

Department of Public Administration and International Affairs Diversity Plan

Overview and Rationale

Syracuse University maintains an inclusive learning environment in which students, faculty, administrators, staff, curriculum, social activities, governance and all other aspects of campus life reflect a diverse, multi-cultural and international worldview. The University community recognizes and values the many similarities and differences among individuals and groups.

At Syracuse, we are committed to preparing students to understand, live among, appreciate, and work in the inherently diverse country and world made up of people with different racial and ethnic backgrounds, military backgrounds, religious and cultural traditions, physical and mental abilities, sexual orientation and gender identity. To do so, we commit ourselves to promoting a community that celebrates and models principles of diversity.

The Department of Public Administration and International Affairs (PAIA) of the Maxwell School supports this broader University mission and extends these efforts at the department level.

Process

The Diversity Plan was developed as a joint activity of faculty, staff and students in the Department of Public Administration and International Affairs. Faculty were surveyed about current curriculum and course activities related to issues of diversity and inclusion, and ideas, plans and goals for the future. Staff, particularly those working in recruitment and student services, were surveyed about current initiatives to recruit a diverse student body, efforts to help students succeed in the program, and about future plans.

The department chair enlisted a group of MPA students to collect information from current students. Student data collection centered on current successful efforts to include issues related to diversity and inclusion in the curriculum, student life on campus, and to solicit suggestions for improvements and future initiatives. The department chair also worked with the university human resources department to collect information about university programs to attract and retain a diverse faculty, and compiled information about department initiatives.

Information from faculty, staff and students was incorporated into a draft diversity plan that was shared with faculty. Suggestions from students regarding specific courses were shared with faculty teaching those courses. The PAIA Diversity Plan was adopted by the faculty on May 9, 2014.

Objective: Prepare a diverse cadre of leaders for graduate study and careers in the public service arena

Specific efforts to improve the ethnic, gender and racial diversity of our MPA students are a key component of our recruitment efforts. Each year, the department actively seeks to enroll talented women and people of color from around the world.

Student recruitment

Context: Maxwell Department of Public Administration and International Affairs strives for a diverse student body along a number of dimensions including, but not limited to race, ethnicity,

gender, international representation, disability, and sexual identity. We have a specific focus on increasing the numbers of applicants, students and graduates of color and from other underrepresented groups in our program.

Strategies:

- 1) The department works in partnership with several programs that support graduate students of color. The department also actively recruits students from the Historically Black Colleges and Universities, Hispanic Serving Institutions and works with a number of organizations promoting professional development of young professionals of color.

Maxwell has past, active and on-going recruiting efforts with the following organizations, HBCU's and HSI's:

Professional Organizations/Partners:

- APAICS – Asian Pacific American Institute for Congressional Studies
- Capitol Hill - Staff Associations of Color
- Charles B. Rangel International Affairs Fellowship Program
- Congressional Black Caucus Foundation
- Congressional Hispanic Caucus Institute
- First Alaskans Institute
- Hispanic Association of Colleges and Universities
- National Association of African American Honors Programs
- Public Policy and International Affairs (PPIA) Fellowship Program
- Thomas R. Pickering Foreign Affairs Fellowship Program
- Thurgood Marshall College Fund (representing public HBCU's)

HBCU's:

- Alcorn State University
- Clark-Atlanta University
- Dillard University
- Fisk University
- Florida A&M
- Hampton University
- Howard University
- Morehouse College
- Philander Smith College
- Spelman College
- Tuskegee University
- Xavier University of Louisiana

HSI's:

- Florida International University
 - New Mexico Highlands University
 - Pontifical Catholic University of Puerto Rico – Mayaguez
 - University of Texas - San Antonio
 - University of Puerto Rico – Rio Piedras
 - University of Puerto Rico – Ponce
- 2) The department supports student involvement in, and travel to, conferences focusing on issues of diversity. For example, a current MPA student was elected as the student representative to the Governing Board of the National Forum for Black Public Administrators and the department helps support her travel expenses.

