

4.D Diversity Plan of the MPA Programs

MPA Diversity Plan

John Jay College of Criminal Justice

The **MPA Programs** are inspired and guided by **JJCCJ Mission Statement** which communicates the College's and the MPA Programs' aspirations for diversity:

"We foster an inclusive and diverse community drawn from our city, our country, and the world. We are dedicated to educating traditionally underrepresented groups and committed to increasing diversity in the workforce. The breadth of our community motivates us to question our assumptions, to consider multiple perspectives, to think critically, and to develop the humility that comes with global understanding. We educate fierce advocates for justice."

The MPA Programs goals include diversity, featured in the first goal:

"To provide students with knowledge, skills and competencies and public service values, including diversity and social equity, necessary for effective public service careers".

In order to realize the College's vision and to implement the Program's diversity goal, the MPA programs have adopted objectives in five domains: students, faculty, curriculum, scholarship and service.

A. MPA Programs Diversity Objectives

Students and Diversity

1. Maintain recruitment efforts to achieve a highly diverse pool of students.
2. Improve admissions processes and standards to admit a highly diverse pool of students.
3. Maintain tuition, fees and related costs, as well as financial support opportunities, so as to promote socio-economic diversity in our student body.
4. Recognizing and responding to the diverse needs of our student community, promote a vibrant, engaged campus life, with the sense of community, civility, social and environmental consciousness, and mutual respect.

Faculty and Diversity

1. Maintain recruiting, selection and retention processes and policies to attract and retain a diverse tenure/tenure track faculty.
2. Maintain recruiting, selection and retention processes and policies to attract and retain a diverse part-time faculty
3. Maintain recruiting, selection and retention processes and policies to attract and retain a diverse professional staff.

Curriculum and Diversity

1. Continually examine the curriculum for opportunities to integrate topics related to diversity and inclusion.

Scholarship and Diversity

1. Reward and value faculty research and service activities in support of diversity and inclusion.

Service and Diversity

1. Reward and value faculty service within the college, within our communities of professional practice, and in regional, national and international communities, to advance public policy issues that affect the poor, disadvantaged, and/or under-served populations.

B. Students and Diversity

Objectives

1. Maintain recruitment efforts to achieve a highly diverse pool of students.
2. Improve admissions processes and standards to admit a highly diverse pool of students.
3. Maintain tuition, fees and related costs, as well as financial support opportunities, so as to attract and retain students who are financially challenged.
4. Develop a culture and climate of inclusion, one where the acceptance and celebration of difference can occur.

Current Status

The following table presents student enrollment diversity metrics, comparing JJCCJ to the USA MPA program populations as reported by NASPAA in their 2013 Diversity Report.

| Student Race/Ethnicity | Male | Female | Total | Percent | NASPAA |
|--|------------|------------|-------|---------|--------|
| Black or African American, non-Hispanic | 66 | 181 | 247 | 33% | 12% |
| American Indian or Alaska Native, non Hispanic/Latino | 0 | 2 | 2 | 0% | 0% |
| Asian, non Hispanic/Latino | 28 | 28 | 56 | 7% | 7% |
| Native Hawaiian or other Pacific Islander, non Hispanic/Latino | 0 | 0 | 0 | 0% | |
| Hispanic/Latino | 64 | 127 | 191 | 25% | 4% |
| White, non-Hispanic/Latino | 106 | 132 | 238 | 32% | 77% |
| Two or more races, non Hispanic/Latino | 0 | 1 | 1 | 0% | |
| Nonresident alien | 2 | 18 | 20 | 3% | |
| Race and/or Ethnicity Unknown | 0 | 0 | 0 | 0% | |
| Total | 266 | 489 | 755 | 100% | |
| Disabled | N/A | N/A | | | |
| Female | | 489 | 489 | 65% | 61% |

The JJC MPA programs have greater diversity than the national MPA program statistics with respect to Black of African American student and Hispanic or Latino students.

