultural competency is an essential component of public affairs education, and public affairs programs that incorporate cultural competency into programming and curricula will lead to positive outcomes. NASPAA’s second outcome aligns with these principles.

A discussion of cultural competence also relates to NASPAA’s fourth outcome: reduced attrition among traditionally underrepresented graduate students. In the 2005 New York Times article, “Developing Culturally Competent Educators,” Zanville and Webber-David note that “recruitment and retention of students, faculty and staff from diverse cultures” is the first component of creating an infrastructure for cultural competence in

higher education. Zanville and Webber-David are the Associate Vice Chancellor for Academic Affairs and the Director of Diversity Planning for the Oregon University system, respectively. Although the article focuses on undergraduate programs, the broad principles also apply to graduate programs. Per their cultural competence infrastructure plan, the authors advocate for higher education programs to provide resources to assist recruitment efforts for students from diverse cultures, which may extend to student scholarship funds and other monetary incentives (Zanville and Webber-David, 2005). Accordingly, recruitment for underrepresented students is a component of NASPAA’s fourth outcome, and is also a component of NASPAA’s fourth standard of accreditation (“Standard 4: Matching Operations - Serving Students,” 2017).

Per NASPAA’s fourth outcome, recruitment strategies may reduce attrition among underrepresented students. The Journal of Public Affairs Education article “Advancing Underrepresented Populations in the Public Sector,” published by NASPAA and cited by PPIA, supports NASPAA’s fourth outcome (Sabharwal, 2013). The study surveys NASPAA accredited program directors regarding attrition rates among women and minorities in public affairs graduate programs. The survey focuses on four key areas, including recruitment strategies and financial support. The survey findings reveal that “schools with a lower percentage of students from underrepresented groups use scholarships,

tuition waivers, and teaching assistantships to recruit students from these populations” (Sabharwal, 2013). Financial aid as a component of meaningful recruitment strategies for underrepresented groups is common practice. NASPAA’s fourth accreditation standard explicitly addresses financial aid strategies for recruiting underrepresented students, which echoes NASPAA’s fourth outcome (“Standard 4: Matching Operations,” 2017).

Another notable conclusion in Sabharwal (2013) is that “schools with higher percentages of students from underrepresented groups are able to attract faculty from minority groups at twice the rate of schools with lower percentages of students from underrepresented groups.” When institutions recruit more underrepresented students, they are able to recruit more representative faculty, thereby creating a cycle of representation. The recruitment of diverse faculty relates to NASPAA’s third outcome: cultivating a climate of inclusiveness. NASPAA identifies recruitment and retention of diverse faculty as a strategy for promoting a climate of inclusiveness (“Faculty Diversity Resources,” 2017). The cyclical and symbiotic relationship between recruitment of underrepresented students and recruitment of underrepresented faculty contributes to a climate of inclusiveness; essentially, NASPAA’s fourth outcome, regarding student recruitment and retention, is important for NASPAA’s third outcome, which extends to faculty

recruitment. The two outcomes are linked, and both correspond to the cultivation of a climate of inclusiveness.

The article “Nine Themes in Campus Racial Climates and Implications for Institutional Transformation” also highlights the importance of NASPAA’s third outcome, cultivating a climate of inclusiveness (Harper, 2007). This article summarizes 15 years of research on college campus climates, from 1992-2007. The findings are composed of three categories: differential perceptions of campus climate by race, racial/ethnic minority student reports of prejudicial treatment and racist campus environments, and benefits associated with campus climates that facilitate cross-racial engagement. Harper details the benefits of diverse racial climates based on findings from seven different studies, asserting that “researchers have recently furnished a large body of empirical evidence to confirm the educational merit of deliberately creating racially diverse college campuses.” Moreover, he states, “these studies verify that students who attend racially diverse institutions and are engaged in educationally purposeful activities that involve interactions with peers from different racial/ethnic backgrounds come to enjoy cognitive, psychosocial, and interpersonal gains that are useful during and after college” (Harper, 2007). To cultivate a climate of inclusiveness, institutions should cultivate a diverse campus through the promotion of values of diversity, equity, and inclusion. As a result, students in higher education benefit from

these efforts. NASPAA's third outcome advances this principle.

An article from the Oxford University Press, entitled "Reimagining the Pipeline: Advancing STEM Diversity, Persistence, and Success," also echoes the importance of creating a climate of inclusiveness within institutions of higher education (Allen-Ramdial & Campbell, 2014). Although the article focuses on racial climates in science, technology, engineering, and mathematics (STEM) higher education programs from 2000 to 2010, the conclusions about institutional culture and climate can be understood more broadly within other higher education fields. Based on their study of STEM programs, the authors emphasize that institutional climate and culture affect the participation, persistence, and success of underrepresented students. Accordingly, they argue that engaging stakeholders--especially faculty members and administrators--to "recognize themselves as beneficiaries of investments in diversity" contributes to the creation of a climate of inclusiveness and positive outcomes for underrepresented students (Allen-Ramdial & Campbell, 2014). This conclusion aligns with our explication of the NASPAA outcome of "cultivating a climate of inclusiveness," which emphasizes that member programs help achieve this goal by bringing together program stakeholders.

The Harvard Business Review article "Why Diversity Programs Fail" also relates to NASPAA's third outcome measure. In

addition to identifying improving engagement and maximizing opportunities for contact with diverse people as a mechanism for achieving diversity, equity, and inclusion goals, the article also recommends facilitating social accountability. The article defines the concept of social accountability as the idea that people care about the opinions of those around them (Dobbin & Kalev, 2016). Mechanisms for transparency that ensure people are accountable for their actions and by extension, for their biases, activate social accountability (Dobbin & Kalev, 2016). For example, in a case study reviewed by Emilio Castilla of MIT's Sloan School of Management, a firm found that it "consistently gave African-Americans smaller raises than whites, even when they had identical job titles and performance ratings" (as cited in Dobbin & Kalev, 2016). After Castilla suggested transparency as a solution for addressing this disparity, the firm posted each unit's average performance rating and pay raise by race and gender. According to the study, "once managers realized that employees, peers, and superiors would know which parts of the company favored whites, the gap in raises all but disappeared" (as cited in Dobbin & Kalev, 2016). In effect, employing social accountability, and by extension, transparency, is an effective strategy for achieving diversity, equity, and inclusion goals. This strategy of social accountability cultivates a climate of inclusiveness because it promotes the values of diversity, equity, and inclusion. The results of Castilla's study imply that explicit inclusion Diversity, Equity, and Inclusion Capstone | 17

of social accountability principles may better enable NASPAA member programs to cultivate an inclusive climate.

In conclusion, our review of relevant literature supports the inclusion of (1) engagement with community members and community-based organizations, (2) programming and curricula that promote the values of diversity, equity, inclusion, and cultural competency, (3) cultivation of a climate of inclusiveness, and (4) reduced attrition among traditionally underrepresented graduate students as measures by which NASPAA may assess member programs' progress toward enhancing diversity, equity, and inclusion in their programs.

METHODOLOGY

This section details the methods used to conduct research on current practices in diversity, equity, and inclusion among NASPAA accredited programs. This information allows for replication and alterations in future research efforts and provides answers to questions about the data produced from this research. Two components comprise our methods: a survey of accredited programs and interviews of selected respondents.

SURVEY DESIGN

To conduct this research, we distributed a survey to program directors of 197 NASPAA accredited programs to solicit information on practices related to diversity, equity, and inclusion. The survey asked programs to report data for the 2016-2017 academic year. The target population for this research includes all NASPAA accredited programs in the United States. Though NASPAA accredits many international programs, we did not include these programs in our sampling frame because the definitions and measurements of diversity indicators are different in an international context.

SELECTION OF TOPICS/QUESTIONS

The goal of the survey was to obtain information on diversity, equity, and inclusion practices and outcomes among NASPAA member programs, subject to the

constraints of a short survey. During the initial survey development phase, we developed a series of questions based on our research on diversity, equity, and inclusion issues and initiatives in higher education and the workplace, as well as the four NASPAA identified outcome measures for diversity, equity, and inclusion within programs.

The initial survey items asked program directors to identify and reflect on how their programs are trying to fulfill the four outcomes defined by NASPAA and the Capstone team. The survey groups strategies regarding diversity, equity, and inclusion into seven categories based on those four outcomes: climate of inclusiveness (Outcome 3), cultural competency (Outcome 2), clubs/student organizations for identity groups (Outcome 3), community outreach and engagement strategies (Outcome 1), faculty recruitment (Outcome 4), student recruitment (Outcome 4), and health resources (Outcome 4).

Following the initial draft, we revised the survey several times after receiving feedback from the project team and NASPAA. These revisions reduced the total number of survey items. As a result of this refinement process, the survey does not include many potentially salient survey items. For example, we excluded items requesting programs to report the number of students who participate in local community internships and budget amounts devoted to diversity, equity, and

inclusion; those questions may be too difficult for program administrators to answer accurately (e.g., funding for diversity, equity, and inclusion activities/programs may come from multiple budgets within the institution). These alternative areas of emphasis, however, should be included in future research efforts to obtain a greater understanding of diversity, equity, and inclusion practices among NASPAA member programs.

Survey Items

The final approved survey included 20 items that asked programs to report data on their academic institution and program, demographics of students and faculty, activities and strategies to foster inclusiveness, and attrition of historically underrepresented students. The latter two sections of the survey include questions that specifically address the four outcomes: (1) engagement with community members and community-based organizations, (2) programming and curricula that promote the values of diversity, equity, inclusion, and cultural competency, (3) cultivation of a climate of inclusiveness, and (4) reduced attrition among traditionally underrepresented graduate students. The section about activities and strategies asked programs to identify which strategies they implement across seven categories to advance these outcomes. The final section of the survey asked respondents for information that can help us measure programs' progress

toward reducing attrition among traditionally underrepresented graduate students.

The survey included an introductory section, which asked respondents to indicate their willingness to participate in a follow-up interview. The introductory section also asked programs to identify their program type (i.e. Master of Public Affairs or Master of Public Policy).

The second section asked programs to provide information on diversity metrics. The questions in this section asked programs to report the number of master's students and tenured and tenure-track faculty, partitioned by gender, in various categories of identity: race/ethnicity, disability status, nonresident alien status, and veteran/active duty military status.

The third section asked programs to report on activities and strategies that foster inclusiveness within academic programs. The purpose of this section was to identify current practices that align with diversity and inclusion outcomes in order to develop a portfolio of best practices for NASPAA member programs. Questions in this section asked respondents to report strategies employed for cultivating a climate of inclusiveness (Outcome 3), strategies for promoting cultural competence (Outcome 2), clubs/student organizations for various identity groups (Outcome 3), student and faculty community outreach and engagement efforts (Outcome 1), strategies for faculty recruitment and retention (Outcome 4),

strategies for student recruitment and retention (Outcome 4), and health resources provided to students (Outcome 4). The survey items allowed respondents to select each of the strategies they employ from a checklist or enter their own response. The survey also enabled respondents to attach relevant recruitment materials and links to any information on their website about diversity and inclusion initiatives.

The final section of the survey asked member programs to report their attrition rates, partitioned by student subgroup, as well as to identify strategies they employ for reducing attrition. These questions asked member programs to report the attrition of underrepresented students and answer open-ended questions about curricular obstacles to retention, strategies for addressing attrition, and standard advising protocols for students. The last question of the survey, although not related to attrition, asked programs to identify their most innovative approaches to diversity, equity, and inclusion.

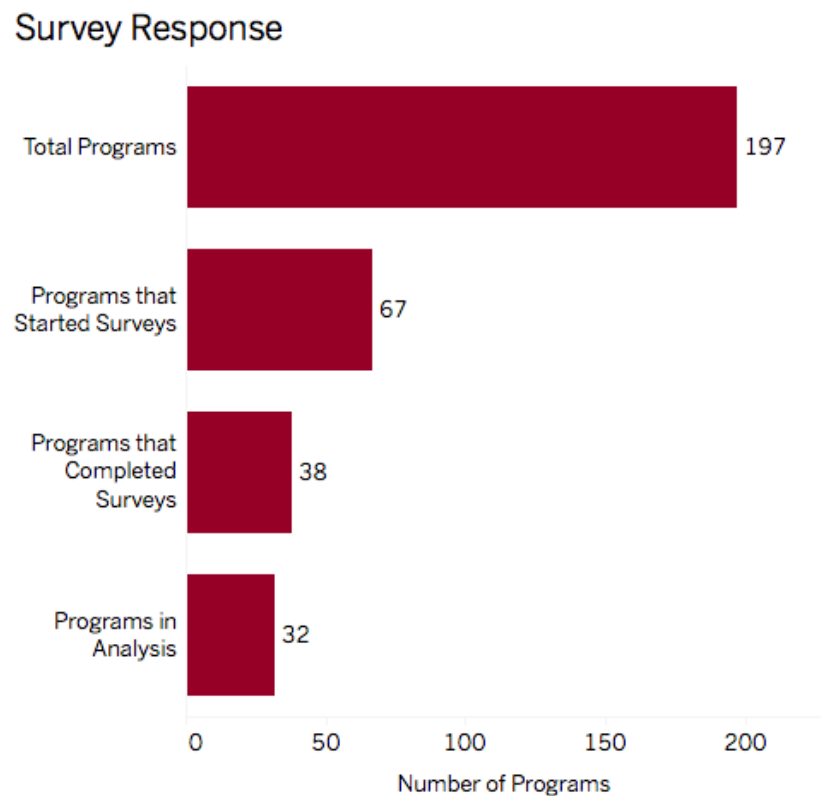
For a copy of the full survey, see Appendix A.

SURVEY RESPONSE

We launched the survey via Qualtrics on Tuesday, March 6, 2018, and closed the survey on Friday, March 23, 2018, providing a participation window of 18 days for this research. To encourage participation from member programs, we sent two reminder

notifications to the program directors. Throughout that time, 67 out of 179 programs (37%) participated in the survey (fully or partially), but only 38 finished the survey. Among those 38 programs, most skipped several questions; only five member programs responded to all 20 items in the survey. From the 38 programs that completed our survey, we removed six programs from our analysis sample because they fell outside of our geographic frame or because their data could not be linked with additional data obtained from the NASPAA Data Center. As a result, we included a total of 32 programs in our final analysis sample.

FIGURE 1: SURVEY RESPONSE



NASPAA DATA CENTER SUPPLEMENT

The NASPAA Data Center contains data from two sources: annual reports and self-study reports of NASPAA member programs seeking (re)accreditation. Annual reports contain basic information about programs; NASPAA requires accredited programs to complete one every year. Self-study reports contain more detailed information about the programs, and programs complete one every seven years to renew their accreditation.

The data from these reports provide additional information about NASPAA member programs not covered in our survey. We employed data from these reports to inform survey design and to supplement the survey data. Data from these annual reports and self-study reports facilitate the analysis of diversity, equity, and inclusion initiatives among NASPAA accredited programs and support the recommendations we provide in this report. The self-study reports provide information about the demographics of these programs that the majority of survey respondents did not provide in the survey.

We combined data from available NASPAA self-study reports with our survey data. We faced a major data constraint due to the lack of survey responses that included complete demographic data; only five programs reported demographic data on students, faculty, and attrited students. Therefore, we decided to link survey results for the 32 programs in our analysis sample

to demographic data obtained from the NASPAA self-study reports. A major disadvantage of this approach is that the demographic data obtained from NASPAA self-study reports that we linked to survey responses did not come from the 2016-2017 academic year, but rather from the year in which the program completed the self-study (years 2012-2017). Despite the mismatch between the current survey year and the year for which we obtain demographic data reported on the self-study, we argue that demographic compositions for most member programs remain relatively constant over time. For most of the five programs that filled out the demographic data on the survey, we found that demographic representations reported in the self-study in previous years varied only slightly (2-3%) from demographic representations reported on the survey for the 2016-2017 academic year. Ultimately, we were able to link a total of 30 survey responses to demographic data reported on prior NASPAA self-study reports.

INTERVIEWS

A major goal of this project was to interview NASPAA member programs about the specific steps and programs they have implemented to increase diversity, equity, inclusion, and cultural competency outcomes. We conducted follow-up interviews with respondents who indicated on the survey that they could be contacted for additional information. We conducted six detailed interviews with program

directors from a variety of programs with different diversity initiatives.

The purpose of the interview process was to examine further details about diversity, equity, and inclusion initiatives among NASPAA member programs. Specifically, the interview questions asked respondents to discuss major implementation challenges, accountability structures, their most innovative efforts related to diversity, equity, and inclusion, and other detailed information.

We posed two questions during all interviews:

1. Have you encountered any challenges when implementing initiatives on diversity, equity, and inclusion within your program?
 - a. If so, what were they and how did you overcome them?
 - b. If not, what strategies did you implement to prevent any challenges from occurring?
2. Do you have an accountability structure to evaluate your program's diversity, equity, and inclusion initiatives within your program?
 - a. If so, what does that entail?
 - b. If not, how would you envision an accountability structure?

We posed additional follow-up questions throughout interviews when seeking additional clarification. The information obtained in the interview process serves to

supplement the survey data and to facilitate the development of detailed recommendations based on current practices among NASPAA member programs.

SURVEY RESULTS

We began our analysis by reviewing all of the data provided by NASPAA. The annual report data obtained by NASPAA from member programs reports “persons of diversity” as a single demographic item. Because this measure does not allow us to disaggregate students into demographic groups (e.g., on the basis of race, ethnicity, gender, international or disability status), we did not include these data in our analysis.

The self-study data contained a trove of demographic information from NASPAA accredited MPA and MPP programs that we found useful for this analysis. However, these NASPAA data did not contain information directly related to strategies used by the programs to address issues of diversity, equity, and inclusion. We created and disseminated a survey that would provide some insight into the diversity, equity, and inclusion strategies employed by NASPAA accredited programs.

Our survey exhibited a low response rate on demographic questions. Initially, we hoped to use demographic data gathered on the survey and create crosstabs with the information from the NASPAA self-study data to analyze how program diversity relates to program strategies; we hoped to use those data to present a clear picture of which strategies were most effective in addressing diversity, equity, and inclusion. However, given the low response rates, our

analysis was more limited than we initially hoped.

There are several possible explanations for a low overall response rate. For example, the respondents had only 18 days to complete the survey, and we distributed the survey when many institutions observe spring break and respondents may have been unavailable. As a result, we opted to supplement the survey data with demographic data reported in the NASPAA self-study reports to examine the relationships between strategies and demographics among the 32 programs for which we were able to obtain both survey and self-study data. While this method is not ideal, it is the next-best available method for linking survey data to demographic data on member programs, especially given the constraint of low survey response rates, particularly for items related to program demographic data.

