

Diversity across the Standards

Excerpts from the Self-Study Instructions

Standard 3.2 Faculty Diversity: The program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members.

Rationale:

Students should have the opportunity to receive instruction from properly qualified faculty. The program's faculty, as a group, should include a variety of perspectives and experiences (e.g., gender, ethnicity, race, disabilities) to invigorate discourse with each other and with students and to prepare students for the professional workplace. Faculty members should form a self-sustaining community of scholars who pursue intellectual, professional, and community service agendas consistent with the program's mission. Program faculty should engage in the scholarship of public affairs, administration, and policy because it leads to teaching and mentoring of students in cutting-edge methods and applications, it advances the profession, and it impacts the community. They should engage in community and professional service related to public affairs, administration, and policy because it promotes their personal accountability and commitment to the values they are expected to model, and it provides opportunities for them to connect theory and practice and to recruit students and place graduates.

Standard 4.4 Student Diversity: The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, and student support services.

Rationale:

The outcomes of student recruiting, admissions, and student services should be consistent with the program's mission. Admitted students should show good potential for success in professional graduate study in public affairs, administration, and policy. The recruitment and service processes should be transparent, accountable, ethical, equitable, diverse, and participatory. A program should encourage diversity in its student body to help prepare students for the workplace of the 21st Century.

Standard 5.1 Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies related to its mission and public service values. The required competencies will include five domains: the ability

- *to lead and manage in public governance;*
- *to participate in and contribute to the policy process;*
- *to analyze, synthesize, think critically, solve problems and make decisions;*
- *to articulate and apply a public service perspective;*

- *to communicate and interact productively with a diverse and changing workforce and citizenry. [emphasis added]*

Rationale:

An accredited program should implement and be accountable for delivering its distinctive, public service mission through the course of study and learning outcomes it expects its graduates to attain. The curriculum should demonstrate consistency and coherence in meeting the program's mission. While an accredited degree program must meet basic minimal performance criteria, NASPAA recognizes that programs may have different profiles with varying emphases. The program being reviewed should demonstrate how its curricular content matches the profile emphasized in its overall mission. Whatever competencies the program designs, the learning outcomes should reflect public service values. Programs should strive to assure that their students can apply to real world problems the concepts, tools, and knowledge they have learned.

Graduate competencies equip the student to demonstrate knowledge and understanding that is founded upon, extends and enhances that typically associated with the Bachelor's level, and provides a basis or opportunity for originality in developing and applying ideas. Students should be able to apply their knowledge, understanding and problem solving abilities in new or unfamiliar environments within broader or multidisciplinary contexts related to public affairs, administration, and policy. They have the ability to integrate knowledge and handle complexity. For example, they can formulate judgments with incomplete information, including reflection upon social and ethical responsibilities linked to the application of their knowledge and judgments.

Self-Study Instructions: Standard 3.2

Self-Study Instructions

The purpose of this section is to demonstrate that the program is modeling public service values as they relate to faculty diversity. Programs should be able to demonstrate that they understand the importance of providing students access to faculty with diverse views and experience so they are better able to understand and serve their clients and citizens.

Programs should be able to demonstrate how they "promote diversity and climate of inclusiveness" in accordance with a strategic diversity plan, developed with respect to a program's unique mission and environment. The Commission seeks substantial evidence regarding programmatic efforts to promote diversity and a climate of inclusiveness, specifically demonstrable evidence of good practice, a framework for evaluating diversity efforts, and the connection to the program's mission and objectives. The program should upload its diversity-planning document on the Self Study Appendices page.

Upload your program's diversity plan as a Self Study appendix.

Complete the faculty diversity table for all faculty teaching in the program (with respect to the legal

and institutional context in which the program operates):

Please check one: US Based Program Non-US Based Program
 Legal and institutional context of program precludes collection of diversity data

US-based

3.2.1 a Faculty Diversity	FT		PT		Total
	M	F	M	F	
Black or African American, non-Hispanic					
American Indian or Alaska Native, non Hispanic/Latino					
Asian, non Hispanic/Latino					
Native Hawaiian or other Pacific Islander, non Hispanic/Latino					
Hispanic/Latino					
White, non-Hispanic/Latino					
Two or more races, non Hispanic/Latino					
Nonresident alien					
Race and/or Ethnicity Unknown					
Total					
Disabled					

*See glossary for definition

Non US-based

3.2.2 b Faculty Diversity	FT		PT		Total
	M	F	M	F	
Total					

Describe how your current faculty diversity efforts support the program mission? How are you assuring that the faculty bring diverse perspectives to the curriculum? Describe demonstrable program strategies, developed with respect to the program’s unique mission and environment, for how the program promotes diversity and a climate of inclusiveness.

