

Cal Poly Pomona MPA Diversity Plan
(Adopted Spring 2020)

Introduction

The diversity plan has three major components: faculty recruitment/retention, student recruitment and curriculum efforts that provide an understanding and appreciation for diversity. Within each component is the plan objectives, activities and outcomes.

Faculty Diversity

The MPA program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members.

Recruitment Activities:

To successfully recruit a diverse faculty, the department ensures our job search is conducted in an objective and equitable manner, and advertises job openings with a variety of minority serving job websites, email lists, and professional associations in order to assure a diverse pool of applicants.

Once a faculty search position has been approved, the department's chair and search committee members are required to attend three trainings organized by the Director for Diversity, Inclusion, and Campus Climate (Nicole L. Butts). The training requirements include three modules: 1) Faculty Recruitment Orientation; 2) Understanding and Overcoming Implicit Bias in Faculty Recruitment; and 3) Searches and Recruitment in the CSU (Modules 1&2). In compliance with the recommendations included in these trainings, we ensure our program's search committees are diverse, and included both a search chair as well as an **"equity liaison"**. The purpose of the equity liaison is to ensure that the committee is identifying a broad array of sources for attracting the most diverse pool of applicants, and that our criteria for assessing applicants are both objective and equitable.

In addition, all job applicants are required to submit a **Student Success Statement** in their packet, which asks that they demonstrate an "ability to contribute to the diversity and excellence of the academic community through research, teaching, and/or services, and of commitment to teaching and working in a multicultural environment".

In preparing for outreach, we adopt a reflexive approach in which we discuss ways we can more intentionally attract strong candidates from diverse backgrounds. Guiding questions for committees include: what groups do we tend to miss attracting to our applicant pool and where might we find them? Whom can we ask to recommend strong potential candidates that we do not normally attract? In this way, our search is **non-passive and non-traditional** in identifying diverse pools of applicants.

Our outreach activities include, but are not limited to:

Academic conferences/placement services:

- American Society for Public Administration (ASPA)
- American Political Science Association (APSA)
- Western Political Science Association (WPSA)

- Association of Public Policy and Management (APPAM)
- Urban Affairs Association (UAA)

Academic listservs/social media pages:

- H-Net <http://www.h-net.org/jobs/>
- Academic Women in PA, @awparocks
- Women & Public Policy, @wappHKS
- Students of Color in Public Policy (SCPP), @SCPP_FordSchool

National academic newspaper or other publication:

- Chronicle of Higher Education Classified Ads

Regional academic newspaper or other publication:

- Western Political Science Association newsletter
<http://wpsa.research.pdx.edu/exhibspons/programads.php>

The list below identifies additional efforts to recruit minority and women candidates (e.g. professional caucuses, organizations, universities, and personal contacts):

- CSU Forgivable Loan Program
- Black organizations, colleges, universities
- Minority and Women Doctoral Directory
- The National Registry of Diverse and Strategic Faculty at Texas Tech University,
<http://www.theregistry.ttu.edu/>
- Diversity site for the Association of American Colleges and Universities,
<http://www.diversityweb.org/>
- The Black Ivy Alumni League, www.theleagueonline.org/jobvault1.php
- Historically Black Colleges and Universities, <http://www.hbcuconnect.com/>
- NASPAA and ASPA Committees/Sections, such as the NASPAA Diversity and Social Equity Committee

Retention Activities:

To retain faculty, the department chair assigns all new faculty **two faculty mentors**--a junior faculty mentor and a senior faculty mentor--to advise them in teaching, research, and service requirements.

Senior faculty complete **classroom visits** twice each academic year and provide written statements regarding their observations of junior faculty sessions: syllabus, assignments, classroom demeanor, and student interactions. The senior faculty members use this opportunity to encourage practices that are effective and suggest practices that may enhance teaching effectiveness. Faculty mentors comment on the scholarly productivity of candidates and recommend conferences and university resources that are available to support research and creative activities, such as internal or CSU-wide grant opportunities. Senior faculty may also suggest publication strategies.

In addition, each course has **student evaluations** completed at the end of the semester. This information is reviewed by the tenure-track candidate and examined by the senior faculty as part of the retention, tenure and promotion process. This data provides an opportunity for senior faculty to share ideas and approaches that have worked well with young scholars in related classes.

New faculty are also encouraged to get involved with one of our University’s cultural centers through the **Office of Student Life and Cultural Centers**, such as the African American Student Center, the Asian and Pacific Islander Student Center, Cesar E Chavez for Higher Education, the Native American Student Center, the Pride Center, or the Womxn’s Resource Center, all of which aid in creating communities of faculty and students across departments. Participation in cultural centers and related events can be used for evidence of service to the community in the retention and tenure process.

