



# School of Public Affairs

UNIVERSITY OF COLORADO DENVER

## Self-Study Appendix 3B Diversity and Inclusion Work Plan

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### The University of Colorado Denver School of Public Affairs

#### *Diversity and Inclusion Plan*

#### INTRODUCTION

This plan provides a strategy for the University of Colorado Denver’s School of Public Affairs (SPA) to further develop and sustain a diverse and inclusive organization. The fundamental goals for diversity and inclusion in SPA are to:

- Achieve a highly diverse student body, staff, and faculty;
- Sustain a diverse and welcoming environment whereby diversity is integrated into the organization’s culture and activities.

Ultimately, this integration creates a climate of inclusion where students, faculty and staff may come together to celebrate and understand difference. This understanding not only contributes to the academic enterprise of developing an educated citizenry but also ultimately assists SPA to achieve its mission of “improving the quality of public life.”

#### MISSION, VISION, VALUES AND GOALS

##### *Mission*

The mission of the School of Public Affairs is to improve the quality of public life in Colorado and the Rocky Mountain West by achieving the following objectives:

- Build educational and research excellence, establishing SPA as the best school of public affairs in the Rocky Mountain West and a top-ranked national school;
- Focus on solving pressing public problems both by helping students to build strong problem-solving skills and by committing the entire SPA community to participation in problem-solving efforts;
- Strengthen SPA’s contribution to successful student career development; and
- Serve all of Colorado, the mountain West and the global community.

##### *Vision and Values*

SPA subscribes to the University of Colorado system’s vision for diversity.

*...[Embracing all] historically underrepresented groups and the general population, in forging a more productive and enriching sense of self and community. Principles of equity,*

*fairness, and social justice argue for a university climate which is not only inclusive of a range of human differences, but also is one in which all students, faculty, and staff, regardless of sexual orientation, gender, race or ability status, feel comfortable and safe. A vision is promoted of the University of Colorado (and the School of Public Affairs) as an institution that promotes the free flow of ideas and perspectives, values diverse pedagogies and interactions, and encourages constructive engagement across lines of difference (www.cu.edu/diversity).*

The School adopts the definitional framework for diversity and inclusion as stated in the Spring 2006 University of Colorado at Denver and Health Sciences Center's University of Colorado Blue Ribbon Commission Report (UCDHSC Blue Ribbon Report). The framework "recognizes historically underrepresented persons/groups in the areas of race, ethnicity, gender, sexual orientation, veteran status and ability status" (UCDHSC Blue Ribbon Report, Spring 2006, p. 5). Additionally, there is "added recognition of dimensions that speak to nationality, religion, socioeconomic status, diverse experiences and attributes that can enhance the scholarly and learning environment" (UCDHSC Blue Ribbon report, Spring 2006, p. 5). Thus, it is our responsibility to assure that there are avenues for students, faculty, and staff not only to share their uniqueness, but also to have the opportunity to integrate it into their daily activities. It is through this integration that ultimately an organizational culture of inclusion is achieved.

### **Goals**

The School's goals in the area of diversity and inclusion are to:

- Provide access to education and training to under-served populations and to international markets.
- Break down cultural, gender, racial and ethnic stereotypes to promote cross-cultural understanding;
- Develop cultural competency in students, faculty, and staff;
- Develop a culture and climate of inclusion, one where the acceptance of difference can occur;
- Contribute research/information and/or technical assistance on pressing public policy issues that affect the poor, disadvantaged, and/or under-served populations.

In order to accomplish these goals, specific objectives have been identified:

- Improve recruitment efforts directed toward a highly diverse pool of students
- Recruit and retain a diverse tenure/tenure track faculty and professional staff
- students
- Offer opportunities for additional training to faculty and staff on topics related to diversity and inclusion to increase their level of cultural competency
- Examine the current curriculum for opportunities to integrate topics related to diversity and inclusion
- Create a course designed to increase the cultural competency of students
- Continue to assess the organizational climate of SPA as it relates to diversity and inclusion through the implementation of student surveys and meetings with faculty
- Encourage faculty to engage in research and service activities in support of diversity and inclusion by ensuring that such work is valued and rewarded.