The pattern of diversity in the MPA programs in not characteristic of the other graduate programs at John Jay College. The following table presents Fall 2010 numbers of graduate program student admissions, by ethnicity and gender.

| PGM | AF | AM | A | BF | BM | B | HF | HM | H | WF | WM | W | TF | TM | Total |
|--------------|-----------|-----------|-----------|-----------|-----------|------------|-----------|-----------|------------|------------|------------|------------|------------|------------|------------|
| CRJ | 5 | 9 | 14 | 17 | 4 | 21 | 20 | 5 | 25 | 52 | 32 | 84 | 100 | 53 | 153 |
| FCM | 2 | 1 | 3 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 4 | 6 | 10 | 7 | 17 |
| FMH | 1 | 2 | 3 | 2 | 0 | 2 | 2 | 3 | 5 | 19 | 4 | 23 | 28 | 10 | 38 |
| FPSY | 7 | 0 | 7 | 2 | 0 | 2 | 6 | 1 | 7 | 67 | 11 | 78 | 84 | 13 | 97 |
| FSC | 2 | 2 | 4 | 1 | 0 | 1 | 1 | 0 | 1 | 17 | 7 | 24 | 22 | 9 | 31 |
| ICJ | 1 | 0 | 1 | 0 | 1 | 1 | 3 | 0 | 3 | 8 | 9 | 17 | 12 | 12 | 24 |
| MPA | 15 | 16 | 31 | 68 | 14 | 82 | 38 | 19 | 57 | 34 | 37 | 71 | 174 | 102 | 276 |
| PMT | 1 | 2 | 3 | 1 | 6 | 7 | 1 | 2 | 3 | 4 | 12 | 16 | 8 | 26 | 34 |
| Total | 34 | 32 | 66 | 93 | 25 | 118 | 71 | 32 | 103 | 203 | 116 | 319 | 438 | 232 | 670 |

Note: The headings in these tables are as follows: A=Asian, B=Black, H=Hispanic/Latino, W=White, M=Male, F=Female and T=Total. Two small categories are omitted: "Other" and "No Answer" but are included in the totals. The source is JJC SIMS records.

While the MPA programs represented 41% of students admitted, the MPA programs accounted for 69% of the black students, and 59% of the Hispanic students.

The diversity of the MPA student population results from deliberate policy choices made by the MPA faculty, including the decision not to require submission of GRE scores. For example, the CRJ Program announced that the Graduate Record Examination (GRE) would be required as part of Fall 2010 applications. (The MPA program had been encouraged to consider the same requirement by decided against it based on experience in the 1990s when the GRE had been briefly required. For the Fall 2010 CRJ requirement, no minimum score was announced. The number of applications declined from 300 in Fall 2009 to 180 in Fall 2010. The 9% rejection rate remained roughly constant, so the 40% decline in applications translated into a 40% decline in admissions.

Furthermore, within the CRJ program, admissions of Black applicants dropped from 52 to 21, and only 4 Black male applicants were admitted. The percentage drop for Black applicants was 60% compared to a 40% drop overall.

Action Plans

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| Objective | Maintain recruitment efforts to achieve a highly diverse pool of students. |
| Strategy | Expand the pool of applicants. |
| Actions | Marketing and recruiting targeted to minorities, and frequent contact with interested potential applicants. |
| Timeline | AY 2014-2015: Several new marketing techniques have been piloted, such as emails to targeted groups of CUNY seniors, a high proportion of whom are minorities and women. We will expand the use of these techniques. |
| Responsibility | MPA Directors, JJCCJ Director of Admissions and Marketing Office |
| Assessment | Track numbers of minority student applications |