Evidence of the success of the program in supporting diverse faculty:

The MPA faculty is descriptively diverse, as shown in the table below. However, there is certainly room for improvement and we hope through future searches to attract female candidates and candidates of color, and specifically Latinx candidates given our university’s status as a hispanic-servicing institution.

Full Time Dedicated MPA Faculty (core nucleus)	Male	Female	White	Black	Asian/Pacific Islander
6	4	2	3	1	2
100%	66%	33%	50%	16%	33%

Substantively, our MPA faculty are also very diverse. Three of our faculty’s research engages directly with issues facing diverse populations. For example, Dr. Lauren Hom’s research focuses on the politics of ethnic community formation and political representation in Southern California; Dr. Renford Reese’s work is on prison reform, juvenile justice, and restorative justice; and Dr. Brady Collins’ work examines community and economic development strategies in multiethnic communities.

Student Diversity

Given our program’s location and affordability, we naturally attract a diversity of students. Nevertheless, we engage in a variety of activities to intentionally recruit and retain minorities, women, veterans, and other underrepresented groups.

Recruitment Activities:

Our program maintains ongoing collaboration and coordination with the Director of Admissions and Enrollment Planning (Deborah L. Brandon) to facilitate candidates’ completion of applications and to keep the admissions office current on the program’s guidelines and objectives. In addition, we provide the Graduate Studies Office (Rebecca Rivas) with brochures to foster the recruitment of a diverse and well qualified MPA applicant pool.

All MPA faculty members teach courses in the undergraduate political science program. This enables MPA faculty to **recruit diverse and qualified students** from among the department’s undergraduate population.

In addition, Dr. Renford Reese involves undergraduate and graduate students in the Prison Education Project (**PEP**), an organization he founded that guides former inmates to be educated and productive members of society. PEP has demonstrated the significant influence that a program of this nature may have on reducing recidivism (<http://www.prisoneducationproject.org/>). The PEP project serves to inspire a broad and diverse community of undergraduates to pursue educational opportunities and careers in public service and public policy.

Our MPA program includes an oversight committee, called the Masters in Public Administration Advisory Council (MiPAAC), in efforts to recruit and retain qualified MPA students. MiPAAC is comprised of both alumni and professionals working locally in the field of public policy and administration, and thus are able to encourage potential candidates in public service to enhance their skills and broaden their employment opportunities by enrolling in the MPA program at CPP. In recent years, several MiPAAC members have retired and stepped down. We are therefore in the process of expanding our MiPAAC committee, with an eye towards underrepresented groups who can assist us in recruiting diverse student applicants.

Members	Male	Female	Minority	Non-Minority
10	5	5	2	8
100%	50%	50%	20%	80%

Retention Activities:

As with new faculty, new students are encouraged to get involved with one of our University’s cultural centers through the **Office of Student Life and Cultural Centers**, such as the African American Student Center, the Asian and Pacific Islander Student Center, Cesar E Chavez for Higher Education, the Native American Student Center, the Pride Center, or the Womxn’s Resource Center, all of which aid in creating communities of faculty and students across departments.

Evidence of the success of the program in supporting diverse students:

Our student population is diverse in terms of both race/ethnicity and gender, and approximates the demographics of the region in which we are located. The table below shows student enrollments from Fall 2012 to Fall 2019. As shown, students from underrepresented populations (Native American, African American, and Hispanic/Latino) constitute just over half (51%) of our student population. Female students represent 52% of our student population.

Count of Bronco ID	Column Labels		
Row Labels	F	M	Grand Total
Non URM	83	91	174
Asian Only	18	27	45
Native Hawaiian or Other Pacific Islander Only	1		1
Non-Resident Alien	11	6	17
Two or More Races	8	4	12
Unknown	17	12	29
White Only	28	42	70
URM	99	79	178
American Indian/Alaskan Native Only		2	2
Black/African American Only	15	10	25
Hispanic/Latino (any race)	84	67	151
Grand Total	182	170	352

Students who reported being the first person in their family to attend college represent 55% of our student population (however, this is likely undercounted, as many students submit “no response”. We also continue to cultivate a strong relationship with our University’s Veterans Resource Center (VRC), and as a result during the 2012-2019 period we graduated 45 veteran students.

Curriculum Efforts: Cultural Competency

To successfully retain a diverse student body, we believe it is important to have a diverse faculty both descriptively and substantively. Education research demonstrates that descriptive representation is important because minority and women students report that minority and women faculty often serve as important role models for them. Substantively, the program seeks to increase student exposure to a variety of perspectives by ensuring our faculty, instructors, and invited guest speakers discuss a diversity of issues in public policy and administration. As such, all core faculty as well as MiPAAC members that teach in our program enhance the cultural competency of our students through their use of media, guest lecturers, scholarly readings, written and oral assignments, and applied field work that require students to think critically about how the theories and skills they develop in class may be applied to pressing problems facing the practice of public policy and administration in California. For example:

- In MPA 5100, Dr. Sandra Emerson invites representatives from the MMASC (Municipal, Management Association of California) and Los Angeles World Airports (LAWA) to give professional presentations on the ethics of public management.

