

Diversity Plan for MPA Program

School of Government

Sun Yat-sen University

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I. Introduction

Sun Yat-sen University (SYSU), the provider of this MPA program, boasts a long-standing history and a setting of inclusive discipline, as evidenced by the blossoming of various programs in literature, philosophy, science, medicine, engineering, agriculture, arts, among other things. The University is situated in Guangzhou, the capital of Guangdong, one of the most developed and populous provinces in China, attracting talents from all corners of the country and worldwide. Guangzhou is also one of the national centers of China and a political, economic, and cultural hub of South China. It has always been an open and inclusive city throughout the country's history. In modern days, Guangzhou is well known for its position in foreign trade thanks to its modernized ports and major financial centers. It is the prosperity of the city that attracts faculty members and students with diverse backgrounds and features from both home and abroad. For years, we have been committed to creating an open and inclusive environment in which our faculty members and students are well-represented and fully involved. In the future, we will continue to promote such a diversity.

The diversity plan of the MPA program at SYSU aims to maintain an inclusive and open atmosphere, aligning with our mission of "...train students in both government and other sectors...educates and inspires students to...advance societal well-being ...while adhering to the values of efficiency, equity, and accountability."

Our goal is to improve the diversity of students, faculty, and service. To this end, the program has actively adopted several measures and strategies and put forward several plans and visions. In the following sections, the current situation and vision of our diversity efforts will be further stated.

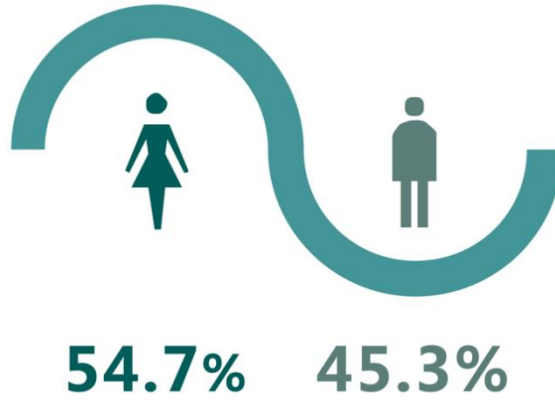
II. Current State of Diversity

1. Student Diversity

The diversity of our students is reflected in gender, ethnicity, age, region, type of employers, type of occupation, educational background, and numerous other factors.

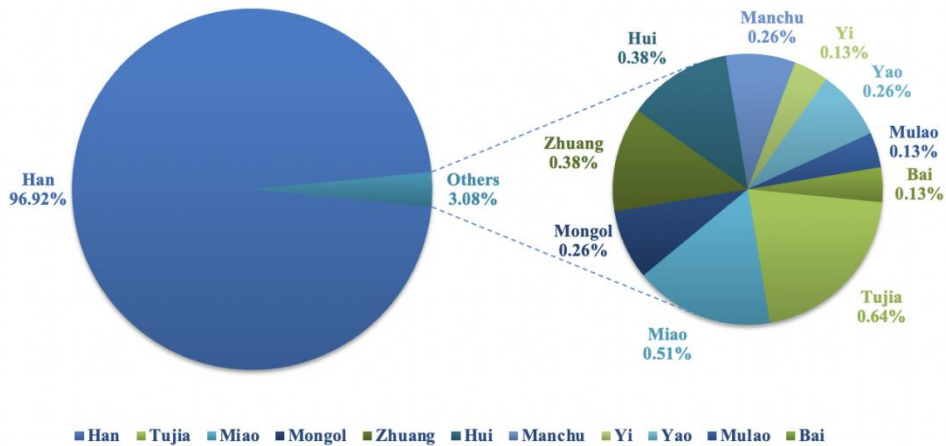
As of June 2022, there are 780 enrolled students in the program.