3.2.3 Current Faculty Diversity Efforts

Describe how the diversity of the faculty has changed in the past 5 years. (Limit 250 words)

3.2.4 Faculty Diversity over past 5 years

3.2 Rationale

The program’s faculty, as a group, will include a variety of perspectives and experiences (e.g., gender, ethnic, racial, disabilities) to invigorate discourse with each other, and with students, and to prepare students for the professional workplace. Programs with a public service orientation should demonstrate their commitment, to the extent it is possible *within their legal and institutional framework*, to public service values in the processes used to recruit and retain faculty and in the ways they assure students are exposed to people with diverse views and backgrounds.

3.2 Clarifying Examples

Program G posts the University’s guidelines for faculty searches for the program’s diversity plan. The program is not in conformance with Standard 3.2 because it lacks a program specific set of steps and strategies.

Program H has a fully developed diversity plan that incorporates best practice in recruitment and retention. In the last three searches, they have hired white males 2 out of 3 times. In the other search, the program hired a white female. The diversity data shows that there are 7 white faculty, two are white females. The site visit team reviewed documents related to the search and verified that the program followed its recruitment plan. In the narrative explaining its hiring decisions for each search, the program stated that the minority faculty in the candidate pool did not have the expertise in the competency area needed by the program. The program has 3 minority part-time faculty out of 6 total and regularly uses a diverse pool of guest lecturers. Program E is in conformance with Standard 3.2.

Program I has articulated steps and strategies that relate program mission to recruitment for diversity but is silent on the matter of climate and inclusiveness. The program is not in conformance with Standard 3.2.

Program J is located in Central America. It lists the following diversity categories: Mestizo, White, Black-Creole, American Indian, and Other. The program discusses its diversity plan and how it is ensuring that students are exposed to diverse perspectives from the faculty. The program is in compliance with Standard 3.2.

Program K is located in Asia. It lists the following diversity categories: Asian and International. It makes no reference to a diversity plan and does not discuss how students are exposed to diverse perspectives from the faculty. The program is not in compliance with Standard 3.2.

Below is a list of some sample strategies programs use to pursue their faculty diversity goals. It is meant to be illustrative, although not exhaustive.

3.2.1 Strategies used in recruitment	Strategies used in retention	Other strategies used to assure students are exposed to
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		diverse views and experiences
Advertisement includes statement welcoming diverse applicants consistent within legal and institutional environment	There is a new faculty orientation that provides information on the promotion and tenure process	Use of part time instructors
Advertisement is placed in publications and on listservs that serve diverse audiences	New faculty are assigned to a faculty mentor	Use of guest lecturers
Advertisement is sent to schools with concentrations of diverse graduate students	New faculty are provided information about employee resource groups and contact numbers for the chair or facilitator.	
Databases are purchased and ads sent.	New faculty regularly meet with the program director to discuss progress vis a vis the tenure and promotion process	
Phone calls are made to program directors from schools with a diverse graduate student body to encourage applications from potential candidates	New faculty members are introduced to the teaching and learning center or a master teacher for assistance in course development.	
Phone calls or recruitment letters made to women and minorities known by program faculty to encourage application	New faculty regularly meet with the program director or chair to discuss issues and needs.	
Faculty, administrators, women, and professional staff of color to help uncover the available pool.	Other please specify	
Invitations are sent to authors of articles from publications, such as <u>Black Issues in Higher Education</u> , which feature people of color in the field		
Job announcements are sent to diversity related caucuses in ASPA, APPAM, APSA, and other organizations relevant to the position		
Evaluation criteria are used to create an		

inclusive pool of candidates		
The search committee receives training on recruitment and selection practices that increase potential for diverse pools and hires		
The department receives training on recruitment and selection practices that increase potential for diverse pools and hires		
Minority and female faculty have an opportunity to meet with other minority and female faculty informally during the interview process		
A female or minority is included on the search committee		
Documentation on why candidates are excluded from interview is required		
Other, please specify		

3.2 Basis of Judgment

- There are Program specific steps and strategies that demonstrate evidence of good practice in recruitment and retention of faculty consistent with its mission.
- Basis of Judgment: The program’s diversity strategies provide a framework for evaluating the diversity efforts of the program. Evidence can be found in the diversity of the full- and part-time faculty, the research interests of the faculty, as well as other measures.
- The Program’s data on recruitment and retention demonstrate adherence to the Program’s diversity strategies.
- The program demonstrates that it appreciates [diversity](#), broadly defined in the context of the program and its mission, as critical in today’s workplaces and professional environments.