DEMOGRAPHIC DATA FROM NASPAA SELF-STUDY REPORTS

In self-study reports, NASPAA accredited members are asked to provide demographic information about their programs. The following tables report program frequency distributions for programs in our survey sample, partitioned by demographic composition. Due to the small sample size, these data are not generalizable to all NASPAA accredited programs.

Figure 2 illustrates the frequency distribution of survey respondents, partitioned by the share of students of color⁸⁸ (domestic and international students) enrolled in their MPA/MPP programs. The average enrollment of students of color is 39%.

FIGURE 2: ENROLLMENT DISTRIBUTION BY STUDENTS OF COLOR

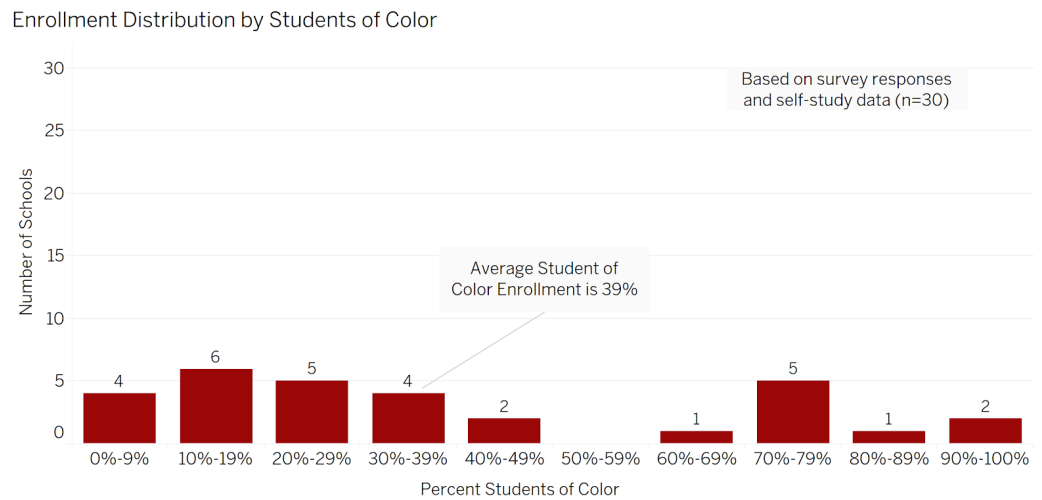
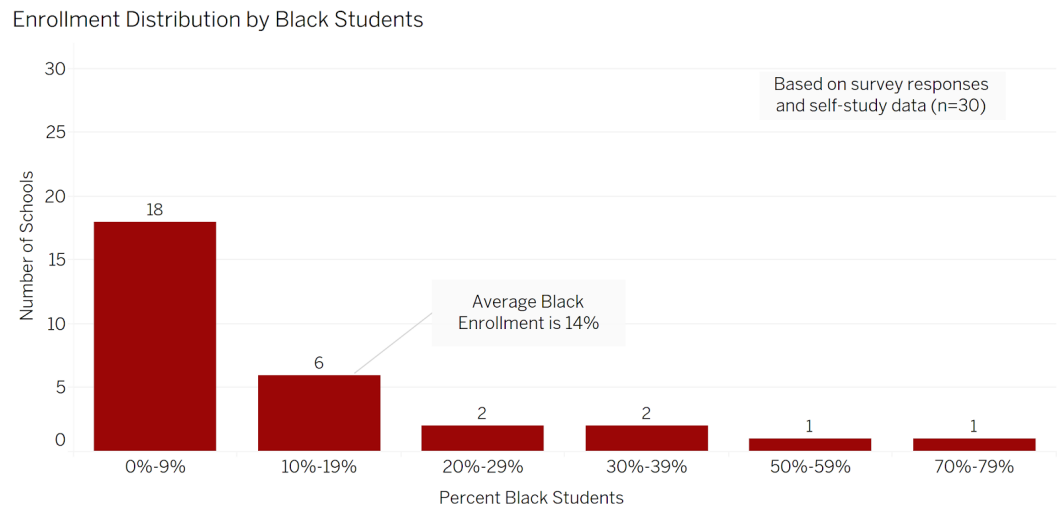


Figure 3 illustrates the frequency distribution of survey respondents, partitioned by the share of Black students (a subset of “students of color”). The average Black student enrollment is 14%.

FIGURE 3: ENROLLMENT DISTRIBUTION BY BLACK STUDENTS

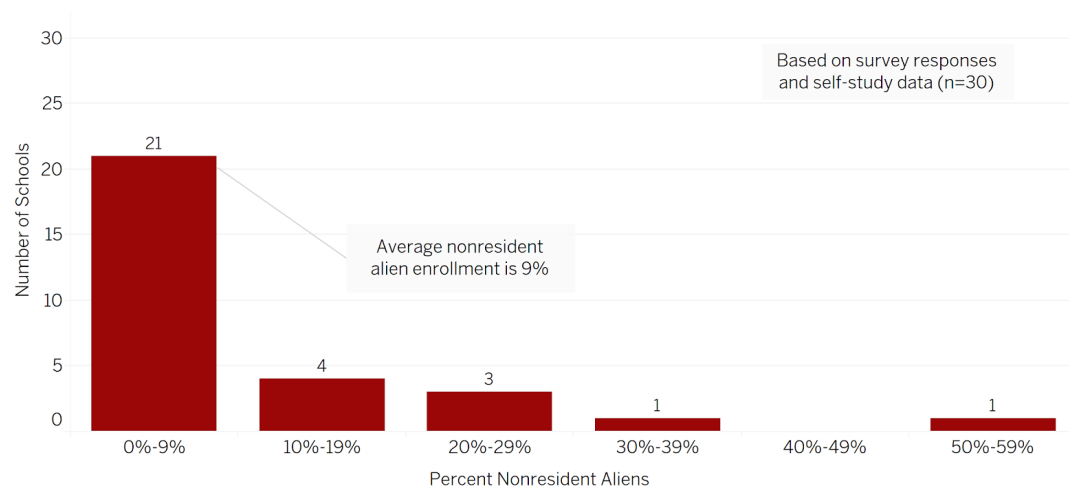


⁸⁸ “Students of color” refers to individuals in all racial categories except “white” and “unknown.”

Figure 4 illustrates the distribution of surveyed MPA/MPP programs by the share of nonresident alien students.⁹ The NASPAA self-study report asks programs to identify total enrollment of "nonresident aliens," of which international students are a subset (Definitions for New Race and Ethnicity Categories, n.d.). The average share of nonresident alien students is 9%."

FIGURE 4: ENROLLMENT DISTRIBUTION BY NONRESIDENT ALIENS

Enrollment Distribution by Nonresident Aliens



⁹ "Nonresident alien: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. NOTE - Nonresident aliens are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories. Resident aliens and other eligible (for financial aid purposes) non-citizens who are not citizens or nationals of the United States and who have been admitted as legal immigrants for the purpose of obtaining permanent resident alien status (and who hold either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688), or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian) are to be reported in the appropriate racial/ethnic categories along with United States citizens ("Definitions for New Race and Ethnicity Categories," n.d.)."

FIGURE 5: ENROLLMENT DISTRIBUTION BY FEMALE STUDENTS

Enrollment Distribution by Female Students

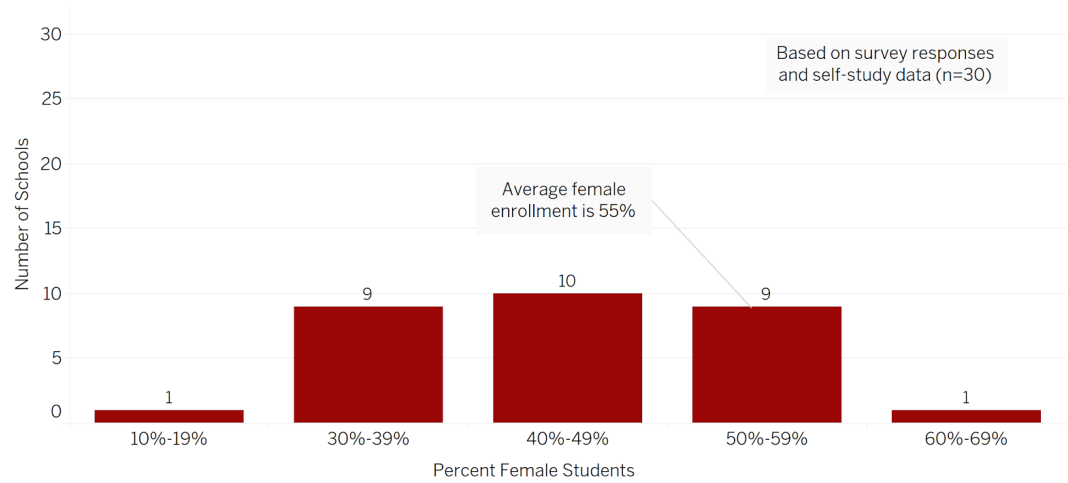


Figure 5 illustrates the frequency distribution of survey respondents, partitioned by the share of female students. The average female student enrollment is 55%.

FIGURE 6: ENROLLMENT DISTRIBUTION BY DISABILITY STATUS

Enrollment Distribution by Disability Status

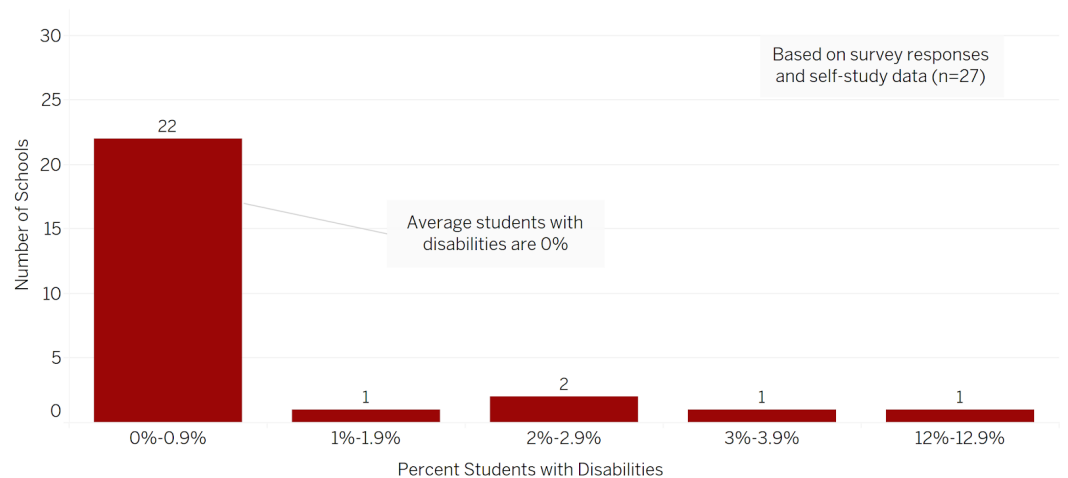
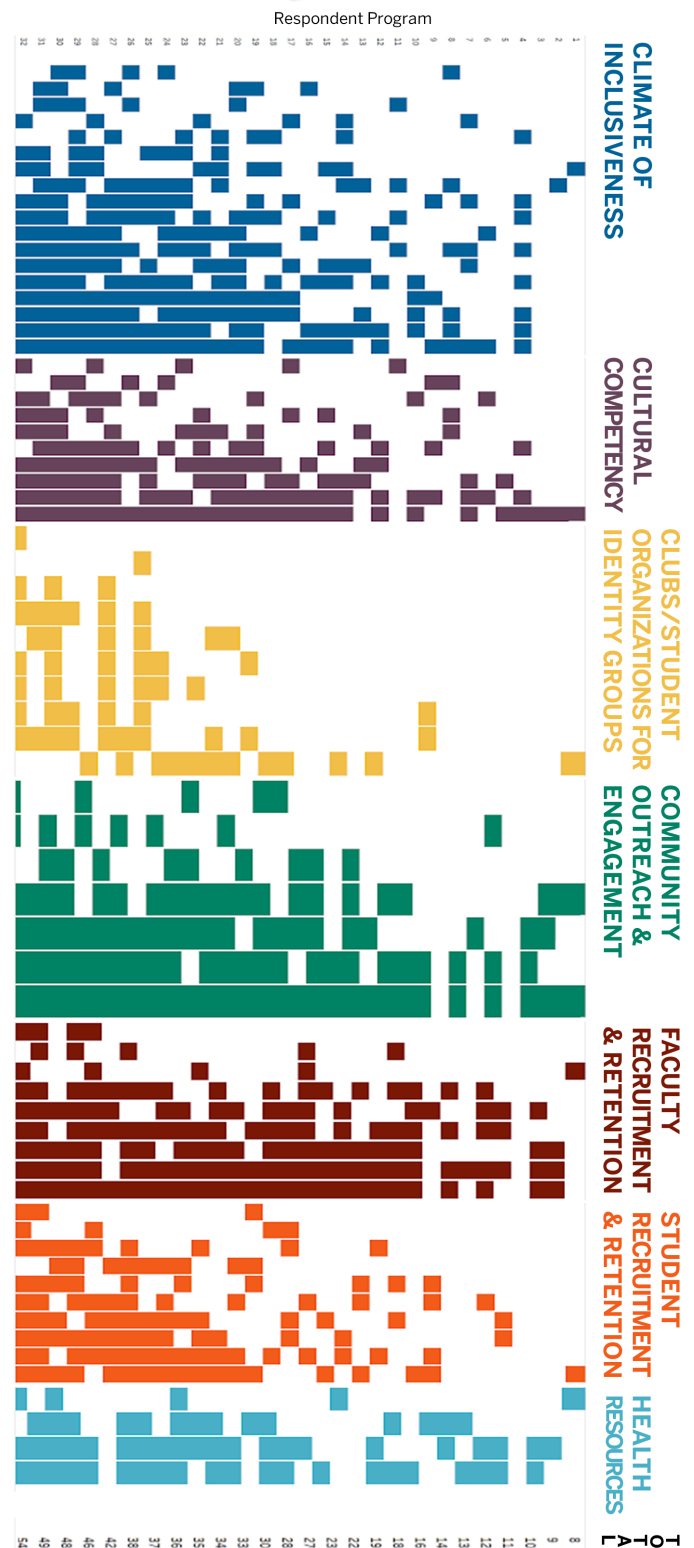


Figure 6 illustrates the frequency distribution of survey respondents by share of students who identify as disabled. The average disabled student enrollment is 0%.

ANALYSIS OF STRATEGIES FROM SURVEY DATA

Figure 7 provides an overview of the various strategies that NASPAA member programs reported on the survey that they employ to address diversity, equity, and inclusion. We cluster the strategies into seven categories according to the survey questions, which also correspond to the four outcomes: climate of inclusiveness (Outcome 3), cultural competency (Outcome 2), clubs/student organizations for identity groups (Outcome 3), community outreach and engagement strategies (Outcome 1), faculty recruitment (Outcome 4), student recruitment (Outcome 4), and health resources (Outcome 4). Each row represents a single survey respondent, sorted in order of programs reporting the lowest to highest number of strategies. We report the total number of strategies employed (out of a total of 68 strategies listed on the survey) in the far right column. Several programs employ a similar range of strategies, and many programs are also similar in the strategies they do not employ. In particular, we found that few survey respondents employ fewer strategies that fall under the “clubs/student organizations for identity groups” and “student recruitment” categories. Note that the programs that employ more strategies on average (programs in the bottom panel of Figure 7) tend to apply multiple strategies across each category; programs that employ higher numbers of strategies do not appear to cluster their strategies within any particular category.

FIGURE 7: OVERVIEW OF STRATEGIES BY RESPONDENT



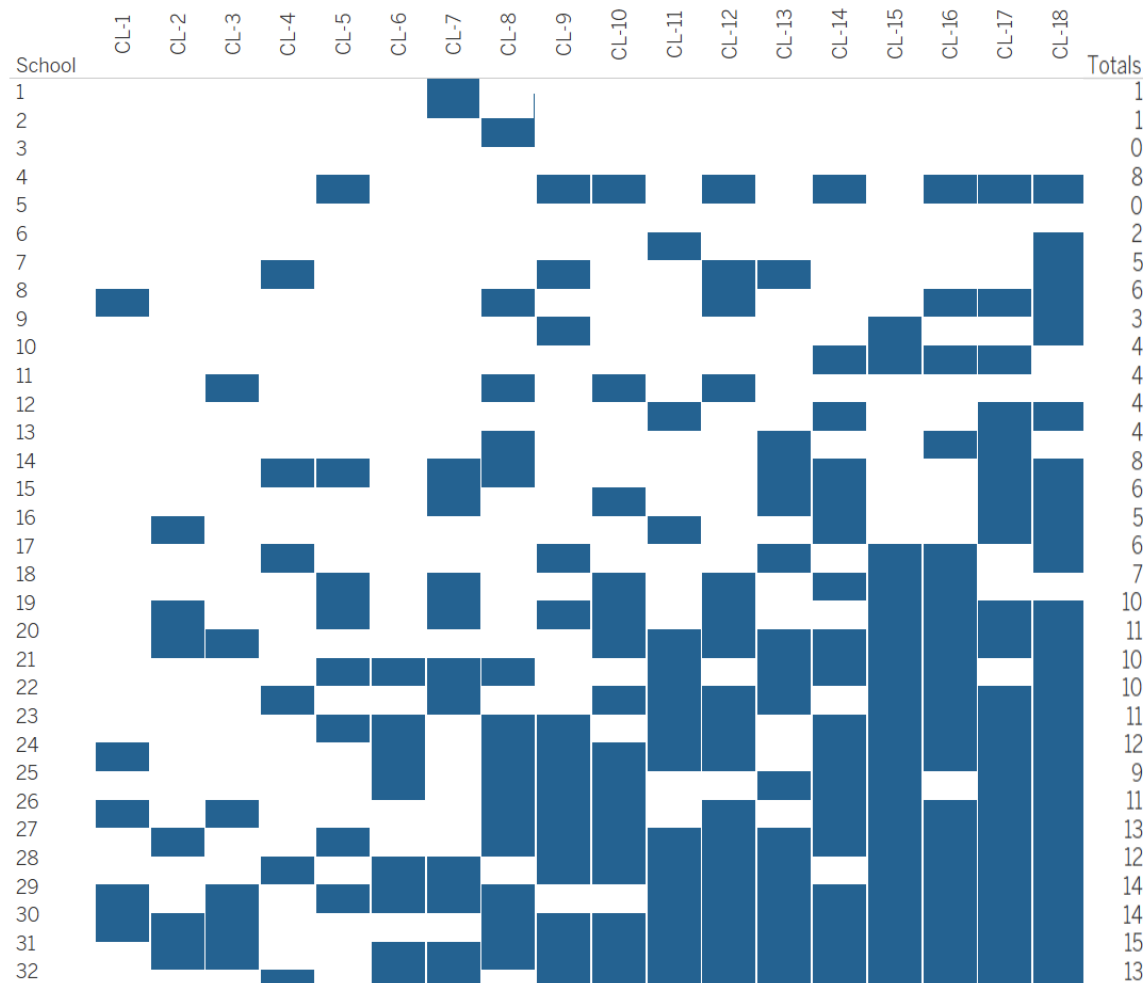
Figures 8 through 14 provide more detailed views of the strategies within each category. The y-axes denote the respondent programs. The x-axes denote the specific strategy from

the highlighted category. The far right column reports the total number of strategies employed by each program within a given strategy category.