1.1 Gender: 427 (54.7%) enrolled students are female, and 353 (45.3%) are male.



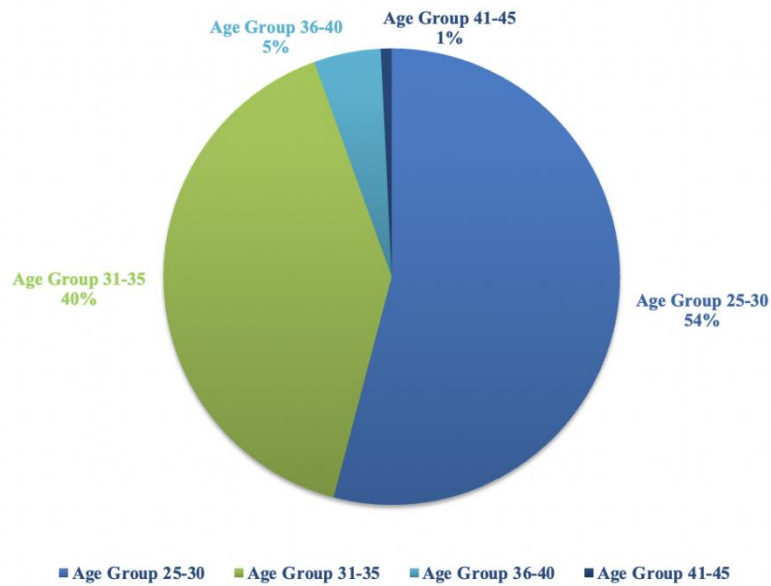
Enrolled Students by Gender

1.2 Ethnicity: Our students are from 11 ethnic groups, including Han, Tujia, Miao, Hui, Mongolian, Zhuang, Manchu, Yi, Yao, Mulam, and Bai.



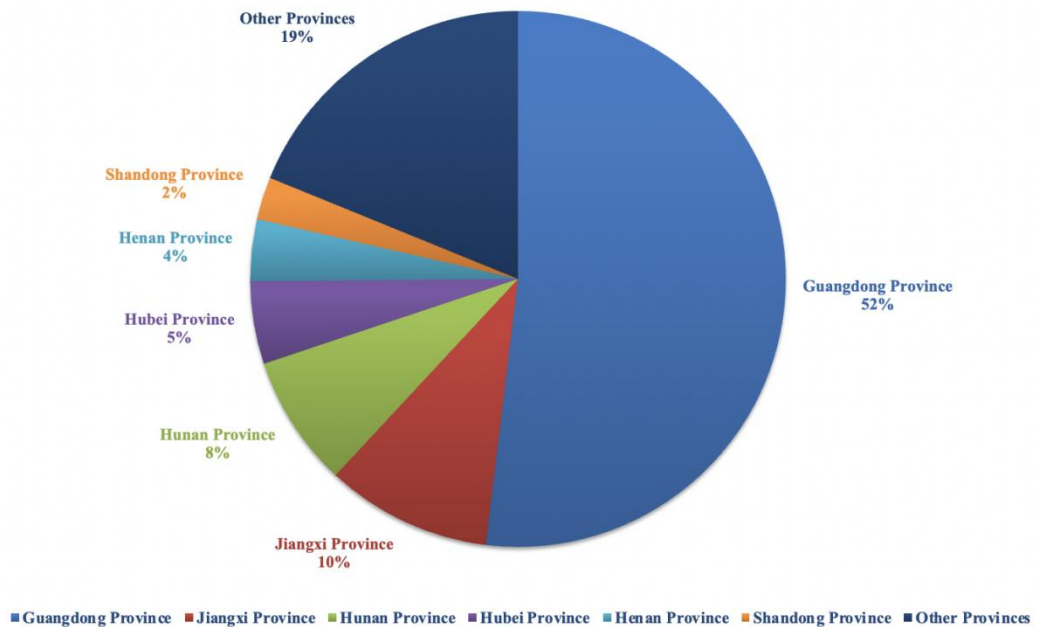
Enrolled Students by Ethnic Group

1.3 Age: The age distribution of our students is diverse as well. The majority of students are in the early to mid-career stages. The age gap between the youngest (25 years old) and the oldest (45 years old) is 20 years. Among the enrolled students, 422 (54%) of them are 25-30 years old, 315 (40%) are 31-35 years old, 37 (5%) are 36-40 years old, and 6 (1%) are over 40 years old.