Self-Study Instructions: Standard 4.4

Self-Study Instructions

In the SSR, the program should demonstrate its overt efforts to promote diversity, cultural awareness, inclusiveness, etc., in the program, as well as how the program fosters and supports a climate of inclusiveness on an on-going basis in its operations and services. Programs should be able to demonstrate how they "promote diversity and climate of inclusiveness" in accordance with a strategic diversity plan, developed with respect to a program's unique mission and environment. The Commission seeks substantial evidence regarding programmatic efforts to promote diversity and a climate of inclusiveness, specifically demonstrable evidence of good practice, a framework for evaluating diversity efforts, and the connection to the program's mission and objectives. The program should upload its diversity-planning document on the Self Study Appendices page.

Specifically, the SSR should address the following, as a minimum.

In the text box below, describe the explicit activities the program undertakes on, an on-going basis, to promote diversity and a climate of inclusiveness. Examples of such activities might include, but are not limited to:

- **Diversity training and workshops for students, faculty and staff**
- **Frequent guest speakers of a "diverse" background.**
- **Formal incorporation of "diversity" as a topic in required courses.**
- **Student activities that explicitly include students of a diverse background.**
- **Etc.**

4.4.1 Ongoing "Diversity" Activities

(Limit 250 words)

In the box below briefly describe how the program's recruitment efforts include outreach to historically underrepresented populations and serve the program's mission. (Note: the definition of "underrepresented populations" may vary between programs, given mission-oriented "audience" and stakeholders, target student populations, etc.) (Limit 250 words)

4.4.2 Program Recruitment Diversity Activities

Student Diversity (with respect to the legal and institutional context in which the program operates):

Check appropriate box: **US Based Program** **Non-US Based Program**

Check here if applicable - Legal and institutional context of program precludes collection of any "diversity" data.

US-Based Program – Complete the following table for all students enrolling in the program in the year indicated, (if you did not check the “precludes” box above).

Include international students only in the category "Nonresident aliens." Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."

4.4.3a Ethnic Diversity – Enrolling Students	Self-Study Year Minus 1		Self-Study Year		Total	
	Male	Female	Male	Female	Male	Female
Black or African American, non-Hispanic						
American Indian or Alaska Native, non Hispanic/Latino						
Asian, non Hispanic/Latino						
Native Hawaiian or other Pacific Islander, non Hispanic/Latino						
Hispanic/Latino						
White, non-Hispanic/Latino						
Two or more races, non Hispanic/Latino						
Nonresident alien						
Race and/or Ethnicity Unknown						
Total						
Disabled						

Please use the box below to provide any additional information regarding the diversity of your student population. Limit 250 words

Non-US Based Program – Complete the following table for all students enrolling in the program in the year indicated, enumerating categories of “diversity” appropriate for your location.

4.4.3b Ethnic Diversity – Enrolling Students	Self-Study Year Minus 1		Self-Study Year		Total	
	Male	Female	Male	Female	Male	Female
Total						

Please use the box below to provide any additional information regarding the diversity of your student population. (Limit 250 words)

4.4 Clarifying Examples:

The diversity of students entering Program G is minimal. In an effort to have a more diverse student population, Program G has implemented a program specific diversity plan using new recruitment tactics recommended by their University’s diversity officials. They have yet to see results. Program G is in conformance with Standard 4.4.

Program H frequently posts notices, on its website and bulletin boards, of lectures and multi-cultural activities in other departments and colleges across the campus, and in the local community. Program H is in conformance with Standard 4.4.1.

4.4 Basis of Judgment:

- The program provides a supportive educational climate for a diverse student population.
- The program’s recruitment activities reflect a consideration of “diversity” (with respect to its mission), through its selection of media, audience, and resourcing; and in the eventual composition of its entering students.

Self-Study Instructions: Standard 5.1

Self-Study Instructions:

Consistent with **Standard 1.3 Program Evaluation**, the Program will collect and analyze evidence of student learning on the required competencies and use that evidence to guide program improvement. The intent is for each program to state what its graduates will know and be able to do; how the program assesses student learning; and how the program uses evidence of student learning for program improvement.