Figure 8 illustrates that NASPAA survey respondents are least likely to employ strategies CL-1 through CL-7, more likely to employ strategies CL-8 through CL-13, and most likely to employ strategies CL-14 through CL-18. Programs that responded “other” on the survey discussed activities such as research, strategic partnerships, internships for underrepresented students, and a focus on curriculum offerings that address diversity, equity, and inclusion.

FIGURE 8: CLIMATE OF INCLUSIVENESS STRATEGIES

Climate of Inclusiveness Strategies



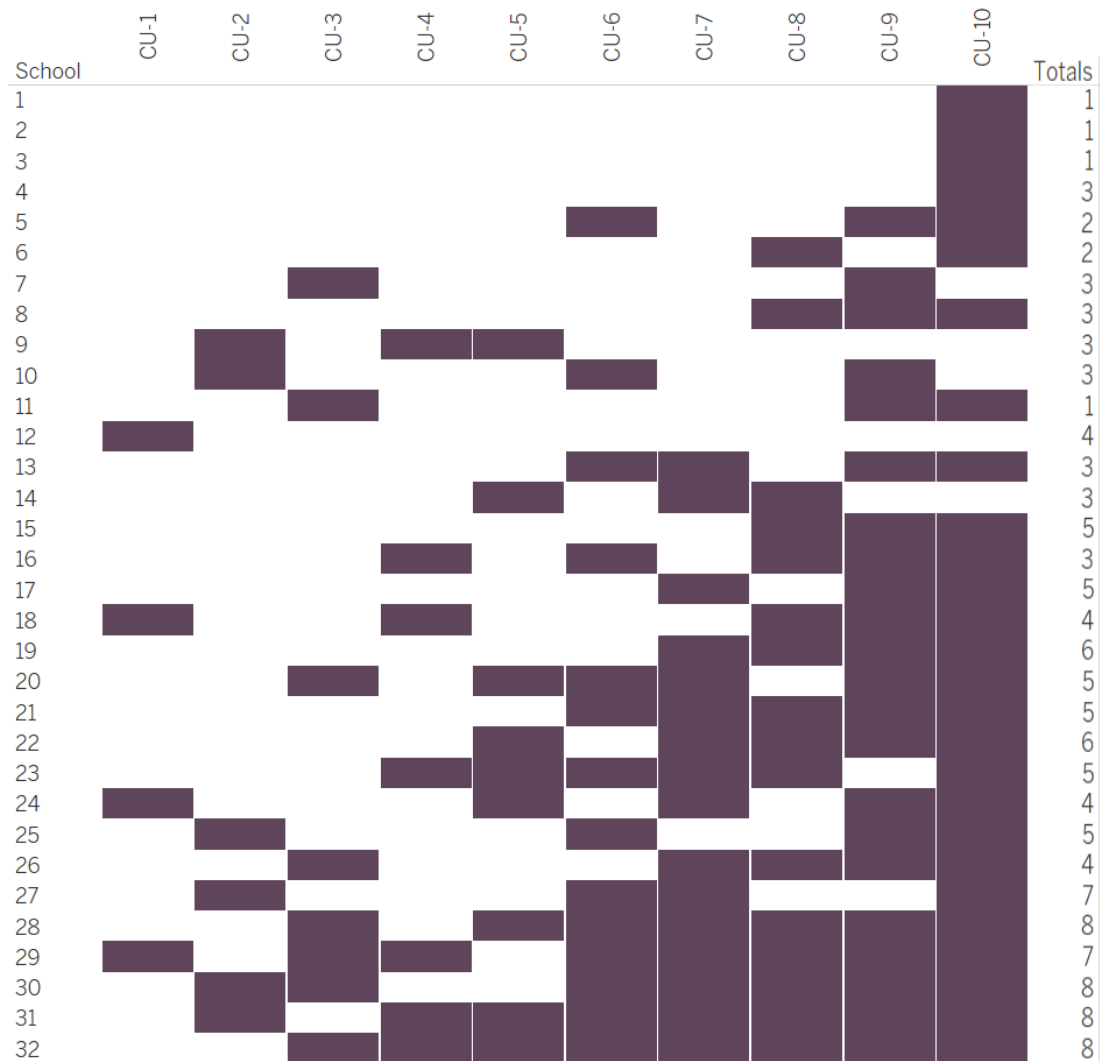
INDIANA UNIVERSITY SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS

CL-1	Student awards for leadership in diversity and inclusion
CL-2	Partnerships with PPIA or comparable organizations
CL-3	Student-led diversity committee
CL-4	Other
CL-5	Alumni mentorships for historically underrepresented students
CL-6	Emergency funding for students who find themselves in financial crisis
CL-7	Sponsor international student exchanges
CL-8	Designate a faculty member as an administrator of diversity initiatives
CL-9	Orientation module focused on diversity and inclusion
CL-10	Diversity and inclusion training for students
CL-11	Remove barriers for students with disabilities by promoting inclusive approaches to curriculum development and delivery
CL-12	Diversity themed events
CL-13	Diverse teams assigned in classrooms
CL-14	Diverse representation at alumni panels
CL-15	Orientation module focused on student support services
CL-16	Partner with university offices focused on diversity and inclusion
CL-17	Active implementation of a diversity plan
CL-18	Clear diversity vision/mission/goals

Figure 9 illustrates that NASPAA survey respondents were least likely to employ strategies CU-1 through CU-3, were more likely to employ strategies CU-4 through CU-7, and were most likely to employ strategies CU-8 through CU-10. Respondent programs that selected “other” on the survey discussed class assignments and elective courses that address topics of diversity, equity, and inclusion. They also discussed instructor workshops focused on diversity.

FIGURE 9: CULTURAL COMPETENCY STRATEGIES

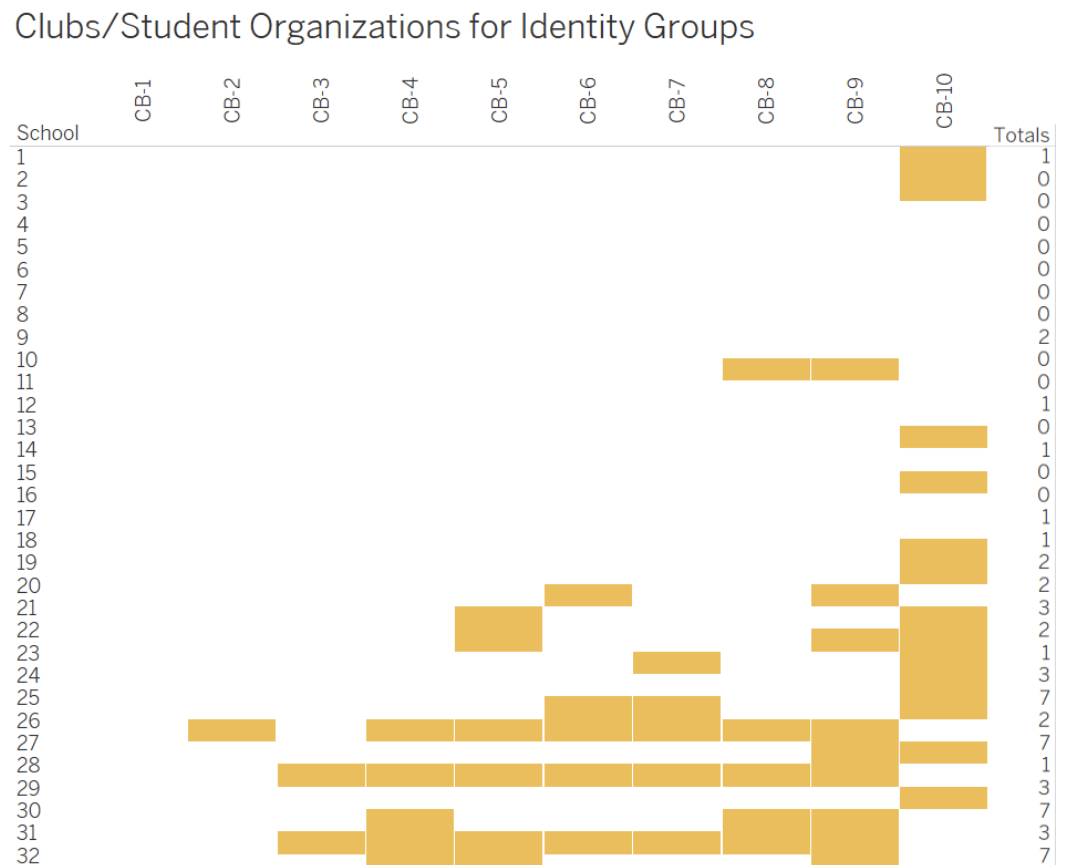
Cultural Competency Strategies



CU-1	Other	CU-6	Courses focused specifically on diversity and inclusion
CU-2	Student awards for leadership in diversity and inclusion	CU-7	Culminating projects (Capstone, thesis, portfolio) on diversity topics
CU-3	Simulations	CU-8	Diverse teams assigned in classrooms
CU-4	Assessment of diversity and inclusion in class evaluations	CU-9	Case studies
CU-5	Syllabus review for diverse authors and topics	CU-10	Diverse guest speakers

Figure 10 illustrates that respondent programs employ very few clubs and/or student organizations that target students from diverse backgrounds. The average MPA/MPP program size in this sample (90 students) may explain why clubs and/or student organizations serving specific student groups are a less popular strategy, particularly if those types of clubs and student organizations are available at the college or university level.

FIGURE 10: CLUBS/STUDENT ORGANIZATIONS FOR IDENTITY GROUPS

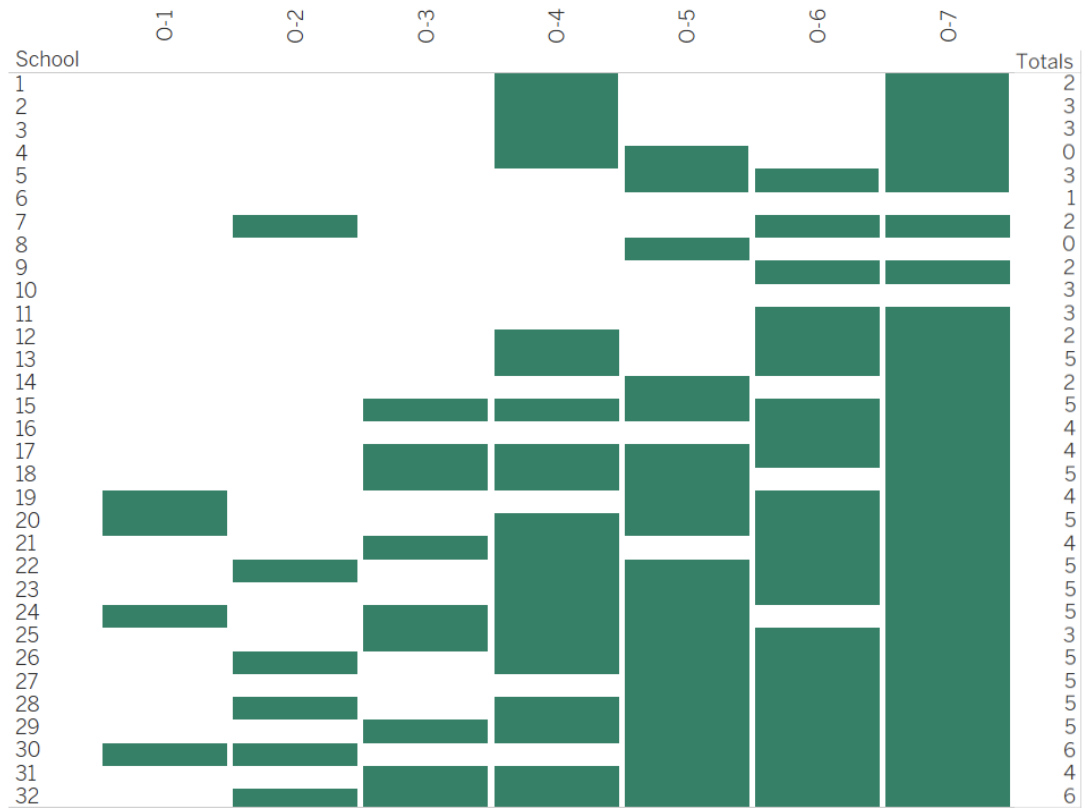


CB-1	American Indian students	CB-6	African American students
CB-2	Persons with Disabilities	CB-7	Hispanic/Latino students
CB-3	Asian and Pacific Islander students	CB-8	Veteran students
CB-4	LGBTQ+ students	CB-9	International Students
CB-5	Female students	CB-10	Other

Figure 11 illustrates that NASPAA survey respondents were most likely to employ strategies O-1 through O-3, and were most likely to employ strategies O-4 through O-7. Respondent programs that selected “other” on the survey discussed strategies for outreach such as employing study abroad international programs, partnerships with nonprofit organizations, and partnerships with hybrid private organizations.

FIGURE 11: COMMUNITY OUTREACH & ENGAGEMENT STRATEGIES

Community Outreach & Engagement Strategies

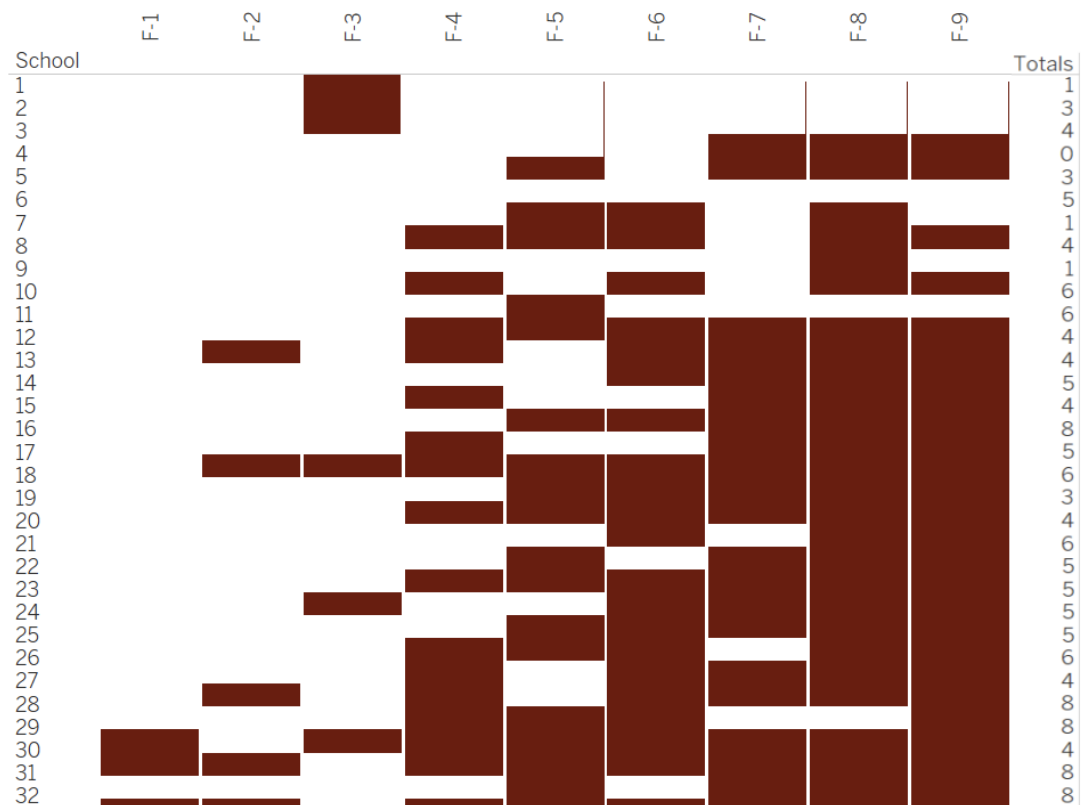


O-1	Other
O-2	Working/collaborating with local K12 schools (e.g., summer camps, educational outreach)
O-3	Working/collaborating with federal government
O-4	Working/collaborating with state government
O-5	Providing service learning classes and/or placements that conduct work in the local community
O-6	Providing community based volunteering opportunities (e.g., food pantry, women's shelter, environmental cleanup)
O-7	Working/collaborating with city/county government (e.g., forums or meetings, service learning fellowships)

Figure 12 illustrates that NASPAA survey respondents were least likely to employ strategies F-1 through F-3, were more likely to employ strategies F-4 through F-6, and were most likely to employ strategies F-7 through F-9. Respondent programs that selected “other” discussed strategies for faculty recruitment such as faculty mentorship, advertising in journals of higher education, advertising in diversity-designated employment publications, and inclusive recruitment training.