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| Objective | Improve admissions processes and standards to admit a highly diverse pool of students. |
| Strategy | Improve admissions criteria and conditional/non-matric admissions opportunities. |
| Actions | Continue to improve admissions processes and standards based on studies of screening and admission techniques. |
| Timeline | AY 2014-2015: We have adopted significant policy changes designed to increase the depth of screening of applicants. Also appointed a Deputy MPA Director for Admissions. We will continue the enhanced screening, and validate the metrics for potential use in admission screening. |
| Responsibility | MPA Directors and MPA DD for Admissions, JJCCJ Director of Admissions |
| Assessment | Track numbers of minority student applications and first-year performance of students. |

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| Objective | Maintain tuition, fees and related costs, as well as financial support opportunities, so as to promote socio-economic diversity in our student body. |
| Strategy | Expand cost support strategies such as textbook loan program. |
| Actions | Purchase additional textbook loan books for additional courses |
| Timeline | AY 2014-2015: We will continue to purchase more textbooks. |
| Responsibility | MPA Directors, MPADT Subcommittee |
| Assessment | |

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| Objective | Recognizing and responding to the diverse needs of our student community, promote a vibrant, engaged campus life, with the sense of community, civility, social and environmental consciousness, and mutual respect. |
| Strategy | Expand student activities for MPA students. |
| Actions | Fund additional student activities. |
| Timeline | AY 2014-2015: Increase DT funding to MPASA and for student events |
| Responsibility | MPA Directors, MPADT Subcommittee, MPASA leadership |
| Assessment | Number of events for students |

B. Faculty and Diversity

Objectives

1. Maintain recruiting, selection and retention processes and policies to attract and retain a diverse tenure/tenure track faculty
2. Maintain recruiting, selection and retention processes and policies to attract and retain a diverse part-time faculty
3. Maintain recruiting, selection and retention processes and policies to attract and retain a diverse professional staff

Current Status

The College requires that faculty searches follow rigorous processes. The following is a summary of those processes.

- Hiring departments should consult the Chief Diversity Officer (“CDO”), for advice and guidance for preparing searches that reach the broadest possible pool of candidates, taking into consideration any need to address underutilization in the relevant job group.
- The chair of the search committee must file, at the initiation of the search, a Recruitment Plan Certification Form that supports the affirmative action recruitment procedures and goals.
- Academic departments are responsible for developing recruitment programs with female and minority institutions of higher education, as well as professional and community organizations which serve these groups and other protected classes. Departments are also encouraged to send a representative(s) to recruit at annual professional conferences. The CDO shall work closely with campus organizations for minorities and women in utilizing their professional networks in attracting qualified female and minority candidates for faculty and administrative positions.
- All searches are to include advertisement and outreach designed to make a “good faith” recruitment effort to attract qualified females, minorities, Vietnam Era Veterans, disabled persons and other protected classes. The CDO may provide a directory of recruitment resources that may supplement the standard posting sources Human Resources utilizes.
- All advertisements and notices are to be approved by the CDO prior to submission for publication. The CDO also approves the job posting electronically through CUNYFirst after Human Resources sends an alert.
- Search committees must request as part of their application acknowledgement notices that the applicants exercise the option to submit a Self-Identification Survey that will go directly to the Office of Compliance and Diversity (i.e. Affirmative Action Office). The College collects that information in compliance with Equal Employment Opportunity laws and regulations and in order to assess recruitment efforts.
- The CDO must charge the search/screening committees by conducting a briefing session about the procedures and goals for recruiting and hiring and by providing guidelines for proper interviewing. This occurs before or during the search committee’s review of applications and prior to the scheduling of candidate interviews. Scheduling of interviews must be initiated until after the posting closes and CDO certifies the applicant pool.
- The CDO must certify the applicant pool before the search/screening committee begins the interview process. The CDO shall conduct an interim review of the applicant and interview pools for all ongoing searches by reviewing the applicant flow log which lists all applicants and codes indicating which applicants meet the minimum or preferred qualifications and which are selected for interview. Applicant interview pools should reflect female and minority representation proportionate to the available labor pool.