In preparing its SSR for Standard 5, the Program should consider the following basic question: does the program sustain high quality graduate educational outcomes? This question has three major parts:

- PART A: How does the program define what students are expected to know and to be able to do with respect to the required universal competencies and/or required/elective competencies in ways that are consistent with its mission?
- PART B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?
- PART C: How does the program use evidence about the extent of student learning on the required (or other) competencies for program improvement?

The program's answers to these three questions will constitute the bulk of the self-study narrative for Standard 5.

COPRA requests that programs submit within their Self Studies, a written plan or planning template that addresses how they plan to assess each competency, when they will be assessing each competency, who is responsible for assessing each competency, and what measures will be used to assess each competency. The plan may be articulated within the appropriate text boxes and questions below or uploaded as a pdf at the bottom of the online web form. The plan should be connected to the program's overall mission and goals and should be sustainable given the resources available to the program.

PART A. Defining competencies consistent with the mission

Section 5.1 Universal Required [Competencies](#)

Self-Study Narrative Section 5.1 addresses how the program defines what students are expected to know and to be able to do with respect to the required universal competencies in ways that are consistent with its mission.

Within the context of your program's mission, how does your program operationally define each of the universal required competencies (in this section you should be defining the competency not providing examples of its assessment)?¹ Limit 500 words each.

To lead and manage in public governance

To participate in and contribute to the public policy process

To analyze, synthesize, think critically, solve problems and make decisions

To articulate and apply a public service perspective

To communicate and interact productively with a diverse and changing workforce and citizenry

Rationale:

Graduate level education should enable the student to demonstrate knowledge and understanding that is founded upon, extends, and enhances that typically associated with the bachelor's level, and provides a basis or opportunity for originality in developing and applying ideas. Graduate students should be able to apply their knowledge, understanding, and problem solving abilities in new or unfamiliar environments, and within broader or multidisciplinary contexts related to public affairs, administration, and policy. They should have the ability to deal with incomplete information, complexity, and conflicting demands. Graduate students should reflect upon social and ethical responsibilities linked to the application of their knowledge and judgments.

An accredited program should implement and be accountable for delivering its distinctive mission through the course of study it offers and through the learning outcomes it expects its graduates to attain. While all accredited degree programs must meet these standards, NASPAA recognizes that

¹ A list of possible phrasing of competencies can be found in Appendix B.

programs may have different missions with varying emphases. The curriculum should demonstrate consistency and coherence in meeting the program's mission. The program being reviewed should demonstrate how its curricular content matches the emphasis of its overall mission.

5.0 Basic Assumption:

NASPAA intends the accreditation process under the new standards to be developmental, that is, to advance the public esteem for all the degree programs it accredits as well as to improve the educational effectiveness of each degree program. Programs that provide accurate information on student learning and student attainment of required competencies will not be held to an ideal standard of perfection. Rather, programs will be expected to demonstrate that they understand the competencies expected of graduates, that they have instituted teaching and learning methods to ensure that students attain these competencies, and, where evidence of student learning does not meet program expectations, that action has been taken to improve performance.

PART A:

5.1 Clarifying Examples:

Program A's mission is to educate managers for state and local government. It lists at least one mission related learning objective under each of the five universal required competencies. Under "to participate in and contribute to the policy process," it lists two specific learning objectives: that students should be able to correctly interpret state policy when designing and delivering a local government program, and that students should be able to prepare memoranda describing the implications of state court rulings for local government. Program A is in conformance with Standard 5.1 for this competency.

Program B's mission is to educate managers for international governmental and nongovernmental organizations. It lists learning objectives under each of the five universal required competencies. Under "to participate in and contribute to the policy process," it lists aligning regional and national programs with international treaty obligations. Under "to lead and manage in public organizations," it lists accommodating program operations to local customs and mores. Program B is in conformance with Standard 5.1 for this competency.

Program C does not list any learning objectives under the competency of "to incorporate public service values into decisions." The other learning objectives listed are not consistent with the program's mission. Program C will need to justify how is in conformance with Standard 5.1.

Program D operationally defines each required competency, however; these operational definitions do not relate to the program's mission. The program's mission states that it will "prepare students to work in local government". The program does not at any point when operationalizing the required competencies make reference to local government and the unique skills it is ensuring its student are getting to be prepared to work in that context. The program is not in compliance with Standard 5.1.