## RATIONALE FOR DIVERSITY

Within our discipline, public administrators are on the front line when creating and implementing public policies and/or providing services directly through public agencies or indirectly through nonprofit organizations. These policies and/or services directly affect a diverse citizenry that includes underrepresented groups (i.e., veterans; women; racial/ethnic minorities; gay, lesbian, bisexual and transgender persons; immigrants, etc). Given the effect that practitioners may have on colleagues, clients and the public, it is important for them to understand the intricate and complex cross-cultural context in which they operate. Thus, proper preparation of future professionals is imperative. This can be achieved by contributing to professional practice of public affairs; making significant contributions to research; and educating our students.

## ASSESSMENT OF CURRENT STATE OF DIVERSITY<sup>1</sup>

### *Faculty and Staff*

Among faculty members hired since 2000, four are female (three at the Assistant Professor level and one at the Associate Professor level). While SPA has been able to increase its gender diversity, we are still working to improve other areas of diversity, including racial and ethnic diversity. Table 1 shows gender and racial diversity by rank among the 17 tenured and tenure-track faculty.

**TABLE 1: SPA Full Time Faculty Diversity (Denver Campus)**

<b>Faculty Rank</b>	<b>Race &amp; Ethnicity</b>	<b>Gender</b>	
Dean	Caucasian	Female	
Full Professor	Hispanic	Male	
Associate Professor/Associate Dean	Caucasian	Female	
Associate Professor	Caucasian	Female	
Associate Professor	Caucasian	Female	
Associate Professor	Caucasian	Female	
Assistant Professor	Caucasian	Female	
Assistant Professor	African American	Female	
Assistant Professor	Hispanic	Female	New Hire – 2007

As positions become available, the School is committed to identifying a diverse group of applicants. It is likely that up to seven new faculty will be recruited over the next five years, providing new opportunities to diversify the faculty.

There are eleven total SPA administrative staff. Of these, four are persons of color. Table 2 shows gender and racial diversity among the staff.

**TABLE 2: SPA Full Time Staff Diversity (Denver Campus)**

Total Number of Female Administrative Staff	09
Total Number of Hispanic Administrative Staff	03
Total Number of African American Administrative Staff	01
Total Number of Asian/Pacific Islander Administrative Staff	01

<sup>1</sup> This brief analysis does not examine age or sexual orientation.

Within the SPA Centers, there are 16 professional staff. Four staff are persons of color with one choosing not to disclose. Table 3 shows gender and racial diversity among Centers' professional staff.

**TABLE 3: SPA-Centers Full Time Professional Staff**

Total Number of Female Professional Staff	12
Total Number of Hispanic Professional Staff	02
Total Number of African American Professional Staff	02
Total Number of Nondisclosure	01

Administrative and Centers staff have done well in recruiting and retaining females. The School will continue to work towards identifying a diverse pool of applicants to consider for available positions, by

- Currently, SPA has begun to train all search committees using the approved Human Resources Search Committee Training prior to searches commencing. Additionally, search committees include at least one person from an underrepresented group. All search committees are now trained prior to the start of a search.
- In 2006, the school underwent a substantial revision of its Retention, Tenure and Promotion guidelines. The newly adopted guidelines now build in some additional mechanisms for the retention of junior faculty. However, it is important to examine these guidelines, again, to see if there are further connections that can be made in order to capture the value that we have placed on diversity and inclusion.

**Students**

SPA follows all University of Colorado policies and procedures regarding the admission of a diverse student body. Recently, the balance of students, as with faculty, has shifted to include a greater number of women. Table 4 shows enrollment by gender for 2003 – 05.

**TABLE 4: Enrollment By Gender**

	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>Male</b>	115 (34.3%)	107 (35.8%)	131 (41.5%)
<b>Female</b>	220 (65.7%)	192 (64.2%)	185 (58.5%)

The School of Public Affairs needs to do more to encourage a diverse group of students to apply. Table 5 shows overall enrollment trends by ethnicity.

**TABLE 5: Enrollment By Ethnicity**

	<b>All Minority</b>	<b>Caucasian</b>	<b>International</b>	<b>Unknown</b>	<b>All Students</b>
<b>2003</b>	66 (18.3%)	246	30 (8.4%)	17	359
<b>2004</b>	58 (17.1%)	233	25 (7.4%)	24	340
<b>2005</b>	49 (16.4%)	208	17 (5.7%)	23	297

Further examination of enrollment numbers by specific ethnic minority group shows that our numbers are remain fairly consistent with Hispanic students representing the largest population. Table 6 shows enrollment by ethnic minority group for 2003-05.