- The search/screening committee must submit the Faculty and Staff Selection & Data form indicating the names of interviewees and the selected candidate. This form and the recruitment file must be submitted to the Office of Compliance & Diversity, which will be the official repository of such records.
- The Office of Compliance & Diversity will maintain the official recruitment file for the College for three years. Therefore, it is important that all files be complete and submitted promptly at the end of the search. The CDO will respond to any inquiries or challenges to recruitment or hiring decisions, based on the information in the file and will provide accessibility and maintenance of the records for audits.

The Department P&B Committee is the official body charged with making employment and budget related decisions for the Department. The Director of the MPA Program is one of the five P&B members. The Committee's decisions with regard to hiring are informed by Department of Public Management faculty rankings of job applicants. Prior to initiating our recruitment efforts, and in compliance with the Affirmative Action Plan of the College, the Public Management Departmental Personnel and Budget Committee (P&B Committee) meets with the College's Director of Compliance & Diversity and Title IX Coordinator. The purpose of the meeting is to insure that our recruitment efforts are in compliance with federal, state and local laws, as well as the policies, processes and procedures of the University and College. The Director of Compliance & Diversity and Title IX Coordinator provides the Department with information about the categories – named in law – that are over-represented or under-represented in the Department. This information provides the framework for the Department efforts to maintain a diverse faculty - especially in terms of race and gender – and ensures that the Department contributes to the overall efforts of the College's diversity and affirmative action plans.

Beyond diversity targets as identified by the University and the College, the P&B Committee also develops other “areas of interests” in terms of diversity and perspectives in the context of the mission of the MPA Program and other programs housed in the Department. The P&B Committee is ultimately responsible for the developing the strategy for identifying, recruiting and selecting faculty. In terms of identifying and recruiting, the primary strategy includes advertisements in publications (or websites) that will help assure a deep and diverse applicant pool. The Department has created a master list of job posting venues that is continually updated. The list of venues currently includes:

- APPAM, APSA, ASPA (via PublicServiceCareers.org)
- Minority Sections of APPAM, APSA, ASPA, AEA (the individual sections of each of these organizations having to do with under-represented groups)
- Chronicle of Higher Education
- Conference of Minority Public Administrators
- National Forum for Black Public Administrators
- National Conference of Black Political Scientists
- National Forum for Blacks in Public Administration
- Women's Caucus for Political Science

In addition to job postings, email messages are sent to select faculty members, department heads and/or deans of member schools in NASPAA, APPAM, and ASPA. Members of the P&B Committee and other faculty members in the Department also actively solicit applicants by contacting colleagues.

Selected Candidates for Interviews: Candidates selected for interview are immediately exposed to our value of diversity during their on-campus visit. There are two specific points in the interview process where

emphasis is placed on diversity. First, candidates are asked during their faculty presentation to explain how they incorporate diversity into their research and/or teaching agendas. Successful candidates are able to articulate a current or future agenda where diversity (as they understand it) takes a prominent role. Candidates are also asked about their experiences (academic or professional) working in diverse environments. Second, candidates are asked to teach a class during their visit. Each candidate is advised to develop a class session that considers the diversity of our student population. Successful candidates often use data, theory, examples, case studies or materials that highlight diversity within the context of the topic. By highlighting diversity at this stage of the hiring process, candidates become aware early in the process that the Department encourages and values diversity as a central part of the MPA mission and the missions of other components of the Department.

Retaining Faculty: Our logic is that by identifying, recruiting and selecting faculty who are diverse and have diverse interests, we will support diversity in the curriculum and classroom. An important component of this effort is to provide support and guidance to faculty who choose to join our Program.

New faculty are assigned mentors in the Department. The knowledge, advice, and resources a mentor shares depends on the format and goals of the specific mentoring relationship. A mentor usually shares information about his or her own career path and provides guidance, motivation, emotional support, and role-modeling. The mentor also helps with academic career decisions, setting goals, developing contacts, and identifying resources in the College. The mentor's role changes as the needs of the new faculty member change. The underlying goal is to make sure that each new faculty member has the support needed to be successful at the College and in the classroom. In addition, new faculty members are also encouraged to seek out informal mentors throughout the College. The informal mentoring relationship are usually identity or affiliation-based and can serve as an additional form of support for under-represented populations.