Enrolled Students by Age Group

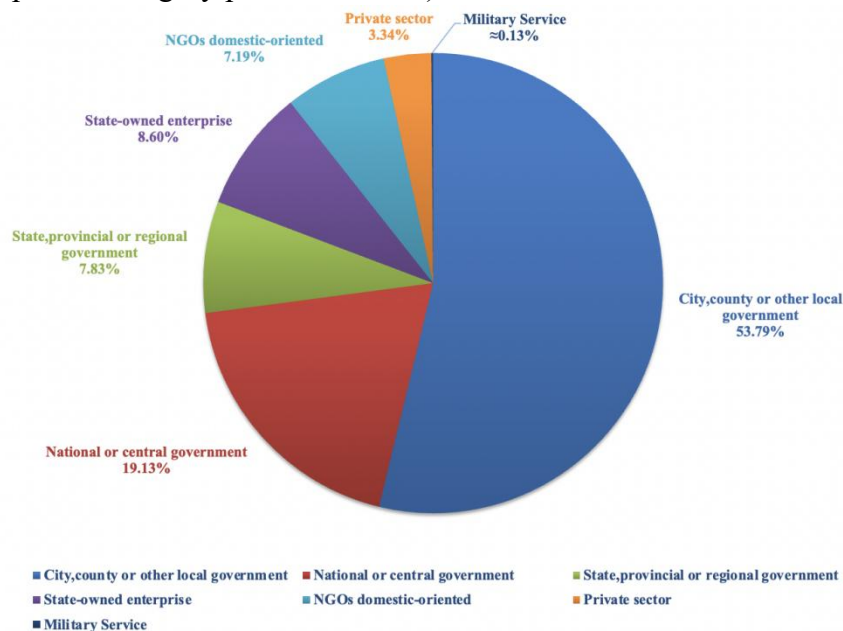
1.4 Place of origin: Our students come from all over China with diverse cultural background. For example, they come from 26 provincial-level administrative regions (China has totally 34 provincial-level administrative regions). Among them, 405 students (52%) are from Guangdong Province, 78 (10%) from Jiangxi Province, 62 (8%) from Hunan Province, and 39 (5%) from Hubei Province.



Enrolled Students by Place of Origin

1.5 Type of employers: The majority (53.79%) of our current students are employed by local government units at the municipal and county levels. For the rest of them, 19.13% are from national or central-level government units, 7.83% from

provincial government units, 7.19% from domestic non-profit units, 8.6% from state-owned enterprises, 3.34% from private units, and about 0.13% from the military. (Note: In Standard 4, Part 4.3.4b, we included the data of those work in the state-owned enterprises into the category “ private sector but not research/consulting” as there is no specific category provided for it.)



Employment Statistics of Enrolled Students

1.6 Types of occupations: The types of occupations that our students work in are also diverse, including education, health, economic management, customs and immigration, finance and taxation, foreign affairs, institutional management, and other government departments and enterprises.

1.7 Educational background: Our students come from various educational background. In terms of undergraduate majors, most students hold degrees in business administration and public management. In addition, there are also students holding degrees in arts, science, medicine, and engineering (i.e., finance, computer science, linguistics, medicine, political science, sociology, philosophy, public security, geography, chemical engineering, and architecture). Students from such a diversified environment are well-positioned to absorb different perspectives and insights and to receive assorted perspectives of ideas.

2. Faculty Diversity

As of the 2022 spring semester, the school has 53 full-time faculty. The progress in faculty diversity is obvious as we have always placed effort into increasing the faculty diversity in terms of gender, place of origin, age, ethnicity, educational background,

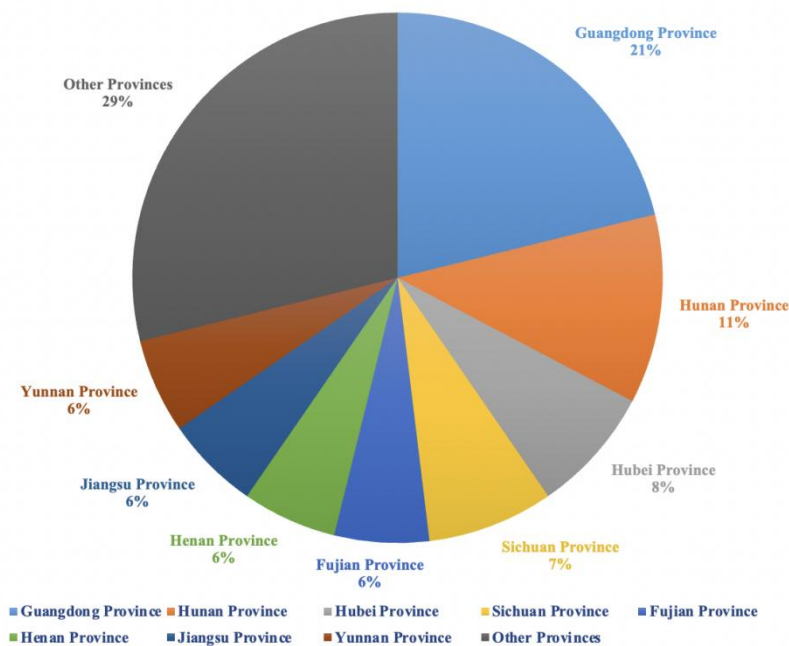
and research areas.