- Mohsen Moayedi, a MiPAAC member and instructor in the program, organizes a field trip for his class on Crisis Management (MPA 5265) to the Los Angeles Emergency Operations Center (EOC) where students have the opportunity to tour the facility and learn first-hand from those working at the EOC on how emergency situations are handled. Students must then complete a project in class where they examine an historical crisis situation and, drawing from their field work experience, discuss the different phases of crisis management needed to respond.
- Dr. Renford Reese actively incorporates MPA students into his PEP program through either their MPA capstone projects/theses or their participation in his class, MPA 5605 - Criminal Justice Administration. PEP expands educational opportunities for inmates in 14 California correctional facilities by drawing from 2,400 university student and faculty volunteers to provide academic, life skills, and career development programming to incarcerated individuals.
- Dr. Reese has also been the Faculty Coordinator for 16 Study Abroad trips to eight countries. MPA students participate in these Study Abroad trips. The focus of these trips in recent years has been “NGOs and Social Service Outreach.” Mumbai, India: 2020; London/Paris: 2019-Present; Vancouver 2016-19; Dubai/Hong Kong 2016-18; Tanzania 2013-15; Belgium 2013; Amsterdam 2008-10; Ghana 2007-11.
- In his class on Qualitative Methods (MPA 5050), Dr. Collins requires that students develop research projects that involve conducting interviews or focus groups with recipients of social services to understand their perceptions and experiences of local government and their quality of life. To prepare for this work, students must complete *practice* interviews and fieldwork where they are asked to reflect critically on how they can use empathy to build rapport with respondents from different backgrounds to improve their data collection, while also maintaining objectivity and distance.
- Over the last five years, Dr. Speak has taught Administrative Law and Ethics, which serves as an introduction to the legal frame of mind—a step into a different kind of argumentation which is rooted fundamentally in the value of equal access for all and the primacy of reason. In doing so, Dr. Speak emphasizes how administrators can and should seek to uphold the law against abuse of power, as well as how to dissect policies that hold disparate impacts for marginalized groups.
- Dr. Hom, who teaches Public Policy Formulation & Implementation (MPA 5010), supplements the theories from the textbook with additional research articles, case studies, and examples from her past research and professional work to show how these policy concepts may apply to local immigrant communities, which are not always the focus in policy textbooks. For example, in a section about official and unofficial actors, she shows a video clip of a testimony from members of the California Healthy Nail Salon Collaborative, which is an advocacy group that seeks to improve the working conditions of nail salon workers, especially in the Vietnamese American community. In the class section on agenda setting in the policy formulation process, she assigns an article about the framing of immigrants and ethnic communities in relation to local resistance to affordable housing to help students understand how to navigate these issues in public policy and public administration practice.
- Dr. Chaturvedi serves on two University-wide committees aimed at improving cultural competencies among students and faculty. For example, his work on the Elections Readiness Subcommittee increases awareness among the campus community to their rights and responsibilities, thus creating an inclusive learning environment for all students while protecting

freedom of thought and speech on campus. On the Faculty Cultivation and Recruitment Subcommittee, he is tasked with promoting the hiring of diverse well-qualified candidates for faculty positions by implementing inclusive hiring practices that better diversify pools of candidates.

CLASS Inclusive Excellence Manifesto

Housed with the College of Letters, Arts, and Social Sciences, the MPA program has also adopted the CLAS “equity and inclusion Manifesto”, which was formally adopted on May 14, 2020.

PREAMBLE: Acknowledging inequity as a core condition of contemporary life, the College of Letters, Arts, and Social Sciences commits to change the structural conditions that produce chronically under-served communities in our College and on our campus. In its place, we will forge open, empathetic, equitable, and inclusive environments for everyone, without exception and without excuse. To do so, we submit this manifesto to plainly state our beliefs, commit ourselves to action, and hold ourselves accountable.

- I. We believe our historical and ongoing struggles for “liberty” produce inequitable institutions and behaviors that chronically under-serve communities on the basis of social status (class, race, gender, sexuality, ability, citizenship status, religion, and other categories of social difference). These categories—and our use of the umbrella term “under-served communities”—are not intended to reinforce these distinctions; we use these terms to assist discussions of inequity while still respecting the fluidity and intersectionality of human identity.
- II. We believe all students are entitled to an equitable education, which requires that we guarantee students the resources and support they need to achieve their educational goals rather than providing “equal opportunities,” which assumes all students start with equal access.
- III. We believe all employees are entitled to a supportive workspace that promotes fair treatment and equitable opportunities for professional development, and provides support structures for those who come from under-served communities or work in conditions of precarity.
- IV. We believe Universities reproduce privilege, which we understand as a social advantage that accrues to some over others on the basis of social status. Privilege need not refer to an individual’s deliberate actions, but rather the “cultural capital” often hidden in our assumptions of value. As such, privilege is contextual and variable, changing in different social, historical, and cultural environments.
- V. We believe inequity and privilege are not abstractions, but manifest directly in our policies, pedagogies, and practices, and thus the lived experiences of students, staff, faculty, and administration. Inequity is the precarious condition of those we encounter every day on campus, and we see you.