5.1 Basis of Judgment:

It is expected that all students in degree programs accredited by NASPAA will have the opportunity to develop skills on each of the five universal required competencies. The program shows that it requires the five universal competencies of public affairs, policy and administration and links them to the program mission. The program defines each of the required competencies in terms of at least one student learning objective (but there may be more than one). The emphasis that a particular program places on each of these competencies is consistent with its mission. An accredited program need not assess all competencies every year or cohort, but rather at a frequency appropriate for its mission and goals. However, assessing each competency only once during a seven year accreditation cycle would not likely be sufficient for conformance in most programs.

Self-Study Instructions: Standard 5, Part B

- **Part B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?**

The program is expected to engage in ongoing assessment of student learning for all universal required competencies, all mission-specific required competencies, and all elective (option, track, specialization, or concentration) competencies. The program does not need to assess student learning for every student, on every competency, every semester. However, the program should have a written plan for assessing each competency on a periodic basis.

Self-Study Instructions: Standard 5, Part C

- **Part C: How does the program use evidence about the extent of student learning on the required (or other) competencies for program improvement?**

Universal Required Competencies: One Assessment Cycle

For the self-study narrative, the program should describe, for one of the required universal competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning; 2) the type of evidence of student learning that was collected by the program for that competency, 3) how the evidence was analyzed, and 4) how the results were used for program improvement. *Note that while only one universal required competency is discussed in the self-study narrative, COPRA expects the program to discuss with the*

Site Visit Team progress on all universal competencies, subject to implementation expectations in COPRA's official policy statements.

1. Definition of student learning outcome for the competency being assessed:

2. Evidence of learning that was gathered:

3. How evidence of learning was analyzed:

4. How the evidence was used for program change(s) or the basis for determining that no change was needed:

Basis for Judgment

The program demonstrates evidence of student attainment of the expected learning outcomes for the universal required competencies described in the self-study. (The SVT has auditing authority at NASPAA and may review any of the required universal competencies). The program shows that it collects direct evidence of student learning and analyzes the evidence in terms of faculty expectations. If the results of assessment do not meet faculty expectations, the program shows how it has used the results of assessment for program change to improve student learning.

Glossary

Academically qualified faculty member:

A faculty member who holds a terminal degree related to his or her teaching responsibilities and has maintained scholarship activities to support his or her teaching responsibilities. If the faculty member received their terminal degree more than 5 years prior to the self-study, they need to show currency in the field, particularly in his or her area of scholarship. The program should demonstrate how the faculty are academically qualified to advance the program with regard to its mission. All academically qualified faculty will also use class syllabi that demonstrate current knowledge and technique.

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: A person having origins in any of the black racial groups of Africa.

Diversity: Differences relating to social identity categories such as race, ethnicity, gender, class, nationality, religion, sexual orientation, disability, age, and veteran status. NASPAA is using the Common Data Set (CDS) categories for US-based programs, Non US-based programs will define their own diversity categories based upon their own context.

International (faculty or student): A person who is not a citizen or national of the country where the program is located, and who is in that country on a visa or temporary basis and does not have the right to remain indefinitely. (For purposes of Diversity Data)

Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Minority Faculty: (For U.S.-based programs) Faculty who designate themselves as Black, non-Hispanic; American Indian or Alaska Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Nucleus faculty member: A faculty member who participates in the program's 1) governance by participating in faculty meetings, area of specialization committees, student admissions, curriculum planning and overall program administration; 2) instruction by teaching an average of at least one course per year in the program; advising students and supervising them on analytical papers, theses, or applied research and public service projects, and 3) research and/or professional and community service activities significantly related to public affairs. This designation refers to full-time tenured or tenure-track faculty and full-time clinical or professors of practice (or comparable titles at institutions). The

members of the nucleus faculty need not all be in the same department or unit at the University.

Part Time Instructional Faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full time instruction faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

Program Faculty: Refers to Nucleus, Extended and Part-Time Instructional Faculty as a whole.

Professionally qualified faculty member: A full-time faculty member can be professionally qualified by virtue of having a record of outstanding professional experience directly relevant to the faculty member's Program responsibilities. In general, a professionally qualified faculty member will have a graduate degree, and will have relevant professional experience in his or her area of responsibility. Additionally, professionally qualified faculty will engage in professional and community service in an area which supports his or her teaching responsibilities. Professionally qualified faculty may also publish professional, practice relevant writing related to his or her area of teaching. All professionally qualified faculty will also use class syllabi that demonstrate current knowledge and technique.

Scholarship: the development of new knowledge, the re-synthesis or re-conceptualization of existing knowledge, and/or the creative application of theory to practice.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.