**TABLE 6: Enrollment By Ethnic Minority Group**

	<b>Asian American</b>	<b>African American</b>	<b>Hispanic</b>	<b>Native American</b>	<b>All Minority</b>
<b>2003</b>	11	18	35	2	66
<b>2004</b>	09	13	33	3	58
<b>2005</b>	07	11	29	2	49

Statistics for our doctoral degree program show that we do not attract many domestic born minority applicants, especially Asian/Pacific Islander and African American applicants. Consequently, our admissions yield remains low. Table 7 shows applicant and enrollment trends among doctoral students for 2003-06.

**TABLE 7: Enrollment By Ethnic Minority Group in the Doctoral Program****Fall 2003**

	<b>Asian/Pacific Islander</b>	<b>African American</b>	<b>Hispanic</b>	<b>Native American</b>	<b>Minority Subtotal</b>	<b>Un-known</b>	<b>Caucasian</b>	<b>International</b>	<b>Total</b>
<b>Applied</b>	0	2	2	1	5	0	12	9	26
<b>Admitted</b>	0	1	1	0	2	0	5	3	10
<b>Percent Admitted</b>	N/A	50%	50%	0%	40%	N/A	42%	33%	38%

**Fall 2004**

	<b>Asian/Pacific Islander</b>	<b>African American</b>	<b>Hispanic</b>	<b>Native American</b>	<b>Minority Subtotal</b>	<b>Un-known</b>	<b>Caucasian</b>	<b>International</b>	<b>Total</b>
<b>Applied</b>	1	2	2	1	6	1	16	10	33
<b>Admitted</b>	0	1	0	1	2	0	10	0	12
<b>Percent Admitted</b>	0%	50%	0%	100%	33%	0%	63%	0%	36%

**Fall 2005**

	<b>Asian/Pacific Islander</b>	<b>African American</b>	<b>Hispanic</b>	<b>Native American</b>	<b>Minority Subtotal</b>	<b>Un-known</b>	<b>Caucasian</b>	<b>International</b>	<b>Total</b>
<b>Applied</b>	1	2	1	0	4	2	17	8	31
<b>Admitted</b>	0	0	1	0	1	1	12	0	14
<b>Percent Admitted</b>	0%	0%	100%	0%	25%	50%	71%	0%	45%

**Fall 2006**

	<b>Asian/Pacific Islander</b>	<b>African American</b>	<b>Hispanic</b>	<b>Native American</b>	<b>Minority Subtotal</b>	<b>Un-known</b>	<b>Caucasian</b>	<b>International</b>	<b>Total</b>
<b>Applied</b>	2	1	1	1	5	2	43	21	71
<b>Admitted</b>	0	0	1	0	1	1	10	2	14
<b>Percent Admitted</b>	0%	50%	100%	0%	20%	50%	23%	10%	20%

Overall, we must do more with regard to marketing and publicizing our program to students of color and international students if we are to find qualified students who can successfully apply and matriculate into our various programs. Currently, SPA is in the midst of redesigning a new brochure for the school that shows the diversity of our student body and displays a welcoming stance toward students of all kinds.

## **Attrition**

“Approximately 30 percent of MPA students who enroll in the program do not complete it. Women, regardless of race or country of origin, have a higher completion rate than men, and minority males, although small in number, have a particularly low completion rate. In an effort to retain more students, SPA, in general, focuses on two major activities: early identification and follow-up” (NASPAA Self-Study Report: Volume 1, August 2006, p. ##)

## **ORGANIZATIONAL CULTURE AND CLIMATE**

As SPA improves its student, faculty and staff diversity, we have come to realize that it is equally important to make sure that our organizational culture can provide a supportive and responsive climate where diversity is not only respected but also highly valued. Increased attention to organizational culture is vital if we are to develop and sustain an inclusive environment.