2.1 Gender: 31 faculty (58.5%) members are male, and 22 are female (41.5%).



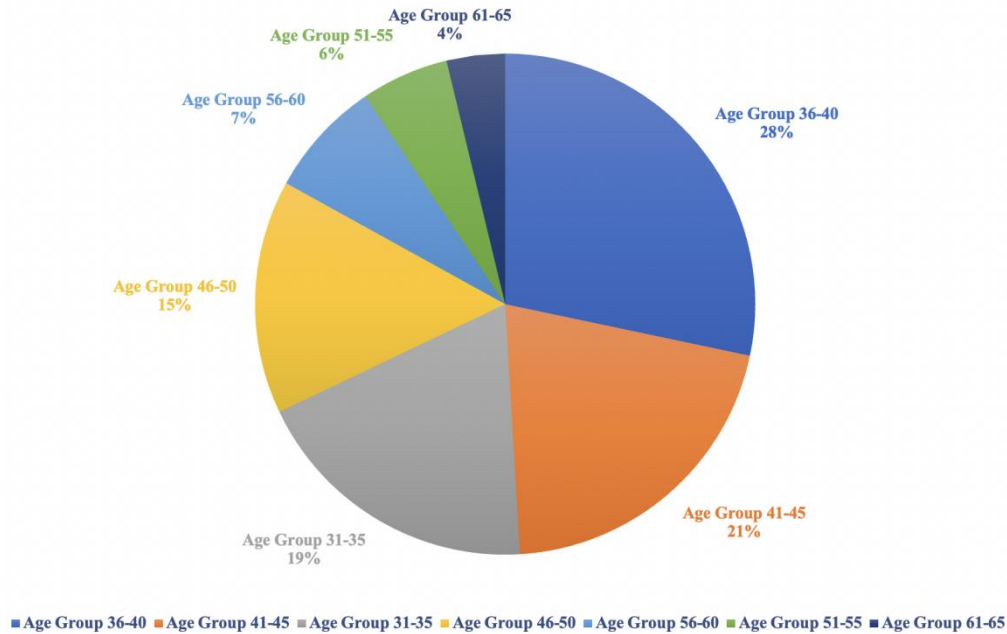
Faculty by Gender

2.2 Place of origin: Our faculty come from various places with diverse cultural background. Among them, 52 faculty members are from China and one from Italy. The places of origin of Chinese faculty members encompass 21 provincial administrative regions (out of a total of 34 provincial-level administrative regions in China), including Guangdong, Hunan, Hubei, Sichuan, Fujian, Henan, Jiangsu, and Yunnan.



Pie Chart of Chinese Faculty Distribution by Place of Origin

2.3 Age: The age distribution of the faculty is diverse as well. The age gap between the youngest (30 years old) and the oldest (65 years old) is 35 years. Among the faculty members, ten (19%) are 31-35 years old, 15 (28%) are 36-40 years old, 11 (21%) are 41-45 years old, eight (15%) are 46-50 years old, three (6%) are 51-55 years old, four (7%) are 56-60, and two (4%) are 61-65 years old.