Student retention and student life

Context: Syracuse University has made a commitment to create a campus community that is free from discrimination and celebrates the diversity of its various community members. The PAIA department is committed to support and promote the academic achievement, multicultural competence, social development, civic engagement, and retention of students from diverse and historically underrepresented groups at Syracuse University. By building a community that values diversity, students are enriched because they value and learn from the contributions made by the entire campus community.

Strategies:

- 1) Student services: The commitment to student services is a major factor in our ability to recruit and retain graduate students. We offer a rich array of programs and services that provide students with opportunities to practice or develop skills in a healthy environment (Maxwell's Center for Career Development, Tutoring & Study Center, Counseling Center, Health Center, and Disability and Cultural Center.)
- 2) The department supports student groups focused on issues of diversity and inclusion. Among these are COMPAS (the Coalition of Multicultural Public Administration Students), the Maxwell Women's Caucus, Maxwell *IS* (supporting our international students) and Maxwell PRIDE (for support and recognition of LGBTQ students). Each student group has a faculty advisor, receives administrative support from the department, and is eligible for funding from the department and the Syracuse University Graduate Student Organization.
- 3) Diversity training – the university provides a number of opportunities for staff to participate in workshops designed to encourage appreciation of differences. For example, several PAIA staff recently attended Safer People, Safer Spaces training as sponsored by Syracuse University's LGBTQ program. Our first point of contact staff for all inquiries and students has been selected for the second level of this training program.
- 4) Future plans:
 - a. Improve procedures for introducing student groups to new MPA classes, including better information-sharing between incoming and outgoing classes.

- b. Facilitate more interaction with national organizations, such as the National Forum for Black Public Administrators.
- c. Work to improve communication between PAIA student groups and campus-wide student groups focused on students of color.

Objective: Recruit and retain an ethnically and racially diverse faculty

The Department of Public Administration and International Affairs is committed to attracting a faculty with racial, ethnic and gender diversity that reflects the diversity of our student body and the public they will serve. The department is committed to providing the necessary support and mentoring to help junior faculty succeed.

Strategies: Faculty recruitment and hiring

- 1) All faculty and staff search committees include diverse membership by race and gender. This is also required by Syracuse University.
- 2) All faculty positions are advertised in outlets targeting underrepresented groups, including the National Forum for Black Public Administrators and Hispanic Outlook.
- 3) Prior to each search, faculty members contact leading scholars in the field to alert them to our searches and ask whether they might be interested in applying (for senior searches) or have doctoral students who would be good candidates (for junior positions). The faculty particularly focus on faculty and students of color in order to generate more diverse pools of applicants.
- 4) All position advertisements include an explicit statement describing the university's commitment to diversity and encouraging members of underrepresented groups to apply, such as the following: "The Department of Public Administration and International Affairs seeks candidates whose research, teaching, or service has prepared them to contribute to our commitment to diversity and inclusion in higher education."
- 5) The university requires that, at the completion of searches, all hiring requests include the name of the top opposite gender candidate and top candidate from an underrepresented group, with a description of the reason we are not requesting permission to offer the position to those candidates (when applicable).

Strategies: Faculty success and retention

- 1) Junior faculty mentoring committees: All untenured faculty have a three or four person mentoring committee comprised of senior faculty in the department. In the case of junior faculty from other disciplines (for example, political science, anthropology) these committees may include members from other departments. The mentoring committees meet annually with the faculty member to review progress over the year, offer advice on research and teaching strategies, and to ensure that the faculty member is not being overly burdened with service obligations. In the third year and at the tenure review, the mentoring committees also write evaluative reports to the department. The mentoring committees provide critical support for junior faculty to help them achieve research and teaching success and ultimately receive tenure and promotion.
- 2) Access to University resources:

- a. Syracuse University's Office of Equal Opportunity, Inclusion, and Resolution Services (EOIRS) has a three-person staff dedicated to fostering "a climate of inclusion, opportunity, and diversity." The office works to "build community and cultivate a culture of respect, safety, and equity that ensures legal compliance but also goes beyond it, in accordance with the University's values." All faculty have access to the resources and support provided by EOIRS.
- b. The University's Office of Faculty Development assists junior faculty with their professional development in the areas of teaching and research. The office organizes orientation activities for new faculty and sponsors a series of activities and workshops for faculty in their first three years at the university. The office also provides individual consultation and support upon request.