## **THE PLAN**

Recently, SPA has made tremendous investments in the area of diversity and inclusion, including the recruitment of faculty and improvements in marketing materials for students. More work, however, needs occur if SPA is to meet its mission and goals. The following diversity plan outlines specific goals and strategies in the following six areas:

- Area 1 – Faculty and Staff Recruitment
- Area 2 – Faculty and Staff Retention
- Area 3 – Student Recruitment
- Area 4 – Student Retention
- Area 5 – Organizational Culture and Climate
- Area 6 – Community Outreach

### **Area 1: Faculty and Staff Recruitment**

*Goal 1.1: All faculty and staff are trained in recruitment processes that develop diversity.*

Rationale: Even though a person may not be a member of a specific search committee, it is important that all staff and faculty are knowledgeable of search processes, especially the requirements relating to the campus visit. All faculty and staff typically have an opportunity to interact with candidates. Therefore, it is important that they understand the types of questions that are appropriate and how to treat candidates, especially diverse candidates, during their campus visits. Additionally, the search committee training offers ideas and strategies on how to increase the applicant pool, how to access the Michigan Database, etc. This type of information is valuable when recruiting faculty from underrepresented groups.

Actions:

- Offer Search Committee training to all SPA faculty and staff (via a 2 hour live training or online training)

Timeline: To be completed by May 2009

Locus of Responsibility: Dean and Associate Dean

Measures:

- Process measure – percentage of SPA employees who have completed the search committee training.
- Outcomes assessment -- at the conclusion of each year, the Dean will request from Human Resources information on how many diverse candidates were in the pool of applicants, and how many survived each stage of the selection process.

Evaluation and Feedback Loop:

- In January, at the beginning of the merit review process for faculty, and in March, as the performance review process for staff begins, the Associate Dean will remind all those who have not completed the training that they need to do so.
- The Dean will report to the Executive Committee and to the faculty on the success of our search committees in generating a diverse applicant pool.

***Goal 1.2: Every new hire (faculty or staff) is informed of SPA's commitment to diversity***

Rationale: SPA believes strongly in its commitment toward diversity and inclusion. Therefore, it is important that those hired to work for the school are also deeply committed to our goals.

Actions:

- Add language to letters of offer that highlight the importance of diversity and professionalism

[Kathleen: revise this as you wish...]Before closing this letter of offer, I would like to emphasize a few final, very important points. I expect every member of the faculty/staff to strongly support the school's commitment to the promotion of diversity, to exhibit characteristics of concerned good citizenship and to demonstrate a high level of collegiality throughout the tenure of their appointment. You should acquaint yourself with the school's diversity plan and work diligently to pursue its objectives and become conversant with the school's mission, goals and strategic initiatives and actively involved in their accomplishments. As a faculty/staff member in the School of Public Affairs, you will be expected to demonstrate a sincere interest in the welfare of the school and its students at all times. If any of the matters discussed in this paragraph are inconsistent with your own priorities or personal convictions, or if you feel they may seriously conflict with or constrain our career goals, it would only be fair for you to decline this offer of employment at this time.

Timeline: To begin immediately

Locus of Responsibility: Dean and Human Resources

Measures: In the Climate Survey (see item 5.1 below) that is given to faculty and staff, recent hires can be asked whether they remember this statement and whether it conveyed to them the seriousness of SPA's commitment to diversity.

Evaluation and Feedback Loop: The Dean will review results of the Climate Survey and implement improvements as needed.

## **Area 2: Faculty and Staff Retention**

***Goal 2.1: Criteria for merit review, for faculty, and performance review, for staff, include attention to cultural competence and activities in support of diversity***

Rationale:

- Employees focus attention and energy on activities that will earn desired rewards. For faculty, the merit review process results in the respect of peers, as well as salary increases. For staff, too, pay increments result from ratings on the various criteria of excellent performance. If cultural competence and support for diversity are clearly understood criteria, personnel at the School will have a strong incentive to express these qualities in their activities.

Actions:

- Review RTP criteria and performance review criteria to ensure they include cultural competence and activities in support of diversity. Add appropriate criteria and standards if they are not present.
- Ensure that faculty and staff are aware of changes, and encourage faculty and staff to report proactively on their efforts to support diversity in FRPA (faculty) and during coaching sessions (staff).

Timeline: 2008 - 2009

Locus of Responsibility: Chair of RTP Committee, supervisors of staff, and Dean

Measures:

- In the Climate Survey (see item 5.1 below), faculty and staff will be asked to rate the degree to which the merit review process rewards cultural competence and activities in support of diversity.
- At the end of the annual performance review process, the Dean will discuss with tenure-track faculty will be asked whether the criteria for success are clear and whether they feel that their activities in support of diversity are valued.