Pie Chart of Faculty Distribution by Age

2.4 Ethnicity: The faculty come from 7 ethnic groups, including Han, Mongolian, Manchu, Tujia, Yi, Bai, and Miao.

2.5 Educational background: 37 (70%) of our faculty obtained doctoral degrees outside Chinese mainland. They received doctoral degrees from prestigious institutions in nine countries/ regions including the United States, the United Kingdom, Germany, France, Australia, Spain, Canada, South Korea, and Hong Kong. Our faculty also features a variety of disciplinary background, with most having interdisciplinary experiences, such as history, mathematics, law, psychology, economics, business administration, the economics of education, Spanish, urban planning, transportation planning, and land resource management.

2.6 Research area: Our faculty member' research interests also show a broad and diverse range. Research areas in public management:

- Public administration (theory of public administration, history of Chinese

public administration, public organizations, public budgeting, human resource management in the public sector, government performance management, government regulation, intergovernmental relations, non-profit organizations, global governance, etc.)

- Public policy (public policy process, industrial policy, science and technology policy, environmental policy, energy resource policy, etc.)
 - Urban governance
 - Social policy and social security (comparative welfare system, education policy, health policy, housing policy, old aged policy, child welfare policy, etc.)
 - E-government and digital governance
 - Administrative Law
 - Cognitive science and decision

3. Service Diversity

In addition to the student and faculty diversity, the program also seeks to offer a diverse landscape of services.

3.1 Diversity of services for students

3.1.1 Preferential enrollment policy for students with local public service experience

For students with local public service experience, the program allows them to be admitted with grades lower than the school's required scoreline in accordance with relevant national policies. The policy targets veterans and students who have worked in and made contributions to poor or rural areas. In addition, some qualified ethnic minority students may also apply for admission with lower-than-required scores.

3.1.2 Enrollment model reform for experienced practitioners:

Currently, applicants are eligible to apply to our MPA program three years after obtaining their bachelor's degree. A large number of them are early-career applicants under 30 years old. Because some people are generally not skilled at taking exams despite years of experience in public management, the program has introduced a "pre-admission interview" model in the 2019-2020 school year, primarily testing candidates' practical ability, comprehensive quality, and leadership in public management. Candidates who pass the "pre-admission interview" and reach the national scoreline (lower than the school's own scoreline) can enter our self-designed program entrance exam, which is an excellent opportunity for mid-career and more experienced public servants and those employed by public enterprises and institutions.

By reforming the enrollment model, we will increase the proportion of mid-career students and increase the diversity of students in terms of age and qualifications.

3.1.3 Tailor-made services for different student groups:

We fully respect the diversity of students and provide sophisticated services based on their own demands, so as to ensure equal access to educational opportunities and teaching services for all students and that no one is left behind because of their different identities.

For female students and staff who have the needs for breastfeeding and caring for children, we offer nursing rooms to accommodate their concerns and ease their burden. For those disabled and aged, we have accessibility facilities. For students of certain ethnic groups, the school has specific restaurants to cater to their dining habits. In addition, the school is equipped with psychological consultation program that help students with distress and psychological problems in a timely manner. We also provide academic assistance in applying for examination postponement and schooling suspension for students who are unable to continue their studies due to illness or agenda conflicts; tutoring service for students who cannot catch up with the progress; free parking lots for the convenience of the students living afar, and translation and interpretation services to non-Chinese students and faculty.

3.2 Diversity of services for faculty

Based on the principles of equity, fairness, and transparency, we treat all faculty members impartially in terms of research, advanced education, housing benefits, remuneration calculations, etc. The progress we have achieved includes:

3.2.1 Targeted outreach to diversified faculty candidates:

The recruitment process has been optimized to improve the representative nature of the faculty. The recruitment advertisement is placed in many different types of publications, reaching out to all kinds of key universities. Current faculty members would also forward the recruitment advertisement to their female friends or friends in ethnic groups and encourage them to apply for the posted positions. Candidates with overseas background, ethnic minorities, different work experiences, and academic backgrounds are all preferred by the program.

3.2.2 Friendly and open platforms for regular communications:

At least one meeting of all MPA faculty is held each year to improve mutual understanding and offer opportunities for a full discussion of teaching, student instruction, and other relevant tasks. In the MPA Teaching Seminar held every

semester, faculty members gather together to freely share and exchange teaching experiences. The school also holds seminars with career advisors from time to time and organizes teaching competitions to create an open and inclusive platform where faculty members can learn and exchange teaching experiences. During important holidays, the cohesion of the faculty will be further strengthened by gatherings, gifts, and blessings.