The following table summarizes the Faculty Diversity status for our regular and adjunct faculty.

| Faculty Race/Ethnicity | Full-Time | | Part-Time | | Total |
|--|-----------|-----------|-----------|-----------|-----------|
| | M | F | M | F | |
| Black or African American, non-H/L | 1 | 4 | 8 | 2 | 15 |
| American Indian or Alaska Native, non-H/L | | | 0 | 0 | 0 |
| Asian, , non-H/L | 1 | 1 | 0 | 2 | 4 |
| Native Hawaiian or other Pacific Islander, non-H/L | | | 0 | 0 | 0 |
| Hispanic/Latino | 1 | | 3 | 3 | 7 |
| White, non-H/L | 13 | 9 | 19 | 14 | 55 |
| Two or more races, non-H/L | | | 0 | 0 | 0 |
| Nonresident alien | | | 0 | 1 | 1 |
| Race and/or Ethnicity Unknown | | | 0 | 0 | 0 |
| Total | 16 | 14 | 30 | 22 | 82 |

The following is a comparison of John Jay’s MPA full-time and part-time faculty to MPA programs in general as reported in the NASPAA Diversity Report for 2013, and compared to the City University of New “underutilization” statistics, which compare the percentages of categories of faculty to the percentages of the categories of employees in the relevant labor market.

| Gender/Ethnicity | Full-Time | Part-Time | Combined | NASPAA Diversity Report 2013 | CUNY Labor Market Estimates |
|------------------|-----------|-----------|----------|------------------------------|-----------------------------|
| Gender | 47% | 42% | 44% | 34% | 65% |
| White | 73% | 63% | 67% | 77% | |
| African American | 17% | 19% | 18% | 12% | 17% |
| Hispanic | 3% | 9% | 9% | 4% | 6% |
| Asian | 7% | 6% | 5% | 7% | 8% |

The table suggests that while JJCCJ's MPA faculties compare favorably to MPA faculties nationally, that further progress can be made based on relevant labor market availabilities.

Action Plans

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| Objective | Maintain recruiting, selection and retention processes and policies to attract and retain a diverse tenure/tenure track faculty |
| Strategy | Improve mentoring of junior faculty. |
| Actions | Develop a more structured mentoring program for junior faculty. |
| Timeline | AY 2014-2015: Develop and implement a more structured mentoring program for junior faculty. |
| Responsibility | MPA Directors, Department Personnel and Budget Committee Members |
| Assessment | Faculty retention rates |

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| Objective | Maintain recruiting, selection and retention processes and policies to attract and retain a diverse part-time faculty |
| Strategy | Conduct open and inclusive searches for staff positions. |
| Actions | Assess current practices to see how they might be improved. |
| Timeline | AY 2014-2015: Complete an assessment of current practices for hiring of part-time faculty. |
| Responsibility | MPA Directors, Department Personnel and Budget Committee Members |
| Assessment | College utilization metrics |

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| Objective | Maintain recruiting, selection and retention processes and policies to attract and retain a diverse professional staff |
| Strategy | Conduct open and inclusive searches for staff positions. |
| Actions | Fully implement college search procedures. |
| Timeline | AY 2014-2015: Three searches may be necessary, one for career Services and the other two for MPA Advising. |
| Responsibility | MPA Directors, Department Personnel and Budget Committee Members |
| Assessment | College metrics for utilization and hiring processes |

C. Curriculum and Diversity

Objective

- Continually examine the curriculum for opportunities to integrate topics related to diversity and inclusion.

Current Status

Curriculum development in the Department has become a collaborative effort. Much of the core content for our required courses has been developed by teams of faculty members. The diverse perspectives of the faculty is often translated into content diverse in the syllabus. New faculty are exposed to this process and encouraged to contribute new ideas, materials and perspectives to the process and the outcome. In most cases, about 75 percent of the material included for required courses is shared content from faculty. This group collaboration effort can be seen as another form of mentoring and provides for consistency across sections of the same course.