Evaluation and Feedback Loop:

- The Dean will review data from the Climate Survey and report to the Executive Committee and RTP Chair, and to all supervisors of staff, regarding any problems that are apparent with the criteria for performance of faculty and staff.

***Goal 2.1: Every tenure-track faculty member has at least one mentor, and staff who wish to have a mentor are assisted to find one.***

Rationale: The exchange relationship that mentoring provides between tenured and untenured faculty is invaluable. Both parties learn about their own research and teaching style as well as establish a personal connection with each other. Mentoring is seen as a mechanism to help inform



untentured faculty as to the nuances associated with gaining tenure and provides a mechanism for discussing progress and gaining advise.

Actions:

- Encourage tenure-track faculty to join mentoring programs such as those currently offered by the Center for Faculty Development.
- Chair of RTP to follow up with tenure track faculty to ensure that SPA's professional development process is being followed, and they each have a committee to guide and encourage them through the tenure process.
- Supervisors of diverse staff will discuss their need for mentoring and support and will endeavor to assist them to find an appropriate mentor, if desired.

Timeline: To begin immediately

Locus of Responsibility: Chair of RTP, supervisors of staff and Dean

Measures:

- The RTP Chair will monitor the professional development process for tenure-track faculty.
- During interviews with faculty during the merit review process, the Dean will ask tenure-track faculty whether they are receiving appropriate and helpful mentoring.
- The Dean (Dean's Executive Assistant?) will annually query staff to ascertain whether they feel a need for additional mentoring.

Evaluation and Feedback Loop:

- Annually, the RTP Committee will report to the Dean and the Executive Committee on the effectiveness of the professional development process for tenure-track faculty and propose to the faculty such changes as seem necessary.
- The Dean will work with supervisors throughout the school to determine whether improvements to the mentoring process for staff are needed.

### **Area 3: Student Recruitment [NOTE: add here something about recruiting a more diverse cohort of international students??]**

**Goal 3.1: Student applicants to SPA's programs will be well-qualified and highly diverse.**

Rationale: SPA has a strong program ranked in the top 15 percent of all public affairs/administration schools. However, we need to do a better job of publicizing our program to emerging markets, especially international (e.g., Latin and African countries) and to domestic born students of color. The creation of stronger marketing materials will enable SPA to better communicate with potential students about the kind of support we can offer.

Actions: **The Director of Marketing, Community Relations and Alumni Affairs (DMCRAA) will be asked to create a marketing plan and appropriate materials that will include outreach to a wide variety of potential students.**

Timeframe: 2008

Locus of Responsibility: DMCRAA, Dean

Measures:

- The DMCRAA will survey new students about the values communicated by the school's marketing materials.
- Information on the diversity of students will be maintained for every point in the process from recruitment to graduation.
- The performance of the DMCRAA will be assessed on criteria that include cultural competence and activities in support of diversity.

Evaluation and Feedback Loop: The Student Services Coordinators will, as part of their job responsibilities, compile data on the diversity of students in SPA's programs and on student success. This information will be reported to the Dean, Program Directors, the Executive Committee, and to the faculty.

#### **Area 4: Student Retention**

##### **Goal 4.1: Every SPA student receives cultural competency training as part of the introductory course in their program**

Rationale: Issues related to public affairs often have dimensions associated with concepts/values such as diversity, inclusion, social justice, equity, equality, and cultural competency. Therefore, it is important to train master and doctoral degree seeking students in these areas by providing knowledge and specialized skills training that will help them not only to understand the issues prevalent in our society but to increase their skill in dealing with them.

Objectives/Actions:

- A Diversity Training Design Group will be formed to create a workshop on diversity and inclusion. Interested faculty, Centers personnel and representatives of students and staff will be included.
- The workshop will be piloted with from each program.
- The workshop will be required to be part of the introductory course in each SPA degree program.

