Master of Public Administration Diversity Plan
Department of Public Administration
Villanova University
Originally Adopted, 9/15/2011
Revised, 9/27/2013
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Introduction

The Department of Public Administration is committed to diversity to help us fulfill our mission focused on helping students to gain "the knowledge of values, roles, skills, and practices that will help them become competent professionals capable of ethical, intelligent, and creative leadership in public service."

At both the university and college levels, improving and promoting diversity is a clear priority, and the Department of Public Administration willingly and eagerly complies. In 2004, Villanova University published a resource manual with these goals in mind.[i] The document addresses central questions concerning the implementation of a diversity plan, including: (1) what is the organizational plan for the next three to five years? (2) what culture and values does the organization desire? (3) what are the future human resource requirements needed to meet the organization's goals in the strategic plan? (4) what are the critical issues related to building the organization's 21st century workforce? More recently, in the University's 2010 Strategic Plan, *Igniting the Heart. Inspiring the Mind. Illuminating the Spirit.*, the second strategic pillar is focused on a diverse intellectual climate. It states: "Our enrollment goals include continuing to build a community that is diverse in race, gender, ethnicity, and culture…"[ii]

Overview

As the Public Administration Department plans for the next three to five years of operations, the faculty is sensitive to these strategic priorities of the university as well as the diverse constituencies the MPA Program serves within the local Philadelphia metropolitan area and across the nation through our online program. In this diversity plan, we enumerate the following goals focused on promoting diversity in faculty hiring and retention, student recruitment, curricular design, and program-level activities.

> **Goal #1: Attract and retain individuals from diverse backgrounds and, in particular, from under-represented populations, into the MPA Program as faculty, staff, and students.**
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> **Goal #2: Continue to foster diversity across the curriculum, in accordance with NASPAA standards.**
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> **Goal #3: Continue and expand program-level activities focused on promoting and improving diversity.**
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> **Goal #4: Nurture a positive and supportive environment for women, minorities, and people with disabilities – both faculty and students.**

Goal #1: Attract and retain individuals from diverse backgrounds and, in particular, from under-represented populations, into the MPA Program as faculty, staff, and students.

Background & Context

Faculty & Staff.

Students. The MPA Program has a very solid record of enrolling a diverse group of students from the metropolitan Philadelphia region and beyond. The delivery of our program using an online medium has helped us increase the diversity of our student body as well.

Action Steps

In hiring activities for **faculty and staff**, we will take the following specific steps:

1. Our advertisements will state explicitly our recognition of the importance of diversity to our university. An example is below:

   > Villanova is a Catholic University sponsored by the Augustinian order. Diversity and inclusion have been and will continue to be an integral component of Villanova University's mission. The University is an Equal Opportunity/ Affirmative Action employer and seeks candidates who understand, respect and can contribute to the University's mission and values. For more information, visit www.publicadmin.villanova.edu.

2. We will consult with Villanova's Associate Director of Employment and Employee Relations in Human Resources for assistance in reaching candidates from under-represented groups.
3. We will continue to conduct our campus interviews in accordance with law and Villanova University policy. We will work closely with the Associate Vice Provost for Diversity and Inclusion in the Provost's Office at Villanova University. When minority candidates visit campus as part of the interview process, we will make a concerted effort to make them aware of the resources available that foster a supportive and inclusive campus climate. For example, for full-time faculty, the Dean's office in the College of Liberal Arts and Sciences sponsors a grant program with special attention to women and minority support.
4. For all faculty and staff positions, we will advertise in professional media likely to attract a diverse applicant pool.
5. The department chair will be cognizant of diversity issues when forming search committees for open positions.
6. For recruitment of **full time faculty**, we will also reach out to the appropriate sections in professional organizations (such as ASPA and APSA) and other professional networks through contacts with chairs and/or posts to Web sites and listservs[iii]. We will reach out to all Program Directors identified on the NASPAA list of member institutions. We will reach out specifically and personally to program directors at Ph.D. institutions that may have potential candidates. [iv]
7. We will recruit **part-time faculty** applicants from: (1) the membership of state and local professional associations and consortia whose membership includes government and non-profit practitioners, (2) organizations partnering with the MPA Program by providing internships for our students, (3) Villanova University staff employees, and (4) alumni of Villanova's MPA Program who have achieved significant leadership positions in their organizations.
8. When appropriate, we will continue to invite candidates, especially minority applicants, to apply and, if applicable, to interview at professional meetings (such as ASPA) in order to generate a large and diverse applicant pool.