FIGURE 12: FACULTY RECRUITMENT STRATEGIES

Faculty Recruitment Strategies

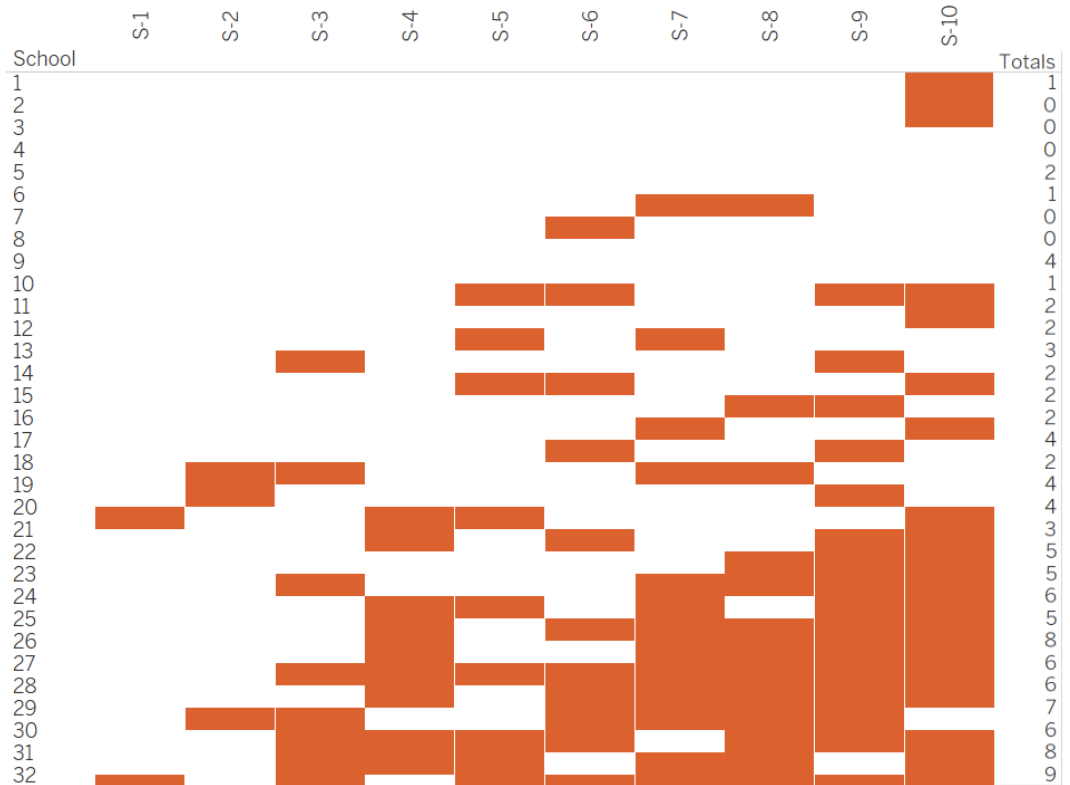


F-1	Award to recognize faculty leadership in these areas	F-6	Offer opportunities for professional development
F-2	Offer incentives to attend diversity trainings	F-7	Clear expectations for promotion and tenure
F-3	Other	F-8	Diverse faculty on hiring committees
F-4	Diversity and inclusion training for faculty	F-9	Broad advertising of faculty openings
F-5	Diversity-Targeted funding initiatives (including at university level)		

Figure XX illustrates that NASPAA survey respondents were least likely to employ strategies S-1 through S-3, but were more likely to employ strategies S-4 through S-10. Respondent programs that selected “other” on the survey discussed strategies for student recruitment such as targeted scholarships, textbook assistance, and outreach to undergraduate students.

FIGURE 13: STUDENT RECRUITMENT STRATEGIES

Student Recruitment Strategies



S-1	Offer scholarships or fellowships to students studying issues of diversity and inclusion	S-6	Include diversity and inclusion as a criterion for allocating merit aid and/or graduate assistantships
S-2	Other	S-7	Include diversity and inclusion initiative information on website
S-3	Attend HSI (Hispanic Serving Institutions) graduate fairs (in last 5 years)	S-8	Include diversity and inclusion initiative information in recruitment materials
S-4	Offer application fee waivers for historically underrepresented and/or low-income students	S-9	Examination of admissions criteria for diversity bias
S-5	Attend HBCU (Historically Black Colleges and Universities) graduate fairs (in last 5 years)	S-10	Offer scholarships or fellowships to students from historically underrepresented backgrounds

FIGURE 14: HEALTH RESOURCES

Figure 14 illustrates that NASPAA survey respondents were least likely to employ strategy H-1, but more likely to employ strategies H-2 through H-4. Respondent programs that selected “other” on the survey discussed strategies for health resources such as student health clinics on campus, workshops for faculty on how to interact with distressed students, and modest food insecurity resources.



H-1	Other
H-2	Health insurance for all students
H-3	Specific information for accessing mental health care
H-4	Free mental health counseling/therapy (including at the university level)

SUMMATION OF STRATEGIES BY CATEGORY

This section of graphs (Figures 15 through 21) depicts each of the strategy categories by the total number of programs that employ each strategy. While the previous section of graphs (Figures 8 through 14) highlighted the distribution strategies within each NASPAA program, this section depicts the most-used strategies across all survey respondents. Note that we do not report the “other” category for each group.

Figure 15 illustrates the total number of strategies that programs employ within the climate of inclusiveness category. The most widely implemented strategy, used by 24 out of 32 respondents, is that programs have a clear diversity vision/mission/goals.

FIGURE 15: CLIMATE OF INCLUSIVENESS STRATEGIES

Climate of Inclusiveness Strategies

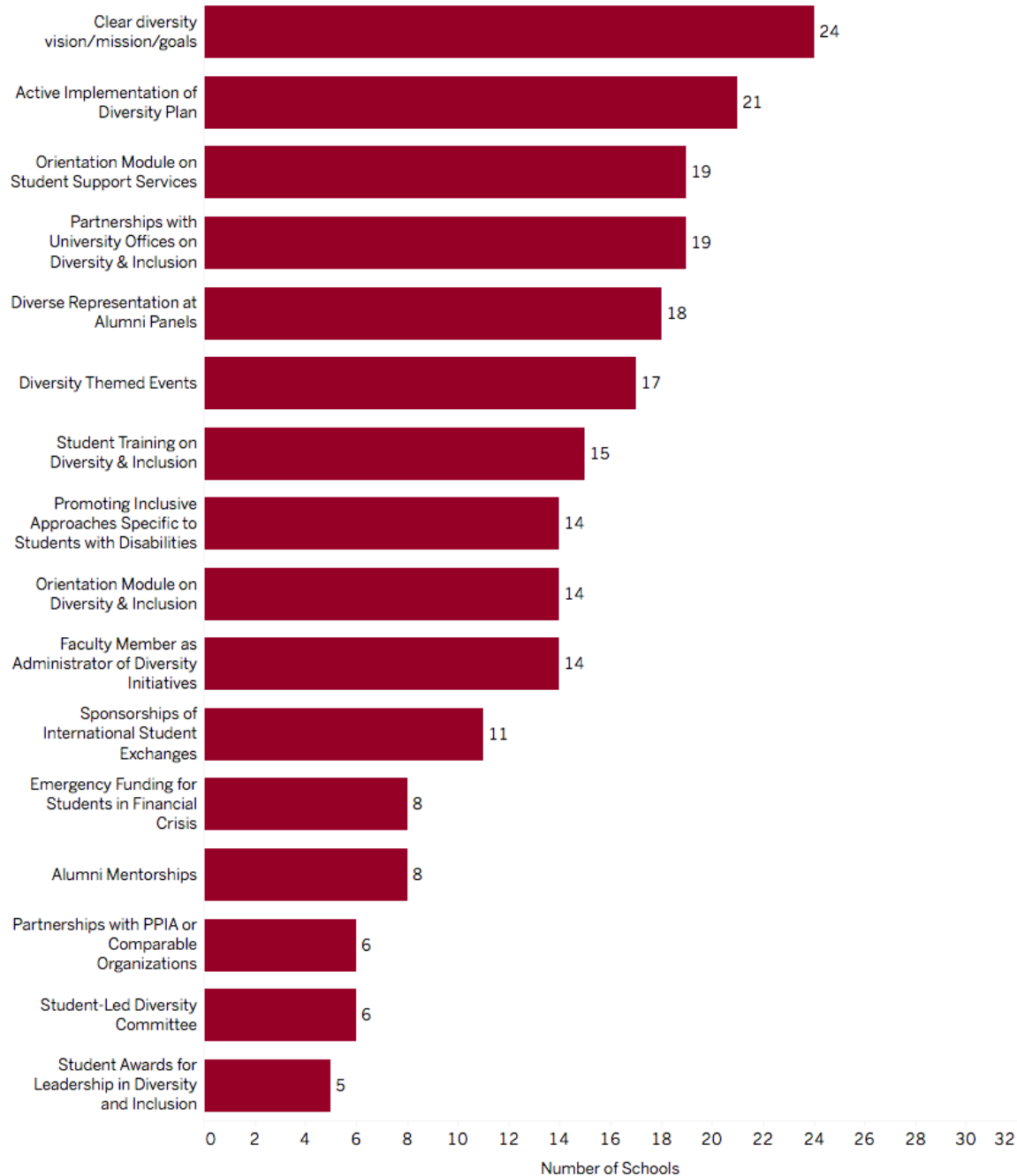


Figure 16 illustrates the most common clubs/student organizations for various identity groups among survey respondents. The most widely incorporated type of club is that for international students, but only 10 out of 32 respondents have such a club.

However, considering that only nine programs have a non-U.S. population of 10% or more and that the programs in the sample are fairly small, this is not surprising. Club activities for particular identity groups may be occurring at the university level.

FIGURE 16: CLUBS/STUDENT ORGANIZATIONS FOR IDENTITY GROUPS

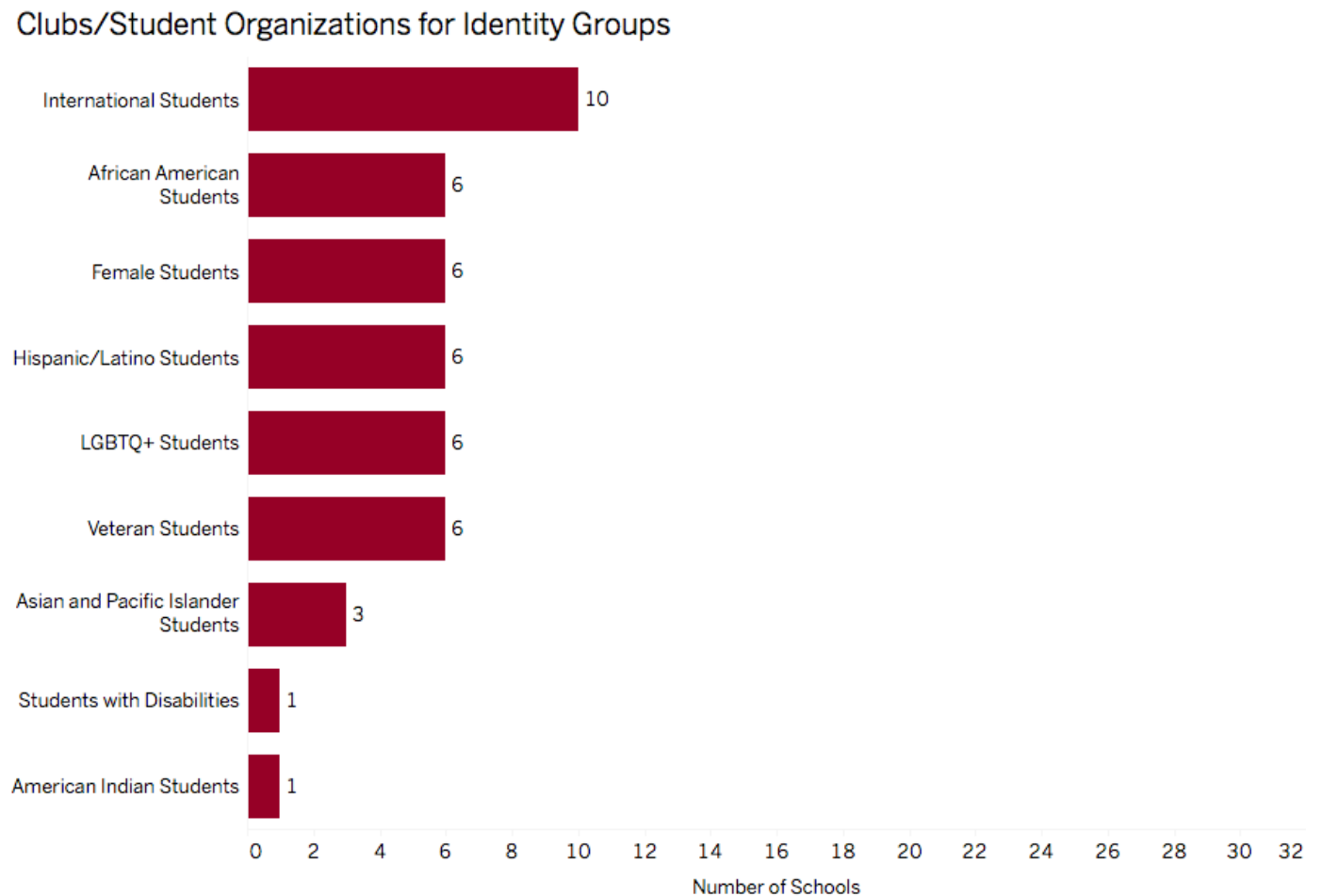


Figure 17 illustrates the total number of strategies that programs employ within the cultural competency category. Nearly every

program identified the use of diverse guest speakers (27 out of 32).

FIGURE 17: CULTURAL COMPETENCY STRATEGIES

Cultural Competency Strategies

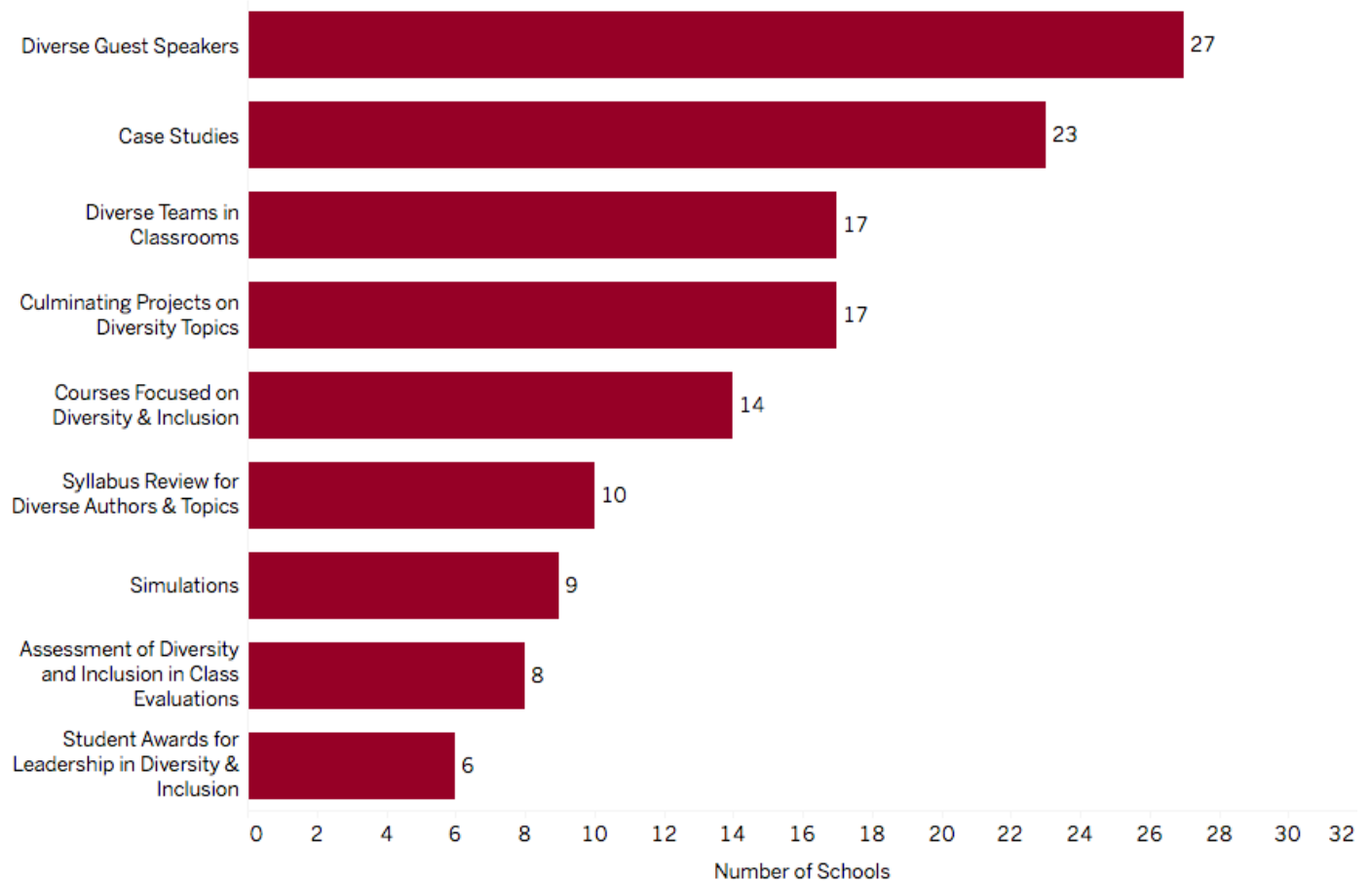


Figure 18 illustrates the total number of strategies that programs employ within the community outreach and engagement

category. Nearly every program (29 out of 32) participates in some kind of collaboration with local government.

FIGURE 18: COMMUNITY OUTREACH & ENGAGEMENT STRATEGIES

Community Outreach & Engagement Strategies

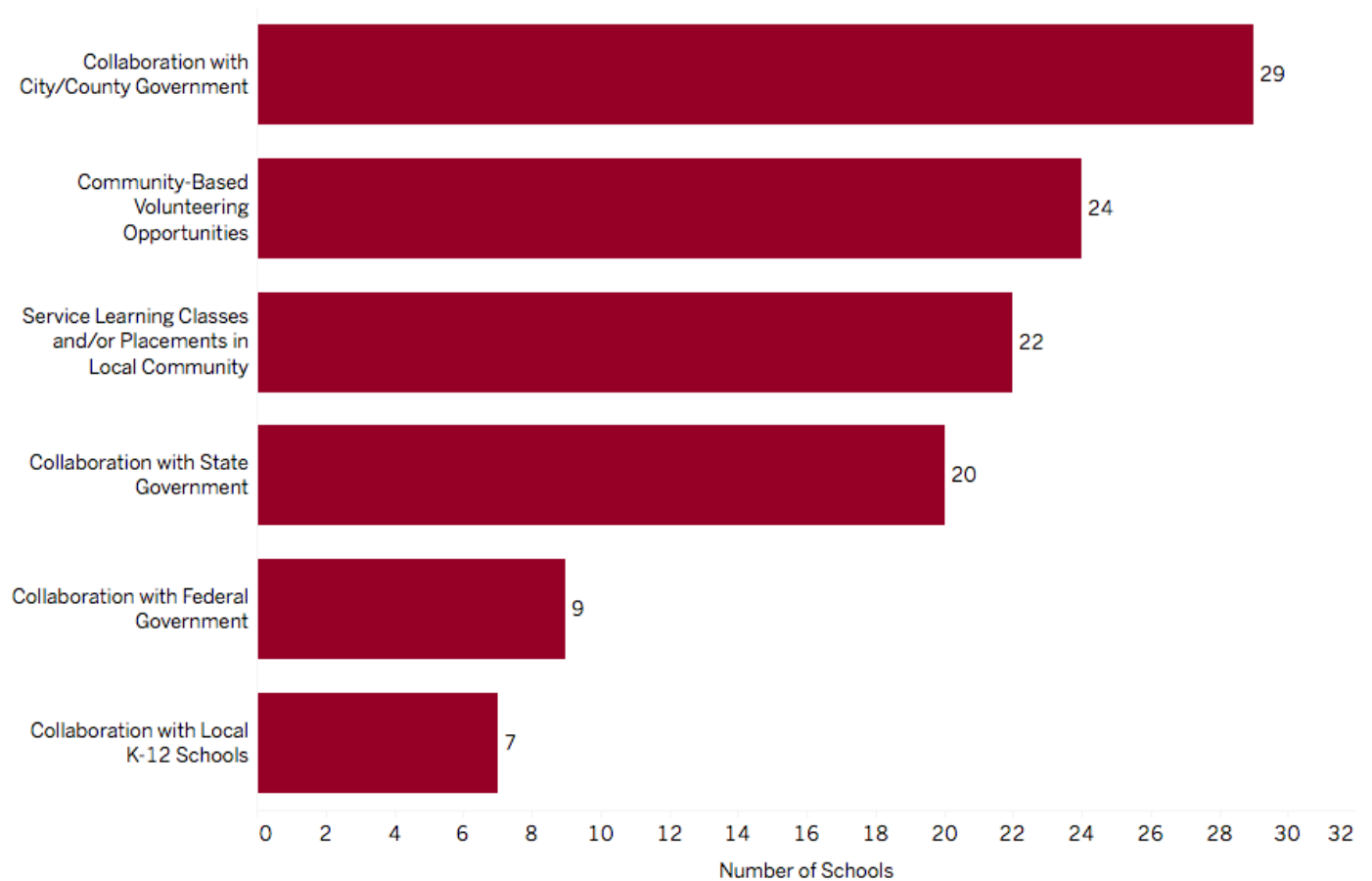


Figure 19 illustrates the total number of strategies that programs employ within the faculty recruitment category. The two most commonly employed strategies are using diverse faculty in hiring committees (reported as a strategy by 28 out of 32 programs) and broadly advertising faculty openings

(reported as a strategy by 27 out of 32 programs). Given that advertising faculty positions is necessary for any type of faculty recruiting, we do not necessarily view the strategy of advertising to be particularly innovative or helpful in advancing diversity, equity, and inclusion goals.