Timeframe: Curriculum Design Spring 2008, pilot in Summer 2008; full implementation Fall 2008

Locus of Responsibility: Dean, Design Gr/oup, Program Directors and Course Instructors

Measures:

- Feedback instruments collected after training, asking student reactions to the workshop
- Number of students who successfully complete training
- Pre-test and Post-Test comparisons of participants' self-reported knowledge of diversity issues, cultural competency skills and attitudes toward inclusion
- Climate measures as gathered by an annual survey of all SPA students

Evaluation and Feedback Loop:

- Workshop leaders provide data to the Dean, design group and program directors

- Dean summarizes Climate Survey data for Executive Committee, Program Directors and faculty

**Goal 4.2: Diverse students have multiple opportunities to engage in events and activities of interest to them**

Rationale: Often underrepresented students feel a sense of isolation when they enter into a University experience. SPA has this year begun to encourage students to take a greater part in the life of the university, by calling to their special attention the many campus lectures, trainings and cultural events. In addition, the Director of Marketing, Community Relations and Alumni Affairs (DMCRAA) has organized a variety of events targeted to SPA students; this year, a theme of those events and activities has been international and global issues, since all types of SPA students seem interested in these topics.

Actions:

- The DMCRAA will plan and organize a variety of events that will provide all students, including diverse students, with the opportunity to network with faculty, other students and members of the community.

Timeframe: Continuing

Locus of Responsibility: DMCRAA, Student Services Coordinators, Dean

Measures:

- Items in the Climate Survey will ask students for feedback on events and activities

Evaluation and Feedback Loop:

- The DMCRAA and Student Services Coordinators will track attendance at events and solicit student suggestions. They will review information from the Culture and Climate Survey.
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***Goal 4.3: Students have a clear, institutionalized line of communication to SPA authorities concerning diversity and inclusion issues.***

Actions: In consultation with the Program Directors, Student Services Coordinators and Faculty, the Dean convenes a Student Advisory Group. Acting as a focus group, it will meet annually with the Dean to review results from the Climate Survey and discuss SPA's diversity and inclusion efforts and achievements

Timeline: Spring 2008

Measures: Information from the focus group regarding SPA's diversity and inclusion efforts and suggestions for improvement.

Evaluation and Feedback Loop: Dean will summarize information and report to Program Directors, the Executive Committee and the faculty

**Area 5: Organizational Culture and Climate**

**Goal 5.1: The organizational culture at SPA is characterized by respect and enthusiasm for diversity, where diverse students, faculty, staff and administrators feel welcomed and valued.**

Rationale: If respect and enthusiasm for diversity is not a deep and pervasive value at SPA, some members of our community will feel isolated and unwelcome, they will not be productive or successful, and they will likely leave. People are very sensitive to cues from their environment, very much including the other persons in it, so all aspects of our culture – artifacts, practices, and core beliefs – must be consistently supportive of diversity in its many forms. The organizational climate must be one that welcomes as wide a variety of persons as we can accommodate.

To gauge our organizational climate SPA conducts student surveys biannually. Currently the survey provides students with an opportunity to comment on things such as the advising system, student services, and other issues. This survey provides valuable information for improving our operations. However, SPA needs to further develop the instrument in order to understand more about how students feel about issues related to diversity and inclusion. Faculty utilize the two designated questions on the Faculty-Course Questionnaire to assess their treatment of female and minority students and attention to related issues. However, the course questionnaire measure classroom climate, not SPA's organizational climate as it relates to diversity and inclusion.

Actions:

- Dean appoints a group to design and pilot a diversity climate assessment instrument, the Climate Survey
- The Climate Survey is administered to faculty, staff and students via Survey Monkey. One version of the survey will target students, another slightly different version will target faculty and staff.

Timeframe:

- Dean appoints a survey design group in Fall 2007
- Survey is administered in Spring 2008

Locus of Responsibility – Dean, Survey Design Group

Measures: items on the survey

Evaluation and Feedback Loop:

- Data are analyzed by persons skilled in survey research (from the faculty or Centers staff). This information is shared with the Dean, Executive Committee, Program Directors, faculty, staff and students.
- These groups review the data and propose – and implement – needed improvements.
- Annually, the Program Directors, Centers Directors and Dean will report to their constituencies on activities undertaken in response to the Culture and Climate Survey.

**Goal 5.2: Every member of the SPA faculty and staff has had training in cultural competency.**

Rationale: Faculty and staff need to become better equip to handle problems and provide information to underrepresented persons within SPA, especially as the number of students continues to increase. Therefore, the identification of specific trainings (e.g., Advising and Communications, Safe Zone, working with the Office of Disabilities, and etc) will occur prior to the start of each academic year along with a process for faculty and staff to take these trainings.