With respect to **student recruitment**, we will take the following steps:
1. We will employ personalized recruitment strategies with prospective students who inquire about the MPA program. For example, we will utilize our Student Lifecycle System, Radius, to help communicate with prospective students and also to determine the effectiveness of different marketing and recruitment strategies. We encourage anyone interested in the program to visit campus and meet with the program director and a faculty member.
2. We will be sure to highlight a diverse cadre of students and alumni in all of our publications and websites.

3. We will partner with the Office of Graduate Studies on potential advertising and marketing strategies directed towards a diverse student population. For example, Graduate Arts and Sciences attends many recruiting fairs, including national events that that help recruit a more diverse study body – for example, the conference for McNair scholars, to attract students from underrepresented groups; the Idealist Fair, to recruit students seeking public service careers; and fairs on local military bases to recruit veterans.
4. We will nominate qualified prospective students who are members of underrepresented groups for the "Presidential Graduate Fellowship." This fellowship, with the support of the Office of the President and the College of Liberal Arts and Sciences, provides full tuition remission and a stipend. The fellowship is provided for one year, and is renewable for a second year if the holder of the fellowship remains in good academic standing. Applicants who are U.S. citizens and members of an underrepresented group (Asian or Pacific Islander, African American, Hispanic, American Indian or Alaskan Native), and who have been accepted as matriculated into any campus-based graduate program in the Liberal Arts and Sciences, are eligible for consideration for this fellowship. The fellowships are awarded on the basis of academic merit.
5. We will reach out to minority undergraduate student groups as well as students with disabilities (and any relevant university offices) to share information about the MPA Program at Villanova.

Assessment

1. Ongoing analysis and monitoring of faculty recruitment efforts, and in particular, diversity of applicant pool, in partnership with the Department of Human Resources.
2. Ongoing monitoring of the diversity of faculty and staff, especially in light of trends with respect to the student body.
3. Ongoing monitoring of the diversity of the student body.
4. Analysis of faculty, staff, and student retention rates.

Goal #2: Continue to foster diversity across the curriculum, in accordance with NASPAA standards.

Background & Context

The Department of Public Administration encourages faculty to address issues of diversity in their courses whenever applicable. For example, as evidenced our diversity audit provided at the conclusion of this plan, the vast majority of MPA classes address differences related to social identity in light of public administration and management. Additionally, the instructional goals listed below all highlight issues of diversity. These were developed by the faculty during our 2014-2015 curricular review, and will be periodically revisited as defined in our assessment plan.

1. Seek to understand the many diverse interests involved in the policy making process
2. Work to incorporate diverse interests into the organization's activities to advance the common good
3. Seek not only understanding of different cultures, races, and religions but also stay updated on demographic trends to provide culturally competent responses in public service delivery
4. Ensure that written language to public audiences will be vetted and analyzed using methods of cultural competency
5. Be alert to any obstacles impairing the community when working with diverse constituencies
6. Liaison with the different ethnic, religious, and civic groups in the community to foster better communication between the organization and those groups

Action Steps

Moving forward, we will take the following specific steps:

1. We will continue to encourage faculty to integrate issues of diversity into their courses.

2. When faculty members review proposals for new courses, they will consider how the instructor addresses issues of diversity in the syllabus, if applicable.

3. We will continue to encourage and support faculty development activities focused on diversity in the classroom. We will encourage faculty to work with the Villanova Institute of Teaching and Learning (VITAL) to explore resources focused on this objective as well.

4. We will seek out internships for students that will encourage a focus on issues related to diversity in the workplace.

5. Finally, in future major curriculum reviews, considerations concerning educating our students about diversity will be at the forefront of discussions.

Assessment

1. Annual review of internship placements
2. Diversity Plan Audit: Review of Course Coverage of Diversity
3. Review of MPA Program Learning Objectives
4. MPA Assessment Plan

Goal #3: Continue and expand program-level activities focused on promoting and improving diversity.

Background/Context

In recent years, the department pursued a number of supplemental efforts directed at promoting and improving diversity by encouraging the involvement of women and minorities in special events. Through our advisory board, special workshops, career panels, and our annual MPA Dinner, we have been very successful in involving a diverse group of public service leaders in the program.

Action Steps

Moving forward, we will take the following specific steps:

1. We will continue to utilize special events as a critical means of promoting and improving diversity in the program.

2. We will make deliberate efforts to invite a diverse cadre of public administrators to the program, and offer as many opportunities as possible for them to engage with students. We will organize panels each academic year that include women and persons of color as members When inviting single speakers for events such as the MPA Dinner, we will be cognizant to rotate different individuals who reflect a variety of backgrounds.

