

Diversity Guideline

These guidelines help NASPAA members establish and maintain diversity in their faculties and student bodies and provide recommendations and illustrations how programs can demonstrate a commitment to the integration of diversity with educational content.

NASPAA's Standards For Professional Master's Degree Program in Public Affairs and Administration manifest a commitment to diversity as an objective.

Standard 5.5 requires programs seeking accreditation to provide "evidence that specific plans are being implemented to assure the diversity of the composition of the faculty with respect to the representation of minorities, women, and persons with disabilities."

Standard 6.1 asserts that goals, policy and standards pertaining to student admissions should reflect "specific concern for the representation of minorities, women, and persons with disabilities." In addition to the standards concerning faculty and student diversity, these guidelines also recognize the need for students to develop a capacity to function in organizational settings with diverse work forces, clients and related groups.

Consequently, methods of incorporating diversity concerns into the curriculum also are presented in this document. The program administrator is ultimately responsible for implementing these standards.

If programs pursue the strategies presented below, they will enhance their prospects for fostering diversity. The guidelines are not, however, exhaustive. Other strategies may also prove effective in achieving the goal.

These guidelines address faculty diversity as it relates to race and sex. All university programs also have an obligation to facilitate the hiring of faculty and enrollment of students with disabilities. Programs should, therefore, review their physical facilities and support services to identify and, whenever possible, remove obstacles which hinder persons with disabilities. Faculty and students with disabilities should actively be sought and provided needed assistance and support. In this regard, graduate programs should be aware of the office/individuals within the university who are knowledgeable of recruitment services, hiring requirements, and support services for persons with disabilities.

FACULTY DIVERSITY

Under Standard 5.5, programs undergoing review must provide evidence that they have made an active effort to attract women and minority candidates to the faculty and that they have made a positive effort to provide an attractive, supportive environment for women and minority faculty. Overcoming gender and racial under representation sometimes requires distinctly different strategies than may be used to overcome racial under representation.

Listed below are examples of successful approaches to improving diversity. Individual programs may use supplemental or alternative approaches. Every program undergoing review, however, must demonstrate that a substantial range of activities, similar to those suggested below, has been undertaken. For those programs not successful in achieving diversity, the need to demonstrate an active and aggressive outreach and recruitment effort is especially important. All programs, however, have a responsibility to continue active outreach and recruitment efforts. These guidelines apply to every faculty search.

Faculty Recruiting

I. Developing a Diverse Pool of Candidates

In order to develop a substantial pool of women and minority candidates, programs must go beyond traditional advertisement in newspapers and professional journals, or distribution of position announcements by mail. Programs should distribute information concerning faculty positions to a broad range of minority and women's organizations both within and outside public administration. Appended is a list of such professional groups and associations.

Beyond distribution of position announcements, effective recruiting requires personal contacts. Programs should actively solicit nominations via personal contacts with colleagues and with the leadership of appropriate minority and women's organizations. Programs should ask placement directors at Ph.D.-granting institutions for folders and credentials of promising women and minority graduates or ABD's. Colleagues at NASPAA-member institutions also may be willing to provide assistance in identifying or nominating prospective candidates. In addition, programs should assure that the length of time allotted to the search is adequate to allow female and minority candidates to apply.

Development of a pool of potential female and minority applicants should be a continuous process, extending beyond the filling of a particular position. This requires maintaining regular contacts with doctoral programs, and frequent contacts with professional women's and minority associations to identify future prospects.

Programs seeking to enhance the pool of prospective candidates also could consider efforts directed toward non-traditional populations. These may include retired female and minority government officials or military officers, community leaders or individuals active in the volunteer sector. Within the college community, experienced female and minority faculty willing and able to retool in a related discipline may be sought. Programs may wish to consider providing financial assistance, released time, and other forms of support for women and minorities willing to undertake a doctoral program as a vehicle for career change or retooling.

II. Screening and Hiring

In all activities related to the recruitment process, ranging from the search committee's screening of candidates for closer review or interviews, through initial telephone contact with the candidate to the extension of a job offer, the program should take care to present an academic, professional and community setting likely to be attractive. This is particularly important for programs in which women or minorities are not well-represented. During the initial contact, for example, efforts should be made to determine the candidate's areas of interest, both personal and professional. When the on-campus visit occurs, opportunities for enhancement and expression of these interests should be emphasized. During the campus visit, candidates should have an opportunity to meet with other women and/or minority faculty or administrators on campus, even if not within the same discipline. Similarly, the candidate should have opportunity to explore the community, perhaps meet with community leaders and/or alumni likely to be supportive and congenial.