3.2.3 Support for underrepresented faculty:

We care for every faculty member. A labor union was established in the school in 2001, and the Center for MPA Program has opened a long-term feedback channel. The responsible personnel of the program organize at least one meeting a year to communicate with the faculty members and discuss the problems they have or the assistance they need. The program also provides necessary assistance to faculty members suffering from diseases, including reducing workload, adjusting teaching schedules, and communicating with students.

4. Create a sharing, diverse and inclusive environment

4.1 Improved faculty and student involvement

The program enhances faculty members' and students' level of participation, sense of belonging, and sense of achievement by providing them with multiple means to participate in program management.

For students, the program has a student union that is elected, organized and operated by students independently. The program collects data on teaching effects and administrative affairs management from students through evaluation systems such as student satisfaction surveys, course ratings, and program management quality surveys, so that students can participate in the development of the program. The program office sets up regular opinion collection channels (i.e., telephone, email, on-site) for faculty and students to provide timely feedback and suggestions. For example, students' advice about scheduling and the optimization of classroom equipment was adopted in the past years.

The faculty members are welcome to be involved in the day-to-day operation of the program. They can participate in important activities, such as self-designed program entrance interviews, daily lectures, student learning assessments, the discussion meeting on MPA thesis proposal, and the oral defense of thesis to directly get involved in the process of decision-making. Faculty members have the right to express their opinions, for example, on the day-to-day operation and development of

the program, through channels like WeChat groups and emails.

4.2 Diversified and inclusive environment for the program

A diversified and inclusive environment can promote exchanges among students from different background. The courses and activities in the program are designed to involve people from different backgrounds as much as possible, including the joint classes and new student welcome party for both international and domestic students. We have also established group bonding activities and book clubs that provide a stable platform for students from different academic and professional background to interact with each other. Simultaneously, the school provides a sizeable number of lectures that are open to all students, encompassing topics like migrant workers, children and young people, urbanization and rural development, and other topics that are highly related to equity and diversification.

III. Goals and Strategies for Diversity Efforts

In summary, our diversity efforts have yielded notable outcomes in terms of group attributes, service types, and atmosphere creation. In particular, significant progress has been made in providing services for female faculty and students and in absorbing faculty members of different ethnic groups. Nevertheless, additional improvements should be made to raise the proportion of students in depressed areas, the proportion of foreign faculty members, the frequency of faculty participation in program activities, and the user-friendly design of physical facilities.

While maintaining the above-mentioned advantages, we intend to propose the following goals and improvement plans.

1. Goal 1: Maintain and improve student diversity

1.1 Maintain and increase the diversity of students' occupational background

The program will maintain and improve the diversity of students' occupational background. In addition to the existing occupations of finance and taxation, economic management, education, and health, we will expand the enrollment of students from the military, emergency management, institutions of services for people with disabilities, and women's federations to enhance the communication and learning of students from various professions and the influence of the program.

1.2 Maintain and increase the diversity of places of origin of students

The program will continue to maintain and increase the diversity of places of origin of

students. We will take advantage of our location in the Guangdong-Hong Kong-Macao Bay Area to increase enrollment from Hong Kong and Macau, as well as enrollment promotion in neighboring provinces, such as Guangxi, Hunan, Guizhou, and other provinces. We have also made plans to attract more foreign students to internationalize the student body.

1.3 Enhance enrollment of underrepresented groups

The program will enhance its enrollment of underrepresented groups and increase its representativeness.

1.3.1 Expand the reach of the program to depressed or remote areas:

The program will increase its exposure to students in depressed or remote areas by allocating a certain number of enrollment quota to these areas and establishing a corresponding scholarship system so that these students can be exposed to advanced educational values and have more opportunities to succeed.

1.3.2 Provide more funding opportunities for students in financial difficulties:

The program will intensify its efforts to provide more scholarships, bursaries, or tuition support for qualified students with financial difficulties so that they do not have to be affected by their economic situations and have an equal opportunity to access our MPA education.

1.3.3 Provide educational opportunities for people with disabilities.

The program will promote the enrollment of people with disabilities and introduce certain preferential policies to enhance their representativeness and offer them equal opportunities for MPA education.