3. We will look to our diverse alumni as an additional source of speakers and mentors for current students.

4. We will feature public sector organizations that serve diverse populations whenever possible.

5. We will encourage the newly established Pi Alpha Alpha and ICMA student chapters to feature diverse public servants in their programming.

6. Whenever possible and appropriate, we will co-sponsor activities and speakers with other departments and units at the university that feature the promotion of diversity.

Assessment

1. Diversity Audit, updated annually (see appendix)

Goal #4: Nurture a positive and supportive environment for women, minorities, and people with disabilities – both faculty and students.

Action Steps

- The department chair accepts the responsibility of creating a climate of inclusion for all members of the faculty, staff, and student body. He/she will make a concerted effort to make everyone aware of the resources available that foster a supportive and inclusive campus climate.

- **Faculty**
  o As a small department, we do not have an official mentoring program for junior faculty members. All of the senior faculty members assume the role of mentor for their junior colleagues in one capacity or another, whether for research assistance, teaching observations, or guidance on service responsibilities. All full time faculty participate in the mentoring of part time faculty.
  o We will encourage full time faculty to apply for a grant program with special attention to women and minority support that was recently established by the Dean of the College of Arts and Sciences.
- **Students**
  o At orientation, we will make new students aware of all relevant offices on campus that address issues of diversity.
  o We will publicize using our e-newsletter events on campus directed towards diversity issues.

Assessment

1. Analysis of faculty, staff, and student retention rates.
2. Focus group of students from diverse backgrounds to address the climate of diversity in the MPA Program.

Endnotes

i http://www.villanova.edu/studentlife/assets/documents/multicultural/diversity_report.pdf

ii http://www1.villanova.edu/villanova/president/initiatives/strategicplan.html#

iii These include, but are not limited to:

    a.   The Conference of Minority Public Administrators http://www.compaonline.org/contents/

    b.   The Section for Women in Public Administration (SWPA): http://www.aspaonline.org/swpa/

    c.   NASPAA's Career Listserv: careerlistserv@naspaa.org

    d.   Ford Fellows Listserv

    e.   Public Management Association Listserv

    f.   H-PUBADMIN, a discussion list sponsored by the Public Administration Section of the American Political Science Association and hosted on H-Net, Humanities and Social Sciences OnLine: http://www.h-net.org/~pubadmin/

    g.   Section on Personnel Administration and Labor Relations: http://www.aspaonline.org/spalr/

    h.   Association for Budgeting and Financial Management (ABFM): http://www.abfm.org/; abfm@aspaonline.org

iv These include, but are not limited to:

    i.   University of Georgia: http://www.uga.edu/padp/phdprogram.htm

    ii.   Princeton: http://wws.princeton.edu/grad/phd/

    iii.   Rutgers-Newark: http://spaa.newark.rutgers.edu/

    iv.   NC State: http://pa.chass.ncsu.edu/contact.php

    v.   University of Delaware: http://suapp.udel.edu/content/directors-welcome

    vi.   Penn State-Harrisburg: http://php.scripts.psu.edu/dept/iit/cl/spa/index.php

    vii.   George Washington University: http://www.gspia.pitt.edu/aboutgspia.aspx

    viii.   Syracuse: https://www1.maxwell.syr.edu/pa.aspx?id=689

    ix.   Texas A&M: http://www-polisci.tamu.edu/

    x.   Virginia Tech: http://www.cpap.vt.edu/phd.asp

    xi.   Pitt: http://www.gspia.pitt.edu/aboutgspia.aspx

    xii.   Rockefeller College at Albany: http://www.albany.edu/rockefeller/contactus.html

    xiii.   University of Kentucky: http://www.martin.uky.edu/programs_phd.html

    xiv.   Georgia State University: http://aysps.gsu.edu/PhD_policy.html

    xv.   NYU: http://wagner.nyu.edu/careers/contact.php

    xvi.   Kansas: http://www2.ku.edu/~kupa/prospective/phd/

    xvii.   Indiana University: http://www.indiana.edu/~spea/prospective_students/doctoral/index.shtml

    xviii.   USC: http://www.usc.edu/schools/sppd/

    xix.   American University: http://www.american.edu/spa/dpap/PHD-PUAD.cfm

    xx.   University of Washington: http://evans.washington.edu/

    xxi.   Ohio State University: http://glennschool.osu.edu/