FIGURE 19: FACULTY RECRUITMENT & RETENTION STRATEGIES

Faculty Recruitment & Retention Strategies

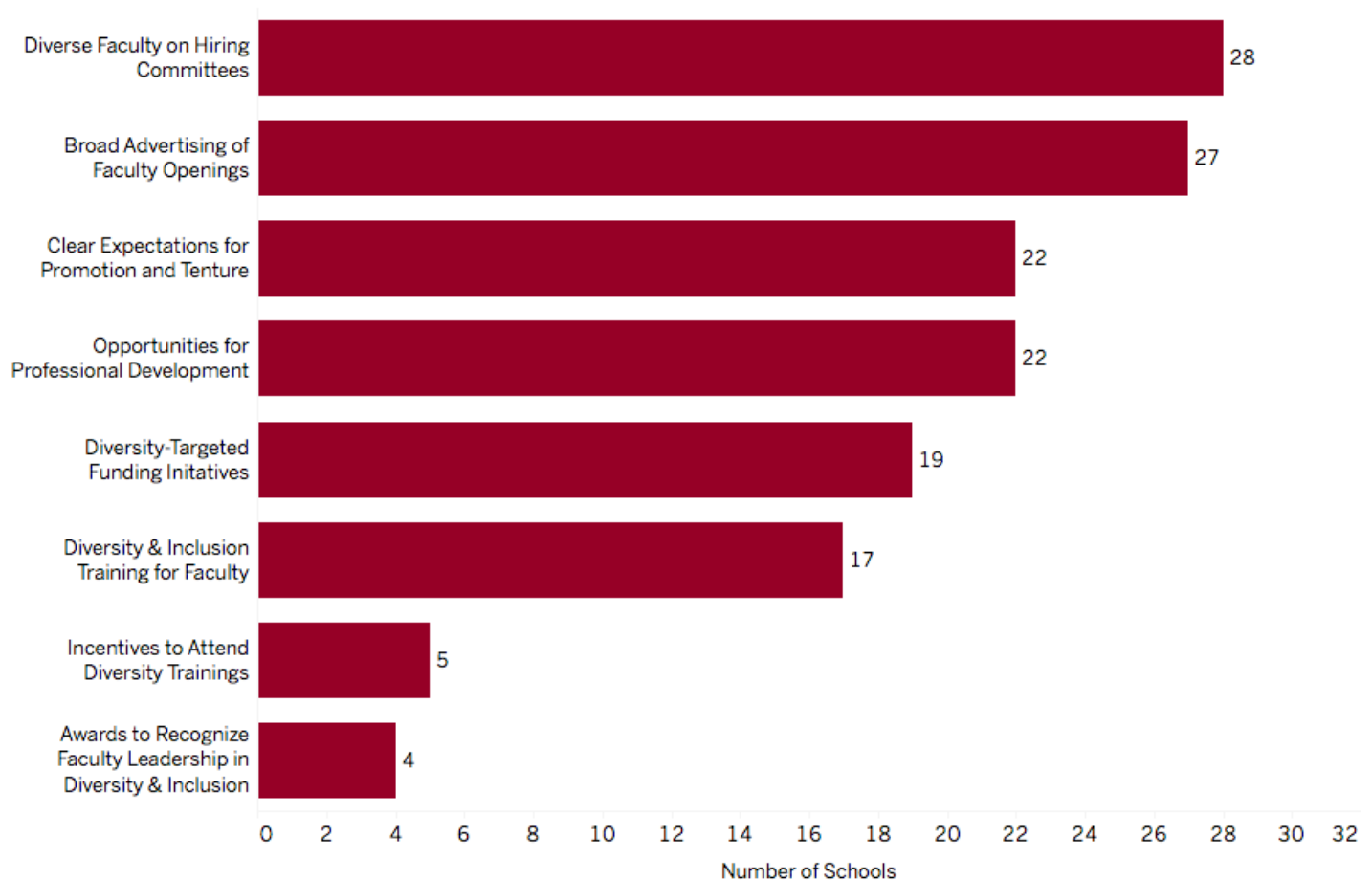


Figure 20 illustrates the total number of strategies that programs employ within the student recruitment category. The two most commonly employed strategies in student

recruitment strategies are offering financial aid for students from historically underrepresented backgrounds and examining admissions criteria for bias.

FIGURE 20: STUDENT RECRUITMENT & RETENTION STRATEGIES

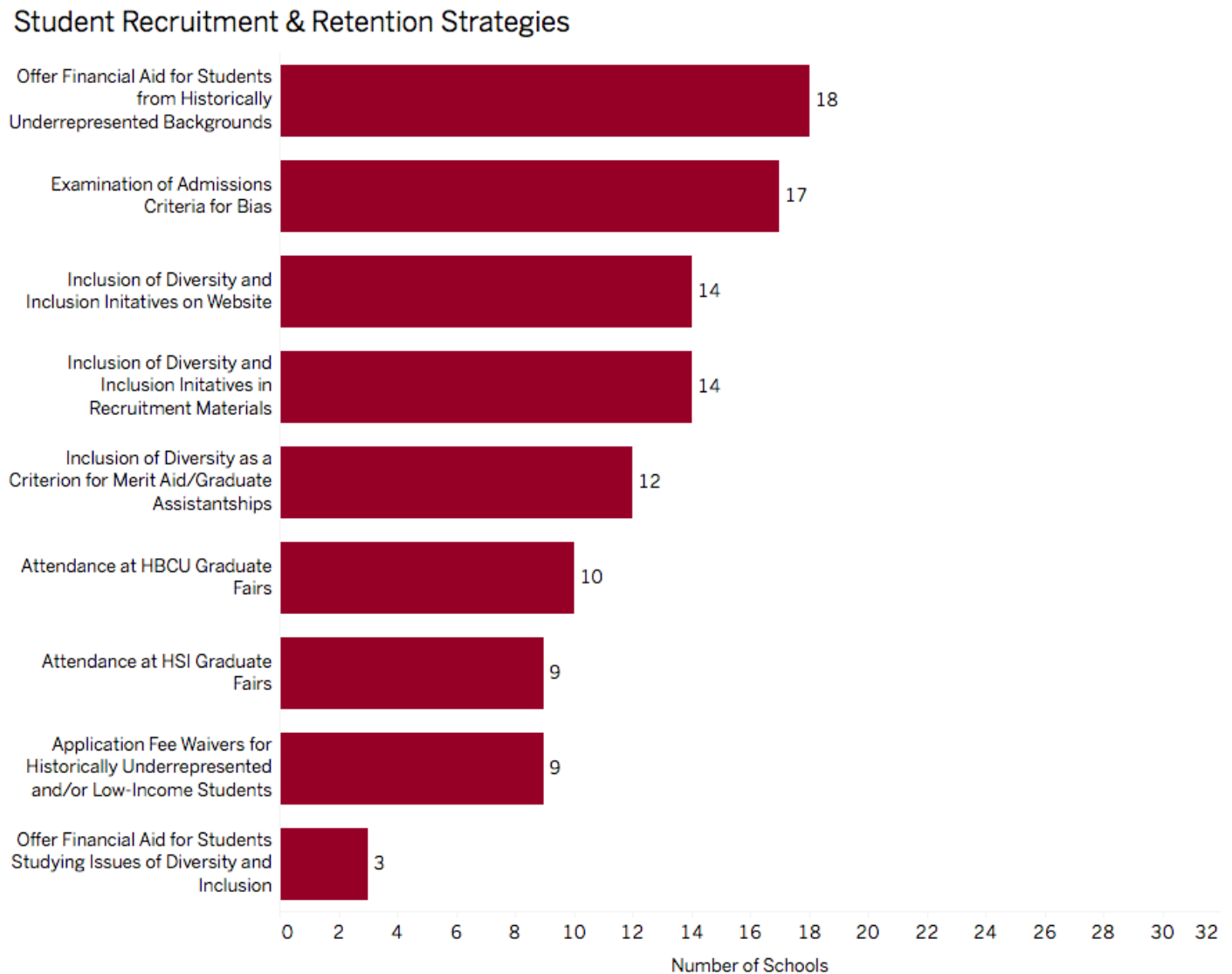
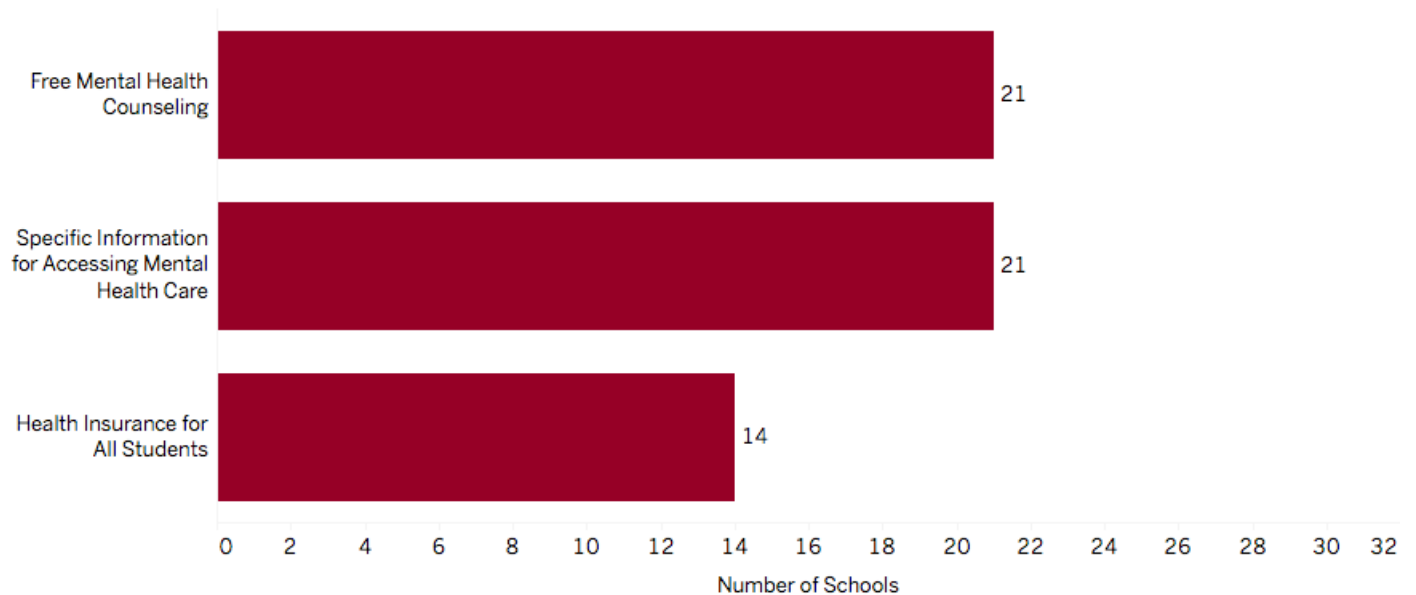


Figure 21 illustrates the total number of strategies that programs employ within the health resources category. Among these three strategies, a majority of schools utilize

free mental health counseling and provide specific information for accessing mental health care (21 out of 32 programs report doing both).

FIGURE 21: HEALTH RESOURCES

Health Resources



ANALYSIS

RELATIONSHIP BETWEEN DEMOGRAPHICS AND STRATEGIES

In this section, we examine the relationship between the demographic attributes of survey respondents and the number of strategies they employ within the various categories. We intentionally exclude graphs that do not show any notable trends or patterns. As such, the following graphs depict recognizable relationships between program

demographics and strategies for advancing diversity, equity, and inclusion. The number above each bar in the graphs indicates the number of programs with student representation falling into the range indicated on the x-axis. The gray circles indicate the average number of strategies employed by programs that fall into that demographic range (indexed on the right y-axis). Note that none of these reported relationships should be interpreted as causal, because our data collection methods do not enable us to disentangle whether higher numbers of strategies improved diversity, or vice versa.

FIGURE 22: CLIMATE OF INCLUSIVENESS STRATEGIES AND NONRESIDENT ALIENS

Climate of Inclusiveness Strategies and Nonresident Aliens

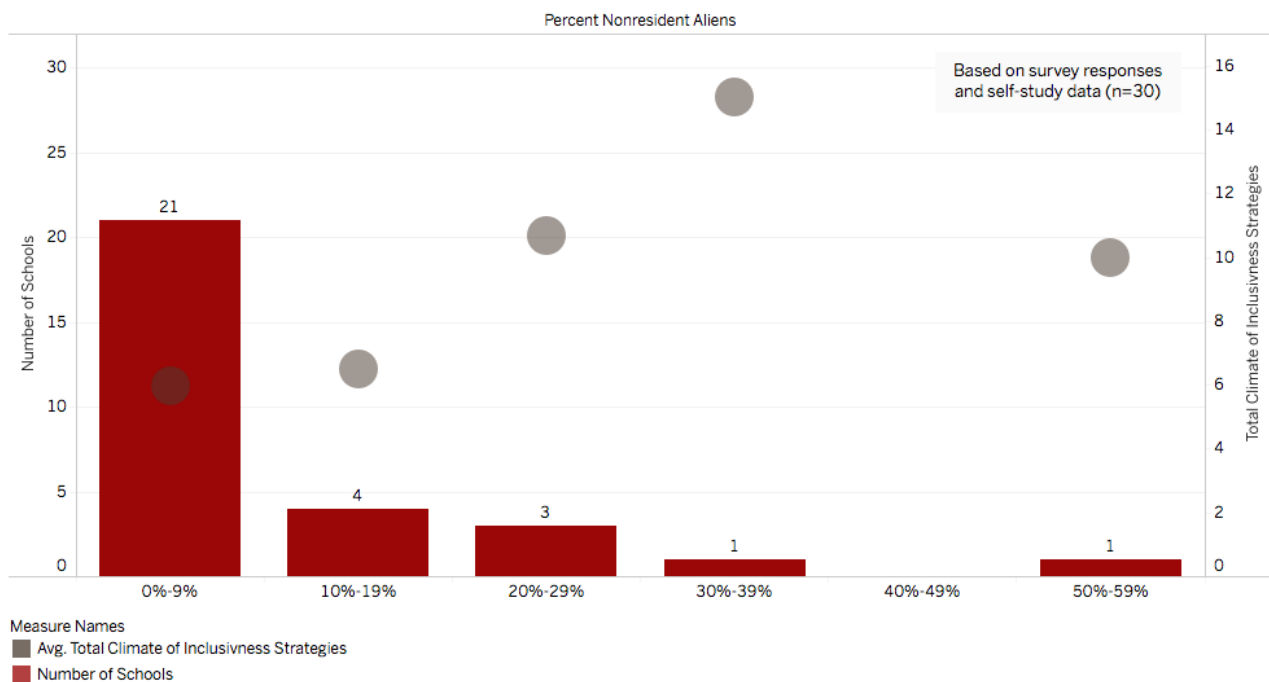


Figure 22 illustrates a general trend that programs with a higher percentage of nonresident alien students tend to employ more climate of inclusiveness strategies. On average, programs with the lowest share of

nonresident alien students employ an average of 5.5 strategies, while programs with higher shares of nonresident alien students employ as many as 15 strategies

FIGURE 23: CLIMATE OF INCLUSIVENESS STRATEGIES AND STUDENTS OF COLOR

Climate of Inclusiveness Strategies and Students of Color

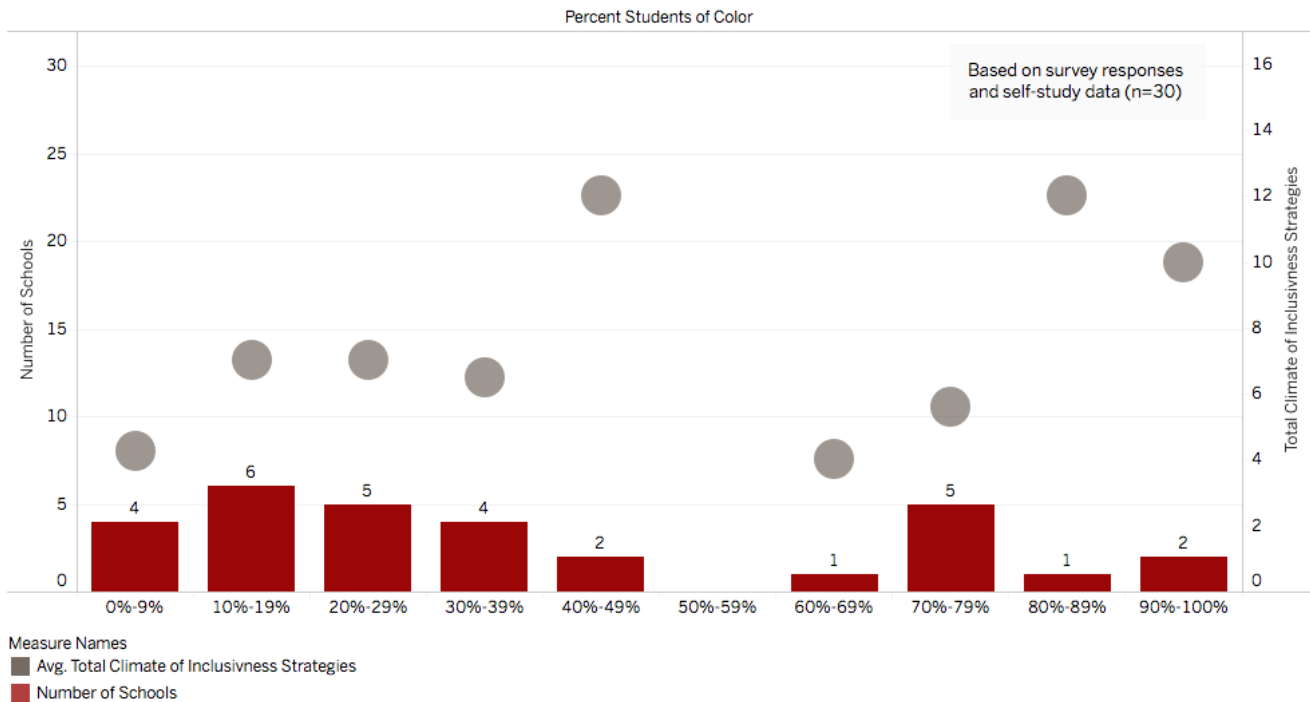


Figure 23 illustrates a general trend that programs with higher shares of students of color also employ more strategies in the climate of inclusiveness category. The programs on the right half of the graph, with

higher shares of students of color, were found at Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs).