Therefore:

- VI. We commit ourselves to enacting equitable policy, pedagogy, and practices that support the students in front of us and not the students we imagine based off past experience or present

assumptions. That commitment requires adapting to students' changing needs by listening to their voices both in and out of the classroom, attentive to those who choose to engage and deploying supportive strategies to encourage a diversity of voices.

- VII. We commit ourselves to identify acts of racism, sexism, homophobia, etc. both in ourselves and others and address them through a self-reflective, educational mindset, recognizing the College is a space where we fail, learn, and grow.
- VIII. We commit ourselves to respect the right for people to choose how they identify themselves and how they participate in their communities. This includes behaviors like using preferred pronouns and names as well as avoiding the expectation that an individual speaks on behalf of a broader community.
- IX. We commit to diversifying the academy in the short term through hiring decisions and in the long term by mentoring students from under-served communities and supporting their efforts to pursue advanced degrees.
- X. We commit ourselves to recognize and support affective labor—empathy, mentoring, care, leadership—as crucial work that exacts a heavy toll, and that this labor is not equitably shared among all members of the workplace. Workload and service assignments should take this affective burden into consideration and equitably distribute this work.
- XI. We commit to train faculty to deploy inclusive pedagogical approaches (i.e. grading contracts, transparent assignment prompts, accessible course materials), provide institutional support for high impact practices that reduce inequity, and promote programs' revisions to curricula and syllabi to feature a diverse range of voices within the disciplines
- XII. We commit to nurturing students' empathy and inclusivity. To that end we will generate orientation modules and training sessions in the College, incentivize student engagement with the work of the OSLCC and other campus diversity initiatives, and model honorable and genuine interactions in our own behavior. Students are the catalysts for long-term change and equity work must begin by training and empowering students to act equitably.
- XIII. We commit to de-bias the workspace. This means respecting the contributions of all members of the University and resisting the misuse of power and privilege on the basis of job title, degree, professional prestige, or salary.
- XIV. We commit to encourage departments to include equity work as a consideration in faculty evaluations. As a foundational feature of the CSU system and a core belief of CPP

Measuring and Achieving Diversity Goals

Despite our program's achievements in the area of diversity and inclusion, real successes in this area require the strategic management of diversity goals. With the Inclusion Excellence Manifesto in mind, the MPA program seeks to implement these values by actively assessing the following metrics:

- 1) Percentage course syllabi that include a statement of diversity.
- 2) Percentage of students that report that they "agree" or "strongly agree" with the statement that "This course has prepared me well to work effectively in a diverse world."
- 3) Percentage of MPA courses that require student projects focused on issues related to diversity and inclusion.
- 4) Percentage of MPA a) tenure or tenure-track faculty, b) faculty holding endowed chairs, c) adjunct faculty, and d) staff who are diverse (by gender, racial minority status and/or citizenship

- status; and by sexual orientation, disability status, socioeconomic background, religious affiliation, first generation college student, first generation immigrant, and veteran
- 5) Percentage of candidates interviewed for faculty/staff positions who are diverse (by gender, racial minority status and/or citizenship status).
 - 6) Degree to which descriptive diversity of MPA faculty matches descriptive diversity of MPA student body
 - 7) Percentage of MPA student body who are diverse (by gender, racial minority status and/or citizenship status; and by sexual orientation, disability status, socioeconomic background, religious affiliation, first generation college student, first generation immigrant, and veteran
 - 8) Student retention rate (Percentage of students in a given entering class either graduated or still enrolled after 1 year, 2 years, ..., 6 years)
 - 9) Student graduation rates (Percentage of students in a given entering class that have graduated after 2 years, ..., 6 years)
 - 10) Percentage of external partners who receive technical or research assistance from an individual or group in our MPA program reporting satisfaction with quality of work (breakout by capstone, professional paper, ad hoc class projects).
 - 11) Proportion of student internships related to a diversity topic (breakout funded/paid versus non-funded/unpaid).
 - 12) Proportion of faculty-led community service projects focused on issues related to diversity and inclusion.
 - 13) Proportion of faculty-led research that supports diversity-related topics.
 - 14) Number and percentage of annual faculty publications (breakout by peer-reviewed and other) focused on a diversity topic.