Beyond the shared content of courses, faculty are encouraged to bring their unique experiences, perspective and diversity to into the classroom. New faculty members are mentored and supported in the development of their course curriculum. Additionally, each semester new faculty have their classes and syllabus peer-reviewed as part of the College's personnel evaluation for annual reappointment. With an eye on reappointment and diversity, junior faculty are encouraged to include diverse content in their courses.

Plan

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| Objective | Continually examine the curriculum for opportunities to integrate topics related to diversity and inclusion. |
| Strategy | Map diversity-related topics to courses. |
| Actions | Review curricular mapping to enhance coverage of diversity topics |
| Timeline | AY 2014-2015: Conduct a review of curricular mapping and include coverage of diversity topics as a topic in the review. |
| Responsibility | MPA Directors, designated MPA faculty members. |
| Assessment | MPA Program Assessment Plan |

D. Scholarship and Diversity

Objective

Reward and value faculty research and service activities in support of diversity and inclusion.

Current Status

The following is a summary of examples of activities and accomplishments for this objective:

Professor Rod Colvin is the author of [Gay and Lesbian Cops: Diversity and Effective Policing](#). (Lynne Rienner Publishers, 2013) Rodrick Colvin assesses the impact of lesbian and gay police officers on law enforcement in the US and the UK, as well as the policies that enable a diverse work environment. Colvin tracks the evolution of police agencies toward being more "gay friendly" both as employers and as service providers. He also provides insights into the day-to-day barriers

and opportunities that lesbian and gay officers experience working within organizations that traditionally have been hostile to them. Integrating quantitative and qualitative research, he offers a compelling demonstration that police agencies can best fulfill their missions when they are representative of the communities they serve.

Professor Sal Guajardo has published extensively on the topic of diversity in public employment. Three recent articles are:

- Guajardo, S. A. In press. Workforce diversity: Ethnicity and gender diversity and disparity in the New York City Police Department. *Journal of Ethnicity in Criminal Justice*.
- Guajardo, S. A. In press. Measuring diversity in police agencies. *Journal of Ethnicity in Criminal Justice*.
- Guajardo, S. A. March 2013. Workforce diversity: An application of diversity and integration indices to small agencies. *Public Personnel Management*, 42(1), 27-40.

Professor Marilyn Rubin has published on the topic of gender related to government budgeting and to women in public administration.

- Women in Government Budgeting and Financial Management (2010). Women in Public Administration. Maria D'Agostino & Helisse Levine, eds. Sudbury Mass: Jones & Bartlett (co-author, John Bartle)
- Gender-Responsive Budgeting: Moving Women in China Further Along the Road to Equality (2009). Chinese Public Administration Review.
- Integrating Gender into Government Budgets: A New Perspective (2005). Public Administration Review. (co-author, John Bartle)
- Women in ASPA in the 1990s: A Decade of Progress but Still a Way to Go. Public Administration Review, January/February 2000.
- Women in ASPA: The Fifty-Year Climb Toward Equality. Public Administration Review, March/April 1990.

Professor Maria D'Agostino, who was the 2014 recipient of the *Rita Mae Kelly Distinguished Research Award*, by the ASPA Section for Women in Public Administration, has also published on the topic of women in public service:

- D'Agostino, M.J. (Forthcoming). *The Difference that Women Make: Government Performance and Women-Led Agencies*. Administration & Society.
- D'Agostino, M. J. (2011). *Making Sense of Women's Career Progression: Utilization of Work/Life Practices in State Government Agencies*, Public Administration and Management, 16, 1, 95-115.
- D'Agostino, M.J. (2010). *Women and Public Administration: Theory and Practice*, Edited with Helisse Levine, Jones and Bartlett Learning.