FIGURE 24: CULTURAL COMPETENCY STRATEGIES AND BLACK STUDENTS

Cultural Competency Strategies and Black Students

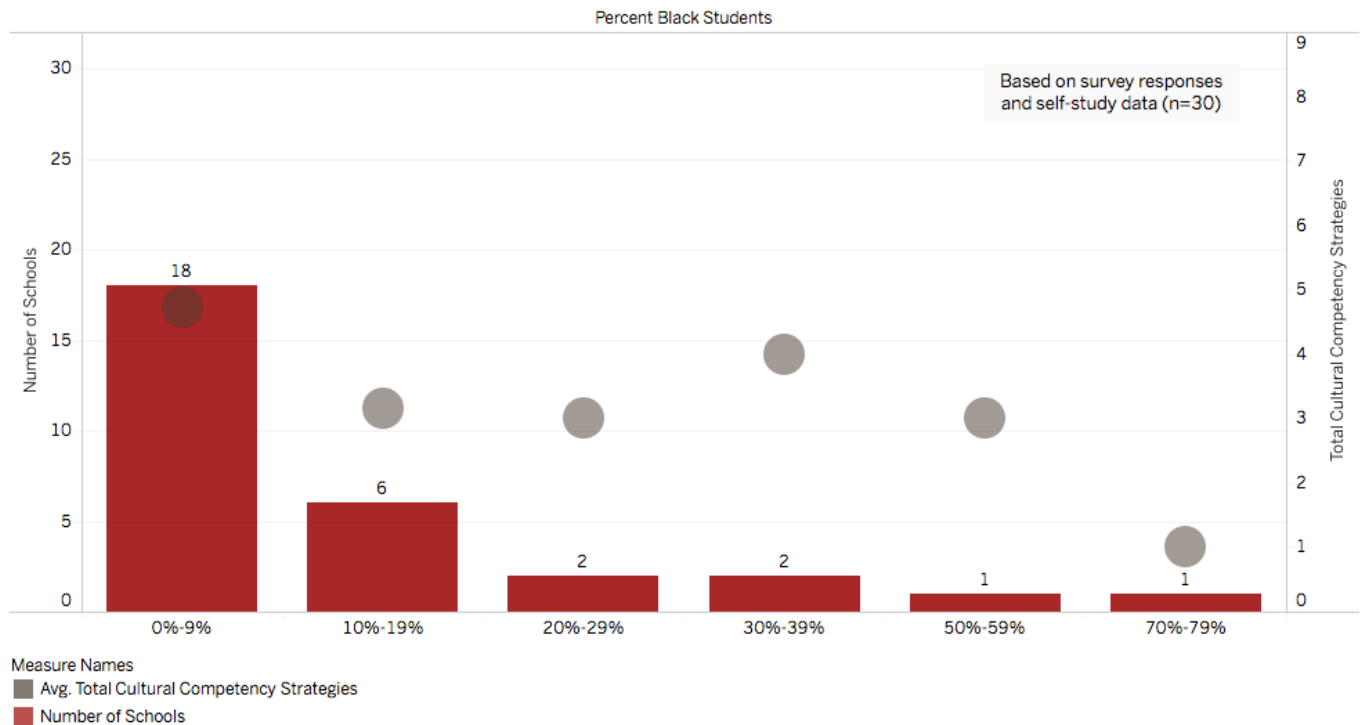


Figure 24 illustrates that programs with the highest shares of Black students employ the fewest number of strategies in the cultural competency category; on average, programs with more than 30% of students who are Black employ between one and four strategies, while the majority of programs with fewer than 9% Black students employ marginally higher numbers of strategies (on average, five strategies per program). This result may appear counterintuitive. One

reason may be that the programs with the highest shares of Black students are found at HBCUs. HBCUs often incorporate aspects of cultural competency as part of the mission of their university, and so may not have separately identified cultural competency strategies because they are infused in the university environment or because they do not identify a need for intentionally fostering cultural competency in an already diverse environment.

FIGURE 25: CULTURAL COMPETENCY STRATEGIES AND NONRESIDENT ALIENS

Cultural Competency Strategies and Nonresident Aliens

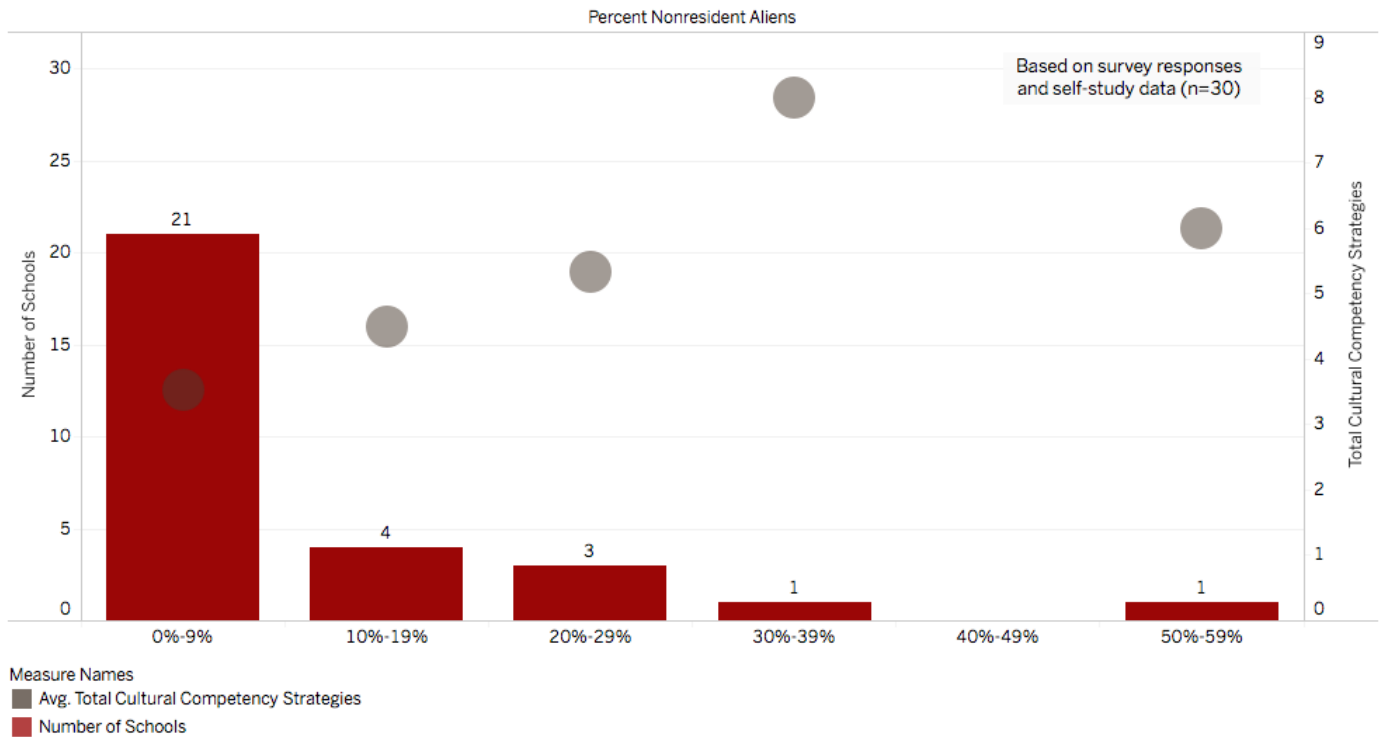


Figure 25 illustrates a general trend that programs with a higher share of nonresident alien students employ more strategies in the cultural competency category. This finding is consistent with previous analyses demonstrating a relationship between shares of nonresident alien students and higher

numbers of climate of inclusiveness strategies. It may be the case that programs with broader international reach have higher levels of resources or a program culture that privileges investment in the types of strategies that serve diverse students.

FIGURE 26: COMMUNITY OUTREACH STRATEGIES AND NONRESIDENT ALIENS

Community Outreach Strategies and Nonresident Aliens

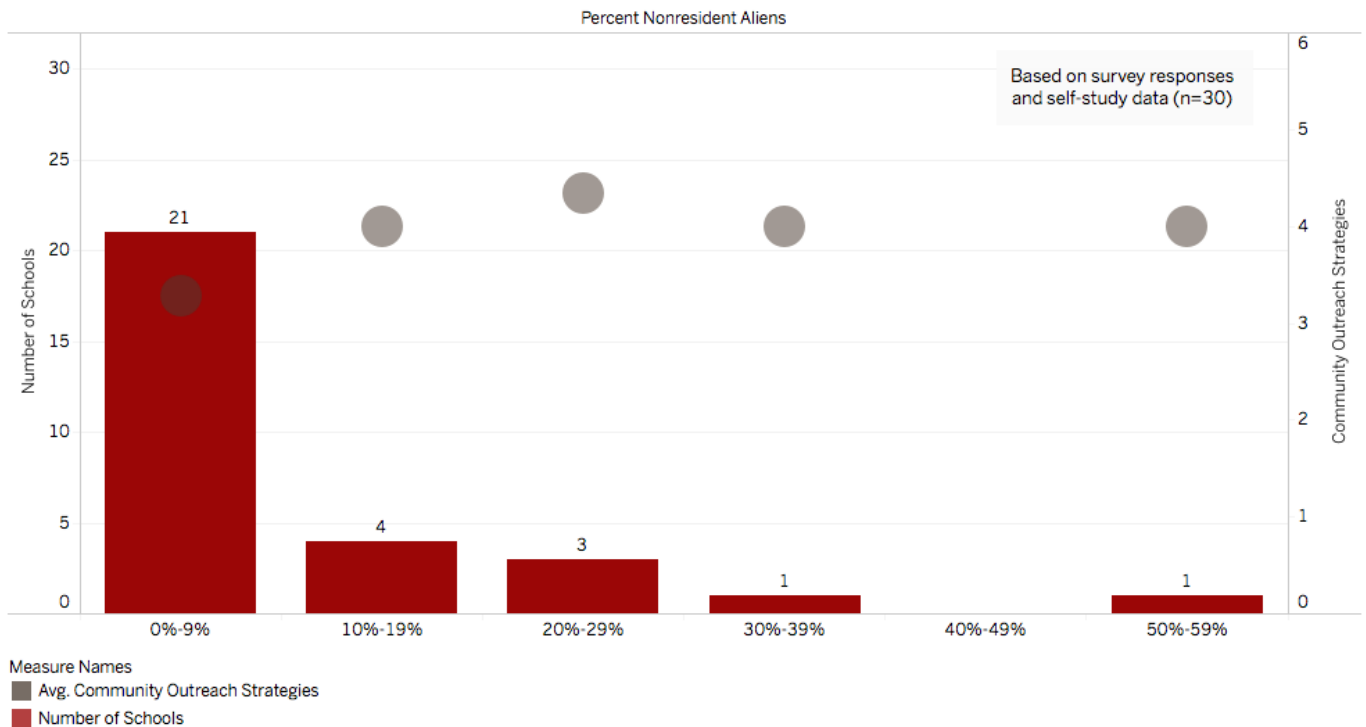


Figure 26 illustrates a general trend that programs with a higher share of nonresident alien students also employ a greater number of strategies in the community outreach and engagement category. On average, however,

even the programs with the highest shares of nonresident alien students employ relatively few numbers of community outreach and engagement strategies - between three and four strategies.

FIGURE 27: STUDENT RECRUITMENTS & RETENTION STRATEGIES AND STUDENTS OF COLOR

Student Recruitment & Retention Strategies and Students of Color

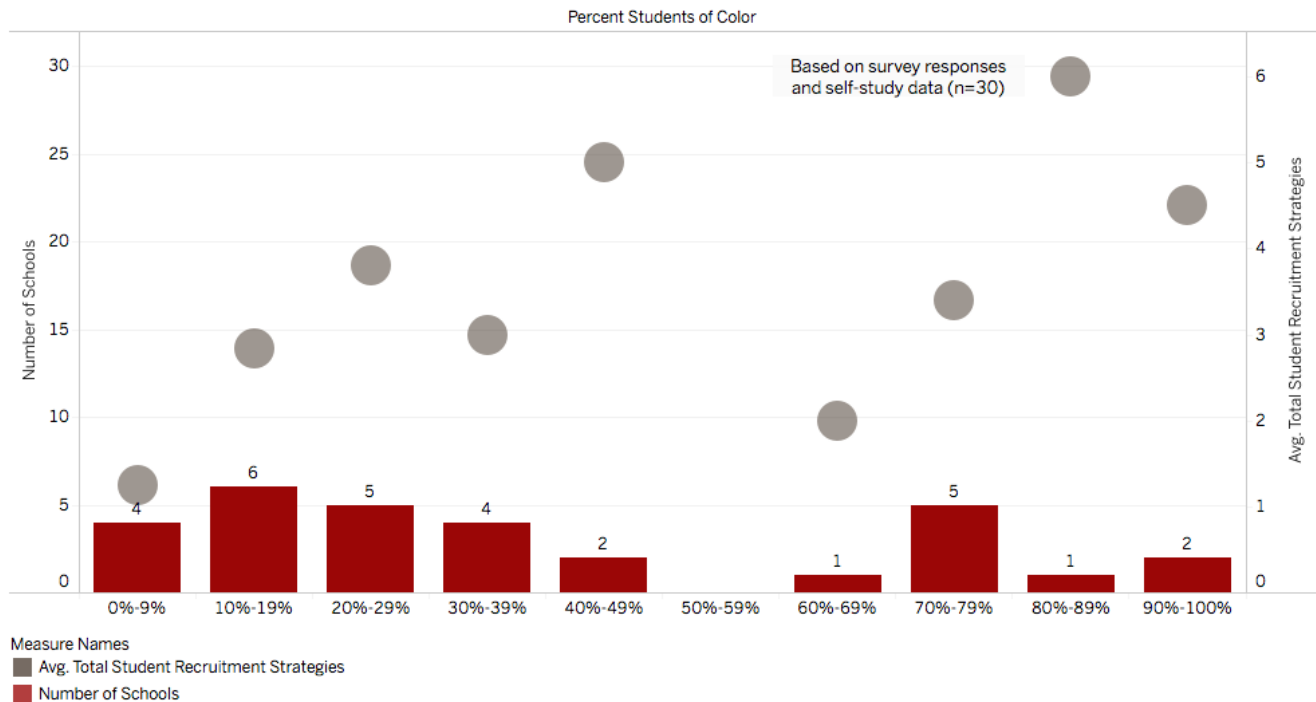


Figure 27 illustrates that, on average, programs with higher shares of students of color employ greater numbers of strategies in the student recruitment category. The graph

displays some fluctuations, but there is a general positive relationship between the number of recruitment strategies employed and enrollment of students of color.

GROUPING THE SURVEY RESPONDENTS

Taken together, the survey results indicate substantial variation across NASPAA accredited programs. This can be observed both in terms of measurable diversity indicators and comprehensiveness of strategies employed to advance diversity, equity, and inclusion goals.

Given this cross-program variation, we cannot recommend a “one size fits all” approach to diversity, equity, and inclusion strategies. Therefore, we grouped programs

according to two metrics: (1) the number of strategies employed, as identified on the survey, and (2) the share of students of color. We used the share of students of color as a proxy for program diversity. While this measure does not capture all potential dimensions of diversity, it is the measure most commonly reported for all survey respondents.

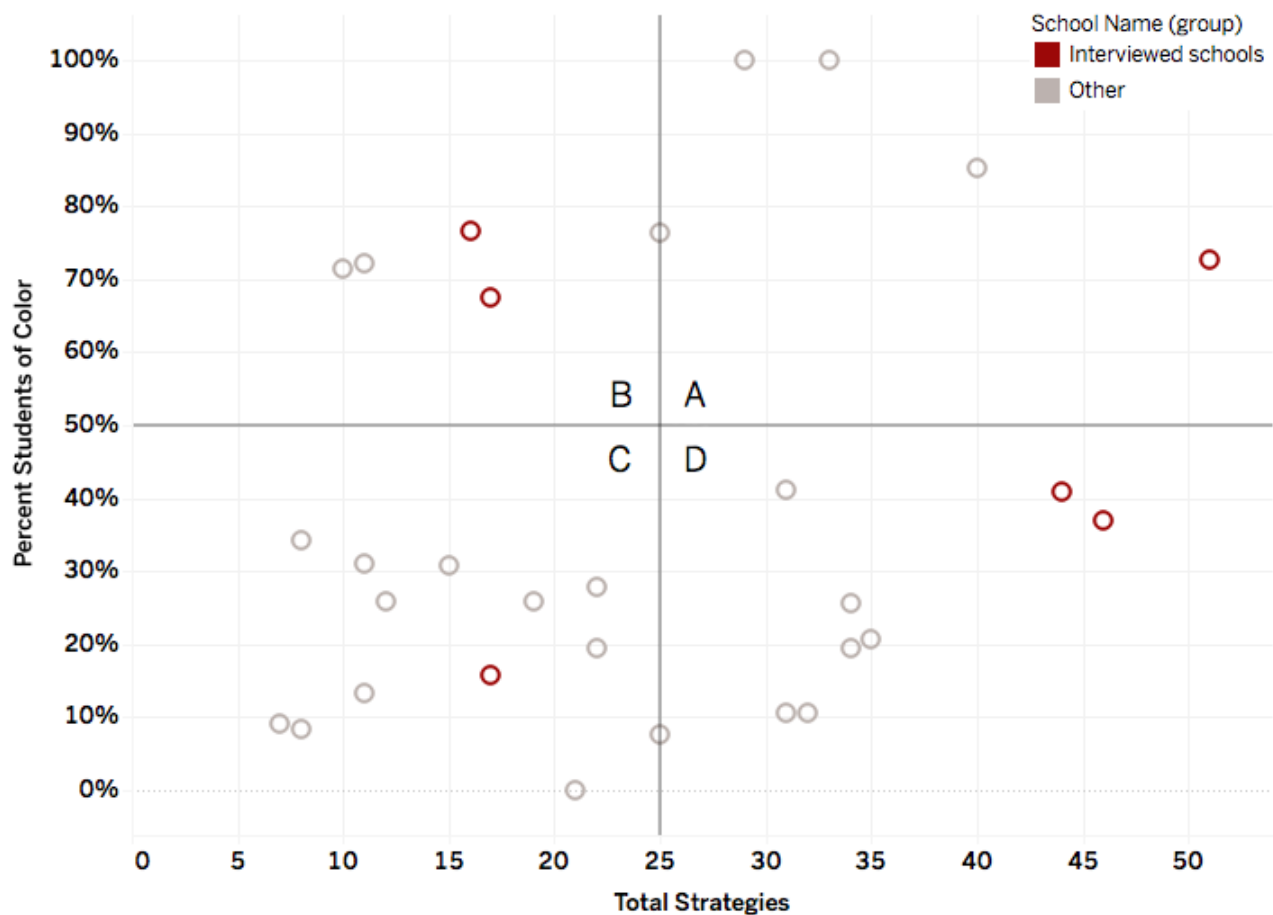
The four quadrant structure below (see Figure 28) depicts the distribution of

NASPAA survey respondents, partitioned by the percent of students of color (the y-axis) and number of strategies employed (the x-axis). We then categorize the quadrants as: (a) high diversity, high strategy (Quadrant A);

(b) high diversity, low strategy (Quadrant B); (c) low diversity, low strategy (Quadrant C); and (d) low diversity, high strategy (Quadrant D).