Beyond the presentation of a positive and supportive campus atmosphere, programs should assure that all job offers extended to women and minority candidates provide as positive a range of inducements as possible, within the economic and policy constraints of the institution. In addition to salary and benefits, such inducements might include: availability of research support, in released time and/or funding, opportunities for faculty development, funding for conference participation, assistance in meeting special needs; e.g., child care, housing, job opportunities for a spouse and access to professional or community association. Indeed, these are prudent practices to follow regardless of the candidate's race or gender. If

an offer is extended to a minority or woman candidate and rejected, the program should determine the reason for the rejection; make every reasonable effort to adjust the offer to meet the candidate's needs, as you would with other candidates; take feasible steps to assure a positive outcome in future negotiations.

To emphasize its commitment to faculty diversity and as a source of support and assistance in the achievement of diversity, a program may wish to establish a specific organizational entity (e.g., committee, task force or designated individual) responsible for the development, implementation and monitoring of that program's plan for increasing diversity.

III. Supplemental Activities

In addition to the foregoing activities, programs also may wish to undertake a number of supplemental measures to enhance the participation and visibility of women and minorities. These measures could include: use of women and minority practitioners as part-time or adjunct faculty members and allocation of visiting appointments to women or minority faculty from other institutions. Such appointments include special inducements such as research support, access to special collections and opportunities for collaboration. Other options might include use of women and/or minority faculty from other departments within the same institution, perhaps with some opportunities for retooling; sharing faculty or borrowing for one or several courses from other programs within the same geographic area, and/or use of women or minorities as practitioners-in-residence.

IT CANNOT BE EMPHASIZED TOO STRONGLY, HOWEVER, THAT SUCH MEASURES ARE CONSIDERED SUPPLEMENTAL TO EFFORTS TO INCORPORATE BOTH WOMEN AND MINORITIES WITHIN THE RANKS OF FULL-TIME, TENURE-TRACK FACULTY. NONE OF THE MEASURES SUGGESTED ABOVE IS A SUBSTITUTE FOR ACTIVE, AGGRESSIVE OUTREACH DIRECTED TOWARD THE ENHANCEMENT OF FACULTY DIVERSITY.

Faculty Development

Retention of women and minority faculty is as much a programmatic responsibility as is outreach, recruitment and hiring. All women and minority faculty should be informed of the institution's formal and informal criteria for tenure and promotion. Faculty members should be provided support, assistance and ample resources to meet these criteria. Supportive activities might include funding for conference travel, released time for research, opportunities for collaboration with senior colleagues, access to professional networks, assistance in developing teaching skills and appointment to prestigious, high-visibility committees. On the other hand, programs should take care that women and minorities on the faculty are not assigned teaching loads, advising tasks or committee work greater than the institutional norm.

STUDENT DIVERSITY

All programs have an obligation to promote enrollment of women and minority students. All programs have a responsibility to encourage promising women and minority students to consider doctoral education in public administration.

To that end, all programs should have in place admissions policies and practices designed to assure gender and racial diversity. These options include: development of programs, within or among institutions designed to attract promising undergraduates; the use of targeted fellowships and assistantships for both master's and doctoral candidates; special meetings, seminars, conferences and/or speaker's programs oriented toward the needs and interests of women and minority students; development of structured support networks and mentoring programs and research support and assistance activities.

Doctoral-granting institutions have a particularly obligation to expand the pool of minority doctoral candidates. An active, aggressive promotional and outreach effort is needed to attract prospective doctoral candidates to the profession and to support completion of doctoral programs. Cooperative programs might be undertaken in conjunction with undergraduate and master's program to identify prospective students and encourage interest in academic careers. Fellowships, research and teaching assistantships should be specifically examined and targeted for increased participation by minority students. Housing assistance, support for doctoral research, access to senior faculty mentors and to professional networks are among other forms of assistance which could be made available.

CURRICULAR AND PROGRAMMATIC ENRICHMENT

All graduates of master's degree program in public affairs and administration are required to function in increasingly diverse and heterogeneous organizational settings. Consequently, course and curriculum materials as well as other programmatic activities should expose students to issues relating to race and gender and develop in them the capacity to work effectively with individuals representing diverse backgrounds.

Among the activities which might be undertaken are the following:

1. Development of specific course and/or workshops dealing with race and gender.
2. Use of prominent women and minority officials as guest speakers in courses, workshops or special programs.
3. Design of internship experiences to place students under the supervision of women and minority agency mentors.
4. Throughout the curriculum, use of case studies, simulations and problem solving exercises which either feature women and/or minorities in leadership roles or which examine issues of particular concern for women and minorities.
5. Integration within a range of courses of research studies relating to women and minorities.

CONCLUSION

Enhancing faculty and student diversity within its member institutions is a central concern of NASPAA. These guidelines represent practical and realistic suggestions. Noting the difficulties associated with these efforts, NASPAA is convinced, however, that progress can be made toward establishing greater representativeness of personnel in public affairs/public administration programs.

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