Objective: Establish an inclusive learning environment that seeks to improve students' cultural competence and is sensitive to issues of diversity

Strategies:

- 1) Incorporate alumni and speakers from underrepresented groups into courses: To ensure a welcoming environment, we are mindful to bring in diverse speakers on the alumni panels for our introductory class, Public Affairs Colloquium. This continues throughout the year, and the diversity of our faculty, alumni speakers, and guests is always prominent in our planning of events. We also support and promote a number of speakers, lectures, and panels, on topics of diversity, inclusion and understanding across cultural barriers.
- 2) Regular use of diverse teams in classes. These teams are typically formed to explicitly include diverse membership by race, gender and nationality.
- 3) Incorporate discussions and study of diversity into classes. Current examples include:
 - a. In Urban Policy, class sessions focus on topic such as Race and Ethnicity, Prejudice and Discrimination, Housing Discrimination and Its Causes, Residential Segregation: Measurement, Causes, Consequences, Mortgage Markets and Predatory Lending and Discrimination in Mortgage Lending
 - b. In Public Organizations and Management (PO&M), a class on "Managing Diversity" uses a role-play in which the students assume roles that require them to experience "being different" first hand. The class also uses a real public sector case study to analyze how diversity issues impact organizations when they are not addressed appropriately. The PO&M faculty will discuss ways to incorporate more of this material into the class in the future.
 - c. In Executive Leadership one day is devoted to discussion of diversity and inclusive management, facilitated by a trained and experienced faculty member.
 - d. Collaborative and Participatory Governance includes material on designing collaborative governance and participatory arrangements that are inclusive and promote diversity
 - e. Classes on international development include a geographical balance of world regions and strive for a balance of topics and authors as regards race, gender, class, and other markers of difference, and discussions of the idea that good

scholarship is not correlated with gender or race or any other social marker. Students are encouraged to critically assess where all their information is coming from and to identify and interrogate imbalances that are insupportable.

- f. Frequent use of cases drawn from outside the United States. The purpose behind this is to both internationalize the course content and expose students to different views, classes of people, and develop sensitivity to a range of diverse cultural, political, social, economic, and development perspectives. These cases also shape student thinking about the context of public policy and management in terms of managing people, programs, and budgets in organizations. This also assists in identifying leading practices that are not always initially piloted and implemented in the United States.
 - g. Future plans: 1) Public Administration and Democracy - incorporate a more pluralistic discussion of democracy that includes diverse perspectives and histories; 2) Public Organizations and Management – incorporate additional practical discussions on managing in diverse workplaces, including hiring practices and rules; 3) across the curriculum, include additional material on inclusion/exclusion, particularly as related to race, gender and sexual identity.
- 4) Offer opportunities for students to participate in cultural competencies training. The Program for the Advancement of Research on Conflict and Collaboration (PARCC) offers a training on cultural competencies and conflict resolution at least once a year. It is typically attended by 20-40 students.

Assessment plan:

The faculty will assess the results of our diversity and inclusion efforts using multiple data sources:

- 1) Pre and post-program student skills self-assessment questions, including questions on conflict resolution and cross-cultural understanding
- 2) Analysis of PAI 753 Executive Leadership assignments used to assess student competency on the learning outcome “students will demonstrate the ability to work productively and collaboratively in diverse teams.”
- 3) Ongoing monitoring of trend data on diversity of student applicant pool, accepted student pool, and incoming students.
- 4) Ongoing monitoring of faculty recruitment and retention efforts.