FIGURE 28: DIVERSITY STRATEGIES AND STUDENTS OF COLOR - SURVEY AND INTERVIEW RESPONDENTS

Diversity Strategies and Students of Color - Survey and Interview Respondents



We used this quadrant structure to inform the design of the qualitative interview portion of our data collection. We decided to interview

at least one program in each quadrant to learn about the unique challenges and opportunities faced by respondents in each

quadrant. As described in the Data section, we conducted follow-up interviews with programs that agreed to be contacted as part of our study. During these interviews, programs identified implementation challenges associated with diversity, equity, and inclusion related programming and offered advice for mitigating those challenges. The red circles on the graph represent the programs we interviewed in each quadrant. We discuss the findings from these interviews in the recommendations section below.

Quadrant A (High Strategy-High Diversity)

Programs from our survey that fall into Quadrant A are located within large metropolitan schools. The tables below lists

Further, we identified the types of programs that fall into each quadrant and the strategies they employ the most and least. For each quadrant, we define a “most employed strategy” as a strategy employed by 80% or more by programs in that quadrant. We define a “not employed strategy” as one employed by 20% or fewer programs in that quadrant. In the sections that follow, we further describe the programs within each quadrant and the strategies they typically do and do not employ.

the strategies most employed by Quadrant A programs and the strategies not typically employed by Quadrant A programs.

TABLE 1: QUADRANT A - STRATEGIES MOST EMPLOYED

Category of Strategies	Strategies MOST Employed
Climate of Inclusiveness	<ul style="list-style-type: none"> • Clear diversity mission/vision/goals • Orientation Module on Student Support Services • Partnerships with University Offices on Diversity and Inclusion
Cultural Competency	<ul style="list-style-type: none"> • Diverse Guest Speakers
Faculty Recruitment	<ul style="list-style-type: none"> • Diverse Faculty on Hiring Committee • Broad Advertising of Faculty Openings • Opportunities for Professional Development
Community Outreach and Engagement	<ul style="list-style-type: none"> • Collaboration with City/County Government

TABLE 2: QUADRANT A - STRATEGIES NOT EMPLOYED

Category of Strategies	Strategies NOT Employed
Climate of Inclusiveness	<ul style="list-style-type: none"> • Student-led Diversity Committee • Student Awards for Diversity and Inclusion
Cultural Competency	<ul style="list-style-type: none"> • Student Awards for Diversity and Inclusion
Clubs/Student Organizations for Identity Groups	<ul style="list-style-type: none"> • Clubs for Female Students • Clubs for Students with Disabilities
Faculty Recruitment	<ul style="list-style-type: none"> • Incentives for Attending Diversity Training

Quadrant B (Low Strategy-High Diversity)

Programs in Quadrant B tend to be at HBCU-HSI institutions. These programs exhibit high levels of diversity due to the nature of their institutions.

The tables below shows the strategies most employed by Quadrant B programs and the

strategies not employed by Quadrant B programs. Notably, programs in this quadrant do not typically implement a high number of strategies. However, this is likely due to the existing level of diversity within their programs.

TABLE 3: QUADRANT B - STRATEGIES MOST EMPLOYED

Category of Strategies	Strategies MOST Employed
Climate of Inclusiveness	<ul style="list-style-type: none"> • Diverse Guest Speakers
Community Outreach and Engagement	<ul style="list-style-type: none"> • Collaboration with City/County Government • Community-Based Volunteering Opportunities
Faculty Recruitment	<ul style="list-style-type: none"> • Diverse Faculty on Hiring Committees • Opportunities for Professional Development

TABLE 4: QUADRANT B - STRATEGIES NOT EMPLOYED

Categories of Strategies	Strategies NOT Employed
Climate of Inclusiveness	<ul style="list-style-type: none"> • Diversity Representation at Alumni Panels • Partnerships with University Offices on Diversity and Inclusion • Emergency Funding for Students in Financial Crisis • Orientation Module on Student Support Services • Partnerships with PPIA or Other Comparable Organizations • Partnerships with University Offices on Diversity and Inclusion • Sponsorship for International Exchange Students • Student Awards for Diversity and Inclusion
Cultural Competency	<ul style="list-style-type: none"> • Cultural Simulations • Syllabus Review for Diverse Topics and Authors • Student Awards for Leadership in Diversity and Inclusion • Assessment of Diversity and Inclusion in Class Evaluations
Clubs/Student Organizations for Identity Groups	<ul style="list-style-type: none"> • Clubs for International Students • Clubs for LGBTQ Students • Clubs for Female Students • Clubs for African American Students • Clubs for Hispanic Students • Clubs for Asian Students • Clubs for American Indian Students • Clubs for Students with Disabilities • Clubs for Veteran Students
Community Outreach and Engagement	<ul style="list-style-type: none"> • Collaboration with Federal Government
Faculty Recruitment	<ul style="list-style-type: none"> • Awards to Recognize Faculty Leadership in Diversity and Inclusion
Student Recruitment	<ul style="list-style-type: none"> • Application Fee Waivers for Historically Underrepresented and/or Low-Income Students • Offer Financial Aid for Students from Historically Underrepresented Backgrounds • Examination of Admissions Criteria for Bias • Offer Financial Aid for Students Studying Diversity and Inclusion

Quadrant C (Low Strategy-Low Diversity)

The majority of our survey respondents fall into Quadrant C. Programs in this quadrant do not fit into a neatly-defined category, but implement a low number of strategies on average. Further, the strategies they employ do not exhibit strong correlations with relevant diversity measures. We are unable to

make causal claims about the relationship between these strategies and diversity measures. These strategies may be characterized as relatively low-impact due to their weak associations with diversity outcome measures.

TABLE 5: QUADRANT C - STRATEGIES MOST EMPLOYED

Categories of Strategies	Strategies MOST Employed
Climate of Inclusiveness	<ul style="list-style-type: none"> • Clear Diversity Mission/Vision/Goals • Active Implementation of Diversity Plan
Cultural Competency	<ul style="list-style-type: none"> • Cultural Competency Case Studies • Diverse Guest Speakers
Community Outreach and Engagement	<ul style="list-style-type: none"> • Collaboration with City/County Government • Community-Based Volunteering Opportunities • Service Learning Classes and/or Placements in Local Community • Collaboration with State Government
Faculty Recruitment	<ul style="list-style-type: none"> • Diverse Faculty on Hiring Committees • Broad Advertising of Faculty Openings • Diversity Targeted Funding Initiatives • Diversity and Inclusion Training for Faculty • Clear Expectations for Promotion and Tenure

TABLE 6: QUADRANT C - STRATEGIES NOT EMPLOYED

Categories of Strategies	Strategies NOT Employed
Climate of Inclusiveness	<ul style="list-style-type: none"> • Student-led Diversity Committee • Emergency Funding for Students in Financial Crisis
Clubs/Student Organizations for Identity Groups	<ul style="list-style-type: none"> • Clubs for LGBTQ Students • Clubs for Female Students • Clubs for African American Students • Clubs for Hispanic Students • Clubs for Asian Students • Clubs for American Indian Students • Clubs for Students with Disabilities
Community Outreach and Engagement	<ul style="list-style-type: none"> • Collaboration with Local K-12 Schools
Faculty Recruitment	<ul style="list-style-type: none"> • Awards to Recognize Faculty Leadership in Diversity and Inclusion
Student Recruitment	<ul style="list-style-type: none"> • Attendance at HSI Graduate Fairs • Application Fee Waivers for Historically Underrepresented and/or Low-Income Students • Offer Financial Aid for Students Studying Diversity and Inclusion

Quadrant D (High Strategy-Low Diversity)

Programs from our survey that fall into Quadrant D tend to be located at universities either in urban areas with a relatively high cost of living, or rural areas. These programs face barriers to recruitment that are outside their locus of control, including the general

demographic makeup of the area. Quadrant D programs employ many strategies to bolster diversity, equity, and inclusion, but these strategies are not strongly associated with greater program diversity.

TABLE 7: QUADRANT D - STRATEGIES MOST EMPLOYED

Categories of Strategies	Strategies MOST Employed
Climate of Inclusiveness	<ul style="list-style-type: none"> • Clear Diversity Mission/Vision/Goals • Diverse Representation at Alumni Panels • Orientation Module on Student Support Services • Partnerships with University Offices on Diversity and Inclusion
Cultural Competency	<ul style="list-style-type: none"> • Cultural Competency Case Studies • Diverse Guest Speakers • Culminating Projects on Diversity Topics
Community Outreach and Engagement	<ul style="list-style-type: none"> • Collaboration with City/County Government • Community-Based Volunteering Opportunities • Service Learning Classes and/or Placements in Local Community • Collaboration with State Government
Faculty Recruitment	<ul style="list-style-type: none"> • Diverse Faculty on Hiring Committees • Broad Advertising of Faculty Openings
Student Recruitment	<ul style="list-style-type: none"> • Offer Financial Aid for Students from Historically Underrepresented Backgrounds
Health Resources	<ul style="list-style-type: none"> • Free Mental Health Counseling • Specific Information for Accessing Mental Health Care

TABLE 8: QUADRANT D - STRATEGIES NOT EMPLOYED

Categories of Strategies	Strategies NOT Employed
Clubs/Student Organizations for Identity Groups	<ul style="list-style-type: none"> • Clubs for American Indian Students • Clubs for Asian Students • Clubs for Students with Disabilities
Faculty Recruitment	<ul style="list-style-type: none"> • Awards to Recognize Faculty Leadership in Diversity and Inclusion

RECOMMENDATIONS

Our recommendations are based on the results of our survey analysis and information obtained during our qualitative interviews. These recommendations aim to provide guidance for NASPAA members to improve diversity, equity, and inclusion efforts within their programs.

We use the four quadrant structure to identify the strategies employed by programs in the high strategy-high diversity quadrant. Additionally, the quadrant structure facilitates a process by which programs can easily identify strategies peers in their quadrant are employing, strategies that are generally not employed, and strategies that are employed by programs in the High Strategy-High Diversity quadrant to achieve their diversity, equity, and inclusion goals.

Programs may then examine the strategies other programs in their quadrant employ in comparison to those in other quadrants and in the quadrants to which they aspire. Additionally, programs can review the qualitative interview results for advice and guidance on navigating implementation challenges. We recognize that the quadrant structure does not perfectly capture all dimensions of diversity relevant to different programs. Our goal is to present programs with an additional method with which they can consider approaching diversity, equity, and inclusion initiatives.

Based on our analysis of strategies employed by programs, we provide eight

recommendations that all programs can implement to increase and improve diversity. Though our data do not enable us to examine climate of inclusiveness as a program outcome--because we do not have access to program-level data on inclusiveness--we argue that most measures that seek to increase diversity also likely align with fostering a climate of inclusiveness. We root our recommendations in the eight strategies commonly employed by programs in Quadrant A, but infrequently employed by programs in Quadrants C and D, to align our recommendations with the strategies exhibiting the highest correlation with the share of students of color. The strategies common to Quadrant A and D indicate a weak correlation between those practices and our primary diversity measure of interest. After eliminating the strategies common to Quadrant A and D, and removing the strategies common Quadrant C, we identify the remaining strategies as the highest impact strategies for Quadrant A programs.

To formulate our recommendations, we: (1) identified the top 25 strategies employed by 80% or more of the High Strategy-High Diversity programs (Quadrant A); (2) calculated the shares of programs in the other three quadrants that also perform these strategies; (3) removed the strategies implemented in 80% or more of the High Strategy-Low Diversity (Quadrant D) programs because those strategies are not strongly associated with higher levels of diversity; and (4) identified eight out of the

total remaining 13 strategies implemented by less than 20% of the Low Strategy-Low Diversity (Quadrant C) programs.

We believe that programs can benefit from explicitly considering these eight strategies,

due to their high correlation with diversity outcomes among programs in the High Strategy-High Diversity quadrant. We list these strategies below, partitioned by their relationship to each of the NASPAA diversity outcomes:

Recommended Strategies for All Programs	
<u>Outcome 1:</u> Community Outreach and Engagement	<ul style="list-style-type: none"> • Outreach Other (Research, Strategic Partnerships, Internships for Underrepresented Students, Curriculum Offerings that Address Diversity, Equity and Inclusion through service learning or community internships)
<u>Outcome 2:</u> Cultural Competency	<ul style="list-style-type: none"> • Assessment of Diversity and Inclusion in Class Evaluations
<u>Outcome 3:</u> Climate of Inclusiveness	<ul style="list-style-type: none"> • Diversity and Inclusion Training for Students • Diversity Themed Events • Climate Other (Employing Study Abroad Programs, Partnerships with Nonprofit Organizations, Partnerships with Hybrid Private Organizations)
<u>Outcome 4:</u> Reduced Attrition¹⁰	<ul style="list-style-type: none"> • Attend HSI (Hispanic Serving Institutions) Graduate Fairs • Include Diversity and Inclusion Initiative Information in Recruitment Materials • Include Diversity and Inclusion Initiative Information on Website

¹⁰ The three strategies we identified from our data all relate primarily to recruitment strategies as a mechanism for reducing attrition. Recruitment strategies are aligned with retention. Although many factors are related to student persistence within programs, programs that are intentional in their recruitment practices also are likely to be intentional in their practices for attracting underrepresented students, although this relationship is not something we were explicitly able to identify in our data.

QUALITATIVE INTERVIEWS

As discussed, we supplemented our survey analysis with qualitative interviews with NASPAA accredited programs within each of the quadrants. These supplementary interviews provided additional recommendations for implementing initiatives aimed at advancing diversity,

equity, and inclusion, as well as advice for mitigating associated challenges. Below, we list examples from our qualitative interviews. We recommend that member programs use their location within the quadrant scheme to identify appropriate, relevant guidance from these interviews.

TABLE 9: QUADRANT A – GUIDANCE FOR IMPLEMENTATION CHALLENGES

High Strategy-High Diversity (Quadrant A)	
Implementation Challenges	Advice for Mitigation
Faculty support in adding material to courses that specifically address diversity, equity, inclusion, and cultural competency	<ul style="list-style-type: none"> • Require core course material to address these issues; do not expect only electives to cover these areas • Provide faculty workshops on the importance of diversity training for students • Perform an annual faculty/course review by students with questions about the course related to diversity, equity, inclusion, and cultural competency
School location (high diversity)	<ul style="list-style-type: none"> • Hire faculty who represent the diversity of the student body
Lack of support from higher administration	<ul style="list-style-type: none"> • Create an office dedicated to diversity, equity, and inclusion • Communicate a consistent message and set of goals
Lack of faculty diversity; faculty do not reflect or represent the students in the program	<ul style="list-style-type: none"> • Create internship and research opportunities with local diverse community leaders

TABLE 10: QUADRANT B – GUIDANCE FOR IMPLEMENTATION CHALLENGES

Low Strategy-High Diversity (Quadrant B)	
Implementation Challenges	Advice for Mitigation
Inability to attract/maintain diverse faculty because of salary range	<ul style="list-style-type: none"> • Designate funding for diverse faculty hires
School location (hinders increasing diversity)	<ul style="list-style-type: none"> • Offer online courses • Provide financial aid to traditionally underrepresented groups

TABLE 11: QUADRANT C – GUIDANCE FOR IMPLEMENTATION CHALLENGES

Low Strategy-Low Diversity (Quadrant C)	
Implementation Challenges	Advice for Mitigation
Lack of faculty/administrator interest in diversity	<ul style="list-style-type: none"> • Seek out support of university/school heads • Create administrative positions dedicated to diversity and inclusion • Provide opportunities for students to express their concerns
Lack of diversity plan	<ul style="list-style-type: none"> • Ask for interested persons to come together and create a plan including all relevant stakeholders: students (current and alumni), faculty, and administration • Create a timeline for completion and appoint a responsible party to keep track of the timeline
Attracting Diverse Faculty	<ul style="list-style-type: none"> • Make diverse faculty recruitment a priority • Encourage and support research that would attract diverse faculty

TABLE 12: QUADRANT D – GUIDANCE FOR IMPLEMENTATION CHALLENGES

High Strategy-Low Diversity (Quadrant D)	
Implementation Challenges	Advice for Mitigation
Attracting Diverse Students	<ul style="list-style-type: none"> • Provide mentors and faculty who reflect the desired diversity of the student body • Align program with minority serving pipeline programs • Offer a curriculum that addresses issues of diversity, equity, inclusion, and cultural competency • Offer scholarships and financial assistance to students from traditionally underrepresented groups
School location (low diversity)	<ul style="list-style-type: none"> • Offer financial assistance for program visits and housing • Recruit with intent to increase diversity
Defining diversity, equity, inclusion, and cultural competency	<ul style="list-style-type: none"> • Interviewees did not provide insight into mitigating this challenge
Accountability	<ul style="list-style-type: none"> • Create benchmarks for diversity curriculum • Create measurable goals on a specific timeline • Appoint representatives who will report on goal achievement • Recognize goals can be changed based on feasibility • Create rewards for meeting goals (funding)
Balancing stakeholder interests	<ul style="list-style-type: none"> • Incorporate all stakeholders in relevant discussions • Be as transparent as possible during discussions so all stakeholders understand limitations

The two most common implementation challenges programs identified when trying to increase the diversity of their student body and/or faculty were location and funding.