1.3.4 Continue to provide preferential enrollment policies for students with local public service experience, such as veterans.

The program offers preferential enrollment policies with lower scores for veterans, students who have worked in poor and remote areas or rural areas, and ethnic minority students. We will continue to expand the number of those students with special public service experience, thus increasing their representativeness.

2. Goal 2: Maintain and improve faculty diversity

2.1 Recruit more representative faculty members:

Some foreign faculty members have been recruited in the past years, but the number is still limited. In the future, we will improve the foreign faculty member recruitment and their proportion in the faculty. Meanwhile, we will step up to recruit

more diverse and representative faculty members with different professional background, educational background, and research fields in China. The diversification of the age of faculty members will also be ensured and the balance of different ages will be considered when hiring new teachers. We will also increase the number of guest lecturers from different educational, professional, and academic background.

2.2 Provide more opportunities for faculty members to participate in the development of the program:

The program will create more opportunities for faculty members to participate in the teaching, management, and development of the program. In the next five years, we will increase investment in teaching seminars, teaching competitions, and team-building activities, and offer more funding and other resources to increase the frequency and quality of these activities.

3. Goal 3: Maintain and improve the service diversity

3.1 More support for underrepresented faculty

The program will raise the attention and support to underrepresented groups in the future, including students who are physically or mentally pressured, or academically lagged due to personal reasons (i.e., economy, work, family, etc.). In addition, a large proportion of students in the program are women, accounting for about 54.7% in the SSY. Since some female students are stressed out due to parenting, we will thus improve the psychological counseling and schoolwork counseling services for these students in need.

3.2. Communication: to enhance faculty's sense of belonging and achievement

The long-term feedback channel will remain open to faculty in order to improve communications and exchanges among them. We will increase the frequency of work luncheons to hear more voices from the faculty and enhance their sense of belonging and achievement.

3.3 Staffing: dedicated personnel to help faculty members and students

Dedicated personnel will be responsible for the underrepresented faculty and students to improve communications with and assistance to them.

4. Goal 4: To create an inclusive and diversified community

4.1 Improve the system to create an inclusive and friendly environment

We have made appropriate policies to care for the underrepresented student groups in

our program. For example, the program is usually three-year long, but students are allowed to complete their study in up to five years. We have a well-established system of suspension and deferrals that provide a cushion for female students who are off campus due to pregnancy and students who are affected by job transfers, family changes, or other reasons. This system allows them to make appropriate adjustments and then return to campus. We will optimize these policies and strategies to create an inclusive and friendly climate for all students.

4.2 Convey the values of equity, diversity, and inclusiveness through lectures and other activities

The program regularly holds large lectures, salons, and forums on topics such as support for the poor, the social status of women, population aging, and left-behind children. We will emphasize diversity as an overarching theme in these lectures and forums, direct the concerns of our faculty, students and the community and society, to those underrepresented groups and promote the dissemination of the values of equity, diversity, and inclusiveness.

4.3 We continue to optimize the venue settings to provide more human services

To create a diverse and inclusive climate, the program will pay close attention to the different groups and needs of faculty members and students. We will maintain good communication with them, improve program services, and provide humane care. For example, to provide a friendly and warm space for communication and discussion among faculty members and students, we have prepared special meeting rooms, which use bright colors and are equipped with multimedia and other facilities. At the same time, we have also set up a dedicated reading area, equipped with brand new bookcases, tables and chairs and other facilities.

4.4 Leveraging the intellectual power of the faculty, we will disseminate the values of equity, diversity, and inclusion to society through research and community service.

Our faculty members are important consulting force for the governments in South China. Our full-time MPA faculty have made significant contributions to the areas of public affairs, public management, and policymaking. In the future, our faculty will continue to contribute their wisdom, knowledge, and skills to the areas of urban and rural equality, rural issues, and regional development balance through their own academic research and intellectual power, and convey the concept of equity, inclusion, and diversity.

In summary, the program has carried out a series of impressive activities that are in line with the trends of our MPA education. We have also proposed diversity goals and plans for the following decade. Having developed for 22 years with the tradition of inclusion, equity, and diversity, our MPA program will continue to perfect the curriculum and lead in the MPA education in China, as well as to serve more diverse groups and earn wider recognition worldwide.