As trainings become readily available, SPA staff and faculty will need to take advantage of the opportunities. Such trainings will also aid in increasing the cultural competency of staff and faculty. For example, in 2006 student services, the Dean's Assistant and one faculty member attended Safe Zone Training in order to gain knowledge about creating safe spaces for Gay, Lesbian, Bisexual and Transgender students. Trainings such as the safe zone training lead to increased cultural competency.

Actions:

- Faculty and staff will be required to complete the module designed in item 4.1 above.
- The Dean and Associate Dean will identify additional training opportunities and encourage faculty and staff to take them and report their efforts on merit/performance review documents.

Timeframe: Continuing

Locus of Responsibility: Dean, Supervisors, and Office of Human Resources

Measures:

- Number of trainings completed by faculty and staff
- Merit review/performance review reports
- Faculty and staff will be asked to evaluate the training via item(s) on the Climate Survey

Evaluation and Feedback Loop: Merit review records will be summarized annually by the Student Service Coordinators. This information, and data from the Climate Survey, will be reviewed by the Dean and reported to the Executive Committee, faculty and staff.

### **Goal 5.3: Every course in the SPA curriculum includes some reference to diversity issues**

Rationale: As society becomes more diverse, issues related to public affairs often have a dimension associated with concepts such as diversity, inclusion, social justice, equity, and equality. Therefore, it is important train master's degree students and doctoral students in these areas by exposing them to various topics, examples, readings, etc.

The course curriculum offers several opportunities for the integration of topics related to diversity and inclusion as well as the integration of course materials from diverse perspectives. There is currently one course, Managing in a Multicultural Society that offers students a dedicated course on issues related to diversity and inclusion. As SPA evaluates its core offerings and electives, attention on how to integrate information related to diversity and inclusion needs to occur.

Actions: Program committees plan a process for stimulating the creation and use of diversity material throughout the curriculum, via cases, readings problems, guest speakers, field trips, student research, and more.

Timeframe: 2007-09

Locus of Responsibility: Program Directors, Dean

Measures: Items on FCQs and Climate Survey

Evaluation and Feedback Loop: The Associate Dean will summarize FCQ data annually and report it to the Dean. The Dean will present this information to the Executive Committee, Program Directors and the faculty

#### **Goal 5.4: Every member of the SPA community knows that SPA values diversity and inclusion**

Rationale: The School of Public Affairs values the philosophy of diversity and inclusion. As a result of this value, it is important for a new policy statement to be created and given to all faculty, staff and student. After disseminating it to current staff, faculty, and students, the new value statement will be given to each new hire and provided to students and new hires during their respective orientation programs.

Actions:

- Executive Committee creates a draft statement of SPA's values and policy with respect to diversity and inclusion
- Statement is reviewed, amended and approved by Faculty Council, Staff and Centers personnel.

Timeframe: Spring and Summer 2008

Locus of Responsibility: Dean, Centers Directors, Course instructors

Measures:

- Items on the Climate Survey ask whether students, faculty and staff know the SPA policy/values statement regarding diversity and inclusion

Evaluation and Feedback Loop: The Dean and the Executive Committee review data from the Climate Survey and propose strategies for improvement, if needed.

### **Area 6: Community Outreach**

#### **Goal 6.1: SPA receives regular input from a diverse group of community leaders**

Rationale: In order to strengthen the school's diversity efforts, it is important for us to strengthen community ties through continued dialogues with business and political leaders, philanthropists,

community stakeholders, and alumni. Through these dialogues the sharing of ideas and creation of new partnerships can occur.

Actions:

- The Dean will identify and invite community leaders and alumni to participate in an SPA Advisory Circle
- Dean will hosts a luncheon annually to brief the Advisory Circle on initiatives at SPA and on data from the Culture and Climate Survey and other data regarding the school. The advisors are encouraged to offer reactions and suggestions.

Timeframe: 2008-09

Locus of Responsibility: Dean

Measures: Attendance at the annual luncheon, engagement and interest of attendees, volume and quality of feedback from advisers

Evaluation and Feedback Loop: Dean provides leaders' feedback to relevant individuals or groups at SPA