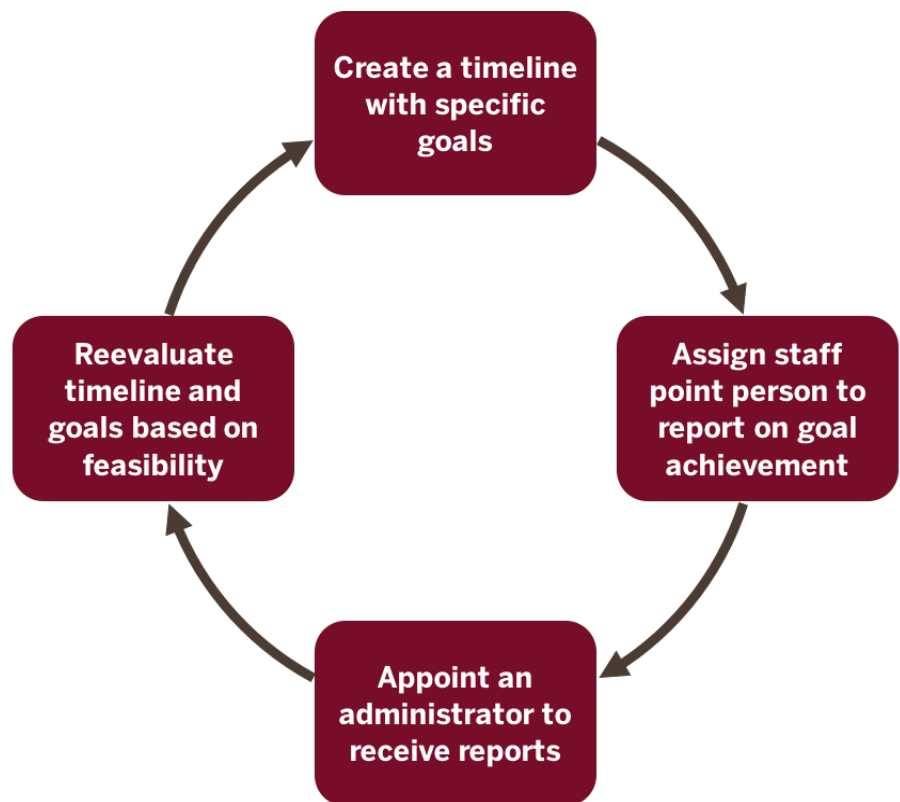
Throughout the interviews, we found that program location (urban vs. rural/suburban) significantly impacted the implementation challenges faced by programs. Specifically, many programs in rural/suburban institutions struggled with attracting a diverse student body despite implementing a wide array of strategies. Programs in urban areas identified cost of living as a significant hurdle in attracting students from underserved backgrounds. Across all programs, qualitative interviews highlighted the challenges associated with attracting diverse faculty. Programs often lacked the fund to make their programs attractive to faculty from underrepresented backgrounds.

When we asked programs to provide information about accountability structures surrounding their diversity, equity, and inclusion efforts, we noticed a common trend in responses: many program directors had difficulty identifying and implementing successful accountability structures. Programs identified major barriers to implementation, including the lack of authority to impose shared goals and faculty

resistance to proposed changes to curricula that incorporate diversity, equity, and inclusion initiatives.

Programs that have succeeded in implementing an accountability structure recommended the following process: create a timeline with identifiable goals, assign a point person to report on timeline goal achievement, and identify a person who receives reports on progress on stated goals and makes timeline changes based on goal feasibility. Those programs recommended iterating through the cycle multiple times to achieve diversity, equity, and inclusion goals.

FIGURE 29: SUGGESTED ACCOUNTABILITY STRUCTURE FROM INTERVIEW RESPONSES



LIMITATIONS AND CAVEATS

As discussed previously, results reported in this study should be interpreted subject to several caveats. First, the results are based on a survey with a low response rate. Our response rates were likely impacted by the short window (18 days) for participation, as well as the distribution of the survey to program administrators who may not have been prepared to provide information on program demographics or the diversity, equity, and inclusion strategies employed by their program. Due to the low response rates of our survey, our data analysis team supplemented the survey data with demographic data obtained from NASPAA self-study data, which programs reported only once over last six years. Thus, program demographic data may not align temporally with the strategies reported on the survey (which we obtained for the 2016-2017 academic year). In addition, our small sample size indicates that the survey data presented in this report are not generalizable to all NASPAA accredited programs.

We also caution that our results should not be interpreted as causal; in other words, programs should not anticipate that higher numbers of strategies will lead to causal impacts on measurable diversity outcomes. Our results provide cross-sectional associations only, and so we are unable to claim that strategy implementation produces diversity, or vice versa.

Finally, very few programs responded to our survey with information on attrition patterns among underrepresented students. Thus, we are unable to provide comprehensive recommendations for reducing attrition among underrepresented students based on an analysis of our survey data. Instead, we base our recommendations for reducing attrition on practices that programs employ to increase student diversity. Most of these practices focus on front-end recruitment efforts. This recommendation should not be viewed as suggesting that ongoing support for underrepresented students throughout their program of study is unnecessary, rather, our lack of findings point to the need for additional research on the evidence-based practices that promote program persistence among underrepresented students.

CONCLUDING RECOMMENDATIONS

To supplement the recommendations we identified through our data analysis, we also offer recommendations on this topic from our perspective as students enrolled in a Master of Public Affairs program. While the following recommendations may also appear in COPRA documents, we emphasize them here because they overlap with the eight recommended strategies we identify above. To most effectively implement those eight strategies, programs should consider the following:

Defining Diversity, Equity, and Inclusion

Defining diversity, equity, and inclusion establishes a framework through which a program can develop related strategies. Program faculty, staff, students, and other stakeholders must consistently examine and interpret these terms to effectively implement programmatic strategies based on these definitions.

Creating a Diversity, Equity, and Inclusion Office

Establishing an office whose primary focus is addressing diversity, equity, and inclusion issues and ensuring that program strategies contribute to those goals.

Creating an Accountability Structure

A formalized accountability structure plays a key role in improving cultural

climate and increasing diversity. Within the results section, we identified an accountability structure from our qualitative interviews that programs can adopt if they do not already have one in place.

Incorporating Diversity, Equity, and Inclusion into the Curriculum

Incorporating diversity, equity, and inclusion into course curricula (including the core curriculum) creates space in the classroom for students, faculty, and staff to build and enhance their cultural competency.

Utilizing More Diversity Strategies

We recommend that programs incorporate more diversity strategies. Our data analysis revealed a strong pattern of association between the number of strategies employed by programs and measurable diversity outcomes. Though there is no “one size fits all” roadmap that programs should follow to have more diverse, equitable, and inclusive programs, programs bear individual responsibility for taking stock of their program goals and mission, including exploring the strategies they employ and do not employ currently, as well as the strategies most impactful for their program.

THANK YOU

We would like to thank Heather Hamilton of NASPAA, Simone Gbolo of PPIA, Ashley Clark of the Center for Survey Research at Indiana University, and Stacy Drudy at the NASPAA Data Center for their input on this project.

We would also like to thank our Capstone advisor, Dr. Ashlyn Aiko Nelson.

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APPENDIX A – SURVEY QUESTIONNAIRE



Thank you for taking the time to complete this survey! This survey will be used only for research purposes and is not related to, nor will it have any impact on your NASPAA accreditation. Neither NASPAA nor SPEA will share or use collected data in an individually identifiable way.

Please use data beginning from the 2016-2017 academic year, beginning with the summer term (aggregating across the year, summer/fall/spring). We will use the information from the survey to develop best practices for improving diversity, equity, and inclusion among NASPAA-accredited programs.

Asterisks denote a required field.

This survey will take approximately 15 minutes to complete. The survey will close on **March 23, 2018**.

If you have any questions or concerns please contact the Survey Design Team: megkrasz@indiana.edu

INDIANA UNIVERSITY SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS

Program and Contact Information

Your first name

Your last name

Your email address

University name

Please select your unit/department name from the drop down below:

**Required to complete*

Please select your program name from the drop down below:

**Required to complete*

Can we contact you for a brief follow-up interview?

**Required to complete*

☐ Yes

☐ No

The purpose of this section is to identify your program's demographics.

Student Demographics

As a reminder, this entire survey is confidential.

Please enter the total number of enrolled masters students in your program in the academic year 2016-2017 who fall into the following categories.

Include international students only in the category "Nonresident aliens." Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."

	Male	Female
Black or African American, Non-Hispanic/Latino	<input type="text"/>	<input type="text"/>
American Indian or Alaskan Native, Non-Hispanic/Latino	<input type="text"/>	<input type="text"/>
Native Hawaiian or other Pacific Islander, Non-Hispanic/Latino	<input type="text"/>	<input type="text"/>
Hispanic/Latino	<input type="text"/>	<input type="text"/>
Asian, Non-Hispanic/Latino	<input type="text"/>	<input type="text"/>
White, Non-Hispanic/Latino	<input type="text"/>	<input type="text"/>
Two or more races, Non-Hispanic/Latino	<input type="text"/>	<input type="text"/>
Race and/or ethnicity unknown	<input type="text"/>	<input type="text"/>
Persons with disabilities	<input type="text"/>	<input type="text"/>
Nonresident aliens	<input type="text"/>	<input type="text"/>
Veteran or active duty	<input type="text"/>	<input type="text"/>

Tenured and Tenure-Track Faculty Demographics

As a reminder, this entire survey is confidential.

Please enter the number of full-time tenured and tenure-track faculty who taught at least one course in your program during the academic year 2016-2017 who fall into the following categories.

Include international faculty only in the category "Nonresident aliens." Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."

	Non-Tenure Track Male	Non-Tenure Track Female	Tenured or Tenure-Track Male	Tenured or Tenure-Track Female
Black or African American, Non-Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
American Indian or Alaskan Native, Non-Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Native Hawaiian or other Pacific Islander, Non-Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian, Non-Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
White, Non-Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Two or more races, Non-Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Race and/or ethnicity unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Persons with disabilities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Nonresident aliens	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Veteran or active duty	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

The purpose of this section is to learn best practices for fostering an inclusive environment in NASPAA accredited programs.

Which strategies does your program, department, or school of public policy/affairs employ to cultivate a climate of inclusiveness? Select all that apply.

- ☐ Alumni mentorships for historically under-represented students
- ☐ Diverse representation at alumni panels
- ☐ Partnerships with PPIA or comparable organizations
- ☐ Designate a faculty member as an administrator of diversity initiatives
- ☐ Emergency funding for students who find themselves in financial crisis
- ☐ Clear diversity vision/mission/goals
- ☐ Active implementation of diversity plan
- ☐ Student-led diversity committee
- ☐ Orientation module focused on diversity and inclusion
- ☐ Orientation module focused on student support services
- ☐ Diversity and inclusion training for students
- ☐ Sponsor international student exchanges
- ☐ Partner with university offices focused on diversity and inclusion
- ☐ Remove barriers for students with disabilities by promoting inclusive approaches to curriculum development and delivery
- ☐ Diversity themed events
- ☐ Student awards for leadership in diversity and inclusion
- ☐ Diverse teams assigned in classrooms
- ☐ Other - please specify

Which of the following strategies does your program employ to promote cultural competency? Check all that apply:

☐ Courses focused specifically on diversity & inclusion

☐ Case studies

☐ Simulations

☐ Diverse guest speakers

☐ Syllabus review for diverse authors and topics

☐ Student awards for leadership in diversity and inclusion

☐ Assessment of diversity and inclusion in class evaluations

☐ Culminating projects (capstone, thesis, portfolio) on diversity topics

☐ Diverse teams assigned in classrooms

☐ Other - please specify

Does your program, department, or school of public policy/affairs sponsor clubs/student organizations specifically for (select all that apply):

☐ International Students

☐ LGBTQ+ students

☐ Female students

☐ African American students

☐ Hispanic/Latino students

☐ Asian and Pacific Islander students

☐ American Indian students

☐ Persons with Disabilities

☐ Veterans students

☐ Other - please specify

What types of community outreach/engagement did your faculty or students engage in during the 2016-2017 academic year? Select all that apply:

☐ Working/collaborating with city/county government (e.g., forums or meetings, service learning fellowships)

☐ Working/collaborating with local K-12 schools (e.g., summer camps, educational outreach)

☐ Providing community-based volunteering opportunities (e.g., food pantry, women's shelter, environmental cleanup)

☐ Providing service learning classes and/or placements that conduct work in the local community

☐ Working/collaborating with federal government

☐ Working/collaborating with state government

☐ Other - please specify

Which strategies for faculty recruitment (and retention) does your program employ to promote diversity and inclusion? Select all that apply:

☐ Diverse faculty on hiring committees

☐ Broad advertising of faculty openings

☐ Diversity-targeted funding initiatives (including at university level)

☐ Award to recognize faculty leadership in these areas

☐ Offer incentives to attend diversity trainings

☐ Offer opportunities for professional development

☐ Clear expectations for promotion and tenure

☐ Diversity & inclusion training for faculty

☐ Other - please specify

Which strategies for student recruitment (and retention) does your program currently employ? Select all that apply.

☐ Attend HBCU (Historically Black Colleges and Universities) graduate fairs (in last 5 years)

☐ Attend HSI (Hispanic Serving Institutions) graduate fairs (in last 5 years)

☐ Examination of admissions criteria for diversity bias

☐ Include diversity and inclusion initiative information in recruitment materials

☐ Include diversity and inclusion initiative information on website

☐ Offer application fee waivers for historically under-represented and/or low-income students

☐ Offer scholarships or fellowships to students from historically under-represented backgrounds

☐ Offer scholarships or fellowships to students studying issues of diversity and inclusion

☐ Include diversity and inclusion as a criterion for allocating merit aid and/or graduate assistantships

☐ Other - please specify

What health resources does your program or university provide/fund for its students? Select all that apply.

☐ Specific information for accessing mental health care

☐ Free mental health counseling/therapy (including at the university level)

☐ Health insurance for all students

☐ Other-please specify

Attrition Rate

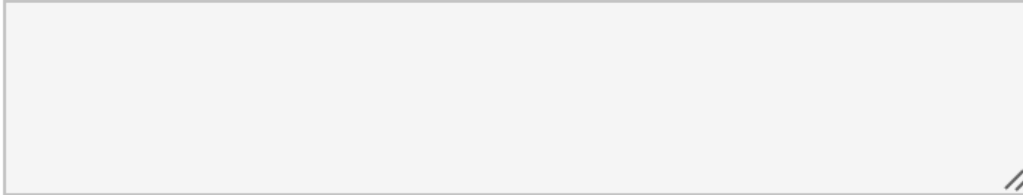
As a reminder, all responses in this survey are confidential.

In the past five academic years (2012-2013 to 2016-2017), how many students from the following demographic groups withdrew from your program without graduating?

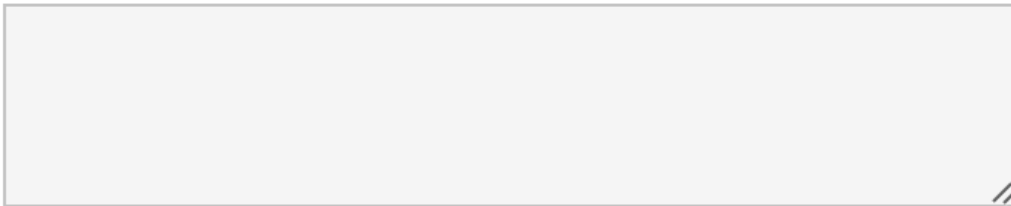
Include international students only in the category "Nonresident aliens." Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."

	Male	Female
Black or African American, Non-Hispanic/Latino	<input type="text" value="0"/>	<input type="text" value="0"/>
American Indian or Alaskan Native, Non-Hispanic/Latino	<input type="text" value="0"/>	<input type="text" value="0"/>
Native Hawaiian or other Pacific Islander, Non-Hispanic/Latino	<input type="text" value="0"/>	<input type="text" value="0"/>
Hispanic/Latino	<input type="text" value="0"/>	<input type="text" value="0"/>
Asian, Non-Hispanic/Latino	<input type="text" value="0"/>	<input type="text" value="0"/>
White, Non-Hispanic/Latino	<input type="text" value="0"/>	<input type="text" value="0"/>
Two or more races, Non-Hispanic/Latino	<input type="text" value="0"/>	<input type="text" value="0"/>
Race and/or ethnicity unknown	<input type="text" value="0"/>	<input type="text" value="0"/>
Persons with disabilities	<input type="text" value="0"/>	<input type="text" value="0"/>
Nonresident aliens	<input type="text" value="0"/>	<input type="text" value="0"/>
Veteran or active duty	<input type="text" value="0"/>	<input type="text" value="0"/>

Does your program perceive there are curricular obstacles that prevent students from graduating (e.g., thesis or capstone, internship completion, etc.)?



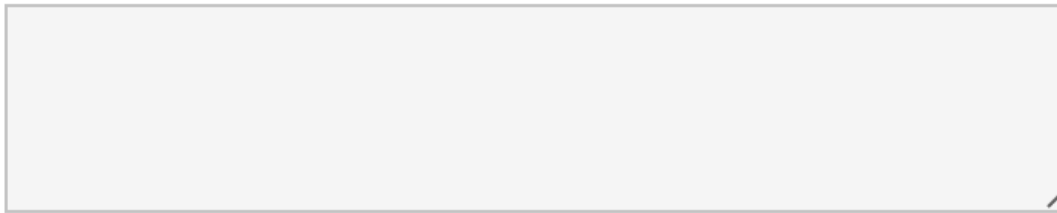
How is your program addressing attrition rates, especially among historically under-represented students? For example, how do you find and address barriers that prevent students from graduating (e.g., advising, academic intervention, etc.)?



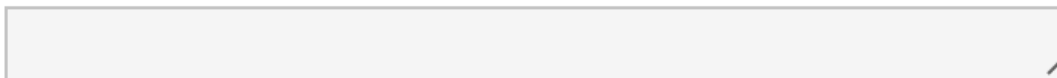
For a student entering the program, what is the standard advising protocol? Please describe the support systems and mechanisms available to students.

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Is there anything particularly innovative your program has done to promote diversity, equity, and inclusion? Please describe below.

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If you have any additional questions or concerns, please feel to enter your thoughts here. Thank you and we appreciate your assistance.

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