Diversity Grants and Other University Support: With the support of the College, the Department encourages faculty to teach and conduct research in diverse areas. This is often achieved through interdisciplinary collaboration among faculty. For example, several faculty members are also members of the Gender Studies program. Furthermore, a number of faculty have worked with centers, like the Center for Race and Crime, and Research & Evaluation Center. With this emphasis on interdisciplinary teaching and research, faculty are exposed to the broader diversity at the College and encourages the exchange of ideas and perspectives for the classroom.

In addition to interdisciplinary support, both the College and the University to seek to support diversity via grants. At the College level, the Office for the Advancement of Research (OAR) encourages, shepherds and supports scholarly activity at the College. OAR includes the Office of Sponsored Programs, Institutional Review Board, and the Research Consortium of John Jay College. The Office of Sponsored programs assists faculty and

staff in securing external public and private funding for research, training, curriculum and program development, and they can provide faculty with a wide array of resources on grant-seeking. OAR rewards and supports faculty research and scholarship through several awards given out annually: the Faculty Scholarly Excellence Reward Program, The Collaborative Research Award Program, the Faculty Mid-Career Research Support Program, and the Donald EJ MacNamara Junior Faculty Award.

At the University level, the Vice Chancellor for Human Resources Management established the Diversity Projects Development Fund to support scholarly research projects and other educational activities for or about populations that are traditionally under-represented within higher education. The purpose of the Fund is to assist in the development of educational projects, scholarly research, creative endeavors, and professional activities which promote diversity, multiculturalism, affirmative action, and non-discrimination on the basis of the following categories: race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender status, disability, genetic predisposition or carrier status, alienage or citizenship, veteran or marital status. Projects that are sustainable, replicable, or with potential for University-wide impact are particularly encouraged.

Plan

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| Objective | Reward and value faculty research and service activities in support of diversity and inclusion. |
| Strategy | Fund research projects related to diversity. |
| Actions | Allocate Differential Tuition funds for faculty projects related to diversity. |
| Timeline | AY 2014-2015: Focus on how current budget categories can be applied to support diversity-related topics. |
| Responsibility | MPA Directors, MPA Differential Tuition Subcommittee |
| Assessment | Number of projects related to diversity. |

E. Service and Diversity

Objective

Reward and value faculty service within the college, within our communities of professional practice, and in regional, national and international communities, to advance public policy issues that affect the poor, disadvantaged, and/or under-served populations.

Current Status

The following is a summary of examples of activities and accomplishments for this objective:

- Professor Warren Benton serves as the Federal Court’s Monitor in *United States of America v. Commonwealth of Puerto Rico*. The plaintiff in this case is the Civil Rights Division of the U.S> Department of Justice. The Monitor reports on compliance with a civil rights consent decree about youth corrections in Puerto Rico. Benton was nominated by both parties in the case and appointed by the United States District Court.
- Professor Denise Thompson has been asked by the Academy for Critical Incident Analysis to organize a symposium concerning evaluation of the disabled during emergencies and disasters. The request arises in the wake of a major Federal Court decision in New York (Brooklyn Center for Independence of the Disabled v. Bloomberg , Case 1:11-cv-

06690-JMF) which found that New York City fails to provide people with disabilities with meaningful access to emergency preparedness services including evacuation. (Docket 159, p. 116)

Plan

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| Objective | Reward and value faculty service within the college, within our communities of professional practice, and in regional, national and international communities, to advance public policy issues that affect the poor, disadvantaged, and/or under-served populations. |
| Strategy | Value and support faculty service, outside of the college community, that promotes and supports diversity and justice for underserved populations. |
| Actions | Advocate for faculty personnel policies that value and support faculty service, outside of the college community, that promotes and supports diversity and justice for underserved populations. |
| Timeline | AY 2014-2015: Advocate for such policies as the Faculty Personnel Guidelines are revised |
| Responsibility | Chair, Department of Public Management |
| Assessment | Faculty retention, promotion and tenure metrics |